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1.1 A PRELIMINARY SKETCH OF THE PROBLEM

Emotional Intelligence refers to the capacity for recognizing our own feelings and that of others, for motivating others, and for managing emotions well in ourselves and in our relationships. Furthermore, we can describe Emotional Intelligence as the ability to distinguish the problem from a given situation or conditions and to find out ways in which to overcome such situations.

Though Intelligence and Emotion were considered in opposition during earlier days, various contemporary researches done in this area, point to the fact that cognition and affect are integrated processes - affect influences many aspects of cognitive functioning, including memory, attention and decision making. Theory of Emotional Intelligence also, was developed as the concept of intelligence and broadening it to include an array of mental abilities, including social, practical and personal intelligence. Emotional Intelligence often operates on cognition or information processing that involves matters of personal and emotional importance to individuals and their relationships. Using emotions also involves the ability to harness feelings that assist in certain cognitive enterprises, such as reasoning, problem solving, decision making and interpersonal communications.

In today’s competitive world, we are all inclined to overcome the hurdles in our lives so that we may make the best of the given situations. Thus, in our striving for betterment, we have to face a lot of stress in daily life. Without an insight into our emotional life, we cannot overcome stress. Also, some personality traits, such as persistence, the drive for achievement and social skills are likely to be well knit with Emotional Intelligence. The
advocates of Emotional Intelligence as ability, firmly believe that it leads one to facing problems in life more confidently and overcome these problems in a more relaxed manner. We all face many hurdles in life, which may affect the individual self or the social environment, rather, we may say – the relationship with one another. In order to cope with such situations, be it as an individual or as an integral part of the society at large, we need to have EI, which in turn helps us to overcome stress. Hence, stress can be said to be a single monolithic factor, which is a cause for concern in modern day life. Herein, we can make use of our EI to relieve stress to a certain extent.

Previously, it was thought that once we become mature, we do not show any further signs of improving our EI. But recent studies in this field show us that EI does not end at a certain stage, or we do not outgrow our EI at any point of time in our lives. Emotional Intelligence is not genetically fixed, nor does it develop only in early childhood. Unlike IQ which does not change much after adolescence, EQ is largely learned and continues to develop throughout life. It was found that training resulted in increased EI and improved health and well-being by a study done by Salski and Cartwright (2003). EI keeps growing and developing even when we have stopped gaining intellectual maturity. But the fact remains that we need to imbibe values of EI early in childhood so that, as we outgrow our intellectual capacities, our EI matures more and more. Keeping this in mind, I have tried to relate stress with EI, a relationship that is likely to affect the achievement level among college going students to a great extent. The college life of the late adolescents is by itself characterized by many peculiarities. Transition from restrictive and protective school environment to a free and apparently relaxed college life is studded with many conflicts, anxiety and stress. This is also a stage of re-evaluation of human relations both from the affective and cognition perspectives. In other words, that is the best field where one can try to understand the relationship between stress and Emotional Intelligence.
When we talk of Emotional Intelligence, we try to look into the various factors that go along with building up such emotional intelligence, or for that matter, emotional competencies. But when we look at it from a different level – i.e. the stress level – it brings out a totally different perspective within an individual. Since EI competencies entail emotional capacities in addition to purely cognitive abilities, modes of learning that work well for academic subjects or technical skills are not necessarily well suited for helping people improve an emotional competence. We should try to help build up the emotional competencies among young people as essential life skills. It is valuable to recognize the importance of emotional intelligence in higher education not just for the benefit or students or the employers, but also for the validity of an economy as a whole. As Erasmus, the great humanists writer tell us, “The best hope of a nation lies in the proper education of its youth.” (Kumar, 2005, p. 65).

In order to improve on any ability, people need realistic feedback of their baseline abilities as well as their progress. Giving reliable and valuable feedback, which is provided in a safe and supportive environment, helps them to be aware of their strengths and also provide them with scope for development.

It is also important to note that, various recent research results point to the fact that emotional intelligence is a far more reliable indicator of success than intellectual intelligence. A study by Parker, Summerfeldt, Hogan & Majeski (2004) examined the relationship between Emotional Intelligence and academic success and it was found that academic success was strongly associated with several dimensions of EQ. Another study by Barchard, (2003), studied how emotional intelligence assisted in the prediction of academic success.
Thus the Emotional Intelligence, adolescent college students' academic stress and their academic achievement when taken together, appear to form an interesting field of research.

1.2 ORIGIN OF THE CONCEPT OF EMOTIONAL INTELLIGENCE

In order to get an in-depth view of the features of Emotional Intelligence, we need to explain first the terms 'Emotion' and 'Intelligence', separately. The word 'emotion' cannnotes various meanings to various people. The Oxford Dictionary of Psychology (2006), defines emotion as "any short-term evaluation, affective, intentional, psychological state, including happiness, sadness, disgust and other inner feelings." (Coleman, 2006, p. 248). According to J.B. Watson, "An emotion is a hereditary 'pattern reaction', involving profound changes of the bodily mechanism as a whole, but particularly of the visceral and grandular systems (Lyons; 1985 p. 18). Emotions may vary to the blend, variations and mutations of the mental state. Our emotions are almost always promoted by the biological tendencies while playing a unique role, in each emotional repertorie. The bodily response towards the emotional stimuli could be classified into various feelings like anger, fear, happiness, love, surprise, disgust, sadness etc. These various biological propensities are further shaped by our experience in life and culture. They originate from exposure to specific situations.

The term 'Intelligence' has more to do with cognitive abilities of an individual. Intelligence has been defined with almost infinite variety during the last hundred years since the time of Alfred Binet. The dictionary meaning of intelligence is – "the ability to gain and apply knowledge and skills." The conventional wisdom among the cognitive scientists held the view that intelligence is a mere processing of fact, and emotions have no role to play in intelligence. But with changing times, and with progress in research in the field of psychology, the theory of conventional wisdom, as perceived by the cognitive scientists have been considered unacceptable. Recent researchers have began recognizing and realizing the significance of feeling while thinking.
Hence, it can be said that intelligence comes as a result of two causes, i.e. - cognition and emotion - and this ushered in a new era in the field of psychology, with the emergence of the domain of Emotional Intelligence.

Roots of Emotional Intelligence span more than 2,000 years. Even though the term EI has received considerable attention recently, earlier psychologists and philosophers had already laid down the foundation. Current models of EI are the result of the deficiencies of understanding the term intelligence. We find that when psychologists began to research on intelligence, they focused on non-emotional aspects such as thinking, cognition, intellect, memory and problem solving. But there were researchers who recognized early, that the emotional aspects such as feelings, moods and non-cognition were equally important. For instance, David Wechsler defined intelligence as "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with the environment [Wechsler, 1958, p. 7].

We can divide the total span of the emergence of the concept of Emotional Intelligence into two parts, namely:

- The early period, and
- The later period, beginning from the 19th century onwards.

1.2.1 The Early Period

Going through the historical roots of emotional intelligence we come across Aristotle, who spoke of emotions, nearly 2,000 years ago, and he held that emotion, anger etc. had a distinctive cognitive component, social context, behavioural tendency and recognition of physical arousal (Solomon, 2000).

In 1852, Darwin held that emotions serve two purposes:

a) energize adaptive behaviour, and
b) provide a communication system (Solomon 2000).

Darwin indicated that there is an intelligent nature of emotions.
1.2.2 The Later Period

Thorndike (1920) had long ago identified a dimension of intelligence and named it social intelligence. He described social intelligence as "the ability to understand and manage men, women, boys and girls to act wisely in human relations" (p. 228). Thorndike and Stein (1937) stated that social intelligence is "the ability to understand and manage people" (p. 275). Thorndike's contentions are of great scientific help to modern researchers who are trying to establish the construct validity of emotional intelligence.

In his definition of intelligence in 1940, Wechsler referred to 'intellective' as well as 'non-intellective' elements, by which he meant affective, self and social factors. Wechsler held that there are non-intellective factors in intelligence that may explain why people succeed in life. He found emotional intelligence to be an integrated part of an individual's personality development (Singh; 2003 p. 24 – 26).

When Van Ghent (1953) analyzed 'The Pride and Prejudice', she noted that the character, Henry James, had a moral life located in emotional intelligence. As such, she was the first to use the word 'emotional intelligence' in a book.

In 1983, Gardner studied intelligence based on psychology, biology and anthropology and found that there were seven main intelligences. Gardner (1993), wrote about 'multiple intelligence' and proposed 'intrapersonal' and 'interpersonal' intelligence are as important as the type of intelligence, typically measured by IQ and related tests. Intra-personal intelligence involves "one's range of affects or emotions; the capacity instantly to effect discriminations among them in symbolic codes, to draw upon them as means of understanding and guiding one's behaviour" (Gardner, 1993; p:239). Gardner defines interpersonal intelligence as "the ability to notice and make distinctions among other individuals and in particular, among their moods, temperaments,
motivations, and intentions. This is the ability to see other emotions and influence others to act in a desired manner". (p. 239)

In 1985, Sternberg argued that we should think of intelligence as something broader than IQ. His theory of successful intelligence (Sternberg, 1985) consists of three broad domains of ability in addition to memory, analytical, creative and practical intelligence. Sternberg defines intelligence as one's ability to achieve success in life, given one's personal standards, and within one's socio-cultural context. He views intelligence as a form of developing expertise (Sternberg, 1999). Sternberg's practical intelligence encompasses social and emotional competencies. His approach to practical intelligence focuses on the concept of tactic knowledge.

Sternberg and his team had shown that taking into account analytical, creative and practical skills, permits understanding and predicting people's performance better than IQ alone (Sternberg, 1999). So these theories paved the path of development of a new theory of special types of intelligence [the Emotional Intelligence], which is more important for successive life.

After Sternberg's work, Salovey and Mayer (1990) coined the term Emotional Intelligence and subsequently imprinted it in the field and literature of research in this area. But the credit of popularising the term goes to a New York Times Behavioural Science Journalist, Daniel Goleman (1995). Goleman (1995, 1998) strongly argued that emotional intelligence is more important than I.Q. for a happy productive life.

At present, emotional intelligence is considered to be a prospective field of research covering many disciplines of behavioural sciences including psychology, education, management, social work, etc.

1.3 DEFINITION OF EMOTIONAL INTELLIGENCE

Emotional Intelligence and EQ were selected as the most useful new words or phrases of 1995 by the American Dialect Society (1995; 1996; Brodie,
Work on the topic is proliferating. The impetus for this sustained interest in emotional intelligence began with two 1990 articles in academic journals (Mayer, Di Paolo, & Salovey, 1990; Salovey and Mayer, 1990) and follow up work, much of which was popularized in a best selling book entitled - Emotional Intelligence (Goleman, 1995). From there, the concept of emotional intelligence made it to the cover of Time Magazine (Gibbs, 1995). Since then, emotional intelligence has been defined and redefined so many times that it would be impossible to outline all the ways the phrase has been employed.

The concept of emotional intelligence implies that humans are both rational and emotional beings. Hence, adaptation and coping abilities in life are dependent on the integrative functioning of both rationale and emotional capacities. (Salovey, Bedell, Detweiler & Mayer, 2000).

Like many other constructs in psychology and many other behavioral or social sciences, Emotional Intelligence has been defined by different authors variously from their own theoretical orientation and commitments. By 2007, the wide diversity of those interested in Emotional Intelligence was matched by the wide diversity in the conceptions of Emotional Intelligence they employed. Some researchers define emotional intelligence as an ability to reason about emotion, others equated the concept with a list of traits such as achievement, motivation, flexibility, happiness and self-regard. Still others found the addition of such traits, which seemed to be ad hoc, to be troubling, and wondered whether a theoretically sound conceptualization of Emotional Intelligence could be identified. (Mayer, Roberts, Barsade; 2008; p : 509). Therefore, the definitions are broadly separated into three categories, namely

- Ability based definitions;
- Trait based definitions; and
- Definitions with mixed orientation.
Out of many definitions under the above mentioned three categories, those offered by Salovey and Mayer, Goleman and that by Bar-on are most widely used (Charniss, 2004).

Salovey and Mayer (1990), defined emotional intelligence as “a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action”. (Oxford Dictionary of Psychology 2006; p:248).

Mayer and Salovey (1997) further elaborated that emotional intelligence is the ability to perceive emotions, to assess and generate emotions and emotional knowledge, and to reflectively regulate emotions, so as to promote emotional and intellectual growth.

Goleman (1998) defines emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional Intelligence describes ability distinct from, but complementary to academic intelligence on the purely cognitive capacities measured by IQ ” (Singh : 2003; p. 26).

Goleman (1998) also defined Emotional Quotient (EQ) as a cluster of traits or ability, relating to the emotional side of life.

Bar-On (1997) proposed that Emotional Intelligence is “an array of non-cognitive abilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressure. (Thingujam p.14).

It is evident that the definitions presented so far, fail to provide a unique perspective in defining the term. Also it appears that confusion still persists about whether emotional intelligence is to be defined in terms of ability or trait.
However, considering the operational clarity, definition offered by Salovey and Mayer (1990) seems to be more acceptable.

1.4 THEORIES AND CONCEPT OF EMOTIONAL INTELLIGENCE

While several theories associated with the emotional intelligence paradigm currently exists, the three most widely accepted theories, in terms of research and application are the theories proposed by Mayer and Salovey (1997), Bar-On (1988) and Goleman (1998; 2002). All theories within the EI paradigm, seek to understand how individuals perceive, understand, utilize and manage emotions in an effort to predict and foster personal effectiveness.

1.4.1 Theory of Mayer and Salovey

Emotional Intelligence as formulated in the theory of Mayer and Salovey (1997) has been framed within a model of intelligence. The motivation to develop theory of emotional intelligence and instruments to measure it, came from the realization that traditional measures of intelligence failed to measure individual differences in the ability to perceive, process, and effectively manage emotions and emotional information.

This theory defends emotional intelligence more specifically as the ability to perceive emotions, access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth. (Mayer and Salovey; 1997).

Like intelligence, emotional intelligence is described by Mayer and Salovey as a group of mental abilities, and is best measured using a testing situation that is performance based or ability based. This theory is sometimes called the four branch model of E.I. A detail account of this model is given in the section 1.4.4. under the same title.
1.4.2 Specific – Ability model

This model was proposed by Nowicki and Duke in 1994 which focuses on a particular skill or skills as given below.

(a) **Study of Accuracy**: The study of perpetual accuracy grew out of an extensive body of research in non-verbal perception. Non-verbal perception includes deciphering social information, such as power and intimacy relationships, along with accurate recognition of emotional expression. From the non-verbal research, specialized models of emotional accuracy emerged. Two frequently used measures of perpetual accuracy in emotion are the Diagnostic Analysis of Non-verbal Accuracy Scales (DANVA and DANVA - 2) also known as the Nowicki & Duke Model - 1944; and the Japanese and Caucasian Brief Affect Recognition Test (JACBART; Matsumoto et al. 2000).

(b) **Emotions facilitate thinking**: Some specific – ability models address the ways in which emotions facilitate thinking (Mandler, 1975). For example, emotions may prioritize thinking.

(c) **Emotions allow people to be better decision makers**: (Lyubomirsky et al. 2005): A person who responds emotionally to important issues will attend to the more crucial aspects of his or her life. Also, certain specific emotions can foster given types of thinking.

(d) **Emotional Reasoning and Understanding**: If a person experience fear, for example, it is likely that he is facing a situation that is threatening, raises thoughts of bad things happening, and elicits a need to escape (Roseman 1984, p. 210; Scherer et al 2001).

(e) **Accurate labeling and categorization of feelings**: (Clor et al. 1987); Inner-Ker & Niedenthal; 2002).

Theorists are of the opinion that accurate appraisal may be a hallmark of emotionally intelligent responses. If a person’s appraisal process is awry, then
he or she may misunderstand an event or its consequences and react inappropriately. (Mac Cann et al. 2004; p. 41; Parrott 2002, pp. 354 – 355).

(a) Emotional Self Management: This area grew out of clinical findings that, for example, one’s emotionality could become more positive by re-framing perceptions of situations (Beck et al. 1979), as well as from the idea that when at work, individuals often exert considerable emotional self-control (Hochschild, 1983).

1.4.3 Integrative – Model Approaches to Emotional Intelligence

(a) Izard’s emotional knowledge approach – The key element in integrative models of EI is the joining of several specific abilities to obtain an overall sense of Emotional Intelligence. Izard, (2001) sometimes preferred to speak of emotional knowledge as opposed to emotional intelligence.

(b) Aptitude Knowledge Continuum (Lichter & Wainer, 2000).

1.4.4 The Four Branch Model of Emotional Intelligence

The four branch model of Emotional Intelligence is another integrative approach (Mayer & Salovey 1997, Salovey & Mayer, 1990). The model views overall Emotional Intelligence as integration of abilities from four areas.

(a) Accurately perceiving emotions: It pertains to the ability to identify emotions in oneself and others, as well as in other stimuli, including voices, stories, music and work of art (e.g., Ekman & Friesen, 1975; Nowicki and Mitchell, 1988; Scherer, Banse & Wallbott, 2001). It is the ability for self-awareness i.e. to be aware of our own feelings as they are occurring. It is also the ability to become emotionally literate; to learn to not only identify and label specific feelings in ourselves and in others but also the ability to clearly and directly communicate and discuss these emotions.

(b) Using Emotions: It is the ability to use our feelings constructively and also it involves the ability to harness feelings that assist in certain cognitive enterprises, such as reasoning, problem-solving,
decision making and interpersonal communication. It helps our feelings to guide us to what is important to think about. It is the ability to use our feelings to help our discussions which are healthy feelings for both us and for the rest of the human race.

(c) Understanding emotions: It involves language and proportional thought that reflect the capacity to analyse emotions. Emotional understanding is the ability to understand the meanings of emotions and how they can change. This includes the ability to understand the purpose of emotions, understanding their survival values of the species. It helps us to understand the relationship between emotions, how and why they can change from one feeling to another, emotions which lead to the behaviour in ourselves and others, the relationship between thought and feelings. It is also the ability to understand the causes of emotions and their relationship to our human psychological needs, especially our unmet/unsatisfied emotional needs.

(d) Managing emotions: It pertains to the ability to reduce, enhance, or modify an emotional response in oneself and others, as well as the ability to experience a range of emotions while also making decisions about the appropriateness or usefulness of the emotion in a given situation. (e.g. Eisenberg et al, 2000; Gross: 1998).

Emotional management deals with our ability to manage emotions for personal and social growth. It is the ability to take responsibility for one’s feelings and happiness, to turn negative emotions, into positive learning and growing opportunities and the ability to help other’s identify and benefit from their emotions.

These four emotional abilities constituting the EI model are arranged such that the more basic psychological processes (i.e. perceiving emotions) are at the top of the model and are thought, to some extent, to be dependent on the lower level abilities. Within each dimension, there is a developmental
progression of skills from the more basic to the more sophisticated. Abilities within each dimensions also are expected to develop with experience and age. The theory specifies that the four abilities contributed to the higher order construct of Emotional Intelligence (Mayer and Salovey, 1997) which has been supported empirically (Mayer, Salovey, Caruso and Sitarenious, 2003).

1.4.5 Mixed Model Approaches to Emotional Intelligence

These are based primarily on popular depictions of Emotional Intelligence (Goleman, 1995, 1998) and include three classes of constructs; perceived emotional (and other) abilities, competencies, and personality traits. This approach is referred to as a Mixed Model Approach because of the mixed qualities that such models target. These approaches use very broad definitions of Emotional Intelligence that include “non-cognitive capability, competency, or skill.” Proponents of this mixed approach, sometimes called the personality or trait approach, generally use self-report inventions to measure Emotional Intelligence (Bar-On, 1997; Boyatzis, Goleman & Rhee, 2000; Petrides & Furnham, 2003; Schuttle et al. 1998).

From the operational perspective mixed models comprise the following.

(a) Accurate emotional perception – Mixed with varying degrees in other scales of happiness, stress, tolerance, and self-regard (Bar-On, 1997).

(b) Adaptability, impulsiveness and social competence – Boyatzis & Sala, 2004; Petrides and Furnham, 2001).

(c) Creative thinking and flexibility and intuition versus reason - (Tett et al. 2005).

1.4.6 Other Ability Models

These models conceptualize Emotional Intelligence as a set of mental skills that can be assessed with performance tests. As for example,

Multifactor Emotional Intelligence Test was the first comprehensive performance test of EI, by Mayer, Caruso and Salovey 1999. It consists of 12
ability tests assuming that emotional intelligence composed of these abilities which are organized along four dimensions.

The dimensions are as follows:

- Identification - Faces, Sounds, Images and Stories.
- Using emotions - Synesthesia, Feeling, Biases.
- Understanding - Blends, Progression, Transitions and Relativity.
- Regulation - Self and others.

Only three factors, that is, perception, understanding and management, were suggested by explanatory factor analysis.

It is true that most of the theories of emotional intelligence cannot be called true theories because they are more a hypothetical model than a complete theory. Salovey and Mayer (1997) proposed their ability model which they intended to measure by tests, that were not so sound psychometrically. Bar-On (1997) perceived emotional intelligence as an array of non-cognitive capabilities and competencies necessary to cope with the environmental demands.

Goleman used a framework to assess emotional intelligence based on trait model. Advantage of this model is that the traits can be described by the individual in self report of personal experience in various situations of life. Goleman's (1995) model explains emotional intelligence along five dimensions (just like traits) which appears to be hierarchically organized. The dimensions, in order of hierarchy are as follows:

(a) Self-awareness
(b) Self-regulation
(c) Motivation
(d) Empathy
(e) Social skills

i. **Self-awareness** - It is the ability to be aware of our own feelings, as they are occurring. It also refers to the ability to become
emotionally literate to learn to identify and label specific feelings in ourselves, and in others and the ability to clearly and directly communicate and discuss these emotions. Self awareness is supposed to be basic to other dimensions.

ii. **Self-regulation** - It is the ability to use our feelings constructively. Self-awareness helps one to achieve self-regulation meaning to be able to become explicit about the feelings for regulating both intra-personal and inter personal feelings.

iii. **Motivation** - Self regulation in turn, culminates into the ability to reduce, enhance or modify an emotional response in oneself and in others, as well as the ability to experience a range of emotions while also making decisions about the appropriateness or usefulness of the emotions in a given situation.

iv. **Empathy** - Self-awareness, self-regulation and motivation together help to identify emotions in oneself and others, as well as in other stimuli. It is the ability to understand the relationship between emotions, how and why they can change from one feeling to another, emotions which lead to the behaviour in oneself and others, the relationship between thoughts and feelings. It is also the ability to understand the causes of emotions and their relationship to our human psychological needs, especially our unmet emotional needs.

v. **Social Skills** - Lastly as one develops empathy, skills for emotional management which deal with our ability to manage emotions for personal and social growth are achieved. Social skills are to take responsibility for one’s own feelings and happiness, to turn negative emotions into positive learning and growing opportunities and the ability to help others identify and
benefit from their emotions. Goleman's adaptation of Salovey and Mayer (1990) model appears to be most comprehensive and operationally suitable.

1.5 RELATING EMOTIONAL INTELLIGENCE TO OTHER PSYCHOLOGICAL VARIABLES

Variables included in mixed models such as assertiveness and need for achievement surely are important to study - but are not part of Emotional Intelligence. A clearer approach is to consider Emotional Intelligence as a discrete variable and then study it in relation to such other characteristics. Several theorists have examined Emotional Intelligence in the context of positive and negative affect and stress tolerance (Izard 2001; Parrot 2002, pp. 351-355; Zeidner et al 2003). Others have positioned Emotional Intelligence, the need for achievement, and other diverse traits in the context of personality (Mayer 2005, 2006). These latter models connect Emotional Intelligence to related variables in a way that is consistent with the great majority of psychologists' nomological networks.

However, for the present research relationship of emotional intelligence with academic achievement and stress may be examined, because its primary focus is upon the college students which will be duly pointed out in a later section.

1.5.1 Emotional Intelligence and Academic Achievement

Because students differ in cognitive ability, with some students being better prepared for collegiate environment than others, the role of emotional intelligence in academic achievement must be better understood. Non-cognitive factors such as emotional intelligence may supplement or enhance students cognitive ability. Many people with very high IQ's [cognitive intelligence] do poorly in work and relationship because they have low EQ's. They sabotage themselves because they may have all the logical, rational and analytical "answers" but they don't have the "soft skills" to move a project forward. We cannot only rely on intelligence because intelligence can simply be
described as “a set of cognitive abilities which allow us to acquire knowledge, to learn and to solve problems,” but EI is a combination of both cognition and affect, or intelligence and emotion.

Parker, Summerfieldt, Hogan & Majeski (2004) in their study about EQ and academic success – examining the transition from high school to university, as the content for examining the relationship between EQ and Academic achievement, found that predicting academic success from emotional intelligence variables, produced divergent results depending on how the former variable were operationalized. It was found in this study that academic success was strongly associated with several dimensions of EQ.

Some authors have claimed that emotional intelligence predicts success at work, at school, and in relationships as well as or better than IQ. In a study by Barchard and Kimberly (2004), the ability of emotional intelligence to predict academic achievement was examined 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. In addition, the incremental predictive validity for academic success goes over and above cognitive and personality variables. It was observed that it could be that the overlap between many emotional intelligence measures and traditional measures of intelligence and personality limits their incremental predictive validity in this context.

Academic success was also strongly associated with several dimensions of emotional intelligence and results were discussed in the context of the importance of emotional and social competency on academic achievement, in a study by Parker, James & Creque (2005). In another study, Parker, Hogan, Easterbrooke et al (2006), examined the relationship between EI and academic retention. Participants were recruited during the first week of classes in the first year at the university and completed a measure of EI. Participants academic progress was tracked over the course of the year and students were divided
into two groups. The first group consisted of students who withdrew from the university before their second year of study; the second group consisted of a matched sample of students who remained at the university for the second year of study. 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.

Achievement encompasses students' ability and performance. It is multi-dimensional and is intricately related to human growth and cognitive, emotional and social development. Emotion is very important to the educative process because it drives attention which in turn, drives learning and memory. Our academic success may be related to the emotional status of the children. If children become unsuccessful in academic sphere, they become more and more frustrated and more maladjusted in other spheres of life. A number of studies suggest that emotional intelligence is associated with a range of positive outcomes. Emotional abilities are also likely to be important for academic achievement (Salovey and Sluyter, 1997). The ability to manage emotions may help students to handle anxiety – arousing situations such as taking tests or starting creative projects.

Elias, Arnold and Hussey (2003), argue that combining emotional intelligence with academic intelligence (IQ), is the essential key to developing, knowledgeable, and caring for healthy and successful students in troubled world. During childhood and adolescence, young people are challenged to negotiate the demands of not just social relationships, but also the academic arena.

The assumption of Salovey and Sluyter (1997) seems to be justified but has not been empirically tested to accept or reject it convincingly. Most researches have been done either to determine relationship between emotional intelligence and academic achievement or stress separately. This is the reason behind selecting the present problem for logical and empirical verification.
1.5.2 Relationship between Emotional Intelligence and Stress

The meaning of stress as in psychology, is given as – ‘a state of mental or emotional strain or suspense/difficulty that causes worry or emotional tension’.

Many people have a hard time understanding what exactly stress is. Stress is a feeling, but not really an emotion in its own right. Instead, it seems to be a common aspect of many different emotions, including frustration, anger, worry, fear, sadness and even despair. There is also clearly, a physical aspect to stress. On the other hand, events that are very nerve-wracking for one person, may not be stressful at all for others, which raises the question: Is stress the emotional by-product of an outside action or event, or is it a response that is particular to a certain type of person (or personality)? A lot of these questions remain unanswered, even though psychologists and doctors have been researching stress and its effects for nearly 200 years.

Some people seem to better handle stress than others - one of the reasons for doing so may be Resiliency. Resiliency is a quality of something - girders in a bridge, for example - that allows it to bend without breaking and then snap back to its original form. Similarly, in people, resilience is the ability to experience stress without going bent out of shape. Resilient people tend to have a more positive outlook on life, just as a matter of temperament and they often have specific relationships with other people that help them to cope with stress.

Emotional Intelligence is emerging as a valuable competence for work and for life performance. Stress has often been described as a physical, mental and emotional response to perceived threat. Stress can be healthy and valuable; it can focus people on critical needs and can motivate learning; short, intense stress is even considered healthy. On the other hand, stress can also deteriorate both physical and mental health (contributing to disease, reducing physical resiliency, increasing depression, reducing coping).
Research has shown that high EQ is moderately but significantly predictive of low stress. In other words, people with higher emotional intelligence, experience less stress. One such study by Salski & Cartwright (2003) made an important investigation into EI training and its implication for stress, health and performance.

A reasonable inference emerges that one of the primary benefits of high EQ is the increased ability to function well even under stress. The findings also suggested that in increasingly complex jobs, EQ becomes increasingly important.

In a study by Gohm, Corser & Dalsky (2005), they tried to find out the relationship between emotional intelligence and stress: they 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-emotion traits of clarity, insanity and attention) as a moderating variable. Their findings suggested that emotional intelligence was potentially helpful in reducing stress for some individuals, but unnecessary or irrelevant for others.

Stress prevents us from being aware of and controlling our emotions, getting along with others, adapting to changes and maintaining a positive mood and certainly our emotional intelligence is going to suffer. According to Dr. Stein, President and CEO of Multi-Health Systems, Inc, “Unlike IQ, a person’s EI is not set in stone. If individuals monitor and interpret their emotions and the emotions of others, then apply that knowledge to better succeed in dealing with the world around them, they have a better chance of experiencing work-place success.”

A study conducted in 2002 by Slaski and Cartwright, demonstrates that managers who have higher levels of emotional intelligence reported less subjective stress and demonstrated better management performance. It also suggested that EI may play an important role in mitigating the impact of stress.
According to Dr. Stein, EI might be a means of reducing stress, thus helping to fuel workplace success.

We can thus conclude that -

(1) Emotional Intelligence predicts high performance.
(2) Stress reduces performance.
(3) Emotional Intelligence mitigates the effect of stress.

1.6 PROBLEM OF THE PRESENT RESEARCH

Most of the studies in stress, correlating with emotional intelligence have been conducted from the management perspective taking the stress at workplace as the dependent variable. Academic stress as experienced by the adolescent students simultaneously in relation to emotional intelligence and academic achievement among the college students has been grossly ignored.

The problem selected for this study aims to examine the relation between emotional intelligence on the one hand and academic stress and academic achievement on the other. The primary assumptions are given below in a simple diagram.

FIGURE 1.1: SCHEMATIC DIAGRAM OF THE ASSUMED RELATIONSHIP OF VARIABLES
The diagram shows that -

(a) High emotional intelligence leads to low academic stress and reverse in the case of low EI.
(b) Low stress leads to high academic achievement and reverse in the case of high stress.
(c) Academic achievement and stress have two way relationship as stress affects academic achievement and academic achievement may cause stress.

The hypothetical relationship of the three variables, Emotional Intelligence, Academic stress and Academic achievement as depicted in the diagram logically implies that if there is any other factor that has a probable effect on EI, stress and achievement, the pattern of relationship among the three should also vary due to such factor(s). Two such factors may be mentioned in this connection, one is the course of study and the other gender. Curricular pressure is different in different course of study like arts, commerce etc. as also the academic achievement of the students at the entry level. Again, gender is popularly belived to be a determining factor both in the case of EI and stress.

1.7 OBJECTIVES

With the above mentioned assumptions and taking into consideration all these factors, the objectives of the present study may be stated as follows

(a) To study whether course of study (Commerce and Arts), causes differences in Emotional Intelligence.
(b) To study whether gender groups differ in the level of emotional intelligence.
(c) To study the extent of academic achievement that can be predicted by Emotional Intelligence and Stress.
(d) To study the mutual predictability of Emotional Intelligence and Stress scores.