Preface

The discovery of emotional intelligence has definitely been a major event in the recent history of psychological constructs. The notion of emotional intelligence originated in the western world has received an overwhelming response from the scholars as well as practitioners. The media has made the Emotional Quotient (EQ) a very popular term. It has captured a sense of a solution to myriad problems we are facing in work, education and health domain. The Indian psychologists have become seriously engaged in understanding and using this relatively new concept. The researchers are conscious of the cultural conditioning of knowledge and, therefore, are cautious in using the concept. Instead of accepting a concept as it is, this generation of psychologists is keen to understand the relevance and cultural appropriateness of the concept and measure of emotional intelligence on their own terms defined by the contextual and cultural parameters. However, many academicians have started expressing serious concerns about the way the literature of emotional intelligence is being circulated.

Although, there has been several studies conducted in India and in western countries on emotional intelligence, there are still some contradictory findings and blind spots in this area of research. The reason is, that we can not deny the impact of cultural variations and environmental influences on the emergence of emotional intelligence. It has also been reported that still there are a number of inadequacies and inconsistencies in the original as well as in the revised reformulated model of emotional intelligence. The revised reformulations has also been criticized because it is heavily loaded by cognitive component of emotional intelligence. Therefore, different perspective on the nature of
emotional intelligence still exist. The correlates of emotional intelligence have been very superficially researched in this country. Even, findings related to demographic variables such as sex, age, environmental setting, medium of instruction, home environment etc. with emotional intelligence are contradictory leading to many inconsistencies. This research under report is also a culmination of the aforesaid ideas. This piece of research involved emotional intelligence, social competence, scholastic achievement and emotion rating as a basic dependent measures. It is self evident that social emotional competencies are vital for healthy and productive academic life. Children who are self-awarded, optimist and empathetic are more satisfied and progressive in their social and academic life.

Psychologists have concluded that in the present fast-changing corporate environment, we need more than just brains to run the business. One also needs high EQ for making the right decisions and solving problems. We can get more through managing and regulating negative emotions and using effectively the positive emotions. Therefore, in the present study emotion rating scale was used to determine the most desirable and undesirable emotions. From the point of practicability and applicability, it becomes necessary to investigate the comparative importance of various grade/age levels in the development of emotional intelligence. Thus, the present piece of research is a small, but significant step in the direction of fulfilling this need.

I hope the findings of the present research though, not devoid of limitations, would be very useful in understanding the impact of environmental setting on emotional intelligence, social competence at various grade levels.