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The concept of emotional intelligence is relatively recent origin in the field of psychology which is basically linked to personal and social competence (Goleman, 1995). EI has been identified as one of the important behavioural constructs considered to be a major contributor to performance (Goleman, 1998). A good deal of research over the last decade had been devoted to understand the importance of emotional intelligence in human life. Studies revealed its significant contribution in academic and social success (Ghosn, 1999; David et al., 1998), organizational productivity and effectiveness, job satisfaction and team effectiveness in corporate world (Bhalla and Nauriyal, 2004; Sinha and Jain 2004; Donaldson, Fielder and Bond, 2004), Physical and mental health, stress management (Day, Therrien, and Carroll, 2005; Mathews, emo, Funke and Ziedner, 2006) and leadership development process (Bhalla and Nauriyal, 2004; Rao 2006; and Brown, 2006).

Emotional intelligence enables a person to learn how to acknowledge and understand feelings in oneself and in others, to appropriately respond to that feelings and effectively applying the information and energy of emotions in daily life and work. Recent studies indicate that EI influences behavior in a wide range of domains including school, community and the workplace. It has been related to work performance, creating meaningful interpersonal relationships, academic success, our ability to communicate effectively, problem solving ability and to take moral decisions. A careful observation of the existing literature on EI clearly indicates that EI may be predicted by several psychological and social factors. Despite these studies, there has been relatively little empirical research examining the relationship between emotional intelligence and some of the psycho-social factors like aggression,
self concept, extraversion, neuroticism, home environment and social support. Moreover, the study of EI among a definite age group and that of adolescence, also seems to be appropriate. Because adolescence stage have a significant contribution to adjustment and well being in later life and is considered to be a unique stage as it marks the beginning of changes in Physiological, cognitive, moral, emotional, social and other aspects of life. Furthermore, the discoveries of neuroscientists claim that the regulatory centers in the brain for EQ unlike most others, continue to take shape and mature into adolescence (Nathawat, 1998).

The present study has been undertaken with a view to test the hypothesis that the emotional intelligence of the adolescents would be influenced by their level of aggression, self concept, personality (extraversion and neuroticism), home environment and social support, along with sex and locale difference. The term ‘locale’ mentioned here is referred to the residential background of an individual (e.g. urban and rural). Emotional intelligence has a potential to increase our understanding of how individual behave and adapt to their social environment. So it is evolved as an important topic for study. Therefore, the present study is aimed to find out the role of the above mentioned psycho-social variables in predicting Emotional intelligence. The specific problems and their relevant hypotheses are detailed below:

1. The first independent variable intended to be studied in the present research endeavour is aggression. Human aggression is any behavior directed towards another individual that is carried out with the immediate intent to cause harm (Bushman and Anderson, 2001; Geen, 2001). Aggression is overt behavior intended to inflict damage on another individual. It is one of the most important factor in determining human behavior. It indicates hostility and is often associated by
emotional stages of anger or hate. Emotional aspect of aggression is anger. As defined by Novaco (1994) anger is a subjective emotional stage, entailing the presence of physiological arousal and cognition of antagonism and is a causal determinate of aggression anger plays several causal roles in aggression (Berkowitz, 2001). Maladaptive anger is based upon internal representations of revenge and venting were learned coping skills to manage emotions (Carlmith, Wilson, and Guilbert, 2008). Anger and aggression both are related to emotion regulation during social interactions (Roberts, 1999; Eisenberg, 2000). Research indicating that interpersonal aggression is based in our neurological make up and that we enter the social world with anger as one of the seven primary emotions (Panksepp, 1998). Aggression is a potential problem area of life that negatively affects relationships. Aggression was found to be associated with difficulties to adjust. Revenge and harmful aggressive behavior might be a consequence of having problems in expression and regulation of emotions (Roberts, 1999 and Eisenberg, 2000). Being a familiar term, it is closely related to increased tension and restlessness movements. In its extreme forms it may lead to destructiveness and hostile attacks. Evidence strongly suggests that empathy (an aspect of emotional intelligence) development inhibits interpersonal aggression (Richardson, Hammock, Smith, Gardner and Signo, 1994). If one can take the perspective of others and feel concern, then aggressive behavior can be inhibited (Richardson et al., 1994) Since emotional intelligence largely determines human character and is the major determinant of human success, thus, it has a lot of influence on all human character aspects including levels of aggressiveness (Eniola, 2007).
Therefore, the first problem of the present study is “to examine whether subjects showing high level of aggression differ significantly in their emotional intelligence, in comparison of the subjects showing low aggression”.

However, studies have been conducted previously on aggression in relation to social intelligence and empathy (eg. Kaukiainen et al. 1999) revealing that indirect aggression correlated positively and significantly with social intelligence, while physical and verbal forms of aggression had almost zero correlation to social intelligence. Empathy correlated negatively and significantly with every type of aggression except indirect aggression. Whereas, Kalliopuska and Tiitinen (1991) and Bjorkqvist, Osterman and Kaukianinen (2000) revealed that empathy training has been successfully applied as a means of reducing aggressive behavior.

Eventually, studies have also been conducted on aggression with regard to emotional intelligence but are quite scanty and of dissimilar conclusions. For example, Hyken and Barchard (2003) concluded that higher levels of self regulation are related to lower levels of violent or aggressive methods of dealing with conflict. Additionally, lower ratings of conflicts and hostility is associated with high emotional intelligence (Leonard, 2005; Mestre, Guil, Lopes, Salovey and Olarte, 2006; Burton, Haftez and Henninger, 2007). Similarly, Bohnert, Crnic and Lim (2004) have found that less ability to identify the causes of emotion is related with high aggression and also those persons having emotional stability show less aggression (Singh and Saini, 2007). On the contrary, Marquez, Martin and Brackett (2006) have reported that emotional intelligence is not correlated with aggressive behavior.
Furthermore, deficits in emotion recognition can not be assumed to be causal factor of frequent aggression (Jahoda, Pert and Trowrer, 2006).

These discrepancies in the findings leads to further evaluation of the variable in predicting emotional intelligence. On the basis of conclusions drawn by Bohnert, Crnic and Lim (2004), Leonard (2005) and Singh and Saini (2007) it is hypothesized that “subjects scoring high on aggression would show a lower level of emotional intelligence as compared to the subjects showing low aggression.”

2. The next variable to be studied in the present research is self concept. Self concept is individual’s perception of themselves. It is a person’s self talk or his internal thoughts that are either supportive or destructive (Franken, 2002). The self concept is how we think about and evaluate ourselves. To be aware of oneself is to have a concept of oneself. A healthy self concept constitutes the ability to know ourself, to be able to assess our strengths, weaknesses, talents and potentials and the ability to accept ourselves as we are, knowing that we can improve and develop any aspects of ourselves that we choose. This embodies the individual’s sense of optimism or pessimism, and is more of a personal choice. It is necessary to practice self regulation to monitor and improve self-concept (Hall, 2007). Furthermore, it consists of self-image, either positive or negative at an emotional level. Persons without the emotional conflict much better estimate their global self esteem, self concept and physical attractiveness, which shows a generally better self acceptance as compared to the persons with some of the emotional conflicts (Todorovic, 2002). A positive self concept is reflected by certain behaviours as, having healthy relationships, having confidence to take challenges, being able to handle defeat and disappointments, and express feelings appropriately. The self concept
is the way through which we can reach around the intrapersonal and interpersonal realms. It develops as a result of intrapersonal and interpersonal relationships within the self, family, peer and school systems. Poor self concept may result into several emotional and behavioural problems and maladjustment. A negative self concept may be developed due to difficulties experienced within the social, emotional and academic realms and vice-versa (Brooks, 1994 and Ebersohn, 2006). Whereas, positive self concept is related to greater intrapersonal awareness, interpersonal functioning, accurate self assessment and self regulation.

So, self concept seems to be emerged out as an important factor in influencing emotional intelligence. Therefore the second problem of the present study is “to examine whether the subject showing bright self-concept differ significantly in their emotional intelligence in comparison of the subject showing poor self concept”.

Researchers as, Goleman (1995) and Matthews (2002) assert that emotional intelligence plays an important role to perception how person carries himself and connects with others. People with good self concept would seem to be optimistic, try new things, think and behave positively and capable to be a good leader (Da Silva, 2008). Though studies are lacking in this context, some of the studies (eg. Dong et al., 2005 and Mishra and Rajan, 2008) revealed that self esteem is positively correlated with emotional intelligence, as individuals with high self esteem and self concept tend to have higher emotional intelligence. Whereas, Asuncian (2008) have reported an insignificant relationship between emotional intelligence and self concept; except in the area of self regulation.
Based on the conclusions drawn by Todorovic, (2002); Da Silva (2008) and, Mishra and Ranjan (2008), it is hypothesized that “the subjects showing bright self-concept would show high emotional intelligence as compared to the subjects showing poor self concept”.

3. Human personality is a set of qualities that make a person distinct from another. Personality dimensions are successful predictors of many human attributes. ‘Extraversion’ dimension of personality is characterized by positive emotions, surgency, and the tendency to seek out stimulation and the company of others. Extraversion led to higher attempts to rely on emotional social support and to regulate emotions (Kokkonen and Pulkkinen, 2001). Whereas, ‘Introversion’ is characterized by lack of social involvement and less stimulation for performing social activities. Earlier researches have considered extraversion as an alternative label for sociability (Hogan and Hogan, 1992) endorsing that extraverts typically have numerous friendship and social skills. (McCrae and Costa, 1999).

Personality dimensions and emotional intelligence are well researched with their correlates but interestingly, most of the researches are not conclusive. Moderate correlation have been reported between emotional intelligence and several of the personality variables (Ciarrochi, Chan, and caputi, 2000; Davies, Stankov and Roberts, 1998; Schulte, et al., 1998). Furthermore, an interesting interaction between emotional intelligence and personality is evident in terms of efforts made for adjustment. Brackett, Mayer and Warner (2004) have even reported significant associated between emotional intelligence and maladjustment. Research has found that extraversion is a significant predictor of positive natural emotions (Tews and Glomb, 2003; Tan, Foo, Chong and Ng, 2003) and genuine emotions
(Diefendorff et al., 2005) and is positively related to faking positive emotions (Tews and Glomo, 2003) and to perceived demands to express positive emotions (Diefendorff and Richard, 2003).

The above studies indicates the importance of personality dimensions in predicting emotional intelligence. Considering one of the significant dimension of personality i.e. extraversion the third problem of the present study is “to find out whether subjects belonging to extraversion personality dimension differ significantly in their emotional intelligence than their counterparts.”

Although some studies have been made earlier in this context but all of them have reached to unequivocal conclusion. For e.g., studies done by Lopes, Salovey and Straus, 2003; Saklofske, Austin and Minski, 2003; Sjoberg, Littorin and Engelberg, 2005; Saklofske, Austin and Andrews, 2007; Veselka, Petrides, Schermer, Cherkas, Spector, and Vernon 2010, had revealed that higher emotional intelligence is positively linked with extraversion personality dimension. Contradictory to these findings, some other studies (eg. Warwick and Nettelbeck, 2004; Kumar and Bhushan, 2006) had revealed a negative correlation between extraversion and emotional intelligence. Similarly, study done by Palmer, Gardner and Stough (2003) also found only small correlations between extraversion personality dimension and emotional intelligence.

Taking into consideration, these contrary results it seems appropriate to study extraversion personality dimension with regard to emotional intelligence. Based on the findings of Lopes, Salovey and Stratus, (2004) and Saklofske, Austin and Andrews (2007), it is hypothesized that “the subjects belonging to extraversion personality
dimension would show high level of emotional intelligence as compared to their counterparts”.

4. The next variable to be measured in the present study is another important dimension of personality i.e. Neuroticism. Neuroticism is characterized by high level of negative affect such as depression and anxiety. It is sometimes called ‘emotional instability’. So the neurotic persons seek problems in emotional regulation and it can diminish the ability of a person to think clearly, make decisions and cope effectively with stress. Neuroticism is mostly related to distress, worry and emotion focussed coping in stress state (Matthews, Emo, Funke and Zeidner, 2006). Studies suggested that higher emotional intelligence is negatively associated with neuroticism (eg. Lopes, Salovey and Stratus, 2003; Saklofske, Austin and Minski, 2003; VanRooy et al., 2005; Austin et al., 2007; Austin, Dore and O’ Donovan, 2008; Athota, Connor and Jackson, 2009 and Mara and Mara, 2010) and also neuroticism led to higher emotional disregulation (Kokkonen and Pulkkinen, 2001).

Similarly, study done by Vanderzee and Wabeke (2004) have also concluded that trait emotional intelligence was found to be substantially related to neuroticism. Whereas, some of the studies reported least correlations between neuroticism and emotional intelligence (Palmer, Gardner and Stough, 2003) and even insignificant correlation between emotional intelligence and neuroticism personality dimension (Warwick and Nettelbeck, 2004).

The variations, in the previous findings is the reason to revisit the role of neuroticism personality dimension in predicting emotional intelligence. Therefore the fourth problem is “to find out whether
subjects belonging to neuroticism personality dimension differ significantly in their emotional intelligence than their counterparts”.

Since neuroticism is the tendency to experience negative emotions, those who score high in neuroticism are found emotionally reactive and vulnerable to stress often times. Moreover, neuroticism leads a person more likely to interpret ordinary situations as threatening and minor frustrations as hopelessly difficult.

On the basis of the results obtained by Lopes, Salovey and Stratus (2004); Matthews, Emo, Funke and Zeidner, (2006) and Saklofske, Austin and Andrews (2007), it is hypothesized that “subjects belonging to neuroticism personality dimension would score low on emotional intelligence as compared to their counterparts”.

5. Another variable to be studied in the present research is home environment. Home environment of an individual is the indicator of its overall development, protection and well being. It is the psychological climate of the family in the form of interpersonal relationships and attitudes, which influences one’s reactions in life to changing circumstances throughout life. It is emphasized in the studies that the home environment is highly important in the emotional and social development of the child. Emotional processes are much affected by the home environment. Dubow, Tisak, Lausey, Hsyshko and Reid (1991) found that parental emotional and practical support predicts positive outcomes like high social cognition, better self esteem and intellectual competence. Close parent-adolescent relationships are crucial for adolescent’s mental well being and also protects the adolescent from subsequent substance use and problematic behavior (Cleveland, Gibbone, Gerrard, Pomery and Brody, 2005). Unfavourable home environment may bring great emotional, social,
economical and even more serious problems. Recent conceptualizations of parent child attachment have given the view that children’s emotionality and regulation of emotion were related to the quality of parent child relationships. Attachment styles and relationships have been viewed as reflecting strategies for regulating emotions in interpersonal relationships (Bridges and Groinick, 1995).

These studies indicating towards the significance of home environment in an individual’s emotional growth. Some recent empirical studies have found the usefulness of emotional intelligence as an important construct related to positive outcomes such as prosocial behavior, parental warmth, and positive family and peer relations (Mayer, Caruso and Salovey, 1999). Therefore, it seems reasonable to study the role of home environment in predicting emotional intelligence of the individual. Now the problems is “to examine whether subjects possessing a favourable home environment differ significantly in their emotional intelligence in comparison of the subjects possessing unfavourable home environment”.

Studies show that, adolescent’s perception about family environment is positively and significantly related to total emotional intelligence and also to the interpersonal and stress management components of emotional intelligence, which in turn are responsible for total emotional intelligence (Goyal and Singh, 2008; Varshney, 2007; Duhan and Chhikara 2007). Some more studies (eg. Tiwari and Shrivastava, 2004; Sethi and Ajawani, 2008) have revealed that the type and quality of home environment was found related to the development of emotional intelligence and it was further suggested that favourable home environment with secure feeling give raise to emotionally intelligent individuals. Adolescents who perceived that
their families were cohesive, show acceptance and caring behavior and organized and manage stress effectively. Taking into consideration, the results obtained by the above mentioned investigators, it is hypothesized that “the subjects possessing a favourable home environment would show a high level of emotional intelligence as compared to the subjects possessing unfavourable home environment”.

6. The next variable to be investigated in the present study is social support. Social support refers to helpful social interactions that make people feel better. It consists of support in several forms from the family, community and other social institutions. The greater integration in a social network is associated with fewer mental and physical health problems. (Miller and Misher, 1964). People who believe that they belong to a social network of communication and mutual obligation, experience social support (Handerson et al., 1978). All types of social support are perceived to have on emotional component (Barling et al., 1988). It is also concerned with social network resources, supportive behavior and intimacy in relationships. Research literature consistently suggests that social support (particularly through support groups and support events) can foster good psychological and physical health and more social support helps to promote better adjustment. Whereas lack of social support has been associated with risk for emotional problems, excessive worry, self-preoccupation and stress proneness (Blazer, 1982; House et al. 1982). Studies have been revealed that, social support can influence our health by making a person less likely to experience negative emotions (Cohen and Herbert, 1996; Cohen, 1988). It contributes to positive adjustment, personal development and increased well being in general (Branda et al., 1980; Cohen and wills, 1985). Research shows that healthy and supportive relationship can
reduce stress and improve overall health and sense of well being. Number of studies show that low levels of social support and of participation in social network are related to increase risk of coronary heart disease (e.g. Karasek and Theorell, 1990) and clogging of arteries (e.g. Seeman and Syme, 1987). Social support also moderates the effect of life style incongruity on blood pressure (Drassler, 1991) and has been found to buffer the effect of stress on diastolic blood pressure responses (Gerin et al., 1995). Studies on social support revealed that having close and supportive friends is valuable to emotional health and a sense of belongingness in supportive relationships is extremely important for emotional health and well being (Scott, 2007). Social support may function as a protective factor that prevents negative emotions as well as maladaptive coping strategies regarding stress. Research also show that support from family member provides encouragement and understanding, thereby helping individual cope with family related stress (King, Mattimore, King and Adams 1995). The above cited studies clearly indicates the importance of social support in predicting the health related factors. However, study of social support in relation to emotional intelligence is lacking. EI is a key factor required for maintaining relationship and feeling secured in them. Studies also show that the person who perceives high levels of available social support are optimistic, having good sense of self efficacy and self evaluation. Moreover these terms are also relevant to aspects of emotional intelligence, so it has been intended to study social support as a predictor of emotional intelligence.

Now the problem is “to verify whether the subjects perceiving high social support differ significantly in their emotional intelligence in comparison of the subjects perceiving low social support”.
Studies suggested that high EI could buffer against the negative impact of toxic social environment and also, high social constraints with low emotional intelligence is associated with greater distress (Schmidt and Andrykowski, 2005). Similarly, studies (eg. Austin, Saklofske and Egan, 2005; Brown and Schulte, 2006) have also revealed significant positive association of social support, and social network size with subjective fatigue and emotional intelligence respectively. Similarly, Ciarrochi, Chan and Bajgar (2001) have found positive correlation between emotional intelligence and social support. Based on the results obtained by the above cited studies, it is hypothesized that “the subjects perceiving high social support would show high emotional intelligence as compared to the subjects perceiving low social support”.

7. The next problem is to study sex difference in emotional intelligence. Both male and female individuals are different on several aspects of appearance and behaviours. Since there are physiological and biological differences between men and women, they also differ in various psychological attributes, because these physiological differences predispose men and women to certain bahaviour and aptitue leanings.

Studies show the different emotional circumstances in which girls and boys grow up, which highlight sexual differences, in socialization and emotional teaching (eg. Adams, Kuebli, Boyle and Fivush, 1995). Studies further show that girls have more information about the emotional world and therefore speak more about emotional aspects and use more emotional terms than boys. Boys, on the other hand do not receive any kind of education to help them verbalize their feelings and therefore, they show a total lack of awareness about their own
emotional states and those of other people (Brody and Hall, 1993; Fivush et al., 2000). It has been affirmed that women tend to be more emotionally expressive than men, that they understand emotions better and have a greater ability as regards certain interpersonal skills (Aquino, 2003; Lafferty, 2004; Tapia and Marsh II, 2006). Furthermore, women express more intimate details about their feelings and express emotions like sadness and happiness more. Whereas, men were found to be unable to perceive emotions which is associated with negative outcomes, deviant behavior and poor relationships (Brackett, Mayer and Warner, 2004). These results coincide with women’s greater ability to feel a wide range of emotions with more intensity and variability than men (Brody and Hall, 1993). The above findings suggest that both male and female individuals differ in their way of experiencing and handling emotions. Therefore, the seventh problem of the present study is “to examine whether the male subjects differ significantly in their emotional intelligence than the female subjects.”

Previous studies have recommended that emotional intelligence was linked to sex and gender role identity (Leonard, 2005). Females seem to be more socially skilled than males on emotional intelligence (Petrides and Furnham, 2000; Wing and Love, 2001; Singh, 2002; Kafetsios, 2004 and Varshney 2007) and are more aware of their emotions, show more empathy and relate better interpersonally (Bar-On, 1997; Schulte, et al, 1998; Tapia, 1999 and Dunn, 2002) showing high emotional intelligence (Katyal and Awasthi, 2005) . Whereas, Tyagi (2004) have stated that emotional intelligence is independent of gender. However, concerning sex differences in emotional intelligence, controversy is reported as, no clear significant difference in self-reported emotional intelligence have been found among men and
women (Dawda and Hart, 2000; Bar-on, Brown, Kirkcaldy and Thome, 2000; Brackett and Mayer, 2003; Tiwari and Srivastava, 2004; Lumley et al., 2005; Palomera, 2005; Brackett, Rivers et al., 2006 and Depape et al., 2006). While in others, women turn out to be more skillful at directing and handling their own and other people’s emotions and are perceived to be more skillful at not only dealing with their emotions but also understanding them, whereas men are more skillful at controlling impulses and tolerating stress. Fernandez-Berrocal and Extremera, 2003; Fernandez-Berrocal et al., 2004; Thayer, Rossy, Ruiz-Padial and Johnson, 2003; Sanchez, Fernandez-Berrocal, Montanes and Latorre, 2008). Moreover, women turn out to be better at emotional attention and empathy, while men are better at regulating emotions (Pandey and Tripathi 2004; Austin, Evans, Goldwater and Potter, 2005; Brackett, Warner and Bosco, 2005; Van Rooy, Alonso, & Visveswaran, 2005; Bindu and Thomas, 2006; Goldenberg, Matheson and Mantler, 2006). Whereas some studies reported males having high emotional intelligence than females (for e.g. Chu, 2002, Hunt and Evans, 2004; Mishra and Ranjan, 2008).

Apart from this lack of uniformity in the outcomes of previous researches; on the basis of results obtained by Petrides and Furnham (2000), Wing and Love (2001), Singh (2002), Kafetsios (2004) and Varshney (2007) it is hypothesized that “the male subjects would show a low level of emotional intelligence than the female subjects.”

8. The Eighth problem of the present study is to investigate locale difference in emotional intelligence. The word ‘locale’ refers to the residential background of the individuals. Here two types of locale, i.e. urban and rural, were considered for study. The urban and rural areas have their own distinctive features and they differ predominantly with
each other in terms of homogeneity, integrity, occupation, environmental differences, social differentiation, differences in size of communities and on educational level. Besides these sociological and demographic criterias, urban and rural locale are also differentiated on the basis of psychological attributes. For instance, the behavior patterns, thoughts, beliefs and ideologies, patterns of socialization, social cohesion and emotional bonding and simplicity and sincerity of relationships. The stress that results from a fast life in the urban areas is not a part of the peaceful and relatively slow paced life of the rural regions. Since the individuals residing urban and rural areas are socialized and nurtured under quite different situations, it is expected that they should also differ in their way of dealing with emotions. More specifically it is assumed that they would differ on their emotional intelligence. Therefore, the last problem of the present study is “to find out whether subjects belonging to urban locale differ significantly in their emotional intelligence than the subject belonging to rural locale”.

Previous researches on emotional intelligence reviews for cross cultural studies (for e.g. Sibia, Srivastava and Mishra, 2003; Parker, Saklofske, Shaughnessy, Huang, Wood and Eastabrook, 2005; Carr, 2009) but studies regarding specific locale difference as urban and rural, are very few. For example, Singh, Chaudhary and Asthana (2008) have reported that emotional intelligence differs significantly in rural and urban adolescents, indicating urban adolescents better than their rural counterparts. On the contrary, Shanwal (2004) observed that rural childrens are emotionally more intelligent than urban childrens. Whereas, Gowdhaman and Murugan (2009) doesn’t found any significant results, regarding this context. Taking into consideration, these contradictory research findings and also the scarcity of studies
regarding locale difference, it seems appropriate to study the locale effect in emotional intelligence.

On the basis of results obtained by Singh, Chaudhary and Asthana (2008) it is hypothesized that “the subjects belonging to urban locale would show a high level of emotional intelligence as compared to the subjects belonging to rural locale”.

The last problem of the present study was to examine the effect of the psycho-social predictors (aggression, self concept, extraversion, neuroticism, home environment, social support, sex and locale) on various dimensions of emotional intelligence (intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management).

It was hypothesized that the emotional intelligence along with its different dimensions (intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management) would be significantly related to the aforesaid psycho-social variables.