



A Study and Analysis of Review of the Related Literature

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Introduction

One of the primary purposes of research is to generate information that will increase understanding to identify successful practices or products for that there is a prior knowledge base established by other researchers. The professional literature serves as a major resource to researchers as they plan implement, interpret and report their research.

The researcher has approached the literature already been authored for the identification of weakness or gaps in the current knowledge base, and to obtain information needed for explaining the subject matter of the study. The final purpose of literature review is to seek help by researcher in conducting a theoretical or conceptual frame work.

Keeping in View the importance of review of related literature the researcher consulted a lot of books, research works, different survey related to topic and view seriously quite many researches related directly or indirectly to the problem in hand. The reviewed studies were confined as discussed below as to make the present study easy to comprehend.

Sharma (1994) studied on emotional competence and sex as correlates of psychogenesis needs among handicapped and non-handicapped children. The main objective of the study was:

- (i) To determine the impact of emotional competence on psychogenic needs among children.
- (ii) To determine the effect of sex on psychogenic needs among children.
- (iii) To determine the effect of 'Types of children' on psychogenic needs among children.
- (iv) To study the interaction between emotional competence and sex while affecting psychogenic needs. The samples of the study were 840. Both the sexes between handicapped and non-handicapped and the age group of both types of children were 8 to 14 years were caparisoned. The main findings of the conducted study revealed that the present investigation seems to be just the first step in this direction and there are still miles to go before the goal achieved.

Garg (1996) conducted a study on ego-strength and sex correlated emotional competencies, among adolescent labour. The main objectives of the study were:

- (i) To determine the impact of parental treatment on emotional competence among adolescent labour.
- (ii) To determine the effect of sex as emotional competence among adolescent labour.
- (iii) To study interaction between parenting models & ego-strength.
- (iv) Parents models and sex ego strength and sex, while affecting the emotional competence.
- (v) To study interaction among parenting models ego-strength and sex, while affecting the different emotional competence during adolescent period of effect, while they are doing labour for their survival.
- (vi) To open new vistas of research for the most neglected class of society.

The samples of the study were 600 adolescent labourers of both the sexes and age groups between 13 to 18 years. The adolescents were generally belonging to poor classes and residing in the slum areas of

the locality of Agra city.

The findings of the study revealed that the five emotional competences among adolescent labour, especially in relation to different parenting models, ego strength and sex had been a very thought-provoking experience in the domain of adolescent labour, which remains a most neglected class of society for sociopsychological researches. Parenting dimensions like acceptance, overprotection, over intelligence, severe moralism, severe discipline, and realistic role expectation and material adjustment are associated in inculcating different emotional competence among adolescent labour.

Verma and Larson (1999) conducted a study on "A adolescents more Emotional". A study of the daily emotions of middle-class Indian adolescents. The objectives of the study were:

- (i) To study whether Indian middle-class adolescents experience greater emotional swings than their parents.
- (ii) To study the difference in adolescent' daily emotions.
- (iii) To evaluate the relationship of adolescent' extreme emotions to possible casual factors, such as stress and involvement with peers.
- (iv) To evaluate the relationship of adolescents' emotions to their psychological adjustment.

The samples of the study were 100, class VIII students and their parents belonging to urban middle class families. Tools used for collected data were Parental Acceptance Scale, Family Cohesion Scale, and Stress Management Scale, Child Behaviour Checklist. Experience Sampling Method (ESM) to assess the emotions of adolescents.

- (i) Out of the fourteen scales on the ESM self-report form, girls reported significantly more positive average states only on the scale friendly to-angry than did boys.
- (ii) Although Indian middle class adolescents' average emotions and activation states differed little from those of their parents, they experienced wider emotional swing with more negative and extreme positive states.
- (iii) Negative states often stemmed from the stress of school, while positive states were more often related to the joys of peer association and leisure activities.
- (iv) Family, peer and school variables were primarily related to the balance of positive and negative affect rather than to emotional variability.

Sinha, Sharma and Bhargave (2000) conducted a study on emotional and behavioural problems among socially disadvantaged children. The samples of the study were 126 children from the age group of 4 to 12 years and divided in two groups i.e. disadvantaged and non-disadvantaged group. The tools used in this study were:

Child Behaviour Check List (CBCL) by Achenbach 2-Edelbrock, General Health Questionnaire (GHO) by Goldberg. The main findings of the study revealed that there was an increase in the rate of emotional and behavioural problem in disadvantaged children. Behavioural problem was seen more in the boys than in the girls of the disadvantaged group.

Petridesa (2002) studied the role of trait emotional intelligence ('trait EI') in academic performance and in deviant behaviour at school on a sample of 650 pupils in British secondary education (mean age % 16.5 yrs) Trait EI moderated the relationship between cognitive ability and academic performance. In addition, pupils with high trail EI scores were less likely to have had unauthorized absences and less likely to have been excluded from school.

Gakhar (2003) conducted a study on emotional maturity of students at secondary stage: self-concept and academic achievement. The main objectives of the study were:

- (i) To find the relationship between emotional maturity and intelligence, self-concept, academic achievement.
- (ii) To find the difference in the emotional maturity of boys and girls, students of rural & urban areas,

students of govt. and private schools, hostellers and day scholars, children of working and non-working mothers. The samples of the study were 200 students of secondary stage from two districts of Punjab (Patiala & Firozpur).

The tools used for this study were:

- (i) Emotional Maturity Scale by Singh & Bhargava.
- (ii) Group Test of General Mental Ability by Tandon.
- (iii) Self-Concept Scale by Ahluwalia.

The major findings of the study revealed that:

- (i) The students, those are more intelligent they will be emotionally mature.
- (ii) Reasons may be that intelligent person is more capable of controlling his emotions and the critical and analytical ability to use his emotions as per the demand of the time.

Mittal & Bajaj (2003) studied the pre-schoolers' intelligence as affected by mother's emotional maturity. The main objective study was:

- (i) To study that intelligence level fore-schoolers.
- (ii) To study the emotional maturity of working and non-working women.
- (iii) To study the relationship between mother's emotional maturity and pre-schoolers intelligence. The samples of the study were 120 preschoolers in the age group between 4 to 6 years. The tools of the study were **Drawn-A-Man** Test by Pathak (1987) and Emotional Maturity Scale by Singh and Bhargava for assessing the emotional maturity of mothers.

The main findings of the study revealed that the mother's emotional maturity is significantly correlated to their children's intelligence. The child who receives maternal love, conducive home environment and proper care and facilities during their impressionable period of life help to develop an intellectual competence in their future life. And working women was found to be more emotionally matured than non-working women.

Barchard (2003) studied the ability of emotional intelligence to predict academic achievement in a sample of undergraduate psychology students, using year end grades as the criterion. The predictive validity of emotional intelligence was compared with predictive validity of emotional intelligence. It was also compared with predictive validity of traditional cognitive abilities and the Big five dimensions of personality. Only some measures of emotional intelligence predicted academic success, and none of these measures showed incremental predictive validity for academic success over and above cognitive and personality variables. It was concluded that there was overlapping between many emotional intelligence measures and traditional measures of intelligence and personality limits in their incremental predictive validity. In this context a correlation of 20 between MCEIT scores and OPA has been reported.

Upadhyay & Upadhyay (2004) studied the emotional stability and academic achievement of boys and girls at secondary level. The objectives of the study

- (i) To find out the sex difference in emotional stability.
- (ii) To find out the sex differences in academic achievement.
- (iii) To find out the relationship between emotional stability and academic achievement.

The samples of the study were 148 students of both sexes and age group of the students was 13 to 15 years. The tool used in this study were Emotional Stability Test by Gupta and Singh and Annual Examination Marks were considered as their Academic Achievement. The main findings of conducted study reveal that:

- (i) Boys were significantly emotionally stable than girls.
- (ii) There was no significant difference between boys and girl's III academic achievement.
- (iii) There was no significant relationship between emotional stability and academic achievement of the students.

Shearer (2004) conducted a study on an investigation of the situational dimensions of pre-school emotional and behavioural adjustment: A study of problems within the classroom context. The objectives of the study were:

- (i) The latent structure of preschool classroom situations associated with behavioural problems.
- (ii) The relationship between early problems in these classroom situations and relevant social and learning outcomes. The sample of the study was 829 preschoolers. Used tool was Adjustment Scale for Pre-School Intervention (ASPI).

The main findings of the study revealed the evidence for the contribution of distinctive situational dimensional that capture behavioural problems as they arise in transaction between child capacities and classroom demand.

Aaron (2004) conducted a study on development competence and resilience: academic and emotional functioning in the-context of community violence. The samples of the study were 301 diverse, urban, fresh-hen from a high school located in a low-income neighbourhood. The collected data were treated with the help of mean and ANOV A. The main findings of the conducted study revealed that the school can play positive role for patients experiencing chronic illness discussed in the literature, including effective, normalizing situation in the hospital.

Bansibihari (2004) a study of different profession requires different EQ levels and to be successful in teaching professions one needs to have a high EQ level i.e., score in the range of 250-274. The investigation was aimed at.

- i.To determine the level of EQ of Secondary Teachers.
- ii.To compare the level of EQ of male and female Secondary Teachers.
- iii.To compare the Group-I (age below 30 years), Group-II (age 31 years to 45 years) and Group-III (age 46 years to 60 years) on the variable of emotional intelligence and to seek significant difference, if any, among the groups.

The sample consisted of 500 Secondary Teachers (350 male and 150 female) belonging to secondary schools (urban rural) from Dhule district, Maharashtra. The sample was divided into three groups, namely, Group I, Group II and Group III on the basis of age difference. Group I consisted of teachers below 30 years, Group II consisted of 31 to 45 years and Group III consisted of teachers of 46 years till 60 years.

The tool used for the present study was a structured questionnaire called Emotional intelligence test developed of by Chandha and Singh. The retest reliability and the split-half reliability of the test are 0.94 and 0.91 respectively. The validity of the test is 0.78. The findings of the study were as below: -

- (i) Majority secondary teachers have low and extremely low level of emotional intelligence while to be successful in teaching profession and to have job satisfaction one needs a high EQ level.
- (ii) Male and female teachers do not differ in respect of other levels of emotional intelligence. Women are not necessarily 'smarter' than men when it comes to emotional intelligence nor are men 'superior' to women.
- (iii) No significance difference among means is noted with reference to emotional intelligence across age.

Singh and Dhingra (2005) studied the emotional competency and anxiety among diagnosed hospitalized alcoholics: a psychological analysis. The main objectives of the study were:

- (i) To find out the emotional competency level of the diagnosed hospitalized alcoholics.
- (ii) To assess the anxiety level of the diagnosed hospitalized alcoholics.
- (iii)To find out the Inter co-relation among all the 10 variables of state trait anxiety and emotional competency. The sample of the study included 57, and male hospitalized alcoholics of age group between 17 to 30 years. The tools used in this study were Emotional Competency Scale by Bhardwaj and Sharma (1998) and State Trait Anxiety by Paycom Service (1993) for the assessing of Emotional

Competency and Anxiety.

The collected data were treated with the help of mean, SD, and Correlation. And it was found that they are more consistent on the various dimensions of anxiety and show highest score on the variables of tension, guilt proneness and suspiciousness levels.

Darolia and Darolia (2005) studied the role of emotional intelligence in coping with stress and emotional control behaviour. The findings of comparisons of Low and high emotional intelligence groups as well as multivariate discriminator functional analysis present unequivocal evidence supporting the role of emotional intelligence in coping with stress. In the realm of stress and its coping, the range of variable that fall within the emotional intelligence domain, it seems likely that at least some of them particularly managing emotions, empathy, and handling relationship are likely to boost effective coping the results prove that emotional intelligence helps in coping with stressful situations.

Austin (2005) studied relationship between emotional intelligence and examination performance among first year medical students. They found that exam performance in the autumn term on 'Health and Society' Course covering general issues in medicine was positively related to emotional intelligence but there was no association between EI and exam performance later in the year.

Srivastava (2006) conducted a study to find out the relationship between personality traits and emotional intelligence. The main findings were for boys emotional intelligence is negatively related with alimentation tendency and Crookedness; for girls emotional intelligence is positively related with creative motivation, perseverance and sociability. For girl E-I is negatively related with crookedness, alimentation tendency, hesitation and lethargy; for boys as well as girls emotional intelligence is not significantly related with planned working, self-sufficiency, reticence, egoism, analytical power, independence, group dependence, dominance, questioning attitude, imitation, pessimism, work anxiety, adaptability and Tolerance.

Upadhyay (2007) found that emotional intelligence among male, general and OBC student- teacher is negatively related to teaching motivation. Emotional intelligence among female, Science, general and scheduled caste student teacher is positively related to teaching motivation as compared to Male student-teacher with low teaching motivation, male student teachers with moderate and high level of teaching motivation have more emotional intelligence. Male student teachers with moderate and high level of teaching motivation do not differ from one another on emotional intelligence. Compared to female student-teachers with low teaching motivation, female student-teachers with moderate and high teaching student-teachers with moderate teaching motivations female student teachers with high teaching motivation have more emotional intelligence.

Related to gifted children

The scientific study of giftedness was first started in 1895 by Sir Francis Galton. He started publishing articles in England on the topic of hereditary genius. He had observed, on the basis of biographies and direct inquiries that out-standing abilities appeared to run in families.

Terman, after the revision of Binet-Simon tests of intelligence in 1916 turned his interest on gifted children. In 1920 he identified 1528 gifted children. During the period of his research in this field he set forth five volumes of "GENETIC STUDIES OF GENIOUS (1925-1959). Teacher nominations and group intelligence tests were used as screening procedure. The final selection of most subjects was based on an I.Q.

Score of 140 or above on the 1916 standard Binet Intelligence Scale—The average I.Q. Score for the children selected by the Binet test was 151. A brief summary of some of the important studies is given below:

In physique and general health of gifted children were superior as revealed by medical examinations. The medical examinations revealed that the incidents of disabilities are below that of usual school population. In the retest with a different adult intelligence test, the Terman's subjects retained their intelligence Score. Only less than 10% were below the 85 the percentile rank.

Thus, Terman concluded that the bright child remains bright. Terman's Sample had been learnt basic skills significantly earlier than children. The rate of attendance in educational institutions and participation in extracurricular activities were greater than average.

These gifted children were interested in abstract subjects such as literature, debate and ancient history, they were less interested in practical subjects. They showed interest in sports and games equally to the average children. The showed sincerity in their works. Most of them (84/86%) showed above average emotional stability. The showed slightly above average emotional adjustment. About 80% of them showed satisfactory adjustment. The marriage rate for the gifted group was the same as that for the general population (84%) but the divorce rate less. Only 2% of offspring have LQ. score below 100. About 8 times as many men in the professions as was true for the general population. The incomes for the gifted group were considerably higher than the natural average. Success for the gifted was associated with well-balanced temperament and freedom from excessive frustration.

The publication of J. Neel Brayan (1963) namely, "BUILDING A PROGRAMME FOR SUPERIOR AND TALENTED **HIGH SCHOOL STUDENTS**" is the part of the project on guidance and motivation of superior and Talented students (STS). He collected both subjective and objective data. From projects study it was reported as under.

There are two criteria for the identification of an individual as STS. The first one is the score of above the Seventy Fifth percentile on a standardized test of mental ability. The other criteria for those who do not satisfy the first is to meet criteria given below:

1. An average mark of B grade (or 85% of mark) in the academic subjects.
2. A score at or above fiftieth percentile on a standardised test of reading ability.

"EDUCATING THE GIFTED" by **Abdul Haq Khan** (1967) is a report of his study which we aimed at to examine programmes for gifted pupils in United States and surveying the literature dealing with the practices and procedures to a programme for the education of gifted pupils in the higher secondary schools in India. In this study a gifted pupils are defined as, "One who possesses an I.Q. of 166 or above as measured by the revised standard Binet intelligence Scale. The term academically talented, able and superior are used synonymously with the term gifted". The data were gathered from three sources: a study of the literature related to the education of the gifted in the Public High Schools of the U.S., information available in bulletins, reports, and other published materials and responses of questionnaires entitled 'information Regarding gifted Pupils' from Seventeen High Schools. Some important Recommendations of the investigation to adopt programme for gifted children in India. (a) The first requirement in to alert the community, administrators and teachers to the needs of the gifted. (b) A small committee entitled 'Gifted Child Committee' Composed of 6-7 members which included the members from the community, outside specialists and from the school for the planning of the programme for gifted pupils. (c) A clinical identity mark of gifted pupils should be superior mental ability, Say, 124 or above LQ. Score. The identification of gifted pupil should consist. of two process screening and final selection. (d) Some procedures and practices acceleration, ability grouping and enrichment could be used in the schools for gifted students. (e) The teachers should have strong personal and academic qualification and also Suggested the provision for in service education for the teachers of gifted children and (f) Formal or informal rigorous evaluation must be motivated at the outset of the programme for gifted.

James J. Gallagher, in the study termed as "THE GIFTED CHILD IN THE ELEMENTARY SCHOOL" Department of class room Teachers of the National Education Association 1967, has given

an account of the outcomes of many articles and discussion about gifted children. The two important points as summarized are (a) The educational system is the obvious place for us to prepare ourselves for would be leadership and (b) Gifted children are among our most important national resources. The common element in most of the large number of definitions of a gifted child is "intellectual ability" as measured by some broader definition of the gifted child has been used by several experts. They are interested in children who have shown outstanding skill and talent in specific area as well as children of high general intellectual ability. The children with special talents often, but not always, meet the general criterion for intellectual giftedness.

Guilford (1967, 1985, 1988) developed a three-dimensional model of intelligence which he named as structure of intellect" (SOI). According to him any intellectual task could be classified according to.

(i) Its contents

(ii) The mental operation involved and

(iii) The product resulting from the operation.

His structure of intellect model thus generates a total of 180 separate ability factors. His model is more relevant in the context of giftedness as he incorporated. In his conception of intelligence divergent thinking as an important dimension of creative production.

The study named "GIFTED CHILDREN - A PSYCHOLOGICAL SOCIOLOGICAL AND EDUCATIONAL STUDY" by C.L. Bhatt (1973) designed to develop procedures for the identification of the Gifted Children and to develop programmes, practicable in normal get up schools in India, for enriching the abilities of the gifted children. In this investigation, "the terms giftedness was limited to include superior intellectual ability as measured by the traditional intelligence tests, high academic achievement and possession of traits usually found among the intellectually superior."

Research done by Kelly and Colangelo contented that gifted are well adjusted. **Freeman (1979)** observed that children with very high I.Q. had normal peer relationships in everyday activities at school with age mates, they generally preferred ability peers who were older than themselves for out of school activities. For gifted adolescents, there seems to be a positive association between intelligence, self-confidence positive self-image and self-acceptance.

Albert (1980 a.k.) through a longitudinal study showed that the gifted child received a special position in the family and that family attention and resources are channelled to this youngster in greater proportion and intensity than to other siblings.

The central purpose of the research "ONE IN A THOUSAND: A comparative STUDY OF HIGHLY AND MODERATELY GIFTED ELEMENTARY SCHOOL CHILDREN" by Walter B. Barbe (1983) was to study the characteristics of highly gifted and moderately gifted elementary school children. This study examined their adjustments, family back grounds, achievements and educational programmes. He selected as moderately gifted children as those with I.Q. between 120 & 134 in Stanford - Binet intelligence test and highly gifted as those with I.Q. score above 148. The data were collected from different sources such as parents, teachers, records and directly from the individuals. It was found that there was not significant difference between the adjustment of moderately and highly gifted children. But they show above average adjustment. There was a difference in favour of the highly gifted group on the parent's income and education. It is also found that there is favourable school administration for the highly school administration for the highly gifted group. The academic achievement is commensurate with their ability; they learn to read early years make rapid progress in school.

(Berlak 1992) which necessitates to define attributes associated with the giftedness construct. To accommodate students from diverse cultural ethnic, economic and environmental back ground, observation of behaviour use of test and non-test Divergent thinking helps one to be fluent in producing ideas, flexible in thinking, original in production and elaborate in expression. The latest

contribution in this field is that of steronberg (1985, 1988) and gardner (1983).

Alonso (1994), belong to the latter category. **In** a latest publication in the journal for education of the gifted (2003). It has been mentioned that in adjusting to being gifted students in general reported that intense involvement and unchallenging school work were salient problems and they reported experiencing more symptoms related to health concerns. Their feelings of being different were more strongly associated with the experience & symptoms related to anxiety and suicidal through (chan, 2003).

Jackson's (1995) study of depression showed these adolescents do have a strong need for communication with others. For understanding of knowledge and for active participation in world for larger good. As they are unable to find their own kind, they feel highly depressed and isolated.

Cox (1996) have already shown that gifted children inherit a unique family environment. Presents do have high expectations and devoted attention. They enjoy early stimulating educational and cultural conditions.

Fraser (1997) has recommended a multi-group perspective of giftedness. This perspective emphasizes that differences in cultural experiences. Values and believes do have an impact on designing appropriate assessment and instructional programs to address the needs of students with gifted potential. Need of the hour is to replace psychometric paradigm with contextual paradigm measures give rise to those attributes of giftedness which sometimes are not identifiable through traditional tests. In a paper on gifted children and social Mal adjustment Gonzulez (1997) has discussed about a special intervention programme which would almost reduce the incidence of un wanted social behaviour. Coming to the gender - difference in the perception of giftedness, it has been noticed that gifted adolescent females showed disinclination towards academically challenging courses and advanced placements courses (Fox, Bembew be Perkins 1983, Gallagher 1985) Gifted females suffer from fear of success (Homer 1968). Gifted girls value achievements goals differently. Kerr. Colangelo and Gaeth's (1988) studied of adolescent's attitude towards their own giftedness.

Coming to the Indian scenario things are not very different rather more difficult than other countries. Traditional Indian females are pressurized by their own impulses to excel, to offbeat and to be winners. But society encourages all girls whether gifted or not, to be self- effacing, obedient, warm and nurturing and opting for softer courses.

Hence academically gifted adolescent's female follows mostly the path of conformity rather than that of evaluation socially in self-esteem are fearful of high achievements, excellence, competitiveness and independence because they are secured of their so called non feminine trait i.e., high achievements. They withdraw from what are clearly masculine pursuit's and perceive the development of inter personal goals as the most impartment route to identity. This might lead to under achievement of talents and killing of innovative spirits and budding curiosity.

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