PREFACE

With India becoming one of the leading developing nations there is an increase in the awareness among people for the need of higher education. Especially, medical and engineering related studies attract many students, as these two professions are considered to be very prestigious, offering good returns. But quite often, students are not able to cope with the academic pressure. Even those students who perform well in schools are sometimes unable to cope in college. Studies across countries have shown that stress levels of medical and engineering students are genuinely high (Miller, 1994; Saipanish, 2003; Ray and Joseph, 2010; Schneider, 2007). Academic reasons like enormous syllabus, the difficulty of the curriculum, long studying hours and emotional factors like lack of peer support, competitive environment, rigid authoritative and non encouraging faculty, lack of recreational activities, staying away from home, financial problems, uncertain future, cultural and minority issues, mismatch between capability and expectation are some reasons of stress among medical and engineering students (Supe, 1998; Foster & Spencer 2003; Schneider, 2007).

Rising aspirations of the youth in India for better job opportunities and acute shortage of seats for general category students in government professional colleges due to various reservation policies has also created a lot of stress and anxiety among Indian students aspiring to pursue medical and engineering courses. To meet the aspirations of the students a significant number of private colleges have been established across the country. But according to reports available on internet (Krishnaswamy, 2011; Chi, 2011) and newspapers (Alvi, 2012; Times of India, 2013) it has been observed that in past few years, suicide and depression cases have increased considerably in medical and engineering colleges (both government and private). Hence it has become necessary to find out the negative and positive predictors of students’ academic achievements so that they can be trained to cope effectively with anxiety and academic stressors. Even the faculty members need to be trained to understand these factors and enhance their teaching effectiveness to help the students in better academic performance.

Efficient teaching and good learning are the two most important factors for success in academia. Teaching and learning are integrated process therefore, for effective teaching and learning it is important to understand both students’ and teachers’ variables. While the intelligence and cognitive styles of the students are important, there are undoubtedly other attributes as well that predict their academic achievement. Therefore, in academia many researchers have tried to search for variables (personal, psychological and environmental) that
could be manipulated in favour of academic gains. Similarly while subject expertise and
teaching methods are important variables for effective teaching, there are certainly other
variables which also contribute to teaching efficiency. Conventionally, in higher education a
teacher brings two things to the classroom that are of value to the learners. One is expertise in
the subject; the other is knowledge of a teacher’s pedagogy i.e., teaching methods. But
emotional intelligence (EI) is the unrecognized third component of what a teacher has to offer
to the learners (Mortiboys, 2005) because learning involves struggle, frustration, thrill or
excitement (Claxton 1999). A teacher needs an understanding of individual and group
motivation and behavior to create a learning environment that encourages positive social
interaction, active engagement and motivation to learn.

One of the rapidly growing areas of interest with regard to EI is its role in the workplace.
Traditionally the workplace has been considered to be a cold and rational environment, a place
where there is no room for the experience or expression of emotions. However, this view has
begun to be challenged, with the recognition that individuals bring their affective states, traits
and emotions to the workplace. The question is no longer focussed upon whether emotions
have a place in the work environment, but is about trying to determine the impact of using and
managing emotions in the workplace and the impact this may have on other variables within
the work environment. One area that has remained under-investigated is the role of EI in
teaching-learning environment in higher education and especially in medical and technical
education even when the courses related to these two fields are quite stressful. Therefore, the
main aim of this research was to systematically understand some of the important EI
competencies associated with students and faculty members in the field of medical and
technical education, so that it may help to manage anxiety and enhance achievement motivation
among students and enable the faculty members to cope effectively with occupational stress
and improve their teacher effectiveness.

This research work is divided into following Eleven Chapters:

Chapter 1, Introduction: This chapter explains the rationale of the study and defines the
variables under study.

Chapter 2, Conceptualisation of Emotional Intelligence: This chapter consists of introduction
to emotions, kinds of emotions, power of emotions, conception of EI, perspectives of EI
(biological and historical), Emotional Quotient (EQ) and Intelligence Quotient (IQ), EI models, EI competencies and measuring EI.

**Chapter 3, Applications of Emotional Intelligence: Literature Survey:** It presents literature review of EI and its role in work environment, especially in conflict management, stress management, decision making, job satisfaction and job performance.

**Chapter 4: Emotional Intelligence in Academia: Literature Survey:** Research Literature exploring the significance of EI in teaching-learning process for higher education is elaborated in this chapter along with research gap.

**Chapter 5: Research Methodology:** It states the problem definition, objectives, hypotheses, scope of study, research framework, research design, population, sampling frame, sources of data, methods of data collection, measures used for data collection and analytical methods.

**Chapter 6: Results and Findings:** It contains the descriptive statistics of the variables under study, results of the statistical analyses (correlations, bivariate and multivariate regression analysis and t-test) that were used to test the hypotheses.

**Chapter 7: Discussion:** Results of the study in relation to research literature and probable reasons for the findings have been discussed in this chapter. Differences in study variables across gender and the two majors (medical and engineering) are also discussed.

**Chapter 8: EI Training Programme: Research Literature:** This chapter presents the literature survey about Models of EI Training Programme and their effectiveness. Main EI skills to be focused in EI training programme are also elaborated.

**Chapter 9: Proposed EI Training Programme for Faculty Members:** Based on the findings of this research and literature survey, details (duration, objectives and techniques) of the proposed EI training programmes for faculty members is presented in this chapter.

**Chapter 10: Proposed EI Training Programme for Students:** Objectives of EI training programme for students are specified in this chapter. Emphasis is on EI awareness and developing significant EI competencies through self reflection exercises, activities, case studies and group interaction.

**Chapter 11: Conclusions, Recommendations, Limitations and Future Scope:** This chapter contains the final conclusions drawn by findings and observations, implications of the study, limitations, recommendations and suggestions to future researchers.