Chapter-2

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A literature review is an evaluative report of studies found in the literature related to selected area of research. The reviews describe, summarize, evaluate and clarify this literature. It gives a theoretical basis for the research and help researcher to determine the nature of his or her own research. A literature review goes beyond the search for information and includes the identification and articulation of relationships between the literature and selected field of research. While the literature review involves scanning the pages of any reported literature like books, newspaper, magazine, website, webpage, collection, paper, pamphlet, and the like where researcher may be able to find any reference to the same topic that he is researching on, the basic purposes remain constant: Provide a context for the research, Justify the research, Ensure the research hasn't been done before (or that it is not just a "replication study"), Show where the research fits into the existing body of knowledge, Enable the researcher to learn from previous theory on the subject, Illustrate how the subject has been studied previously, Highlight flaws in previous research, Outline gaps in previous research, Show that the work is adding to the understanding and knowledge of the field, Help refine and refocus or even change the topic.

In the effort to clarify the meaning, depth of research on variables viz. spiritual intelligence, self-efficacy and emotional intelligence, an in-depth study of related literature was carried out.

The studies reviewed are arranged under the following heads:

1) Studies on Spiritual intelligence
2) Studies on self-efficacy

3) Studies on Emotional Intelligence

I. Studies on Spiritual Intelligence

Spiritual intelligence is much more than being spiritual, religious and virtuous. It is a way of thinking. It is our capacity to use meaning, vision and values that we attain through spiritual exploration of universe including living and non-living things, for better adaptation and functioning in our day to day life with a broader perspective on reality of oneness of all creations in the cosmos. It is a communication between self and higher-self which give insight into way of living. Importance of spiritual intelligence is visible in the researches conducted on spiritual intelligence in relation to different variables. Some of these are given below.

Reyes (2006) explored the relationship between spirituality and religiosity and its correlation to academic achievement. It used a sample population drawn from under graduate students attending a university in south west. To increase the spread of the predictor and criterion variables (i.e. spirituality, religiosity and academic achievement) this study used a convenient sample with students being recruited from campus ministry, an honour program and remedial study skills courses.

Four instruments were used for this study. Spirituality was measured by Assessment of Spirituality and Religion Sentiments (ASPIRES, Piedmount, 2004). The ASPIRES self-report short form scale is a 9-item scale broken into three sub scales: prayer fulfilment, connectedness and universality. Religiosity was measured by the Religiosous Commitment Inventory-10 (RCT-10, Worthinton et. al. 1998). Age, ethnicity, gender, class-year and religious affiliation were included.
in this study as socio-demographic variables. Academic achievement was measured by university cumulative grade point average (GPA) earned while attending the university.

Result of first three research question analysed bivariate relationships between the analytical and socio-demographic variables. None of the analytical variable had statistically significant relationship to academic achievement among the socio-demographic variables, gender, ethnicity and age had statistically significant relationship with academic achievement.

The last five research questions analysed weather there was a predictive relationship between each of the analytical and socio-demographic variables and academic achievement. The strongest model was one consisted of age, ethnicity, gender, religious affiliation and STS overall. This study helps substantiate the empirical validity supporting spirituality as an enhancing factor to academic performance of college students. It demonstrates that spirituality is a factor, albeit a small one, that can be used to predict academic achievement.

**Jain and Purohit (2006)** studied the spiritual intelligence of elderly people with objective of examining whether senior citizens living with family and living in old age homes differ significantly in respect of their spiritual intelligence. For this purpose 200 senior citizens were selected from different living status i.e. living with family (N=100) and living in old age homes (N=100). Findings revealed that no significant difference was found between senior citizens living with family and living in old age homes regarding overall spiritual-intelligence. Whereas, results indicated significant differences at many domains of spiritual intelligence such as, GOD and religiosity, soul, self-awareness, interpersonal relations, spirituality in
leadership, helping behaviour, flexibility, ability to use and overcome suffering, ability to transcend pain and being spiritually intelligent about death.

Yang (2006) Studied spiritual intelligence of nurses in Taiwan and examined the relationship between nurses' demographic characteristics and spiritual intelligence. Also explored the mode of nurses' spiritual intelligence and related factors, among nurses in Taiwan. A cross-sectional descriptive study was designed and administered to 299 hospital registered nurses, who were distributed throughout metropolitan Taipei. Wolman's (2001) PsychoMatrix Spirituality Inventory, a 4-point scaled, self-reported, 49-item questionnaire covering seven spiritual factors (divinity, mindfulness, extrasensory perception, community, intellectuality, trauma, and childhood spirituality) was used to measure nurses' spiritual intelligence. Results showed that nurses' spiritual intelligence was centralized in a moderate degree, while trauma and childhood spirituality were either moderate or high. Age and childhood spirituality were the most significant variables affecting nurses' spiritual intelligence, accounting for 61.4% of the variance in nurses' spiritual intelligence. This study may contribute to a better understanding of the spiritual intelligence profile of nurses and may also help facilitate a program for nurses' spiritual development as well as improve the quality of spiritual care.

Litwinczuk and Groh (2007) conducted descriptive cross-sectional study which was designed to examine the relationship between spirituality, purpose in life, and well-being in a sample of 46 HIV-positive men and women. Spirituality was measured using the Spiritual Involvement and Beliefs Scale-Revised (SIBS-R), purpose in life was measured using the Purpose in Life (PIL) test, and well-being was measured using the General Well-Being (GWB) Schedule. Spirituality was reported to be significantly correlated with purpose in life ($r = .295$, $p = .049$) but not with well-being ($r = .261$, $p = .084$). The result that spirituality and purpose in
life were significantly correlated offers the potential for designing nursing interventions and care delivery approaches that support psychological adaptation to HIV. Further studies with larger and more diverse samples are needed to better understand the role of well-being in healing.

Animasahun (2008) ought to investigate the extent to which emotional intelligence, spiritual intelligence, self-efficacy and creativity skills would predict conflict resolution behaviour among members of the National Union of Road Transport Workers (NURTW) in the South Western Nigeria. A sample of 300 workers was selected for the study by using stratified sampling technique. Five instruments were used to collect data from the sample viz. (i) Conflict Resolution Behaviour Inventory by Akinboye (2001), (ii) Emotional Intelligence Scale by Animasahun (2007) (iii) Spiritual Intelligence Questionnaire by Zohar and Marshall (2000) (iv) Creativity Behaviour Scale by Animasahun (2007) and (v) Generalised Self-Efficacy Scale by Schwarzer and Jerusalem (1995). The collected data were analysed with Pearson Product Moment Correlation to investigate relationships among variables, and multiple regression analysis to find out the joint and relative contribution of the four independent variables (emotional intelligence, spiritual intelligence, self-efficacy and creativity skills on the dependent variable (conflict resolution behaviour). Analyses indicate that there is significant joint contribution of the independent variables to conflict resolution behaviour i.e. emotional intelligence, spiritual intelligence, self-efficacy and creativity are relevant predictors of conflict resolution behaviour out of which Emotional intelligence had the greatest contribution followed by Spiritual intelligence and Creativity while Self-efficacy has the lowest contribution.

Chrichton (2008) conducted a qualitative study with organizational leaders based on their self-descriptions in order to address these questions: How do
organizational leaders experience spiritual intelligence? What is the content of their spiritual intelligence experiences? The study sought to ascertain whether spiritual intelligence functions in organizational leaders, how it functions, and to what extent it functions. Spiritual intelligence is used by organizational leaders to lead their organizations effectively, to enhance organizational productivity, and to influence the organizational culture. Six organizational leaders ranging from 30-69 in ages, and between 2-12 years in leadership experience, who each oversee a minimum of five subordinates were interviewed using open-ended, face-to-face interviews that sought to ascertain the essences of their spiritual intelligence experiences. The data was analysed using qualitative methodology and reported. The results demonstrated that each leader experiences spiritual intelligence differently, and that the content of each leader's experience—as it is reflected in the essential themes—also differs. The results also demonstrated that (a) spiritual intelligence functions in the day-to-day responsibilities of organizational leaders; (b) spiritual intelligence functions differently for each leader; and (c) spiritual intelligence plays a prominent role in the leadership practices of spiritually intelligent leaders.

Amram (2009) investigated into contributions of emotional and spiritual intelligences to effective leadership. Participants were 42 company CEOs and 210 staff members. Each CEO participant was administered a battery of self-assessments that included the 45-item short form of the Amram and Dryer (2008) Integrated Spiritual Intelligence Scale (ISIS-S), the self-assessment on the 16-item emotional intelligence scale (EIS-S) developed by Wong and Law (2002), and a 10-item self-assessment of personality inventory (TIPI-S) on the five factor model (Gosling, Rentfrow, and Swann, 2003). In addition, each CEO provided demographic information about their age, gender, ethnicity, and company size.
The CEO’s leadership effectiveness (EFF) was computed as the average score on seven aspects of leadership performance outcomes as rated by the staff members to the CEO. The seven measures of leadership effectiveness were as follows: (a) the nine-item short form of the Organizational Commitment Questionnaire (OCQ, Mowday, Steers, and Porter, 1982); (b) the seven-item Sense of Community (SOC) developed by Milliman, Czaplewski, and Ferguson (2003); (c) the three-item productivity and effort (PROD) subscale of Spiritual Leadership Theory (SLT) survey (Fry, Vitucci, and Cedillo, 2005); (d) a two-item measure of satisfaction (SAT) including one item pertaining to overall job satisfaction and one item pertaining to satisfaction with the CEO’s treatment towards them (Nagy, 2002); (e) a single item measure of overall employee morale; (f) three items relating to the staff’s assessment of CEO’s leadership ability (LDR); and (g) the three item Intention to Quit (ITQ) subscale also developed by Milliman, Czaplewski, and Ferguson (2003).

Correlational statistics have been used to test the contribution of emotional intelligence and spiritual intelligence to the effectiveness of Chief Executive Officers (CEOs) of companies as reported by their staff. Hierarchical regressions were used to investigate the incremental contribution of emotional intelligence and spiritual intelligence to leadership effectiveness after controlling for the effect of previously established constructs, such as demographics, and personality, as well as company environmental context variables such company size and growth. Stepwise regression analyses were used to explore which dimensions of emotional and spiritual intelligences, as well as various dimensions of personality, accounted for the largest portion of the variance in leadership effectiveness.

CEO’s self-reported spiritual intelligence significantly correlated with leadership effectiveness, as assessed by their staff, was significant after controlling for
company variables (company size and growth) and self-reported personality, and marginally significant after controlling for company variables, and self-reported personality and emotional intelligence. Self-reported emotional intelligence by the CEO did not correlate significantly with their staff’s assessment of leadership effectiveness, but was marginally significant after controlling for company variables and self-reported personality. Staff’s observer ratings of CEO’s spiritual intelligence significantly correlated with their assessment of CEO’s leadership effectiveness, and remained significant after controlling for company variables, and observer ratings of personality and emotional intelligence. Similarly, staff’s observer ratings of CEO’s emotional intelligence significantly correlated with their assessment of CEO’s leadership effectiveness, and remained significant after controlling for company variables, and observer ratings of personality and spiritual intelligence. Further, “out-of-sample” observer ratings of both the CEO’s emotional intelligence and spiritual intelligence by a staff subset predict leadership effectiveness as rated by excluded staff. Combined emotional intelligence score averaging self-report and out-of-sample observers correlated significantly with leadership effectiveness, as did combined self-report and out-of-sample observers’ score on spiritual intelligence. These results suggest that emotional intelligence and spiritual intelligence are distinct constructs, and each contributes to leadership effectiveness. However, relying solely on self-report may not be as robust as a combination of self-report and/or observer ratings of these constructs.

**Durango (2009)** conducted a descriptive-correlational research on administrators from five RVM Higher Education Institutions in Northern Mindanao and five in Southern Mindanao. Data was collected by administrating i) Leadership Skills Analysis, a standardized test by Robert Katz, was used to identify the level of success of the administrators in leading people. ii) Spiritual Intelligence: The
Ultimate Intelligence, a standardized instrument developed by D. Zohar and I. Marshall (2000), was used to gauge the level of spiritual intelligence of a leader. And iii) Emotional Intelligence Inventory, a standardized test adopted from Mayer and Salovey. ANOVA was used to get the significant relationship between the leadership skills of the higher education institution administrators and their emotional intelligence and spiritual intelligence. As gleaned, the f critical is 5.317 while the p value is 1. Since the F critical is greater than the P value, then the null hypothesis is rejected. Therefore, there is significant relationship between the leadership skills of the higher education administrators and their emotional intelligence and spiritual intelligence. This indicates that emotional intelligence and spiritual intelligence are important correlates of the leadership skills of the RVM higher education institution administrators. It further implies that one cannot be an effective educational leader unless he or she possesses a higher degree of spiritual and emotional intelligence.

**Saad, Hatta and Mohamad (2010)** studied the impact of spiritual intelligence on the health of the elderly; research has been carried out on 378 elderly people in Perlis, Malaysia. The primary objectives of the study were: (i) to identify the levels of spiritual intelligence and general health of the elderly; (ii) to examine the relationships between spiritual intelligence and health of elderly; (iii) to examine the differences in the level of spiritual intelligence and health based on selected demographic factors; and (iv) to predict the most dominant dimension of spiritual intelligence that affects health. Sets of questionnaires were distributed to gather data. The findings showed that the majority of respondents were in good health, and had excellent spiritual intelligence. It also suggested that spiritual intelligence was positively associated with general health. Those who had higher levels of spiritual intelligence tended to have higher levels of health. The ability to conduct
daily life with sanctification based on one’s spiritual belief was the most dominant factor of good health. The study suggested that spirituality is related to health and has a positive effect on participants’ overall health. Based on our findings, we recommend that health practitioners introduce the bio psychosocial-spiritual model when assessing the health of the elderly.

Singh, Kaur and Singh (2010), designed a study to investigate the combined influence of spiritual intelligence, school environment, Altruism and Academic Achievement in forecasting the mental health of the students of senior secondary school. The data for the study was gathered from 934 students from class +1 from the schools affiliated to the Punjab school education Board. The scale of spiritual intelligence (2006) by Singh; battery of mental health (2000) by Singh and Sen Gupta; inventory of school environment (2002) by Misra; and the altruism scale (1988) by Rai and Singh are all were utilized to gather data. The gathered data were explained and investigated in the light of articulated hypothesis and objectives. It is inferred from the study that type of school, Spiritual Intelligence, Altruism, rejection (dimension of School Environment) and control(dimension of School Environment) were the significant predictor of Mental Health; and gender, location of residence, creative stimulation, cognitive encouragement, acceptance, permissiveness and Academic Achievement were not significant predictors of Mental Health.

Mata (2010)’s study was to provide a rich description of what spirituality experiences look like in children in a kindergarten class-room, in which typically, spirituality is not considered a part of the philosophy or curriculum of the school. This study sought to first describe what constitutes a spiritual experience in a school setting and ultimately present what seems to prompt spiritual experience for
children in class-rooms. The study utilized quantitative methodology and phenomenological design, drawing on grounded theory of data analyses.

Spirituality was designed as an innate human characteristic that allows us to connect with transcendence and or the divine and feel part of the universe. Spirituality thus encompasses the individual capacity and the essence of life, providing humans with a greater consciousness and more profound understanding of being.

Four kindergarten children were selected through preliminary observations and teacher recommendations. The data were collected primarily through observations done in the school site for a period of four months, individual and group activities with the children and teacher and primary care giver conversations.

The study suggests that a child’s spiritual experience is any experience outwardly or inwardly triggered, in which the child experiences joy or awe to the extent it could not be contained and /or expresses their compassion and kindness their sense of relating to others and/or their creative and imaginative self.

Findings revealed various differences among the four children regarding how they experienced and expressed spirituality. Spiritual experiences were expressed spirituality. Spiritual experiences were expresses through music and movement, relating to others, letter and numbers and imaginative play. Commonalities among children were expressions of joy, demonstrations of compassion and kindness, sense of relating to others and imaginative self.

The study proposes that teachers learn to provide children with opportunities to feel and express compassion and care, to be able to relate and connect to others, to experience joy through these interactions and feel they are part of larger whole,
school can promote spirituality by proving calm, safe, nurturing environments in which children find time to carry out contemplative practices, ask deeper questions and have time to enjoy silence and think.

**Alex and Ajawani (2011)** intended to study role of spiritual intelligence in marital happiness. Spiritual Intelligence Scale constructed and standardized by Ajawani et. al. (2009) was used to assess spiritual intelligence level of was administered on 200 couples. On the basis of Q1 and Q3 statistics, the subjects were screened out for four groups i.e., both high, husband high wife low, wife high husband low and both low. 30 couples were selected incidentally from each of the four groups and were administered Happiness Scale by Ajawani and Sethi (2003). One way Analyses of variance was employed to analyse collected data, results of the study show that couples both high spiritual intelligence had the highest level of happiness than the couples with both low spiritual intelligence.

**Amrai et. al. (2011)** inquired into the relationship between personality traits and spiritual intelligence among university students. For the purpose of data collection NEO-FFI for Personality assessment by Costa and McCrae (1992) to assess personality traits and Self-report Scale for Spiritual Intelligence was made by King (2008) administered on 205 students of University of Tehran were chosen using multiple cluster sampling technique. Data were analysed through applying pearson correlation coefficient and linear stepwise regression analysis model. Findings show that there is a negative relation between Neuroticism and spiritual intelligence and positive relation between conscientiousness, agreeableness and extroversion whereas openness had no relation with spiritual intelligence. Also synchronic regression shows that the three personality traits viz. extroversion, conscientiousness and agreeableness explain variance of spiritual intelligence simultaneously.
Dougherty (2011) explored the relationship between spirituality, spiritual intelligence, and leadership practices in student leaders in the BYU-Idaho Student Activities Program. The BYU-Idaho Student Activities Program consists of six general areas: Fitness, Outdoor, Service, Social, Sports, and Talent. Each of the six areas includes student leaders at four distinct, hierarchical levels: Area Director, Director, Coordinator, and Manager. The entire population of student leaders in the BYU-Idaho Student Activities Program was administered three online surveys. The College Students' Beliefs and Values (CSBV) Survey measured six internally and externally directed qualities of student leaders' spirituality; the Spiritual Intelligence Self-Report Instrument measured four components of student leaders' spiritual intelligence; and the Student Leadership Practices Inventory (SLPI) measured the frequency with which student leaders engaged in The Five Practices of Exemplary Leadership. Data from 150 student leaders who fully completed the survey were analysed through Spearman's Rank Correlation Coefficient and multiple regression. Of the 50 relationships among the five leadership practices and 10 measures of spirituality and spiritual intelligence, 32 were statistically significant. All of the statistically significant relationships ranged from 0.30 to 0.51, corresponding to medium and large effects. Multiple regression analyses revealed that various measures of spirituality and spiritual intelligence significantly predicted each of the five leadership practices. The proportion of variance for three of the five leadership practices collectively accounted for by the measures of spirituality and spiritual intelligence ranged from 29% to 34%, corresponding to large effects.

Moosa and Ali (2011) examined the relationship between parenting styles and spiritual intelligence among high-school students. Participants included 160 high-school students selected randomly from high schools of Bandar Abbas city.
Multiple regression analysis was used to test research hypothesis. Data collecting tools of the research include questionnaire of spiritual intelligence and parenting styles questionnaire. Results showed that parenting styles can predict spiritual intelligence. Authoritative parenting style had a positive and significant relationship with spiritual intelligence but authoritarian and neglecting parenting styles had negative and significant relationship. Permissive parenting style had no significant relationship.

Singh (2011) studied mental health in relation to spiritual intelligence altruism school environment and academic achievement of senior secondary students. Study was conducted on students of class 10+1 of senior secondary schools of Jalandhar district (Population). Students studying in schools affiliated to Punjab School Education Board, Mohali were taken for selecting the sample. Total 14 government, eight aided and five unaided schools were selected through stratified random technique. Further, students were raised by cluster sampling technique keeping in mind strata based on gender. Total 996 students were participants on which four tools were employed viz. Mental Health Battery (2000) by Arun Kumar Singh and Alpana Sen Gupta, Spiritual Intelligence Scale (2006) Spiritual Intelligence Scale, originally developed by Mr. Tirath Singh and Altruism Scale (1988) by Dr. S.N. Rai and Dr. Sanwat Singh. Results revealed that Girls had significantly higher level of Spiritual Intelligence and Altruism than boys. The boys had significantly higher level of Academic Achievement than girls. However, no significant Gender difference was found in Mental Health of students. Students with high Spiritual Intelligence possessed significantly higher level of Mental Health than students with average and low Spiritual Intelligence. Mental Health of the students with average Spiritual Intelligence was significantly higher than Mental Health of students with low Spiritual Intelligence.
Khorshidi and Ebaadi (2011) studied the relationship between spiritual intelligence and job satisfaction of employees in public universities of Tehran. Sample size includes 231 individuals, selected based on simple random sampling method. Two questionnaires were used in data collection; 76-question spiritual intelligent, and 54-question job satisfaction questionnaire. Validity of questionnaires was measures using alpha Cronbach and was 0.81 for spiritual intelligent and 0.77 for job satisfaction. Research data were collected manually and were analysed using proper statistical deduction methods (ex. correlation, regression, and t-independent) and SPSS software. Findings of the research indicate that there is a positive and meaningful relationship between spiritual intelligence and job satisfaction of employees. It also represents that there is no meaningful differences between spiritual intelligence mean of employees considering gender differences.

Jeloudar et. al. (2011) analysed the spiritual intelligence level of teachers employed in government secondary schools in Malaysia, based on selected demographic variables. The sample of the study comprised 203 teachers. The findings of the study showed that there was a significant difference between teachers’ gender and their spiritual intelligence, but differences were also evident between teachers’ age groups and their spiritual intelligence. Furthermore, a significant relationship was noted between teachers’ spiritual intelligence and the six strategies of classroom discipline, including discussion, recognition, involvement, hinting, punishment, and aggression.

Bolghan-Abadi et. al. (2012) examined into role of spiritual intelligence in predicting Quchan University students’ quality of life. Data was collected by administering Spiritual Intelligence Questionnaire by Abdollah Zadeh (2009), which measures the understanding and communication with the source of existence
and spiritual life or reliance on the inner core. Quality of Life Questionnaire by World Health Organization (1998) to assess four areas physical health, mental health, social relation and environmental health. Sample of the study includes 143 students of Quechan University was selected randomly enrolled for 89–90 academic year. Analysis of the data revealed that the dimension of understanding and communication with the source of existence; mental health and social communication has significant relationship with environmental health. Also, understanding and communication with the source of existence has significant relationship with overall quality of life. On the other hand, the dimension of spiritual life has significant relationship with physical health variables, mental health, social communication, environmental health, overall quality of life.

Elyasi et. al. (2012) investigated into the relationship between athletes and non-athletes on the mental health and spiritual intelligence. The methodology of the present study was based on correlation and the statistical sample consists of 1570 male students of Azad University of Sarab. 115 athletes and 157 non-athletes were selected as the sample by using Morgan table. In order to measure of variables, collecting data and other required information, the researcher used from the General Health Questionnaire (GHQ) and spiritual intelligence. In order to analysis data, the researcher also used descriptive and inferential statistics, and other hand; to answer the hypotheses, Pearson's r test and independent T-Test was used to test mean differences. The results indicated that there is no relationship between spiritual intelligence expert and novice athletes and non-athletes of different sports and athletes. There was no significant difference between mental health of athletes and non-athletes. The mental health team sports and individual athletes with no significant difference between expert and novice. The results showed that the
mental health of athletes and non-athletes with intellectual intelligence and significant inverse relationship was found.

Sood et. al. (2012) explore the relationship between personality traits, spiritual intelligence and well-being among university students. Big Five Factor Inventory by Rammstedt and John was employed to assess personality traits, Spiritual Intelligence Scale of King (SISRI -24) to measure spiritual intelligence and WHO-Five Well-being Index (WHO-5) to measure well-being of 120 students doing post-graduation in Psychology from the University of Jammu (N=50) and Indira Gandhi National Open University (N=70). The mean age of the sample was 24.79. Independent samples t test was employed to assess the difference in personality traits and spiritual intelligence in students from two universities. Data was subjected to correlation and regression analysis. Results revealed that differences in personality traits and spiritual intelligence emerged in this study. Positive relationship was found between personal meaning production and two factors namely agreeableness and neuroticism. Significant relationship appeared between transcendental awareness and openness. Regression analysis revealed that transcendental awareness predicted well-being. To further enhance the well-being steps should be taken to develop and strengthen transcendental awareness in students.

Yahyazadeh-Jeloudar and Lotfi-Goodarzi (2012) examined the relationship between teachers spiritual intelligent and their job satisfaction index at senior secondary schools level. Participants were 177 educators who completed the spiritual Intelligence Scale (ECI), and a version of the Job Descriptive Index is a scale used to measure six major factors associated with job satisfaction based on a selected demographic variable. The findings of the study showed that there were significant relationship between teachers' spiritual intelligence and their job
satisfaction. The study also revealed that there was significant difference found between teachers’ spiritual intelligence and their academic levels. Further there were significant relationship was found between teachers’ spiritual intelligence and five factors of job satisfaction: (nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment), but no significant relationship with one factor (salary and benefit) of job satisfaction.

Vibha (2012) conducted study on a sample of 500 B.Ed. Pre-Service teachers from the School of Education, Lovely Professional University, Phagwara. Spiritual Intelligence was taken up as dependent variable and whereas Self-Esteem and Family Environment were taken as independent variables. Each independent variable varied at two levels, Self-Esteem as- Low and High and Family Environment as- Non Congenial and Congenial. The objectives of the study were to study the differences between Low and High Self-Esteem groups on Spiritual Intelligence, to work out the differences between Non Congenial and Congenial Family Environment groups on Spiritual Intelligence and to study the double interaction effect of the variables of Self-Esteem and Family Environment on Spiritual Intelligence in respect of the Pre-Service Teachers at the Secondary Stage. The results of ANOVA showed that Low and High Self-Esteem groups exhibited no significant difference on the variable Spiritual Intelligence. In case of Family Environment groups- Non Congenial and Congenial, the difference was found significant on Spiritual Intelligence in favour of Congenial Family Environment. The double interaction effect of Self-Esteem and Family Environment was not significant on Spiritual Intelligence.

Gupta (2012) sought to explain the relationship of spiritual intelligence and emotional intelligence with self-efficacy and self-regulation among college
students. In order to measure the said variables four valid and reliable tools were used. Participants (Girls Students=40, Boys Students=40) were drawn from Kurukshetra University, Kurukshetra. Data analysis involved the use of product moment method of correlation and t-test. The results indicate that independent variables (Spiritual Intelligence, Emotional Intelligence) are positively and significantly correlated with dependent variables (Self-efficacy, Self-regulation). The research found that a significant difference exists among male students and female students in terms of emotional intelligence, self-efficacy and self-regulation. The research found that significant differences don't exist among male and female students in terms of certain dimensions of spiritual intelligence but significant difference exists in terms of total spiritual intelligence. Results found in case of male students and female students underline the importance of training in spiritual intelligence as well as emotional intelligence especially for female students because gender plays significant role in it. Males are better in terms of spiritual intelligence, emotional intelligence and as a result more self-efficient and self-regulated as comparison to females.

Khadivi, Adib and Farhanghpour (2012) investigated the relationship between spiritual intelligence and self-esteem with students’ educational improvement. The design of the study was survey. The data were collected by standard questionnaires of spiritual intelligence and Eysenc’s self-esteem questionnaire. 357 third grade high-school students of Tabriz were selected according to Cochran formula and interviewed the validity of questionnaires was calculated by Alpha Chronbach. The results of the study indicated that there was a significant and direct relationship between spiritual intelligence and students’ self-esteem. There was no significant relationship between spiritual intelligence and students’ educational improvement, however. The study showed that the spiritual intelligence of boys and girls is the
same. Girls’ self-esteem is more than boys, but boys’ educational improvement is more than girls. Also, the results of multiple regression displayed that among the four variables of spiritual intelligence. The spiritual belief, the capability of dealing with problems, self-consciousness, interest, and moral beliefs consist the 46% of students’ self-esteem.

**Farghadani, Mohammadi and Ashiri (2012)** investigated the relationship between loneliness and Internet addiction and the moderating role of field of study and gender in the relationship between the aforementioned variables and spiritual intelligence. For this purpose, 285 students were selected based on classified sampling method, on whom the spiritual intelligence questionnaire SIQ (transcendent self-awareness, spiritual experiences, patience, forgiveness), Young's Internet Addiction Test (IAT) and (UCLA) loneliness scale were administered. The data were analyzed through hierarchical and stepwise regression and the results showed that there is a negative relationship (P <0.01) between loneliness and Internet addiction with spiritual intelligence, and this relationship does not depend on field of study and gender.

**Hadis, Hassan and Ali (2013)** studied the impact of spiritual intelligence on the service quality. Spiritual intelligence enables people to live with greater meaning and depth and to look for a meaning beyond the physical needs and a low-level life in their business activities. The studies conducted in this field have indicated that the spiritual intelligence which is one of the soft aspects of organizational intelligence has a significant impact on the personal and business successes of individuals. The results of data analysis conducted on 45 employees of a Counseling Center in Tehran (Iran) indicated that the spiritual intelligence of employees has a significant positive impact on the Service quality of this Center. Also the results showed that as elements of spiritual intelligence, “Personal
“Meaning Production” and “Conscious State Expansion” have more effect on Service Quality.

Abdoli and Sheihki (2013) studied the relationship between spiritual intelligence and job erosion. Statistical population of this research was primary schools teachers of Abadan city. Standard questionnaires in both fields were distributed among 132 people and their reliability and validity were analysed. Finally, simple and multiple regression tests proved negative relationship between spiritual intelligence and its dimensions and job erosion. Furthermore, relationship between care dimension and Existential questioning dimension (from spiritual intelligence dimensions) with job erosion was proved. But no significant relationship between other dimensions of Spiritual intelligence and job erosion was discovered.

Siddiqui (2013) studied the effect of achievement motivation and gender on spiritual intelligence. Achievement Motivation Scale (AMS) given by Deo-Mohan (1985) and Spiritual Intelligence Self-Report Inventory (SISRI) developed by King and DeCicco (2007) were administered on 200 male and 200 female students studying in Aligarh Muslim University, Aligarh. The data were analyzed by 3x2 analysis of variance (ANOVA). Results showed significant effect of achievement motivation on spiritual intelligence at .05 level. Further, findings revealed that effect of gender was not found on spiritual intelligence. The findings were discussed in the light of existence studies.

Jawaheri, Safarnia and Mollahosseini (2013) investigated the impact of spiritual intelligence on the service quality is studied. The results of data analysis conducted on 45 employees of a Counselling Centre in Tehran (Iran) indicated that the spiritual intelligence of employees has a significant positive impact on the Service quality of this Centre. Also the results showed that as elements of spiritual
intelligence, “Personal Meaning Production” and “Conscious State Expansion” have more effect on Service Quality.”

Sahebalzamani et. al. (2013) conducted the descriptive correlation research to investigate the relationship between spiritual intelligence with purpose in life and psychological well-being among the nurses. In this study, 270 nurses were selected from some hospitals of Tehran University through convenient sampling. Data were collected through a four-section questionnaire including demographic characteristics, a 24-item questionnaire of spiritual intelligence and its four components, psychological well-being questionnaire with six subscales and 84 questions, and the questionnaire of purpose in life with 20 questions. The data obtained from the questionnaires were analyzed through SPSS software. The results showed that there was a significant relationship between spiritual intelligence with psychological well-being and having a purpose in life. Furthermore, there was a significant association between the components of spiritual intelligence including conscious state expansion, personal meaning production, transcendental awareness, and critical existential thinking with psychological well-being. Also, no significant association was found between spiritual intelligence and demographic characteristics such as age, sex, nurses’ working location, and their work experience.

Akbar (n. d) carried out a research for the purpose of investigating the association among spiritual intelligence, mental health and happiness. The methodology utilized in this study is descriptive. The type of correlation with the statistical culture of all the female students of centers of Zanjan Teacher Training, comprising 120 samples randomly selected. They completed the Oxford Happiness Inventory, general health questionnaire and spiritual intelligence questionnaire. The facts gained in Pearson correlation coefficient, the multivariate regression
analysis and independent T statistical tests has been then assessed by SPSS software. The outcomes of the study expressed that there was an important modification in spiritual intelligence among married and single people (p<0.05). Though, the mental health and happiness have not viewed any variation. In addition to that, contrasting the means in unemployed people employed ones originated out that there was a significant variation in spiritual intelligence (p<0.01), Mental health (p<0.05) and Happiness (p<0.01) in the aforementioned clusters. From the calculation of Pearson correlation coefficient, it is found out that there was an optimistic significant correlation among spiritual intelligence, mental health and happiness. Added to that, the multivariate regression analysis expressed that happiness and spiritual intelligence could forecast mental health (p<0.001).

Rani, Abidin and Hamid (2013) examined the causal relationship of spiritual intelligence on work performance among the staff nurses at three states of Malaysia i.e. Pahang, Terengganu and Kelantan. Questionnaires were developed and distributed to staff at the selected Government Hospitals which involved 506 female respondents in the age of 20-45 years old. The data collected was analysed using confirmatory factor analytic (CFA) approach and full-fledged structural equation modelling (SEM) in order to test the hypothesized model of the impact of Spiritual Intelligence on Work Performance. In addition, invariance analysis was also conducted on the demographic moderator such as age and tenure. From the result, it can be found that work performance is influenced by Spiritual Intelligence. Also, the moderating factor of age and tenure is not significant that the model is applicable to all hospitals involved.

Roberts (2013) studied leadership coping skills of servant leader in realtion to workplace spiritual intelligence. The results indicate that respondents who scored higher on servant leadership, an important workplace spiritual intelligence
attribute, reported lower levels of job stress and higher levels of workforce engagement (more satisfied with peers and job challenge, higher organizational commitment and loyalty, greater motivation to improve performance, and higher overall performance level).

Azizi and Zarnaniyan (2013) investigated the relationship between EFL learners’ spiritual intelligence (SI) and their use of vocabulary learning strategies. For this, 120 EFL students from Public University of Shiraz and Islamic Azad University of Shiraz took part in vocabulary learning strategy questionnaire (Schmitt’s, 2001) and the Spiritual Intelligence Self-Report Inventory (King, 2008) questionnaires. The obtained results indicated a statistically significant relationship between spiritual intelligence and vocabulary learning strategies. The results of multiple regressions showed that there was a significant correlation between all spiritual intelligence subscales and metacognitive strategies and social strategies. The results also showed that males with their higher scores in vocabulary learning strategies usage and are significantly superior to females. Also females are superior to males and they have higher spiritual intelligence scores.

George and Visvam (2013) investigated into spiritual intelligence and its correlation with teacher effectiveness and academic achievement. In their study they found significant relationship between Spiritual intelligence, Academic achievement and Teacher effectiveness among student teachers at the elementary level.

Raisi et. al. (2013) examined the relationship between spiritual intelligence, happiness and academic achievement in students of Qom University of Medical Sciences. They used a census sample of 353 medical, nursing, and midwifery students. Data gathering tools included the Oxford Happiness Questionnaire and
spiritual intelligence Questionnaire of Badie. Data were analysed via ANOVA, Pearson correlation, and t test. A direct, significant, and moderate relationship existed between the spiritual intelligence and happiness scores. There was a weak but significant relationship between the spiritual intelligence and academic achievement. Mean score for happiness was not correlated with academic achievement. The mean score of spiritual intelligence in males was significantly different from that of females.

Singh and Sinha (2013) examined the impact of spiritual intelligence on quality of life among the executives serving in government organizations. For the purpose of conducting this study, a sample comprising 303 executives was selected with adequate representation at junior, middle and senior levels. All subjects were administered the questionnaires to assess IQ, EQ SQ and QQ (Quality Quotient). Results of this study revealed that most of the cases, it was found that officers in higher age brackets had relatively higher SQ as compared the younger group. This fact has also been substantiated by Wigglesworth, Cindy (2012). Also QoL was higher in most of the cases where SQ was high.

II. Studies on self-efficacy

Generally, self – efficacy aims at a wide and steady intellect of personal competence to pact effectually with a range of stressful circumstances (Schwarzer, 1994; Adeyemo, 2008). Possibly for a person who possesses low satisfaction and low happiness and high misery and depression, possessing high self – efficacy would assist her or him in exhibiting positive attitudes and suitable behaviors as regards her or his academic job. Hence, it is anticipated that the self – efficacy will moderate the association of psychological with the students’ attitudes and behaviors. The students who possess great self – efficacy, and high emotional
intelligence and who were pleased were provoked to get involved in appropriate academic actions and developed optimistic approaches that led to the victory in college.

**Busch (1995)** investigated gender differences regarding perceived self-efficacy and academic performance in marketing, organizational behaviour, accounting, computing, mathematics and statistics among 154 college students in business administration. Analyses revealed that female students had significant lower self-efficacy in computing and marketing and higher self-efficacy in statistics than male students. Except for statistics, where female students outperform their male counterpart, there were no significant gender differences in academic performance.

**Sander and Anand (2003)** The objective of the study was to explore how self-efficacy beliefs of women teachers with high role diversity moderate their burnout experience. The sample of 5 married teachers of age group of 30-40 years from universities and colleges and all had the similar education status (Ph.D. level of Education). Each subject was individually contacted before administering the questionnaire i.e. Maslach Burnout Inventory (Maslach and Jackson, 1998), Teacher self-efficacy scale (schmitzard Daytner, 1999) and Role Diversity. Statistics like t-test and product moment correlation was employed for analysis. The result revealed that there is no significant difference in experience of role diversity in the high-low teacher self-efficacy groups. Belief plays an important role on the experience of the basic and central dimensions of burnout-emotional exhaustion. Study also revealed that there is a significant difference between the two groups in the feeling of personal accomplishments.

**Finn and Frone (2004)** inquired into moderating role of school identification and academic self-efficacy in relationship of academic performance and cheating.
Participants of the study were selected through an advertisement at three colleges and 37 high schools in Eire County, New York. 315 adolescents volunteered for the study. Participants completed an anonymous questionnaire containing (a) 10 items for assessing level of cheating in four dimensions (b) two items for assessing academic performance (c) 8 item academic self-efficacy scale adapted from the work self-efficacy scale by Riggs, Warka, Badasa, Betancourt and Hooker (1994) and (d) 16 items of Identification With School Questionnaire by Voelkl (1996). Means, standard deviations, zero-order correlations and regression analysis was employed for analyses of the collected data. Results of the study revealed that identification with school and academic self-efficacy were significantly and negatively related to cheating i.e. cheating was higher for students with lower levels of self-efficacy and lower levels of school identification. Moreover, the form of interaction revealed that students who had high academic self-efficacy and high performance reported cheating less frequently whereas, students with high self-efficacy but low performance reported the greater amount of cheating. Also, students with high level of identification were less likely to cheat regardless of their academic performance.

Mahyuddin et. al. (2006) carried out a study regarding the relationship between the students’ self-efficacy and their academic achievement in their English language. It is in this study, the academic theme examined for the self-efficacy was the English language. The participants in this study were about 1146 form four students selected from some eight secondary schools located in the Petaling district in Selangor. The subjects were selected by the use of the technique of stratified random sampling. There were about 56.4 % (646) male respondents and about 43.1 % (499) female respondents. It is in the terms of ethnic groups, the participants were about 248 (21.8%) Indians, 374 (32.9%) Chinese, 491 (43.6%) Malays, and
25 (2.2%) were the others. Among the respondents who participated in this study, about 419 (that is, 36.6 %) of them were from the urban schools and about 727 (that is, 63.4 %) of them were from the rural schools. The research design used in this study was descriptive. The instruments used to measure the self-efficacy was the self-efficacy scale by Kim and Park (1997) and Bandura (1995). The proportions within the self-efficacy scales of Bandura is comprised of self-regulated learning, meeting others’ anticipations, motivation self-regulation, academic achievement, extra curricula activities, self-assertiveness and self-regulated learning. The Kim and Park’s scales comprised efficacy and social harmony dimensions. It is in a secondary school located in Selangor, these scales were pilot – tested. Thirty form four participants get involved. The objects from that of the eight parts (A – H) of the questionnaire were examined. It is that three items namely item 16, 22 and 40 were deleted from that of the original 50 items. While five items namely item 11, 34, 36, 54, and 55 were rephrased from the part B. In addition to that, three items namely item 2, 4 and 8 were deleted from that of the part G. The Cronbach Alpha for the instrument of self efficacy was about 0.9587.

The correlational examination depicts that there are significant optimistic correlations among numerous dimensions of academic achievement and self-efficacy in the English language. The dimensions comprise of academic achievement efficacy (r = 0.48, p = 0.001), self-assertiveness (r = 0.41, p = 0.005) and other expectancy beliefs (r = 0.34, p = 0.005). The insights that they possess of their academic capability (academic self-efficacy) possess an optimistic effect on their English language attainment. This result sustained the research made by Zimmerman, Bandura, and Martinez-Pons (1992) which stated that the academic self-efficacy inclined the achievement directly (beta = 0.21) and also indirectly
progressing the students’ grades (beta = 0.36). This shows that when there is an academic self-perception or self-efficacy of competence, the students use to succeed in their academic performance in English language. As such it is stated by Bandura (1986), the stronger the self-efficacy, the more likely the students choose the challenging responsibilities, persist in them and execute them successfully. The optimistic correlation between other expectancy attitudes and performance of English language simply makes stronger the truth that when students recognize they have proficiency in their knowledge, feelings and beliefs regarding their capabilities plus their anticipation of success (Boekaerts, 1991) they will express enhancement in the presentation of the English language. The self-assertiveness is related to greater self-efficacy. Hence, when there is greater self-efficacy, it manipulates the academic determination and this is essential to preserve elevated academic attainment (Lent, Brown, and Larkin, 1984, 1986). This makes clear in this study that there is the positive correlation among self-assertiveness and academic achievement in the English language. Thus it is inferred from the study is that the key element is the beliefs that the students possess of themselves and this would lead to the competence and confidence in doing the responsibility. Thus it is in this research it is indicated that the self – efficacy correlated with that of the achievement outcomes as it is stated in the studies like Bandura (1997); Schunk, (1995); Pajares, (1996). The students with greater self – efficacy regularly exhibit higher performance relative to those with the lowest efficacy. The self-efficacy is also associated with that of the self-competence, therefore significant authorities like that of the teachers and parents who put forth higher influences have to play their role proficiently in enhancing this self-efficacy and eventually self-competence for it has enormous bearings in attainment, be it might in the English language or in any other subjects.
Carroll et. al. (2009) carried on a study on the self–efficacy and the academic achievement among the Australian High School Students. The total of 935 students (481 females, 454 males) of standard 8 to 12 aged from 11 to 18 years were selected randomly from some ten secondary state schools located in the capital cities of Western Australia, Brisbane and Perth in order to get participate in the study. The youths in the high school in this study included a representative sample from the Australian high school that are from the schools in the socio – economic status from low to high. It is as such recognized by an index explained at the postcode stage from the Australian Bureau of Statistics (1998). There were four schools that situated in the areas of low socio – economic status, three were from the areas of middle socio – economic status, and three were from the areas of high socio – economic status. In this study, the locations of the schools were utilized as a proxy for the socio – economic status since the individual data were not accessible.

Some three scale measures were used in this study that was administered to all the respondents. The Children’s Perceived Self-Efficacy Scale (Bandura et. al., 1996; Bandura, 1990) includes 37 items indicating seven domains of execution that create three fundamental efficacy components – self – regulatory, social self – efficacy and academic. For each of the item, the respondents were rated their belief in their stage of capability in order to carry out the designated actions using a 6 – point format of the response that ranges from not at all to tremendously well.

The scale of Adapted Self-Report Delin (Carroll, Durkin, Houghton, and Hattie, 1996) includes some 46 items covering a broad variety of repeatedly happening offending acts in Australia with the wording consistent with the usage of adolescents. The responses associate to the quantity that he delinquent acts were getting engaged during the last 12 months with the used of the 6 - point scale. The
factor examination of the 46 items exposed seven internally homogenous subscales from that of the scale. It is in the study of Carroll et. al. (2009), The reliability coefficients, and the item instance for each of the subscale are: Soft Drug Use, $\alpha = .88$; School Misdemeanors, $\alpha = .86$; Stealing Offenses, $\alpha = .90$; Related Offenses, $\alpha = .94$; Property Offenses, $\alpha = .91$; Hard Drug Use, $\alpha = .89$ and Physical Aggression, $\alpha = .88$.

Then the scale of Children’s Academic Aspirations (Bandura et. al., 1996) calculates the academic valuation and aspirations of the academic pursuits in a group of five items by the use of a 6 – point Likert scale (1 as strongly disagree with 6 as strongly agree). The respondents rate the significance placed on the academic accomplishments by themselves, their friends and their parents and the level of expectation of their parents regarding the academic performance have for them and they possess for themselves. The coefficient of alpha was reported as .78. It is these items are identical to those that were used by Bandura et. al. (1996) and in such a way, a similar internal reliability coefficient was found to be 0.78 academic achievements. The respondents were getting assessed and graded by their teachers for their achievement in the academic of English at the midyear. The score that is achieved in English was considered as the actual grade with 1 to be the lowest rank and 7 to be the highest rank. This rank was determined consequent to the respondents finishing the other measures. The rating of teacher for the English academic achievement was selected over the other probable measures since it is a principle academic subject that was undertaken by all the students.

Finally, this study offered considerable empirical hold up for the posited partly mediated model through which the social, self – efficacy, self – regulatory and academic function in concert to figure out the academic achievement of children with the mediation effects of delinquency and academic aspirations. The results of
the analysis suggest the significance of fostering the self-efficacy among children at the earliest age to make possible the self-beliefs and participation in suitable school-related and academic activities. The failure to do so might raise the possibility of the children looking for added non-conforming substitute pathways in order to attain success that they struggle for. But it is through the engagement in the disruptive and delinquent behavior.

**Barrier (2009)** This dissertation was distinguished to examine the writing strategies and scoring practices of fourth grade teachers on the North Caroline Fourth Grade Writing Assessment and local, county-wide writing assessments by collecting data from thirteen elementary schools located in rural, Western North Carolina.

Both quantitative and qualitative measures of data collection were implemented. Inter-rater reliability was used to determine reliability of fourth grade teacher’s scoring using the North Carolina Fourth Grade Writing Assessment Rubric. Qualitative data was collected through the use of two surveys administered to the fourth grade teachers in the county, interviews and focused group were also used to determine effective writing strategies and use of rubrics. An analysis of data revealed the validity of scores given at the county level by the classroom teachers using the NCFGAR. An analysis of the data collected by fourth-grade teachers through the surveys, interviews and focus group revealed common writing instruction strategies throughout the county and the impact of self-efficacy played in writing instruction and the use of rubrics.

**Gold (2010)** the focus of quantitative survey study was the examination of the relationship between self-efficacy and academic achievement in 164 at-risk high school students. The study used Bandura’s self-efficacy as the theoretical frame
work. The research questions involved understanding the levels of self-efficacy in at-risk high school students and the relationship between self-efficacy and academic achievement for male and female at-risk high school students. The multidisciplinary scale of Perceived Self-Efficacy was used to measure nine areas of self-efficacy enlisting: social resources, academic achievement, self-regulation learning, leisure-time skill and extra-curricular activities, self-regulatory efficacy to resist peer pressure, meet others’ expectations, social self-efficacy self-assertive efficacy and enlisting parental and community support. The dependent variable, academic achievement, was measured by students’ GPA and self-efficacy. Pearson’s correlations were used to test relationships between GPA and self-efficacy. The relationships between GPA and self-efficacy scores were statistically significant for the following five subscales: Social Self-efficacy, resisting peer pressure, self-assertiveness, academic achievement and meeting expectations of others. Higher self-efficacy scores were associated with higher GPA for female students only. In general, self-efficacy scores were lowest for enlisting parental or community support, self-regulated learning and leisure time skills and extra-curricular activities. No relationship was found between GPA and Self-efficacy for enlisting social resources, leisure-time skills and extracurricular activities or enlisting parenteral and community support. The recommendations of this study include developing self-efficacy of female students and exploring other contributing factor to high academic achievement in at-risk males. Results could be used to prepare at-risk students by creating a learning environment that support self-efficacy, thereby increasing their chances of academic success.

Coetzee (n. d) had done a study on the relationship between the students’ academic self – concept, motivation and their academic achievement at the University of the Free State. The non – probability convenience sampling is
employed by the researcher in the study. In this kind of sampling, each of the members of the selected population does not possess the same probability of being chosen as a part of the sample. It is stated by McMillan and Schumacher (2006) that the non–probability sampling is the highest common kind of sampling that is engaged in the educational research. The convenience sampling will be utilized since it is convenient for the scholar to utilize the residential students who are at the Department of Quantity Surveying in the University of the Free State. It is in the year 2010, almost all the residential students who are in the first to fourth years of education registered for the Descriptive Quantification, module in the Department of Quantity Surveying. This will be involved in this study’s sample. The questionnaires will be utilized to gather the required data. The questionnaires are favored for this research since this is the means of supplying the scholar with the quantifiable data that are enthusiastically accessible for statistical analyses (Dambudzo, 2009). The gathered data will then be processed by the means of statistical analysis.

In order to examine the research hypothesis that the academic self–concept and motivation could be utilized to forecast a significant proposition of variance in the academic achievement, a hierarchical regression examination has been done. It is in the hypothesis, the motivation and self–concepts are the independent variables, and the academic achievement represents the dependent variable. The procedure that would be pursued is to initially decide on the total variance that is affirmed by the predictor components together (full model) in respect to that of the criterion component (academic achievement). The function of the group of variable, namely motivation, academic self – concept, will then be examined. The exclusive involvement of each of the variables will also be examined. These both things are examined in order to find out whether they contribute to the explanation of the
variance in the academic achievement. It is the percentage of variance in a particular component or components is affirmed by $R^2$ (that is squared multiple correlation coefficient).

It is in order to recognize if the contribution of a particular variable or a group of variable to the value of $R^2$, are significant or not statistically, the $F$ – test was used for the examination. When the importance of a raise in the $R^2$ is examined, also it is essential to measure the effect dimension of the involvement of a defined component or components. The effect size provides a signal of the contribution of the $R^2$ in the terms of the proportion of the unsolved variance of the complete model. It is told by Clark and Schroth (2010), the following values of guidelines ($f^2$) could be utilized with the regression analysis, namely small effect = 0.01, medium effect = 0.15 and large effect = 0.35.

The researcher examined the hypothesis separately for the four groups of study years and the outcomes have been presented accordingly. The motive for the examining the levels of four study years independently is that, for a subject the participants in the various levels of the year wrote various question papers of the examination, Descriptive Quantification. Also it enables the researcher to distinguish the results for the various groups of year and to state the variations in the findings amongst them. In conclusion it is inferred that there was no significant variations in the averages of the students’ academic self – concepts who performed below average or above average in their academic from any year groups namely, first, third and fourth.

It is indicated in the literature study that an optimistic academic self – concept was associated to greater academic achievement. Also it is indicated that modest self – assessments would be much conducive to the academic achievement.
However, the literature review, also gave away the inconsistent outcomes in respect of the association among the academic achievement and academic self-concept, with some of the studies pointing out optimistic correlations, while others pointed out weak correlations or none at all.

**Salami (2010)** carried on a study with the primary goal to investigate the association of the emotional intelligence, psychological well-being (happiness, depression and life satisfaction) and self-efficacy with the academic achievement attitudes and behaviors of the students. The respondents were about 242 students (female = 102 (42.15 %), male = 140 (57.85 %)). The participants were selected randomly from an institution of education located in Kwara state, Nigeria. The mean age of the sample selected was about 27.30 years (S. D. = 6.35). The data gathered were invested with the utilization of hierarchical multiple regression analysis for the purpose to institute the association of the independent variables (life satisfaction, self-efficacy, emotional intelligence and happiness) with that of the dependent variables (behaviors and attitudes of students). It is inferred from the study, for the majority part, all the independent components significantly forecasted students’ attitudes and behaviors. These outcomes sustain the effort of prior researchers who institute that both affective and cognitive variables incline students’ achievement, attitudes and behaviors. The students who possess high emotional intelligence, high self-efficacy and who were pleased were aggravated to partake in appropriate academic activities. They also developed optimistic attitudes that led to victory in college.

**Dullas (2010)** made a study on the academic performance and self-efficacy of Filipino science high school students in the English and Mathematics subjects. The research design used in the study made by Dullas (2010) is the descriptive–correlational method of analysis. Also in this study quantitative study is done using
the survey method. The participants in this study are the students of the University Science High School (USHS) of the central Luzon State University. In order to select the sample for the study from the population, the purposive sampling method is used in order to make sure that every student has an opportunity to include in the study’s sample size. Also in order to get the total sample of participants, the stratified sampling method is used. A total number of 36 students (about 18 female and 18 male) were assembled from the overall population from that of the second to fourth year.

The study proposed to utilize the survey type of questionnaire. The questionnaire includes the close – ended Likert type of questionnaire to collect the data and information that are required in the research. The survey includes two parts, that is, the first part includes the respondents’ personal information, for instance, their age, prior grade in English and Maths, sex, year level etc. The second part of the survey includes close – ended question in a designed Likert – scale (that is included of 10 items separated into two domains, English domain and Math domain efficacy). Also the questionnaire was tested by the use of the initial step of pre – test in order to make sure that the mechanism undergone the process of test reliability and validity. The instrument was examined by the whole number of students of high school as the sample respondents. The outcome was examined by the use of SPSS reliability analysis. The outcome expressed that the items 1 – 5 (that is, Domain of English Efficacy) possess a reliability coefficient of about .8079. Furthermore, items 6 - 10 of the Math Domain efficacy resulted in .9048 reliability coefficient. As it is specified, the mechanism used in the analysis is reliable.

With the use of the statistical tool SPSS the study is analysed for this study is a correlational study. Also the analysis that is descriptive, particularly, mean will be
utilized in the analysis of data and also in the first part of the questionnaire that is the t–test and source demographic part for variation as additional analysis.

The researcher developed a scale of self–efficacy that is utilized to find out if there is any significant association among the academic performance and the self–efficacy of the high school students. There were two domains included in the scale, they are, Math and English efficacy domains. The domain of English efficacy comprised of five items and also the Math efficacy domain. These items gained by the use of the 4 – point Likert scales that ranges from the 1 – strongly disagree to 4 – strongly agree. The outcomes also expressed significant association among the self–efficacy and the academic English (p=. 401; a=. 015) and Math (p=. 615, a=. 000) subjects among the University Science High School students. This outcome is reliable with the results of Pajares and Miller (1994) on the Math self–efficacy that offer inferences that when children with greater self–efficacy in the achievement of novel problems in math expressed higher effort and continued longer in altering faulty problems hence resulting to greater academic performance. The study showed the self–efficacy as one of the chief contributors to the success of the second or foreign language.

Klassen and Chiu (2010) investigated into the relationship among teachers’ years of experience, gender, teaching level, three domains of self-efficacy i.e. instructional strategies, classroom management and student engagement, two types of job stress i.e. work load and classroom stress and job satisfaction. The study was conducted on convenience sample of 1430 teachers from western Canada, out of which 69% were women and 31% were men of median age group of 40-44 years and the median years of experience is 10-14. Data was collected by administering a survey-form containing demographic section and Tschannem-Moran and Woolfolk Hoy’s Teachers’ Self-efficacy Scale (2001), two items from Caprara et. al. (2001)
Job satisfaction scale, one item to measure overall job stress and Boyle et. al. (1995) Teacher Stress Inventory. Analyses of data revealed that the three dimensions of self-efficacy viz. classroom management self-efficacy, instructional strategies self-efficacy and student engagement self-efficacy showed non-monotonic relationship with increasing self-efficacy up to mid-career and falling in the late career. Teachers with greater workload stress had greater classroom management self-efficacy, whereas teachers with lower classroom stress have lower self-efficacy. Teachers teaching in kindergarten and elementary level have higher self-efficacy than teachers teaching at higher level. Teachers with greater overall teaching stress have less job satisfaction and teachers with higher classroom management self-efficacy and instructional strategies self-efficacy have higher job satisfaction.

Caprara et. al. (2011) investigated into the unique contribution and the pathways through which personality traits (openness and conscientiousness) and academic self-efficacy beliefs are conducive to academic achievement at the end of junior and senior high school. It was a longitudinal study conducted on 412 children. All participants were assesses at four times of data collection during the course of this study. Measure of openness and conscientiousness and of perceived self-efficacy were administered at entry level i.e. when they get enrolled in seventh grade of junior high school and tenth grade of senior high school. Academic achievement was also assessed twice i.e. at the end of the junior high school and at the end of the senior high school. Results of the study revealed that openness and academic self-efficacy at the age of 13 contributed to junior high school grades. Junior high school grades contribute to academic self-efficacy beliefs at the age of 16, which in turn contributed to senior high school grades.
Dias and Panday (2011) conducted a descriptive research of correlational and causal-comparative type with objectives of ascertaining gender differences in motivation and self-efficacy and relationship of motivation in terms of expectancy, instrumentality and valence with self-efficacy. For data collection Self-Efficacy Scale by Woolfolk and Hoy (1990) and Motivation Scale by Dias (2010) were administered on the sample of 604 B.Ed. student-teachers of teacher education colleges affiliated to University of Mumbai in Greater Mumbai. Results of the study indicate that there is no significant gender difference in motivation of student-teachers, though there is significant gender difference in Expectancy and Instrumentality of student-teachers. Whereas, there is a significant relationship between self-efficacy and total motivation in terms of Expectancy, Instrumentality and Valence.

Cicognani (2011) conducted the study to examine the types of coping strategies used by Italian adolescents with every day, age-relevant stressors in relation to stress coping resources such as self-efficacy and perceived social support and influence of these coping strategies on adolescents’ psychological well-being. Participants of the study were 342 adolescent high school students of Italian origin. For the purpose of data collection four psychological tools viz. Coping Across Situations Questionnaire by Seiffge-Krenke (1995), Multidimensional Scale of perceived Social Support by Zimet et. al. (1988), General self-efficacy Scale by Sibilia, Schwarzer and Jerusalem (1995) and Berne Questionnaire on Adolescents’ Subjective Well-being by Grobel et. al. (1991) were used. Analyses of collected data showed that adolescents reported high use of active coping strategies involving a search for other people’s support. With regard to the relationship between coping strategies and coping resources, the results showed that the higher self-efficacy positively correlated with active and internal coping and perceived
family support was associated with higher use of coping strategies based on search for family support.

Tenaw (2013) investigate the level of students’ self-efficacy, gender difference in self-efficacy and achievement and also relationships between self-efficacy and achievement for second year students in the fall of 2012 in Analytical Chemistry I (ACI) at Debre Markos College of Teacher Education (DMCTE). The self-efficacy survey and the ACI achievement test were completed by 100 students. The self-efficacy survey data were gathered by Likert scale questionnaires. By using inferential statistics (t-test), difference of self-efficacy and achievement in gender is calculated and by using Pearson correlation, the relationships between self-efficacy and achievement were investigated. The analysis of the data indicated that there is no significant difference in students’ self-efficacy between sexes (t (98) = 0.161, p> 0.1), but there is a statistically significant difference in achievement between sexes (t (98) = 0.68, p< 0.1) and also a significant relationship exists between self-efficacy and achievement (r=0.385, at 0.01 level with 98 degree of freedom). Based on these results, recommendations which will improve the quality of our training specifically in the field of chemistry are forwarded.

III. Studies on Emotional Intelligence

It has been discovered by researchers that the components other than the presentation on intelligence tests throw into the academic performance (Jensen, 2001). These components have been ranged from the achievement adjustment, motivation and some other factors of emotional intelligence. The EI (Emotional Intelligence) has been indicated to as the emotional and social abilities that are supposed to be a structure of intelligence, just like the academic skills are considered to be. It is asserted by Bar – On (2005) that the emotional intelligence
is a collection of non – cognitive abilities, skills and competences that manipulate one’s capability to accomplish something in coping with environmental pressures and demands. It is since some accomplish something in handling with environmental pressures and demands. Since some analysis has recommended that social awareness and self – awareness is the two realms of emotional intelligence are the most excellent learned during childhood, an important quantity of emotional intelligence study has been accomplished from scores one through eight. However, restricted study on the academic achievement and emotional intelligence has been made at the level of university, specifically with non-traditional adult students. As an outcome, the part of the non – cognitive features, like the emotional intelligence, on the academic achievement has to be better understood to improve adult learning.

The emotional intelligence is professed as a kind of ability that includes the capability to detect an individual’s feelings and that of others, to distinguish among them. Also to utilize this information to direct one’s thinking and feeling (Salovey and Mayer, 1990). It is according to Weisenger (1998), the emotional intelligence is defined as the clever utilization of emotions: one deliberately make one’s personal emotion work for one by utilizing them to assist direct one’s thinking and behavior in ways that improve one’s outcomes.

The importance of emotional intelligence has been stated by Adegbite (2005), as required to civilizing psychological well-being and performance in school work. If the skills of emotional intelligence are strengthened, enhanced and developed, students might exhibit amplified levels of academic, career and personal attainment (Vela, 2003). As it is determined by Nelson and Low (2003), emotional intelligence had four main abilities aspects of emotional competencies namely leadership skills, intrapersonal skills, interpersonal skills and self –
management skills. Nelson and Low (2005) recognized the need for more effectual development of emotional intelligence abilities. This is recognized when they affirmed that: the holistic, subjective, qualitative and emotive experiences of students are critical to vigorous development and growth. The emotional development of learners does not appear significant until behavior becomes reported and problematic. Familiar and recognizable instances are under – achievement, attrition, absenteeism, lack of motivation, bullying, school violence, psycho educational problems and substance abuse. Although the educators are compassionate, particular assist is repeatedly ineffective, absent or too late. Proactive programs to point out and progress emotional abilities are required to stop problematic behaviors and not respond to them after the act.

Petrides, Frederickson and Furnham (2004) conducted a study on the role of trait emotional intelligence in the academic performance and the deviant behavior in the schools. For this, a sample of about 650 students from the British secondary education has been selected. The objective of this study is to examine a sequence of hypotheses regarding the probable role of trait emotional intelligence in the deviant behavior and in the academic performance at schools. Among the participants about 48% of them were females and 52% of them were males. Questionnaires were used in order to collect the data from the respondents. It is concluded in the study that the trait emotional intelligence was differently related with the educational subjects measured in this research. Hence, it had not substantial persuade on science or mathematics performance, but it restrained the effect of the IQ on the English and the on the whole GCSE performance. There were two distinctive procedures through which the trait emotional intelligence might bear on the academic achievement. The outcomes of the study suggest that the trait emotional intelligence is applicable to deviant behavior and academic
achievement in the schools, particularly for the vulnerable and disadvantages adolescents. These outcomes are in line with the prior studies on the trait emotional intelligence (Reiff et. al. 2001), specifically and with the findings and theories that highlights the significance of the cognate constructs at the time of the decisive period of the adolescence, more commonly (Gottfredson, 2001, Einsenberg, 2000).

Parker et. al. (2004) carried out a study on the relationship between the academic achievement in the high school and the emotional intelligence. A sample of about 667 students (363 females and 304 males) who is attending the high school located in Huntsville, Alabama had been selected for the study. The age of the selected students ranged from about 14 – 18 years and the mean age was about 16.16 years for males and 16.21 years for females. The students were pretty evenly dispersed by grade (below grade 9 there were 31 % of the sample of students, under grade 10 about 25 % of the sample, under grade 11 22 % and below grade 12 about 21 % of the sample of students). The measure used in this study is the EQ – i, which is a 60 – item measure of self – report of emotional intelligence by the Bar - On and Parker (2000). The adolescents and children were between the age group of 7 to 18 years were asked to answer to the statements that best explains the way they think, act or feel in most of the circumstances. The answers were rated by the respondents in the four – point Likert scales that ranges from 4 for “very often true or true of me” to 1 for “very seldom or not true of me”.

Correlations were found among the EQ – I variables like the interpersonal abilities, adaptability, total emotional intelligence, interpersonal abilities and stress management and the GPA (grade point average) of the high school for the overall sample and also for the females and males separately. The outline of correlations was quite dependable for females and males. It is that very low moderate correlations were found in the study between the various EQ – I variables and the
GPA. Thus it is concluded in the study that when the relationship between the emotional intelligence and the academic success was analyzed by the use of the overall sample, the total emotional intelligence was found to be an important forecaster of academic success.

**Pandey and Tripathi (2004)** investigated into developmental changes and gender differences in emotional intelligence in the Indian context. The study is based on a sample of 100 children with equal number of boys and girls from five age groups viz. 5-6 years, 8-9 years, 11-12 years, 14-15 years and 17-18 years. A measure of emotional intelligence developed by Pandey and Tripathi (2003) was used to collect data from the subjects. The statistical techniques viz. mean, standard deviation, ANOVA and inter-correlation were computed to analyse the data. The results indicated that there was increase in emotional intelligence with age and females were more proficient in managing and handling their own emotions as well as of others.

**Tyagi (2004)** The objectives of the study includes to determine the level of Emotional intelligence of secondary teachers and to compare the emotional intelligence level of male and female secondary teachers. The sample consisted 500 secondary teachers (350 male and 150 female) belonging to secondary schools (urban and rural) from Dhulle district, Maharashtra. The tool used for the present study was structured questionnaire called Emotional intelligence Test developed by Chadha and Singh. The retest reliability and split half reliability for the test are .94 and .91 respectively. The validity of the test of 0.78. The data was analysed with the help of mean, Standard deviation and t-test. Findings of the study revealed that level emotional intelligence is low and independent of gender and age.
Katyal and Awasthi (2005) studied gender differences in emotional intelligence among adolescents of Chandigarh. For the study 150 students of Xth class from different Government Schools in Chandigarh were selected randomly for assessment of gender differences in emotional intelligence. The data was collected through standardized Emotional Intelligence Test. The findings revealed that majority of boys, girls and the total sample had good followed by low emotional intelligence. Girls were found to have higher emotional intelligence than that of boys. However the difference touched only 0.10 level, hence findings are just suggestive of the trend.

Rice (2006) conducted a study on the relationships among the low and high levels of academic achievement as considered by grade point standard (criterion variable). Also this study explored the stages of different emotional abilities as calculated by the personal skills map (predictor variables). The data was gathered on the graphs prepared by the SPSS software. The components in the study were calculated by the use of the totals from each of the eleven personal abilities measured in the current grade point averages and Personal Skills Map. The identities of the respondents who involved in the study are protected from the data were acquired through the secondary sources without their names. The results of the research were reported without mentioning the particular schools.

Some of the other variable that are considered in this study is that the gender, contribution in positions of leadership versus non–leadership positions, learning styles and participation in service – learning versus non-involvement. Bivariate statistics of correlation were utilized to contrast the personal skills (predictor variables) with that of the current grade point average (criterion variables). In order to compare the mean gains of current grade point standards by gender, leadership roles, and participation in service knowledge, independent samples – t tests were
utilized. Then the means of the current grade point averages of various styles of learning were contrasted. The data were then analyzed by using the SPSS computer program. The restrictions in the research design are the scores from that of the Personal Skills Map are self–reported. Also there is slight agreement on what abilities make up the emotional intelligence. The data that are made accessible from the U.S. Army Cadet Command are gathered from the schools and districts from various regions of the country. It is because there are various versions of the Personal Skills Map prevailed in the Army JROTC program; it is only the data from those schools that manages the authenticated version were surrendered to the report.

The data that were used in the study were gathered through the U.S. Army Cadet Command. The demographic data and emotional intelligence were gathered through the 2005 – 2006 reported of skills map. The instrument of assessment that was utilized was the Personal Skills Map. A random selection of JROTC cadets was indicated in the skills map report. The subjects are situated in 21 schools throughout the United States and also in the schools of the Department of Defense Dependent overseas in Japan and Germany. A total of about 486 records was utilized, in which 254 were females and 232 were males. The breakout of age comprised 64 persons of fourteen year old, 159 persons of fifteen year olds, 123 persons of sixteen year olds, 80 persons of seventeen year olds, 58 persons of eighteen year olds, and 2 persons of nineteen year olds. When the grade levels are considered, about 170 persons categorized under grade nine, 143 persons categorized under grade ten, 103 persons categorized under grade eleven, and 70 persons categorized under grade twelve. It is since the students can enter into JROTC at any provided time, the age, grade, the training and education levels of JROTC also will vary. Among all the cadets, about 192 were in the first year of the
JORTC, 147 of them in the second year, 87 of them in the third year, and 60 of them in the fourth year. The demographics comprised of 272 cadets in the reduced or free lunch program and 214 were not in the lunch program, 26 Alaskans, 99 Caucasians, 77 Native Americans, 119 African Americans, 39 Asians, and 126 Hispanics. It is in order to explore the association among the academic achievement and emotional intelligence; the scores on 11 personal scales in the Personal Skills Map were combined and correlated with the corresponding grade point averages. The leadership, learning styles, gender, and service learning was contrasted with the averages of grade point as well.

The sample is restricted since the data offered to the headquarters included of those students of JROTC who took the approved assessments. The only data from the whole population taking this description of the evaluation and trainers who willingly reported the data could be utilized. The size of the sample included of 486 reports from about 21 various schools. The styles of learning were reported from about 271 students and from 18 locations. It is inferred from this study by Rice (2007) that the associations that are demonstrated with the use of personal skills map to calculate the association of emotional intelligence, as exemplified by 11 personal skills to the academic achievement are reasonably noteworthy. Some of the other components such as participating in service learning, gender, differing styles of learning and holding leadership positions also offer valuable information.

Namdar et. al. (2008) assessed the emotional intelligence of nursing students and its relation with some personal and social. This was a descriptive correlation study. The study population included all the nursing students in Tabriz School of nursing and midwifery (144) selected by sample using census method. To assess the emotional intelligence, BarOn EQ-I was used. In addition, some personal and social
demographic data were gathered from the students' educational files. Data were analysed using SPSS-13 and descriptive and inferential statistics. Analyses revealed that there was no significant relation between emotional intelligence score and sex, education, and students' interest in nursing. However, there was a significant relation between emotional intelligence score and the students' satisfaction of their family socio-economic status.

**Sünbül and Aslan (2008)** examined the relationship between emotional intelligence and achievement among 1st and 4th grade students attending Education Faculty in Konya, Turkey. A sample of scores on an emotional intelligence measure, attitude scores and classroom grades were collected from totally 312 1st and 4th grade students. Achievement was measured though teacher-assigned numerical grades which were obtained by Semester final note from the one marking (a 14-week time frame) of the 2006-2007 school year were used. According to the findings, it was found out that there were significant difference between the proficiency of emotional intelligence of girls and boys while there was no significant difference in terms of class level. In addition, we indicated the relationship between emotional intelligence and academic achievement.

**Manley (2009)** had done a study on the emotional intelligence and the academic achievement regarding its implications and relevance does this psychological construct mentioned as emotional intelligence possess for the education in New Zealand. The interviews had been done with the leaders and principals’ in this field of study. Then the information’s are collated and the findings are written and the information is then shared. The study shows that the emotional intelligence could be taught and possesses optimistic effects on the learning of a student and well-being. Also this has optimistic effects on the morale of the staffs. This is accurate since the emotional intelligence is so significant that it must not be permitted to be
decreased to a sound bite, bolt – on and commercially determined business chance (Claxton, 2005). There is a huge quantity of literature on the emotional intelligence varying from the philosophy that underpins the construct, to providing the policies that endorse emotional intelligence students and classrooms. From the discussion made by the professional leaders it was found that the principle of developing emotional intelligence in students is to promote the emotional intelligence in the school. The requirement for everyone in the school, comprising the staff to recognize their emotional identity is the keystone of emotional intelligence. This results in the successful, staff, leaders and students. It is for the schools that are in opinion of executing a program like this; it is the words of caution from the researcher that it might not be that easy. This may not be a quick fix. In order to execute such a program, plan is required and a vision is required and also it is a long range and it is only on activity. This commitment is a huge one and that requires a lot of time. It had taken a lot of periods of years for the researchers for just to create the curriculum section of it. Though, viewing the alterations in the attitudes of the students and in the behaviors of the students is rewarding. Understanding that it is only educating the academic section of the child, but together with that also the affective (emotional) segment of the child is what it is all about. Finally this study concludes that the academic achievement without the emotional intelligence does not point out the future success.

Dziewior (2009) examined Emotional intelligence and its contribution to leadership skills of 22 female catholic elementary school principals. The method included a self-reported questionnaire of leadership style and emotional intelligence to explore if there was a relationship between emotional intelligence and leadership styles. The basic findings were (1) participants demonstrated emotional intelligence and leadership skills and both emotional intelligence and
leadership skills were interwoven. However, group strengths and weakness emerged. (2) Social competency was strength across emotional intelligence and anchored into the self-reported leadership skills. But, noted an area for improvement was self-skills. It appeared that the participants concentrated on leadership when it involved others more than on their own self-awareness. A main conclusion is that emotional intelligence contributes to leadership skills.

**Pardee (2009)** examined the relationship between emotional intelligence and job satisfaction among population of mental health professionals. Research has indicated that external factors account for a part of the variance of job satisfaction among mental health professionals, but emotional factors such as emotional intelligence have not been thoroughly explored. Due to high turnover and burnout rates in this field, factors relating to job satisfaction are important to identify. Mental health professionals with at least fifty one percent of the time in a counselling role, participated in this study. Results suggest that there are no differences in emotional intelligence based on gender. Further, male job satisfaction appears to be influenced by the ability to be aware of emotions and manage own emotions, while female job satisfaction appears to be influenced solely by the ability to be aware of emotions. Internal factors do appear to play a role in job satisfaction among this population.

**McClain (2009)** A non-experimental within-subject’s design of 92 first year medical students used correlations and multiple regression analyses to test strength of relationships of age, gender and emotional intelligence to academic performance and perceived stress during the first year of medical school. Emotional intelligence was significant different by gender, with females evidencing higher emotional intelligence than males. Females also reported slightly higher perceived stress but the gender difference was not significant. Emotional intelligence evidenced small
amount accuracy in predicting GPA in the fall, but this dissipated in the spring. Emotional Intelligence and age evidenced a small amount of accuracy in predicting perceived stress in fall. However in the spring semester, emotional intelligence evidenced strong accuracy in predicting stress in fall. However in the spring semester, emotional intelligence evidenced strong accuracy in predicting perceived stress. Participation attrition was assessed and it was concluded that differential dropout where either low or high performing students chose to stop participating was not a concern in this study. Emotional intelligence failed to evidence significant change by participants between the fall and spring assessment.

In spring of 2009, 54 first year medical students from the same school participated in qualitative focus groups to discuss their experiences of emotional intelligence, crystallized intelligence (IQ), perceived stress and academic performance. Conclusions: In the fall 2008 as individuals better managed their own emotions GPA increased and perceived stress decreased. As individuals better managed other’s emotions GPA decreased. Gender differences were noted, females evidenced higher AES scores than males, but no age differences were noted. In the spring 2009, older individuals with higher AES scores, who better managed their own emotions evidenced lower perceived stress. Further qualitative analyses found that students’ experience if emotional intelligence related their experience of IQ. Their understanding of success evolved from standard academic performance to multidimensional internally driven individual level of success, interwoven with the ability to manage personal emotions as well as the ability to and manage the emotions of others and effectively communicate.

Olatoye, Akintunde and Yakasai (2010) conducted a study on the emotional intelligence, creativity and academic achievement among the business administration students. The target population for this study includes all the higher
national diploma (HND), and current final year students of the business administration of the polytechnics located in the Ogun, Oyo and Lagos states, South West of Nigeria. The sample considered for this study was about 235 (two hundred and thirty five) final year students of the HND program in business administration in the four polytechnics located in the South West of Nigeria. Using the purposive technique, these four polytechnics were chosen. In that two were state polytechnics and two were federal polytechnics. Though the simple random sampling techniques was utilized in order to select about 60 final year business administration students of the HND program in each of the polytechnics that were selected for the study. The mean age of the participants was calculated to be 23, the standard deviation is 6.2 and the range is 18 – 33. All the polytechnics that were selected for the study were in the urban centers. About one hundred and twenty students were from the state – owned polytechnics while the same number of students was from the federal polytechnics. Among the respondents there were 122 females and 113 males.

About three instruments were utilized in this study for the purpose of collecting the data. They are Wong and Law emotional intelligence scale (WLEIS), student cumulative grade point (CGPA) and SCIF (information format) and NHCT (Nicholas Holt creativity test. The model of SCIF was designed by the analyst in order to gather data about the CGPA, school, gender, school and matriculation number of the students. The CGPA was utilized as a criterion for the academic success of the students. Then the WLEIS is a 16 – item self – report scale validated and developed.

The procedure followed for this study is that, first prior permission was obtained from the Heads of department of the business administration department and management of the selected educational institutions in order to utilize the students
were pursued and obtained. The class coordinators assistance and also in any case the assistance of HOD were obtained in order to address the students to provoke their cooperation. Then in administering of the tools meeting of the randomly selected 60 (sixty) students that to in each of the polytechnics was arranged for the management of the NHCT and WLEIS instruments. This takes place just prior their planned regular classes with the permission of the affected lecturers. The design of the questionnaire was made in the way that it should not last for greater than twenty minutes for each of the students who are at the stage of completing their education. It is ensured by the researchers that either the HOD (Head of the Department) or the coordinator of the class was physically present with them during the time of management of the questionnaires. The participants were made sure of the confidentiality of their answers and the significance of their role. They were provided with a view to motivate the rate of response and reduce the subjectivity and anxiety that might interfere with the outcomes of the study.

It is in the study, the dependent variable (academic achievement) and the independent variables (emotional intelligence and creativity of the polytechnic students) have already been happening. Only attempt that was too made in the statistical analysis is to find out and compare the components (without manipulating them) for the determination of making the inferences regarding their relationship. Hence, the ex – post - facto research design was used to find out and explain the degree to which the level of emotional intelligence and creativity manipulated the level of the academic achievement of the HNDII students of business administration of polytechnics in the South West part of Nigeria. It is that most of the researchers accepted that the ex – post - facto research design is the best design for gathering data on variable that have already happened.
Then the level of academic achievement was compared by the researchers with the level of creativity and emotional intelligence of each of the students in order to determine the nature and existence of the association among the variables, by the use of the SPSS (statistical package for social sciences) version 13.0. The analysis of multiple regression analysis and the Pearson product moment correlation and Student t–test was utilized in order to answer to the research questions. All the research questions that were generated from this research were tested at the 0.05 alpha level by the use of the two–tailed test.

It is found from the study that there is a significant positive association between the creativity level of students and their emotional intelligence \( r = + .389, p < .05 \). Hence, it is that the greater the level of creativity of students, the higher their emotional intelligence. Also, the greater the emotional intelligence levels of the students, the greater the level of their creativity. Though there is a negative insignificant association among the CGPA scores and emotional intelligence \( r = .178, p > .05 \). However not in a significant proportion, still the greater the emotional intelligence the lesser the CGPA scores. In the same way, there is a negative insignificant association among the CGPA scores and creativity \( r = .004, p > .05 \). Also, though in a condition of very insignificant, the greater the level of creativity then the lesser is the CGPA scores. This is shown in the study that a person who is emotionally intelligent is likely to be creative. Both the creative as well as emotionally intelligent persons are not likely to be great academic achievers.

Shipley et. al. (2010) carried out a study on the effects of the emotional intelligence, work experience and age on the academic performance. A survey was done in the study and it was administered to 193 students of the college of business located at the South East university. It is in the classrooms of an individual college
of Business, the surveys were done during the class time by the instructor. All the instructors read out the same script before passing out of the surveys. The instrument of the survey comprised of 30 questions, one question is regarding asking of the students on how anxious they are with the truthful replies, and about six demographic questions. In the survey, the first part includes of some 30 content questions in the scale of seven – point Likert scale that calculates the trait emotional intelligence by the use of the TEI question model. It is following the content questions, there exists that asked the respondents regarding how they were concerned with offering truthful replies on the survey. It is indicated by some 26 % percent of the students that they were “very concerned”, 43 % of the students said that they were “considerably concerned”, 14 % of them were “moderately concerned”, 4 % of them were “somewhat concerned” and about 9 % of the students were expressed that they be “not very concerned” and finally about 3 % of the students have not at all answered the question.

The last part of the survey instrument gathered the demographic data of the respondents, that had questions about the work experience (full – time and part – time), gender, age, ethnicity and self – reported and major GPA (grade point average). The respondents were comprised of 18 % female students and 51 % of male students. All the respondents were surveyed possess a GPA that was greater than about twenty eight percentage of the students possess a GPA of about 2.1 - 2.9, about 46 % of them possess a GPA of 3.0 - 3.4, about 21 % of them possess the GPA of about 3.5 - 3.9 and finally 5 % of the respondents have not at all report their GPA. It is in order to find out whether the emotional intelligence was optimistically related to that of the academic performance, as calculated by the grade point average; it is in this study a multiple linear regression analysis, but the use of the four subsets of the emotional intelligence (self – control, sociability, well
– being and emotionality) as the independent variables. In contrary to the forecast of the hypothesis, the emotional intelligence was not all significantly related with the GPA.

Ogundokun and Adeyerno (2010) carried out a study on the emotional intelligence and the academic achievement with reference to the moderating influence of the age, extrinsic and intrinsic motivation. This study analyzed the moderating manipulation of the age, emotional intelligence and the academic motivation on the academic performance of the students of secondary school. The research design adopted in the study is the survey research design. The respondents in this study includes about 1563 students of secondary (female = 737, male = 826) from the state of Oyo, Nigeria. The age limit of the respondents ranged from 12 to 17 years with the mean average age of about 15.96 years. The two reliable and valid instruments were utilized in order to evaluate the academic motivation and the emotional intelligence while the attainment examinations on the Mathematics and English language were utilized as a determination of the academic achievement. The hierarchical regression, Pearson’s product moment correlation and the descriptive statistics were utilized to examine the data collected. It is revealed from the outcome that the age, academic motivation and the emotional intelligence were effective interpreters mildly related to the academic achievement. This research has propositions for the development of curriculum in order to integrate the emotional intelligence into the curriculum of school of secondary school.

In this study, the technique of stratified random sampling with a ratio of about 3:1 allocation was used in choosing about 1200 students from the government–owned schools and about 400 students from that of the private–owned school. On a random basis the students were selected by the use of the dip hand method from
each kind of the school with the average age varied from 12 to 17 years. Questionnaires were used in this study in order to collect the primary data from the selected respondents. Among the total of 1600 questionnaires that were distributed, about 37 were not being properly completed, so that they had been discarded and they were not utilized in the study. So that only 1563 respondents were considered for the analysis. It is concluded in the study that a strong accomplishment motivation has to be developed in the students through the stipulation of exact programs of counseling intervention and facilitating the environment. It is by doing so; the academic accomplishment of the students might be enhanced barring all the other teaching – learning obstructions.

**Subramanyam (2011)** investigated into emotional intelligence and study skills of high school students. Emotional Intelligence Scale by Nutankumar Thigujam and Usha Ram (1999) and Study Skill inventory by Ramamurthy and Geetha Nath were employed to collect data from a sample of 60 high school students. Findings of the study are that there is significant difference between boys and girls with regard to their emotional intelligence and there is no significant difference between boys and girls with regard to their study skills.

**Kafetsios and Nezleck (2011)** sought to examine the relationship between leaders’ emotional intelligence and subordinates’ emotion and work attitudes and between leaders; and subordinates’ emotional intelligence and work outcomes. Participants of the study were 33 directors/supervisors and 179 teachers from schools in secondary and primary education in northern and central Greece. Tools of data collection were Greek version of the General Index of Job Satisfaction by Brayfield and Rothe (1951), Self-report Wong and Law Emotional Intelligence Scale (2002), Job Affect Scale by Brief, Burke, George, Robinson and Webster (1988) and Greek version of the Maslach Burnout Inventory by Maslach and Jackson (1986).
Results of the study revealed that leaders’ use of emotion was positively related to subordinates’ work emotionality and attitudes, whereas leaders’ emotional regulation and self-emotional appraisal were negatively related to subordinates’ emotional and work attitude. Leaders’ and subordinates’ own Emotional intelligence was positively related to their own work emotionality and job satisfaction.

Chow and Chiu (2011) examined the links among emotional intelligence, social problem-solving skills and psychological distress. Data was collected by administering Wong and Law Emotional Intelligence Scale (2002), Social Problem-solving Inventory by Siu and Shek (2005), Chinese Beck Depression Inventory-II, Life Dissatisfaction Scale and NEO five factor Personality Inventory on 144 undergraduates in Hong Kong. Results revealed that people who were less agreeable, less open or less extraverted have less life satisfaction and more affective symptoms. Whereas, people who were more neurotic than average were less satisfied with life and had more cognitive symptoms. Emotional Intelligence was found to be negatively linked to depression. Study also showed that specific components of emotional intelligence i.e. self-emotion appraisal and use of emotions are important in reducing summative and cognitive symptoms of depression.

Meshkat (2011) had done a study on the relationship between the emotional intelligence and the academic success. The participants involved in the study are the 187 university students. Those students have undergone the instructions for at least two years in the state universities. The respondents involved in this study include both women and men of age group between 18 to 30 years. The subjects selected were 19 students of chemistry, 46 of English, 41 of physical education, 43 of Medicine and 22 students of mathematics. The students of chemistry, English,
physical education, medicine, mathematics was leaning in the Shahid Rajaee University. Also the participants include the students learning Medicine at the Tehran University and a cluster of 16 MA students from TEFL were learning in the Khatam University.

The instrument utilized in this study was that the Persian version of that of the Bar – On Emotional Quotient Inventory (EQ – i). There is an appeal that the EQ – i is the much more inclusive of the self – report technique of the Emotional intelligence available. The recording of this questionnaire is prepared on the basis of the items. The responses are provided in the Likert scale and each of the items could grade between 1 – 5 marks. It comprises in the questionnaire prepared for the study of 90 items so that a subject could get a score between 450 the highest score to 90 the lowest score. It is in order to find out the academic success of the students their GPA (Grade Point Average) was utilized. This was resulting from their records by the investigator.

In the procedure following in this study, the Persian variety of the Bar – On (EQ- i) Emotional Quotient Inventory was created and utilized in this research. The questionnaire was offered to the respondents to complete. The students selected to participate in the study had completed at least four of their semesters in the training at university. It is in the class, the questionnaire was administered to the respondents and they were provided with 30 minutes to answer the questionnaire. Once the EQ –i was finished it was then scored by the Meshkat. After that the next step is that to find the GPA of each of the students. To carry on this, the researcher got all the grades required from that of the files of the students. This data were then punched into the Statistical Package for Social Sciences (SPSS) in order to make the statistical analysis.
The design followed in this study is the correlational design. Two clusters of information on the two various components; academic success and the emotional intelligence were acquired by the students. Then the association among these two groups of data was then related. The resolution was to view that if a respondent who is scoring high in the emotional intelligence will also possess a high GPA and how various majors would make on the EQ – i. It is in order to find this, a Pearson correlation was used. With this statistical tool, the association among the emotional intelligence and the GPA of the participants was analyzed. Added to this, an Analysis of Variance (ANOVA) was used to view whether the students who are majoring in various areas possess any variations in their emotional intelligence. The coefficient of correlation is found to be 0.161 that is significant at the level of 0.05 significance. Though, this is a much very relation; hence it is safe to come to a conclusion that there is no significant association among the emotional intelligence and the academic success.

Azniza et. al. (2011) carried on a study on the moderating effect of the age and gender on the association among the emotional intelligence with that of the social and academic adjustment among the first year university students. It is in this study, the emotional intelligence is examined such that it is significantly correlated to that of the academic achievement and the social adjustment. Also it discovered the moderating effects of the age and gender factors and their associated among the social adjustment and the emotional intelligence and also the academic adjustment among the first year students in the university.

The participants comprised of about 289 students from the first year in two universities located in North Jordan. About 48.8 % of the respondents who participated in the study females (n = 141) and 51.2 % of the sample (that is, n = 148) are males. The respondents are separated into two chief groups of age in that
the mainstream of the sample was recognized as the younger students (141) and the remaining 108 students are older students. The appraisal of emotional intelligence comprised of four dimensions, they are, self-management, relationship management, self-awareness and social awareness. About 28 items have been adopted to analyze the emotional intelligence, and that all the items were getting on the six Likert-scales varied from (6 – always to 1 – never). It is for this research, the emotional intelligence appraisals reliability of the coefficient was pointed out as the good complete reliability ($\alpha = .79$). The questionnaire of Student adjustment to college questionnaire comprised of the four scales, they are, social adjustment, institution attachment/goal commitment, academic adjustment, and personal-emotional adjustment.

It is for this research, the two scales were used, and they are the social adjustment and the academic adjustment, based on the significance of these two scales in order to evaluate the adjustment of the students. The overall total items of students’ adjustment for the analysis are 39 items. Those items include about 22 items from that of the academic adjustment and 17 items from that of the social adjustments. All the answers were gathered on a 9 point Likert-scale that ranges from 9 (applies very closely to me) to (1- does not apply to me at all). The composite scores were generated by the reserve coding for pessimistic items. The reliability coefficients points out the acceptable scale of reliability (academic adjustment $\alpha = .93$; social adjustment $\alpha = .92$). The data were examined by the use of the regression and correlation analysis of the technique of the structural equation modelling. In order to test the supposition that whether there is any statistical association between the components of the emotional intelligence with that of the student academic adjustment and social adjustment the correlation analysis is utilized.

Therefore, a multi-group examination utilizing the structural equation modelling
was utilized in order to examine the moderating effect of the age and gender on the association among the emotional intelligence with that of the academic and social adjustment. It is in the first multi group analysis the causal framework of both the female and male were compared. It is in the second multi – group examination, the assessment of the age aspect was done among the older students (26 years and above) and the younger students (18 – 25 years).

Thus it is in this study the relationship between the endogenous variables (academic adjustment and social adjustment) and the exogenous variable (emotional intelligence). Unexpectedly, the outcomes of this study indicated that there were no significant associations found among the social adjustment and emotional intelligence and the academic adjustment. One reason found out that the stated associations were not held among the variable since most of this analysis samples fall in the low and moderate levels through these instruments of the researcher.

Nasir (2011) examined the relationship of emotional intelligence with demographic characteristics, academic achievement and cultural adjustment of the university students. The participants of the study were 615 students studying in International Islamic University Islamabad. BarOn EQi was used to measure emotional intelligence and Cultural Adjustment Scale was used to measure adjustment level of the students. Academic achievement was taken in terms of students’ CGPA after completing the first semester in the university. SPSS 12 was used for data analysis and various statistical measures including correlation, regression, ANOVA and t-test, were applied to make inference from the observed data. The results of the study supported the proposed hypotheses and revealed significant relationships among the major variables of the study. Emotional intelligence was found to be a significant predictor of academic achievement
as well as cultural adjustment, and cultural adjustment was found to be a significant predictor of academic achievement. The mediating role of some demographic characteristics was also confirmed. In the light of the findings of the study, it was concluded that both emotional intelligence and cultural adjustment are important factors that can affect the academic achievement of university students.

A study had been made by **Nwadinigwe and Azuka-Obieke (2012)**, in order to institute whether there is any association among the skills of emotional intelligence and academic achievement among the respondents in the experimental groups. By the use of stratified random sampling method, six integral groups were chosen from 12 intact classes in three higher secondary schools from two education districts. About 240 respondents including of both female and male students were randomly selected by the use of simple random sampling. This is done for the baseline review of the study. The sample included of eighty students who were drawn from the three chosen higher secondary schools. Also they were selected in the ratio of 40 respondents from each class. With the help of baseline assessment scores, those who had less than fifty percent on the developing and exploring skills of emotional intelligence questionnaire were chosen to create the experimental cluster with 156 respondents. Among these 156 participants, 55 of them from school 1, 51 respondents are from school 2 and 50 of them from the school 3. Schools were arbitrarily allocated to control group and treatment conditions. It is concluded from the findings of the study that there is an optimistic association among the emotional intelligence skills and academic achievement. Thus it is found out that developing skills of emotional intelligence of a student would lead to the enrichment of her or his academic achievement.
Shenoy and Thingujam (2012) explored the relationship between emotional intelligence and academic adjustment over and above personality. The sample of the study is for achieving the objectives of the study, data was collected by administering Swinburne Emotional Intelligence Test- Adolescent Version, The college Inventory of academic adjustment by Borow (1949) and NEO Five-Factor Inventory by Cost and McCrae (1992) on the sample of 243 students of which 126 males and 117 females of age group ranged from 15 to 18 years of class 11th in junior colleges in Pune. Results of the study indicate that overall emotional intelligence is correlated with neuroticism, extraversion, openness and conscientiousness. Overall emotional intelligence is also correlated with overall academic adjustment; however this relationship is not independent of the personality dimensions that are significantly related to overall emotional intelligence. Also overall academic adjustment and all its sub-scales are correlated significantly with neuroticism, agreeableness and conscientiousness but insignificant with extraversion and openness, but openness is significantly with mental health component of academic adjustment.

Vijaykumar and Govindaraju (2012) examined the relationship between creativity and emotional intelligence of high school students. For the purpose of the data collection, Baquer Medi’s verbal and non-verbal test of creativity and Emotional Intelligence Scale by Anukool Hude, Sanjyot Dethe and Upinder Dhar was administered on sample of 400 students studying in schools of Banglore city, which was selected by employing stratified sampling technique. Results of the study showed that there is significant gender difference in creativity (verbal and non-verbal) but no significant gender difference in emotional intelligence. And there is no significant difference found both in creativity and emotional intelligence on the bases of type of management of the school where students are
studying. There is significant positive relationship in creativity and emotional intelligence.

**Kaur, Singh and Singh (2012)** studied emotional intelligence as a function of different academic subjects of choice (science, arts and psychology), spiritual quotient and gender. For the purpose of data collection Emotional Intelligence Scale by Hyde et. al. (2001) and Spiritual Quotient Scale by Chopra (2002) were administered on 150 university students who were doing masters degree with age ranging from 21-24 years were selected randomly from three academic departments of Punjabi University, Patiala, Punjab (India), i.e., Science, Arts, and Psychology. Equal number of participants were selected in each group (n = 50), and equal representation of men and women was made per group. One Way ANOVA (Analysis of Variance) for three subjects of choice was applied to assess whether students studying different academic subjects of choice differ significantly on emotional intelligence or not. t-test was also used to see whether participants high and low on spiritual quotient and men and women differ significantly on emotional intelligence. Results of the study showed that the individuals who are studying Psychology are found to be more emotional intelligent as compared to their peers studying different subjects. Difference between high and low spiritual quotient group was found to be statistically significant. Students who were high on spiritual quotient scored high on emotional intelligence as compared to those who were low on spiritual quotient. No significant gender difference was found in terms of emotional intelligence.

**Mousavi et. al. (2012)** studied the relationship between emotional intelligence as well as its five components and job satisfaction of physical education teachers. The research was descriptive-correlational and the population of the research consisted of all the physical education teachers of Zanjan Province in the period 2008-2009.
215 teachers were randomly selected using proportional stratified sampling. Data collection materials were the standard Emotional Intelligence Questionnaire of Siberia Schernig and the Job Description Index (JDI). Descriptive and inferential (Pearson’s correlation coefficient, stepwise regression, and Fisher’s exact test) were applied for data analysis. The results showed that there is a significant positive relationship between emotional intelligence and job satisfaction and between the components of social skills, empathy, and motivation and job satisfaction. Further, the results of stepwise regression showed that among the five components of emotional intelligence, social skills, empathy, and motivation were predictors of teacher’s job satisfaction. The calculated Fisher’s z revealed that the difference between the correlation between the teachers with diploma and those with MSc is significant at level. It seems that job satisfaction of teachers can be increased by training and improving their emotional intelligence along with providing facilities and satisfying their needs.

So, it is clear that there is vast research literature on spiritual intelligence, self-efficacy, emotional intelligence and achievement in relation to other psychological wellbeing variables. The research gap identified that there are no reported studies that combine the qualities of spiritual intelligence, self-efficacy, emotional intelligence and academic achievement of students. Hence, this study particularly analyzed with the student teachers who are undergoing their teacher training in the higher educational institutions. In next chapter, methodology of the study is discussed in detail.