CHAPTER – 2

REVIEW OF STUDIES ON
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Once the concept of emotional intelligence became known to researchers in the disciplines related to the behavioral sciences, it was taken up for research investigation from various perspectives. Therefore, literature on emotional intelligence swells day by day and at present one must be very selective about review of literature on emotional intelligence for any meaningful conclusion.

Researches in emotional intelligence have been conducted mainly from the following perspectives:

(a) To justify the unique and distinct nature of the construct – EI.
(b) To identify its psychological correlates.
(c) To develop measuring tools for emotional intelligence.
(d) To estimate the effect of EI on a variety of performances related to management, academic achievement etc.
(e) To identify the dimensions of EI.

However, there may be some other perspectives also. Since, the present study aims to understand the relationship of emotional intelligence with academic stress and achievement, the review of the researches concentrates on these three areas only, which are being presented below separately. Once again, it may be mentioned that this review is more representative than exhaustive.

2.1 STUDIES ON DIRECT AND INDIRECT RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE & STRESS

In their study “Relation of an ability measure of emotional intelligence to personality”, Caruso, Mayer and Salovey (2002), tried to find out if emotional intelligence was simply a native theory of personality, or was it a
form of intelligence. If emotional intelligence is to be of value, it must measure something unique and distinct from standard personality traits. To explore this question, the study examined an ability list of emotional intelligence and its relationship to personality test variable to determine the extent to which these constructs overlap. A sample of 183 men and women (most aged 18 – 19 years) took the Multifactor Emotional Intelligence Scale, an ability measure of emotional intelligence as well as measure of career interests, personality, and social behavior. Emotional Intelligence was measured reliably and was relatively independent of traditionally defined personality traits, supporting and discriminate validity of the emotional intelligence construct.

Lopes, Salovey and Straus (2003), tried to relate Emotional Intelligence, personality, and the perceived quality of social relationship in their study. The study explored links between emotional intelligence measured as a set of abilities, and the personality traits, as well as the contribution of both, to the perceived quality of one’s interpersonal relationships. In a sample of 103 college students, they found that both emotional intelligence and personality traits were associated with concurrent self-reports of satisfaction with social – relationship. Individuals scoring highly on the managing emotions subscale of the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT), were more likely to report positive relations with others, as well as perceived parental support, and less likely to report negative interactions with close friends. These associations remained statistically significant even controlling for significant Big Five personality traits and verbal intelligence. Global satisfaction with one’s relationships was associated with extra – vision, neuroticism (negatively), and the ability to manage one’s emotions, as assessed by the MSCEIT.

Salski and Cartwright (2003), investigated emotional intelligence training and its implications for stress, health and performance. Their study builds on earlier work (Salski & Cartwright. 2002), examining the role of Emotional Intelligence (EI) as a moderator in the stress process. A sample of
UK managers (N = 60) were given training in emotional intelligence. Pre and post measures were taken relating EI, stress and health and management performance. The study also incorporated a matched control group. It was found that training resulted in increased EI and improved health and well-being.

**Hunt, Nigel & Evans (2004),** investigated whether EI can predict how individuals respond to traumatic experiences. A random sample of 414 participants (181 males, 233 females) were administered a measure of EI (NEIS) along with the Impact of Event-Scale - revised, and the monitoring and blunting questionnaire. The results showed that participants with NEIS scores report fewer psychological symptoms relating to their traumatic experience and that monitors are likely to have higher NEIS scores than bluters. Traumatic events had a greater impact on females than males, and males had higher EI than females. The implications of these findings for using EI as a predictor for individuals who may experience traumatic stress were discussed.

**Austin, Saklofse & Egan (2005),** reported on the personality, well-being and health correlates of trait emotional intelligence. Emotional intelligence (EI), Personality, alexithymia, life satisfaction, social support and health related measures were assessed in Canadian (N = 500) and Scottish (N = 204) groups. EI was found to be negatively associated with alexithymia and alcohol consumption and positively with life satisfaction and social network size and quality. The relative strengths of EI and personality as regression predictors of health related outcomes were investigated for sub-group of Scots (N range : 99 - 111). The result of these analyses show that EI is more strongly associated than personality, with social network size, but social network quality, life satisfaction, alcohol consumption, number of doctor consultations and health status and more strongly related to personality. It was also suggested by them, that more work was required to investigate the possible existence of other variables which, as with social network size are predicted better by trait EI than by personality.
A study by Gannon & Raizijn (2005), tried to explore if emotional intelligence predicts unique variance in life satisfaction beyond IQ and Personality. It was found that many emotional intelligence (EI) scales have been found to overlap with personality scales and it has been argued that EI scales are measuring personality. In their study it was hypothesized that EI would explain unique variance in life satisfaction beyond that predicted by personality, IQ and control variables. A community sample (N = 191) aged between 18 - 79 years (M - 35.94, SD = 14.17) was recruited. Because IQ showed no bivariate relationship with life satisfaction, IQ was not used in further analysis. After controlling for marital status and income; personality accounted for additional 34.2% of the variance in life satisfaction, and total EI scores accounted for a further 34.2% of the variance in life satisfaction, and total EI scores accounted for a further 1.3% (P < 0.05). Further analysis revealed that the additional variance was explained by the EI dimensions of Emotional Management. In a competing analysis, EI explained 28.3% of the variance at step 3. it was concluded that EI predicted some unique variance in life satisfaction, and that there was substantial conceptual overlap between EI and personality. However, it is argued that, rather than being redundant, emotional intelligence may offer valuable insights to current conceptions of personality.

Gohm, Corser & Dalsky (2005), studied about Emotional Intelligence under Stress - whether it was useful, unnecessary or irrelevant. This investigation among 158 freshmen, examined the association between emotional intelligence (emotion - relevant abilities) and stress (feelings of inability to control life events), considering personality (self - perception of the meta - emotional trait of clarity, insanity and attention) as a moderating variable. Results suggested that emotional intelligence is potentially helpful in reducing stress for some individuals, but unnecessary or irrelevant for others. They highlighted the results among the highly stressed, intense but confused participants in particular because they have average emotional intelligence, but
do not appear to use it, presumably because they lack confidence in their emotional ability.

Again, those who have attempted to correlate directly the measures of stress, well being or traumatic reactions with Emotional Intelligence, claim to have found a convincing relationship. Gohm, Corser and Dalsky (2005), however, found that Emotional Intelligence is useful to some but irrelevant for others. Significance of life satisfaction and social relations in the perspective of stress is also important because, it is commonly believed that people with high and persistent stress cannot experience life satisfaction and maintain good social relation. Therefore, positive relationship of life satisfaction and social relationship with Emotional Intelligence indicate its negative relationship with stress.

Ramos, Fernandez - Berrocal & Extremera (2007), conducted a study on how perceived emotional intelligence facilitates cognitive - emotional processes of adaptation to an acute stressor. In this study, they examined the influence of perceived emotional intelligence (PEI) and intrusive thoughts on emotional responses following a stressful event. PEI was assessed on 144 participants using the Trait Mete - Mood scale (TMMS). The TMMS perceived ability to: (1) attend to moods (attention) (2) discriminates clearly among moods (clarity) and (3) regulate moods (Repair). The main purpose of this paper was to examine the relationship between PEI intrusive thoughts, and adjustment to an acute stressor inducted experimentally in the laboratory, on two separate days. Finally, they examined the relationship between PEI, Inhibition and Empathy. Results indicated that clarity influences emotional responses on Day 2 individually via intrusive thoughts, which act as a mediator. Significant associations were obtained between the three factors of the TMMS with Empathy and Inhibition. These findings suggest that individuals with higher emotional clarity and Repair will experience less negative emotional responses and intrusive thoughts after an acute stressor, which enables them to adept more readily to the experience.
Farrelly & Austin (2007), investigated about ability EI as intelligence – Associations of the MSCEIT with performance on emotional processing and social tests and with cognitive ability. Associations among the MSCEIT a broad – band width measure of ability emotional intelligence (EI), self-report EI, social perception ability, psychometric intelligence and performance on inspection time (IT) tasks which assessed the speed of processing of emotional and non- emotional information were investigated in two student sample (N = 99, 199). The main findings were that MSCEIT scores were unrelated to fluid ability or speed of non-emotional information processing as assessed by IT, but evidence for associations of MSCEIT scores with crystallized ability was found. Positive associations were found between MSCEIT scores, self-report EI and some emotional social task scores. The results suggest that EI as assessed by the MSCEIT has some properties of an intelligence and is more closely related to crystallized than to fluid ability, the relatively small MSCEIT / gc correlations suggest that the MSCEIT is not a pure ability measure although restriction of range in the sample used may also be relevant. More work, and the development of new measures, is required to determine whether performance EI has a fluid component.

Gardner and Qualter (2010), based their study on concurrent and incremental validity of three trait emotional intelligence measures. Their study explored concurrent and incremental validity of three trait emotional intelligence measures: the Schuttle Emotional Intelligence Assessment, and trait Emotional Intelligence Questionnaire. A total of 307 participants were drawn predominantly community and student populations. Concurrent criterion validity of measures varied depending on whether emotional intelligence (EI) was assessed as a lower, middle or higher level construct, with validity coefficients being larger for the former. In all cases, the Trait Emotional Intelligence Questionnaire was the superior predictors of multiple psychological criteria. At the higher level of assessment, incremental validity
beyond (a) age, gender and the Big Five, and (b) the remaining two EI measures, was also superior.

In their study about Emotional Intelligence: An integrative meta-physical analysis and cascading model, Joseph & Newman (2010), analyzed multiple studies to examine relationships between EI performance, cognitive ability, personality, race and sex. The study utilized the two main frameworks of EI (a) as a narrow theoretically specified set of constructs pertaining to the recognition and control of emotional (i.e.; ability based EI), and (b) as an umbrella term for a broad array of constructs that are connected only by their non-redundancy and with cognitive intelligence (i.e.; mixed-based EI). Results revealed that the relation between self-report ability EI (e.g.; EIS, WLEIS, AND WEIP) and performance-based ability EI measures, (i.e.; MSCEIT and its predecessor MEIS) is only .12, which suggests that these measures may be measuring different constructs. A similarly low correlation is found between performance-based EI and self-report mixed EI (e.g.; EQ-i). However, the correlation between self-report ability and EI and self-report mixed EI is substantial (.59), indicating that these measures may tap into a similar construct. Regarding EI and job performance, the “mixed-based” measures of EI explained variance beyond cognitive ability and personality. On the other, the relationship between ability-based EI and job performance was inconsistent (e.g.; EI positively predicts performance for high emotional labor job only). Based on the findings, the main implications for EI practitioners in organizations is to choose the EI measure very carefully as different measures seem to predict different things and some may have adverse impact due to gender and race sub-group differences.

Four of the studies reported above are concerned with the direct association of stress and emotional intelligence. Other studies are more related to the independence of emotional intelligence as a construct from personality. Many of the earlier personality studies emphasized that coping with stress is related to predisposing personality factors. Independence of emotional
intelligence in relation to personality, therefore, does not indicate any relationship between coping behavior and emotional intelligence which is claimed by many of the advocates of EI.

Thus as a whole, the pattern of relationship between stress, particularly the academic stress and EI is still not conclusive, which needs further study.

2.2 EMOTIONAL INTELLIGENCE & ACADEMIC ACHIEVEMENT.

Knoll, Marcia & Patti (2003), in their investigation about social-emotional learning and academic achievement, discussed and explored about how being socially and emotionally intelligent, contributes to academic achievement by comparing five aspects of the teaching learning process with the attributes of social-emotional literacy. First, the authors discussed readiness to learn, by presenting the social and emotional skills that an individual learner brings to a learning environment contribute to learning that is maximally effective. Second, they consider the climate of the classroom and how it contributes to achievement. Third, the authors present example of instructional strategies that use social and emotional competencies as contributors to learning. Fourth, they provide examples of how the content of the curriculum can be better understood and remembered when it is taught through the lens of social-emotional competencies. Last, the authors consider how social and emotional competency affect students' abilities to prepare for, take, and ultimately achieve on assessment tests.

Some authors have claimed that emotional intelligence predicts success at work, at school, and in relationships as well as or better than IQ. Little research exists to support or refute this claim at present. In their study, Does emotional intelligence assist in the prediction of academic success—Barchard & Kimberly (2003) investigated 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 traditional cognitive abilities and the big five dimensions of personality.
The transition from high school to university was used as the context for examining the relationship between EQ and academic achievement, in a study conducted by Parker, Summerfeld, Hogan & Majeski, (2004). During the first month of classes, 372 first-year full-time students at a small Ontario university, completed the short form of the EQ (EQ-i; short) Inventory. At the end of the academic year the EQ - I short data was matched with the students’ academic record. Predicting academic success from emotional intelligence variables produced divergent result depending on how the former variable was operationalized. When EQ - i; short variables were compared in groups who had achieved very different levels of academic success (highly successful students who achieve a first-year university GPA of 80% or letter, versus relatively unsuccessful students who receive a first year GPA of 59% or less), academic success was strongly associated with several dimensions of EQ. Results were discussed in the context of the importance of emotional and social competency during the transition from high school to university.

A study done by Parker, Summerfeldt, Hogan & Majeski (2004), studied the relationship between emotional intelligence and academic achievement in high school. Students (N = 667) attending a high school in Huntsville, Alabama, completed the Emotional Quotient Inventory [EQ - i : YV]. At the end of the academic year, the EQ - i YV data was matched with student’s academic records for the year. When the EQ - i: YV variables were compared in groups who had achieved very different levels of academic success (highly successful students, moderately successful and less successful based on grade - point - average for the year), academic success was strongly associated with several dimensions of emotional intelligence. Results were discussed in the context of the importance of emotional and social competency on academic achievement.

Petrides, Frederickson & Furhnam (2004), in a study, examined the role of trait emotional intelligence (trait EI) in academic performance and in deviant behaviors at school on a sample of 650 pupils in British secondary education.
Means age = 16.5 yrs). Trait EI moderated the relationship between cognitive ability and academic performance. In addition, pupils with high trait EI scores were less likely to have had unauthorized absences and less likely to have been excluded from school. Most trait EI effects persisted even after controlling for personality variance. It is concluded that the constellation of emotion-related self-perceived abilities and dispositions that the construct of trait EI encompasses is implicated in academic performance and deviant behavior, with effects that are particularly relevant to vulnerable or disadvantaged adolescents.

Another study on Estimates of Emotional and Psychometric Intelligence – Evidence of Gender-based stereotypes was done by Petrides, Furnham and Martin (2004). The authors examined participants’ estimates of own and parental psychometric intelligence (IQ) and emotional intelligence (EI) 224 participants (82 men 138 women 4 people who did not report their gender) to estimate their own and their parents’ IQ and EI Scores on a normal distribution ranging from 55 to 145 points. The authors hypothesized that men would give higher IQ but lower EI self estimates than women and than participants, regardless of gender, would rate their fathers as higher on IQ but lower of EI than their mothers. The results confirmed the hypotheses, supporting the view that people perceive psychometric intelligence as a primarily masculine attribute in contrast with emotional intelligence, which they perceive as a primarily feminine attribute. The results also showed that the intensity of the stereotypical perception of EI as a feminine attribute diminished when the authors asked participants to estimate their scores on a range of specific EI facets instead of providing a direct overall self-estimate.

In addition, the incremental predictive validity for academic success over and above cognitive and personality variables, it maybe that the overlap between many emotional intelligence measures and traditional measures of intelligence and personality limits their incremental predictive validity in this context.
In another study by Parker, Hogan, Esterbrook & Oke (2006) on E.I and student retention—Predicting the successful transition from high school to university, they tried to examine the relationship between EI and academic retention. Participants were selected from a sample of 1270 young adults (368 men and 902 women), making the transition from high school to university. Participants were recruited during the first week of classes in the first year at the university and completed on measure of EI. Participant’s academic progress was tracked over the course of the year and the students were divided into two groups. The first group consisted of students who withdrew from the university before the second year of study (N = 213); the second group consisted of a matched sample (on the basis of age, gender and ethnicity) of students who remained at the university for a second year of study (N = 213). Results revealed that students who persisted in their studies were significantly higher than those who withdrew, on a broad range of emotional and social competencies.

A study on supporting the development of Emotional Intelligence competencies to ease the transition from primary to High School, by Qualter, Whiteley, Hutchinson & Pope (2007), aimed to explore (1) whether pupils with high emotional intelligence (EI) cope better with the transition to high school; and (2) whether the introduction of an intervention programme to support the development of EI competencies can increase EI and Self - worth, and so ease the negative effects of transition. Results suggest that pupils with high / average levels of EI cope better with transition in terms of grade point average, self - worth. School attendance and behavior than pupils with low EI. In addition, pupils with low baseline EI scores respond positively to the intervention programme, although a negative change was noted in pupils with high baseline emotional intelligence. Results were considered in terms of implications of educational practice, also in terms of stress due to transition of pupils from one stage to another as in the case of presence study in which the transition from school to college was a key factor.
Chan (2007) investigated into the leadership competencies among Chinese gifted student in Hong Kong - the connection with emotional intelligence and successful intelligence. This study examined components of leadership competencies in relation to emotional intelligence and successful intelligence among 498 Chinese gifted students in Hong Kong. These students rated themselves significantly higher on goal orientation than leadership flexibility, which also rated significantly higher than leadership self-efficacy. They perceived greater strengths in social skills and utilization of emotions than management of emotions and empathy, and in practical abilities as opposed to analytical and creative abilities. In predicting the three components of leadership competencies, practical abilities of emotions merged as common and significant prediction, suggesting than applied and pragmatic skills, tacit knowledge, and abilities to manage and regulate one's emotions were all important in leadership.

Ruiz, Gonzalez & Petrides (2010), in a study on Trait emotional intelligence profiles by students from different university faculties, investigated the trait emotional intelligence (trait EI or trait emotional self-efficacy) profiles of S12 students from five university faculties: technical studies, natural sciences, social sciences, arts and humanities. Using the Trait Emotional Intelligence questionnaire, it was hypothesized that (a) social sciences would score higher than technical studies in Emotionality (b) arts would score higher than technical studies in emotionality (c) arts would score lower than technical studies in self-control, and (d) there would be an interaction between gender and faculty. Whereby female students would score higher than male students within the social sciences only. Several other explanatory comparisons were also performed. Results supported hypotheses (a) (b) and (d) but not hypothesis (c), although the differences were in the predicted directions.
This study emphasizes in specific the need for correlating emotional intelligence with courses of study.

Hogan, Parkar, Wiener et al. (2010), in their study about Academic success in Adolescence - Relationships among verbal IQ, social support and emotional intelligence examined by gender, whether emotional intelligence (EI), peer social support and / or family social support partially mediated the influence of verbal IQ on Grade 10 point average (GPA) for 192 students (96 male, 96 female). For male students, EI and peer social support predicted GPA and EI mediated the association between verbal IQ and GPA. For female students, EI, peer social support and family support predicted GPA but did not mediate the associations between verbal IQ and GPA. This study further examined whether subscales of EI (Intrapersonal, interpersonal, adoptability and stress management abilities), peer social support and family social support (emotional, socializing, practical, financial and advice) added to the prediction of GPA after verbal IQ, gender and socio-economic status were controlled. Adaptability, stress-management and practical family social support, each added to the explanation of variability. None of the peer social support subscales, predicted additional variance in GPA.

Knoll, Marcia and Patti (2003), provided an elaborate theoretical rationale of relationship between Emotional Intelligence and academic achievement. But it appears to have focused upon such learning situations where distinct pedagogical strategies are used and the learning environment in the classroom is more interactive in nature as in the case of high school classes. But for higher education where learning is more personalized as against a generalized teaching. Therefore, learning in the college classroom appears to be a little stressful for the learners. However, the overall analysis is helpful in understanding even the college students who have just been stepped into an open learning environment from the protective school classes.
Most of the other studies are almost convinced about the positive effect of EI upon academic achievement. But if there is an intervening effect of stress, as mentioned above, what is the exact pattern of relationship of the three needs to be explored further. Only one study considered to study emotional intelligence for the pupils in different courses of study. But there was no study how emotional intelligence is related to the course of study as typically found in our collegiate education.