Chapter 2
Review of related literature

2.0   Introduction

The review of related literature is a very significant part of the study being conducted. The review of literature not only provides information on what has been done in the concerned area but also provides a very clear picture of the areas that have not been touched yet. It is the basis for the concerned research and is very helpful in providing direction.

Emotions have been a neglected area in human affairs. Hence, studies in the area of emotions are yet to pick up in social or behavioral sciences, and in particular, in the field of education. Due to the limited research available, especially in India, research which is not directly related to the field of education has also been presented. The present chapter has been organized in two parts. One contains research that is directly related to emotional intelligence in the field of education. The other part contains studies that have been done on the relationship of emotional intelligence and other areas like interpersonal skills, job performance etc.

2.1 Related studies

The following are a few studies in the area of education as well as other fields that the researcher has been able to locate.

2.1.1 Studies conducted on Emotional Intelligence in the field of Education

A study was conducted by Sabapathy (1986) entitled, "A study of the relationship of manifest anxiety, emotional maturity and social maturity of Standard 10 students to their academic achievement". The major objectives of the study were: (1) To construct a tool on emotional maturity to measure the emotional maturity level of standard 10 students. (2) To find the relationship between independent variables, manifest anxiety, emotional maturity, social maturity, socio – economic status, sex, medium of instruction on one hand and academic achievement on the other. The independent variables were measured by Sinha's manifest anxiety scale, emotional maturity scale, Rao's social maturity scale and Kuppuswamy's SES scale. For academic achievement the SSLC exam marks were taken. The sample was 574 boys and 531 girls who were selected from private aided, private unaided, corporation and government schools, based on stratified proportionate random sampling technique. Students were taken from Kannada and English medium schools. Data was analyzed using zero order co relations, chi square test, multiple regression and two way ANOVA. The main findings were: (1) Emotional maturity was positively and significantly related to achievement in Math, General science, Social studies and total academic achievement. (2) Emotional maturity, socio – economic status and social maturity turned out to be significant predictors of total academic achievement.

A study was conducted by Morgan (1991), entitled, "Educating the emotions" as a philosophical contribution to the problem of whether it is possible for educators to engage in practices that contribute to emotional development of their students. The thesis argues that educators can enhance the emotional lives

of children principally by ensuring that students acquire a well rounded, liberal education. Emotions are viewed as passive status, which have a significant cognitive dimension. They are passive in two ways – Firstly they are a status of feelings (they are pass ional) and secondly, they are a status in which subject is affected by situation (helps passive vis-à-vis his situation). They can be distinguished from actions and rationality. Whether it is possible to educate emotions is contingent upon whether it is possible to evaluate emotional lives of people. It is shown that we can evaluate particular emotional status, such as Smith's love for Jones, in terms of their appropriateness. It is also shown that emotional lives can be evaluated. As a whole, emotions can be seen as playing a significant role in making important decisions and in self improvement. And we evaluate a person in terms of the degree to which he allows his emotions to fulfill these roles. Lastly, it looks at the problem of whether and how educators can contribute to emotional development of students. It is argued that educators can ensure that students receive a well rounded education, including a study of various disciplines; educators can ensure that students learn various strategies of emotional control and they can attempt to teach students to take their emotions seriously.

A study was conducted by Butler (1994) entitled, "Emotion theory and it's implication for counseling education". One leading assumption is that all mental events, including emotions are centered in and are co – existent with neuro - chemical activities in particular areas of the brain. Another leading assumption is that emotion is an irreducible, socio – cultural phenomenon, one generated in interaction with others and governed by norms and values of society. A third assumption is that there can be no emotion without cognition, hence, emotion is a function of thought processes and can be studied

accordingly. A last assumption is that emotion is a complex mind environment adaptational process involving tacit meaning making on the part of the individuals, A corollary of the last id a profound respect for valuing a client's emotional experience by an emotion – focused counseling. Rather than discouraging or mediating a client's emotional reactions, the emotion focused counselor would help the client deepen his acceptance of what he / she is experiencing.

A study conducted by Ondrejka (1998) entitled, "Affective pedagogy in professional education", was an interpretive exploration of affective pedagogy in courses which were a part of professional degree programs for medical workers, pastoral counselors and nurses. Affective pedagogies included specific strategies and encompassed use of care, immediacy and ways of knowing. The investigator studied classroom cultures using observation tools that he designed for the study. Data were subjected to theme analysis and integrated to create five global themes: (1) Faculty have limited awareness of affective literacy, (2) Faculty face risks, like per criticism etc., in implementing affective pedagogy, (3) Educators need to develop and use theoretical frame works for affective learning and pedagogy, (4) There is need to refine affective learning environment through variety of methods suggested by students, faculty and literature, (5) The most significant refinement identified is the need to interweave cognitive and affective pedagogy for greatest learning impact.

A study was conducted by De Morat (1998), entitled, "Emotion socialization in classroom context: A functional analysis to examine teacher – student interaction in kindergarten". A teacher and 4 students were observed and data presented on categories and frequencies of teacher's display of emotions,

teacher – student contingent of responding and evidence of emotional socialization. Results indicated that emotions of pride and joy were most frequently displayed by the teacher and matched contingent responses by students were greatest for interest and happiness. Result of functional analysis revealed that teacher emotional display of pride, acknowledgement of students' achievements and display of happiness served to encourage exemplary behavior in classroom. Examination of observational data indicated that children learn to display rules appropriate for interaction, from their teacher.

A study was conducted by Schoiack (2000) entitled, "promoting social emotional competence: Effects of a socio – emotional learning program and corresponding teaching practices in schools". The study investigated effects of a social and emotional learning program and corresponding teaching practices on the students' social competence. Two groups of 2nd and 4th grade students from 15 schools were followed for over 2 years. Schools were randomly assigned to experimental and comparison groups. Teachers taught a social emotional learning program in experimental classrooms for over two years. All the students were then given a group administered survey assigning their social cognition. Analysis demonstrated that lessons combined with support of students' emotional regulation were associated with lower aggression. This confirms the need for investment in teacher development and training to support social emotional learning in schools.

A study was conducted by Rao (2001), entitled, "Development of an in – service training program for Navodaya Vidyalaya teachers in meeting students' emotional needs". The major objectives were: (1) To identify the emotional needs of students in Navodaya Vidyalaya, (2) To develop an in- service training

program for teachers of Navodaya Vidyalaya in meeting students' emotional needs, (3) To implement and study the effectiveness of the developed program. The sample comprised of 20 teachers, 10 students from each class and the principal of one Jawahar Navodaya Vidyalaya, purposively selected. Data collection and analysis were done simultaneously. In phase 1, to find the emotional needs of the sample students, interviews, official records and field notes were used and this provided the frame work to develop the intervention program. Data collected through Ego – state scale, Spiro - M scale (in the pre and post intervention phase were quantified and analyzed using percentage analysis. Responses on counseling skills before and after were used for content analysis. The major findings were that students express emotional needs for teachers who are gentle, loving and understanding. The intervention program designed made a difference in the teachers' behavior as it focused on knowledge and skills intended to bring change in attitude. After the intervention program, the teachers were found to be more democratic in their interactions with students, attending, listening and helping students in their personal and academic problems which were not there earlier.

A study was conducted by Kaplan (2003), entitled, "Educating the emotions: Emotional intelligence training for early childhood teachers and care givers". This study evaluates the effects of a psychoeducational training program on the development of emotional intelligence in pre- school and elementary educators and care givers. Theories of emotional intelligence (E.I) are applied to practical issues of adult E.I education and assessment in the work place. The study site was an early childhood centre and school serving in a low – income Hispanic neighborhood. The 17 participants were primarily Spanish speaking immigrant women, most with limited formal education, who took 60 hours of Nurturing

Peace in Early Childhood training. The intervention was designed to develop their ability to perceive, understand and manage emotions, and to successfully implement a social emotional learning program with children. Multiple quantitative and qualitative assessments were used, including E.I ability tests, performance observations, and self report measures. Findings suggest that, though participants' E.I appeared weak pre program, it improved significantly post training, as did their implementation of the Peaceable Classroom program with children. The study suggests practical implications for preparing teachers to implement social – emotional learning programs, as well as for retooling tests for assessing E.I in culturally and educationally diverse populations.

A study was conducted by Haskett (2003), entitled, "Emotional intelligence and teaching success in higher education". This study has attempted to offer a starting point for research into underlying emotions that differentiate the most effective faculty at institutions of higher education. A theoretical model was tested that predicted a relationship between EQ (EQ-iS), Seven Principles for Good Practice in Undergraduate Education; and the construct of effective teaching. The main objectives of the research were: (1) to determine the most significant differences in the EQ competencies of Teaching Award winning faculty and non award winning faculty; (2) to compare the degree of utilization of the Seven principles by Teaching Award winning faculty and non award winning faculty; (3) to assess the predictability of EQ ratings for the selection of award winning faculty; (4) to explore the relationship between EQ competencies and the Seven principles. This study compared 86 Teaching award winners to a random sample of 200 non award winning faculty members at one institution. The data included self reports on Seven principles and EQ. Three statistical procedures of MANOVA, discriminant analysis and multiple

regressions were selected. Results found a significant link between specific EQ competencies and behavior of effective teaching, as measured by Seven principles. A comparison of the degree of utilization of the Seven principles by the two groups did not reveal a significant difference among the EQ sub – scores. The study concluded that it is not only actions and behavior of faculty members that are important, but also underlying attitude behind actions that had greatest influence on teaching.

A study was conducted by Drago (2004), entitled, "The relationship between emotional intelligence and academic achievement in nontraditional college students". This correlational study examined the relationship between emotional intelligence and academic achievement in non traditional college students. In this study emotional intelligence, achievement motivation, anxiety and cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Data were collected using the Mayer – Salovey – Caruso – Emotional Intelligence Test (MSCEIT), the State – Trait Anxiety Inventory (STAI), the Achievement Motivation Profile (AMP), the Wonderlic Personnel Test (WPT) and Student Demographic Survey (SDS). Bycvariate and multivariate correlation and regression analysis were used to test the study's statistical hypotheses. Results demonstrated that emotional intelligence is significantly related to student GPA scores, student cognitive ability scores and student age. Additionally, student anxiety was related to certain emotional intelligence abilities. No significant relationship, however, was found between emotional intelligence and achievement motivation. Overall, the results suggest that academic achievement is related to student's ability to recognize, use and manage their emotions.

2.1.2 Studies conducted on emotional intelligence outside the field of education

A study was conducted by Arya (1984), entitled, "Emotional maturity and value of superior children in family". Major objective was to find the relationship between intelligence and emotional maturity of boys and girls separately and study the effect of sex, age and residence on emotional maturity of superior children. The sample comprised of 300 subjects – 150 males and 150 females – superior in intelligence, who belonged to urban, semi urban and rural areas and their age ranged from 13 to 16 years. The emotional maturity scale developed by Y.Singh was used. Test – retest coefficient of reliability for sub – tests of scale ranged from 0.42 to 0.86. The data were analyzed with the help of co – relation and two way analysis of variance. The findings were: (1) Superior boys and girls did well on emotional maturity tests. Superior intelligence showed a high co – relation with emotional maturity. 92) Age – wise (4 age levels – 13, 14, 15, 16 years) there were no significant differences on emotional maturity. (3) Boys proved to be more mature. (4) Residence did not link with emotional maturity.

A study was conducted by Purkable (2003), entitled. "Emotional intelligence, leadership style and coping mechanisms of executives". The purpose of this exploratory study was to determine the ways leadership practices and coping mechanisms reported by executives differ as level of emotional intelligence differed and whether men and women executives differed in their emotional intelligence, leadership practices and coping mechanisms. 50 government contracting executives were evaluated on their emotional intelligence. MSCEIT (Mayer – Salovey – Caruso Emotional Intelligence Test), Leadership Practices

Inventory (LPI) and Coping Response Index (CRI) were used. The overall MSCEIT scores were positively correlated with the leadership practice of leading the way for others and negatively correlated with emotional discharge. Significant relationships emerged when the MSCEIT sub scores, leadership practices, and coping mechanisms were compared. Sub score 4, regulation of emotion in self and others for emotional and intellectual growth, was positively correlated with the leadership practices, leading the way for others and encouraging others, and with the coping mechanism's problem analysis and problem solving. Sub scores 2 and 3, emotional facilitation of thinking and understanding and analyzing emotions respectively, were negatively correlated with the copping mechanism, emotional discharge indicating that the more able executives are able to use emotions, to assess thought and understand emotions, the less likely they are to act out in order to cope. Sub score 3 was positively correlated with cognitive avoidance coping indicating that executives distancing themselves for a time from problem more creatively solve the problem. These results indicate that more emotionally intelligent executives lead by example and use emotional information to analyze, cope with and solve problems. Men and women did not differ in any of the 3 measures.

A study was conducted by Lopes (2004), entitled, "Emotional abilities and the quality of interpersonal interaction". Three studies explored the relationship between emotional intelligence, defined as a set of abilities involved in processing emotional information and the quality of interpersonal interactions, assessed through multiple criteria. The ability to manage emotions was consistently and positively related to the quality of interpersonal interactions. Everyday social interactions were examined, interactions with peers in college and interactions with both peers and supervisors in the work place, drawing on

multiple informants. Findings supported the criterion and incremental validity of an ability measure of emotional intelligence, the MSCEIT (Mayer – Salovey – Caruso Emotional Intelligence Test). Study 1 was a diary study of social interaction involving 103 German college students. Individuals scoring high on the managing emotions sub scale of the MSCEIT were more satisfied with their everyday interactions with opposite - sex individuals than their counter parts. They also perceived themselves to be more successful in impression management in social interactions with individuals of the opposite sex. These associations remain statistically significant after controlling for the Big Five personality traits. Study 2 involved 76 students from a residential college. The ability to manage emotions, assessed by the MSCEIT, was related to self reports and peer nominations of interpersonal sensitivity and pro – social tendencies, the proportion of positive versus negative peer nominations, and reciprocal nominations of friendship and liking. These associations remained significant after controlling for the Big Five and verbal and fluid intelligence. Study 3 involved 44 analysts and clerical employees from the finance department of a fortune 400 insurance company. Individuals scoring high on MSCEIT received higher peer and / or supervisor ratings of interpersonal facilitations (interpersonal sensitivity, sociability, quality of interaction, and contribution to positive work environment) than their counterparts. They received higher peer and / or supervisor ratings of stress tolerance and leadership potential. Additionally, they got greater merit increases and held higher company rank. With few exceptions, these associations remained significant controlling for other predictors, one at a time, including age, gender, education, verbal ability, the Big Five, trait affect, and emotional approach coping.

A study was conducted by Wells (2004), entitled, "Emotional intelligence as an ability and its relationship with openness to difference". The two research hypotheses of this study posited a correlation between Emotional Intelligence (E.I) and openness to difference, as indicated by self – perceived flexibility to difference and self – reported receptiveness to difference (RTD). The Mayer – Salovey – Caruso Emotional Intelligence Test (MSCEIT) was used to assess E.I. The flexibility / Openness scale of the Cross Cultural Adaptability Inventory was used to assess self perceived flexibility to difference; the RTD scale is used to assess self reported RTD. 90 undergraduate students, 70% female and 30% male participated. The sample was 80% Caucasian with an average age of 20 years and working towards varied academic majors. The hypotheses were confirmed and an association was found between E.I and openness to difference. The total score of MSCEIT correlated positively and significantly with the scores on the Flexibility / Openness Scale of the CCAI (r=.39, p=.01), as well as with the scores on the RTD scale (r=.37, p=.01). additionally scores from the two indices measuring the construct of openness to difference were found to be positively correlated. The Flexibility / Openness Scale of the CCAI correlated with the scores from the RTD scale (r=.51, p=.01).

A study was conducted by Kostman (2004) entitled, "Multi dimensional performance requires multi dimensional predictors: Predicting complex job performance using cognitive ability, personality and emotional intelligence assessment instruments as combinatorial predictors. This research is an attempt to illustrate that by adopting a multi dimensional perspective to job performance, alternative strategies for achieving organizational success can be demonstrated. In an inbound sales center, sales people with relatively lower

levels of General Mental Ability (GMA) who demonstrated relatively higher levels of Emotional Intelligence (EI), combined with specific personality dimensions, proved to be as successful as their more cognitively gifted colleagues. EI was also shown to predict performance sub – dimensions, such as teaming ability and customer service, which did not correspond to GMA. The addition of EI and specific personality dimensions also lent considerable incremental validity to GMA in predicting Net sales. This study shows that when jobs are more realistically considered as complex amalgams of sub – tasks, non – cognitive predictors such as EI and aspects of personality may serve equally well, and even outperform cognitive ability assessment instruments in predicting vital dimensions of performance.

A study was conducted by Stubbs (2005) entitled, " E.I competencies in the team and team leader : A multi level examination of impact of E.I on group performance". This research examines the relationship between team leader emotional intelligence competencies, team level emotional intelligence, and team performance. It is argued here that team leader's emotional intelligence (EI) will influence the development of group level emotional intelligence, which was measured by a team of Emotionally Competent Group Norms (ECGN). Secondly, it is hypothesized that the presence of ECGNs will positively influence group effectiveness. Data were collected from 422 respondents representing 81 teams in a military organization. Results show that team leader EI is significantly related to the presence of ECGN on the team they lead, and that ECGN are related to group performance.

2.2 Implications for the present study

The studies reviewed in the field of education, emphasize the need for addressing emotions in the present education system. Research indicates that emotional intelligence has a positive correlation with academic achievement (Sabapathy, 1986); that emotions can be educated and that educators can contribute to the development of the emotional lives of their students (Morgan, 1991); there is a need to interweave affective and cognitive pedagogy for greatest learning impact (Ondrejka, 1998); teacher's emotional display in class rooms encouraged exemplary behavior (DeMorat, 1998); lessons when combined with teaching students emotional regulation, resulted in lower aggression (Schoiack, 2000); training teachers to meet students' emotional needs results in democratic interactions in the class room (Rao, 2001); emotional intelligence training for teachers and care givers helps in raising their emotional intelligence and it suggests preparing teachers for social emotional programs for school (Kaplan, 2003); there is a significant link between specific EQ competencies and behavior of effective teaching (Haskett, 2003); emotional intelligence affects achievement in non traditional college students (Drago, 2004).

Studies in other areas show a high correlation between emotional maturity and superior intelligence (Arya, 1984); it shows a correlation between emotional intelligence and quality of interpersonal interactions (Lopes, 2004); there is a positive correlation between emotional intelligence and openness to difference (Wells, 2004); emotional intelligence and personality have a correlation with job performance (Kostman, 2004); emotional intelligence is related to group performance (Stubbs, 2005).

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These studies clearly indicate that efforts to enhance emotional intelligence have far reaching positive effects, both in the area of education as well as other areas. Since students are the main concern of education, it is important to address their emotional needs and to make them capable of handling the challenges that life is bound to offer. As Goleman (1995) puts it, " There is a role that emotional competence plays over and above family and economic forces – it may be decisive in determining the extent to which any given child or teenager is undone by hardships (like poverty or child abuse) or finds a core of resilience to survive them".

It is in response to this need of addressing emotions in children, that this research has been undertaken. By training children on the core skills of emotional intelligence, it is hoped that they will be able to use these skills in life and become well adjusted, responsible, motivated, resilient and *feeling* members of society.