

# Emotional Intelligence on Workplace

Jemima Rupavathy Abraham<sup>1\*</sup> Dr. Rameshchandra Mehta<sup>2</sup>

<sup>1</sup> Research Scholar of Azteca University, Mexico

<sup>2</sup> Research Guide

**Abstract – Emotional intelligence (EI) refers to the capability to perceive management and assess emotions. Several scientists propose that emotional intelligence could be mastered as well as strengthened, while others state it's an inherent characteristic. Emotional Intelligence is actually the subset of interpersonal intelligence which entails the capability in order to monitor one's own and others' emotions and thoughts, to discriminate among them and then to make use of this particular info to guide one's actions and thinking. Emotional intelligence is all about understanding the emotions of yours and also the emotions of those around you. It's about realizing yourself and the feelings of yours as healthy you're competent to handle them properly at any moment at any situation. This could include things like operating good under stress and dealing with the relationships you produce with employees, employers, and coworkers in a private, but professional fashion.**

-----X-----

## 1. INTRODUCTION

Emotional Intelligence (EI) contributes meritoriously with anxiety, executes well under stress and amends to organizational modification. Being a result, these modifications might influence on standard theories of social and human psychology, raising demands for techniques that could facilitate coping of people inside changing societal boundaries. The rules of labour are changing progressively. The worsening complexities both in business also as for human behaviour have produced the demand for not only individuals with high Intelligent Quotient (IQ) through individuals with good Emotional Quotient (EQ) too. The vital idea of EQ is our every activity is systematically controlled by feelings. To be able to achieve success, one calls for good attention, management, and management of one's own feelings and those of others. If IQ begins from head EQ begins from the heart. Emotional signifies Intense feeling towards an individual as well as Intelligence requires Problem-solving layout (Ability). Emotional Intelligence is the capability to select the proper perception that's right for the provided option and also the ability to communicate these sensing efficiently. It's the emotional competency that has cognizance of the very own emotions of ours, the capability to determine as well as empathize with other's feelings.

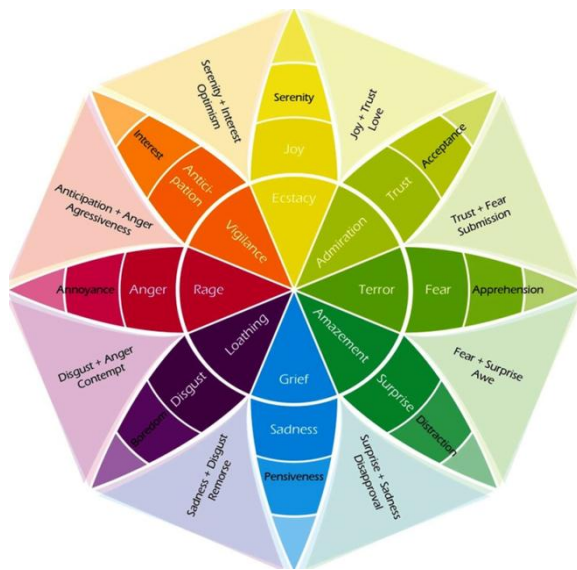
In an era of shifting paradigms, one ought to be in a position to create the human resources of it is as a supply of competitive advantage. To create as well as improve workforce abilities as well as to

effectively fight in the 21st Century, groups have to embark on later focused human resources methods. It might be argued that the single competencies of the workforce at any sort of business will establish the general success of its. The accomplishment of an individual depends on numerous personal elements. Among the key elements for the results of a person is actually Emotional Intelligence (EI). It's the capability to control emotions intelligently. Emotional intelligence is actually a set of acquired abilities as well as competencies that predict good results at home with one's family, for a place that is public, as well as at the office. Those who possess these are healthier, less depressed, much more effective at your workplace, as well as have greater relationships.

## THE EMOTIONAL MAP

At the core of the emotional map are the eight emotions that are considered the primary emotions. Emotions that are the complete opposite of each other are located across from each other in the circle. The model indicates how emotions can combine with one another to form more complex emotions that are next to each other

## Plutchik's Wheel of Emotions



## Disgust

When people are disgusted, they often wrinkle their noses as if smelling something bad. As a result, horizontal wrinkles may appear at the top of the nose between the eyes, and the upper lip may be raised.

What do emotions tell us?

Emotion	What it tells us
Sadness	Lost something of value
Anger	Way is blocked or get out of my way
Fear	Possible threat-be prepared
Happiness	Gained something of value, the way is safe.
Surprise	Something unexpected happened
Contempt	Not worthy of care, hardening of feelings
Disgust	Rules are violated

Emotional expressions don't tell us the cause. You have to take into account the situation in which the emotion was expressed and how your own emotions affect the situation. Emotions in themselves are neither positive nor negative. It is what we do with that creates the outcome.

## JOHARI WINDOW

The Johari window model is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group. It was devised by American psychologists Joseph Luft and Harry Ingham in 1955, while researching group dynamics at the university of California Los Angeles.

	Known to others	
Known to self	<b>1.OPEN</b> What we know about ourselves, and know that others know about us	<b>2.UNSEEN</b> What is apparent to others, but not obvious, or admitted, to ourselves
	<b>3.HIDDEN</b> What we know about ourselves, but do not choose to reveal to others	<b>4.UNKNOWN</b> What is not apparent to others, and is not recognised by ourselves.

## 1.1 EMOTIONAL INTELLIGENCE

The work environment is changing resulting in increasing complexities both in business as well as in human behaviour. These changes become challenges for the individuals as well as the organizations to compete and adapt themselves with the same which has created the need for people with high emotional intelligence level. It seems that in the recent years, researchers and experts are becoming more interested in the issue of emotional intelligence. Emotional intelligence was established by Salovey and Mayer in 1990's. From then, the popularity of the notion within industrial and organizational psychology, as an integral psychological factor which determines the success of an occupation is increasing. The notion has been defined as "being a component and a part of social intelligence which is about being able to monitoring one's own along with the other's feelings and emotions, and having the ability to discriminate them and make use of all the information they find in guiding their thinking and actions" by Salovey & Mayer (1990). This scientific definition of emotional intelligence is probably one that has been widely accepted.

A more proactive dimension of EI relates to the management of one's own and other people's moods and emotions. Research has found that high EI individuals strive to maintain positive moods and alleviate negative moods. EI captures individual differences in the extent to which one is able to successfully manage moods and emotions in these ways. Management of one's own moods and emotions also relies on knowledge and consideration of the determinants, appropriateness and malleability of moods and emotions. This regulation entails a reflective process, which has been referred to as the meta-regulation of mood. Emotions normally are associated with specific events or occurrences and are intense enough to disrupt thought processes. Emotions and emotion management is a prominent feature of organizational life. It is

crucial to create a publicly observable and desirable emotional display as a part of a job role.

During the last ten years, Emotional Intelligence (EI) has drawn considerable interest from academics as well as HR practitioners around the world. The development of emotional intelligence abilities is actually essential since it's a region that is frequently ignored when abilities development plans are intended. Excellent information about ability and other emotions to control them can assist an individual to increase satisfaction and success in the job of his. Although Intelligence Quotient (IQ) is actually a crucial element that could figure out the accomplishment of an individual, research shows this over a degree it's emotional quotient that matters much more than IQ; if this is available into a work environment. Emotional intelligence is actually a set competency, which directs as well as controls one's feelings towards performance and job. The set of competencies is actually the capability of the person to manage as well as control his or maybe her impulses and moods, which add to the best of situational results. The interpersonal and also the intrapersonal behaviour of the workers which play an important role in the performance of theirs of service could, therefore, be discussed in phrases of their different amounts of emotional intelligence.

## **1.2 WORKPLACE BEHAVIOUR**

Following the lead of positive psychology, that is, "what is good about life is as genuine as what is bad and therefore deserves equal attention" is the recently emerging field of positive workplace behaviour. Just as positive psychology does not claim to have discovered the importance of positivity to people, Positive workplace behaviour also recognizes that over the years there have been many positive constructs in organizational research such as positive affectivity (PA), positive reinforcement, procedural justice, job satisfaction and commitment, pro social and organizational citizenship behaviours, core self-evaluations, and many others. Instead, positive psychology, and now its application to the workplace of the same, simply attempts to give a renewed emphasis (not a revolution or paradigm shift) to the importance of a positive approach. Aggressive behaviours between co-workers have individual and organizational consequences such as low productivity and high levels of stress. Employees with less grasp over their own emotions or understanding of others may find it very difficult to handle situations, which may affect their performance over time. By the same logic, understanding one's own moods and impulses and those of others in any situation helps one to respond and behave in accordance with the expectations. This personal and the social competence of employees, which also form part of their role behaviour, can be understood in terms of varying levels of emotional intelligence. The organizations in which people work affect their

thoughts, feelings, and actions in the workplace and away from it. Likewise, people's thoughts, feelings, and actions affect the organizations in which they work. Workplace behaviour is an area of inquiry concerned with both sorts of influence: work organizations on people and people on work organizations.

## **1.3 EFFECT OF EMOTIONAL INTELLIGENCE ON JOB PERFORMANCE**

Performance refers to the results or impact of activities of an individual over a given period of time. Managing employee's performance is necessary for achieving goals that an organization has for itself. Assessing an employee's competency and measuring his productivity is essential in the overall plan of the organization. Employees' performance is directly related to organizational productivity and its success. Better performance of each employee creates mammoth outcomes which mainly include congruence among employees, quality production and commitment at work place. For attaining exceptional performance emotional competence which is a "learned capability based on emotional intelligence" is equally important. This shows that apart from having technical skills and abilities employees need to have strong interpersonal and intrapersonal proficiencies to become a star performer. Emotions are short-lived spirits that are formed specifically from a known occurrence. These emotions can either positive or negative. Both these sorts of emotions are contagious in the work place, will have an effect on the behaviour of employees and this in turn will affect the total organizational ethos.

### **1.3.1 Positive Effects**

Positive emotions can proliferation employee impetus and job performance in the workplace are those which help in achievements of organizational goals. Healthy employees are the assets of organization as there will be condensed malingering due to sickness and as a result condensed on spending on medical benefits. Employees who have positive emotions have better cognitive abilities and tend to execute better in the workplace

### **1.3.2 Negative Effects**

Negative emotions, such as fear, anger, stress, hostility, sadness, and guilt, however increase the predictability of workplace deviance that are not documented can become toxic in an organization. These unchecked emotions can lead the organization into serious trouble such as absenteeism, low productivity, high employee turnover, lack of impetus, and increase in conflicts affecting the normal work-flow of the organization.

## 1.4 SIGNIFICANCE OF EMOTIONAL INTELLIGENCE ON WORKPLACE

The utility of emotional intelligence has been found manifold insightful into personal productivity, work / life-balance, team performance, career-success, stress management, motivation, talent retention, leadership, conflict resolution, customer satisfaction and so on. Further development of EI skills/ability can benefit a wide range of employees within an organization, namely bank professionals, business executives, team leaders, sales professionals, technical professionals, customer service representatives, etc.

As the ability to get things done through people is the vital task of the managers, emotional quotient is an important factor. If managers do not balance their intelligence quotient skills with emotional intelligence like understanding and empathy, employees might feel insecure and unappreciated. At times they can even feel underestimated, criticized and disrespected. These negative feelings can result in seething dissatisfaction leading to absenteeism, passivity, lack of productivity and attrition. As an employee with desired potential is scarce these days, only those who are adept in retaining employees can excel in their jobs and competitive environment.

The importance of Emotional Intelligence (EI) becomes eminent when we consider the business which mainly depends upon knowledge workers, like IT/ITES workers. Since EI is important for recognizing one's own feelings and those of others, for self-motivation and for managing emotions in ourselves and in our relationships. Usually IT/ITES employees spend more time with their computers which results in a decreased interpersonal communication. Such communication gaps result into de-motivated human resources exhausting all their efforts in an un-optimized way just to meet the unrealistic goals. Issues like lack of motivation, inability to work along with others, lack of trust, increased dysfunctional conflict, Turnover, decreased loyalty are a result of the prevailing low EI culture at workplace. It calls upon the employees to increase their emotional self-awareness, emotional expression, creativity, increase tolerance, increase trust and integrity, improve relations within and across the organization and thereby increase the performance of each employee and the organization as a whole. At a microcosmic level, EI will produce an employee who will know his capabilities, his job, has an outlook in the future, and is confident of a well thought action. This will be more valuable than the action of an employee with high IQ and good knowledge, but low EI and this is where, emotional intelligence plays a significant role in the organization and becomes an important criterion of evaluation for judgment of an 'effective' employee.

At a macrocosmic level, EI increases productivity and trust within and across the organization.

## 1.5 EMOTIONAL INTELLIGENCE AND WORK ATTITUDES:

### 1.5.1 Emotional Intelligence and Job Satisfaction:

Job satisfaction and dissatisfaction as "complex emotional reactions to the job". Conceptualizing job satisfaction as "feeling or affective responses to facets of the situation" suggests that job satisfaction is positively associated with the construct of emotional intelligence. In addition, job satisfaction is often considered as a proxy for an employee's well being at work. Intelligent Individuals with high emotional intelligence, through the above described set of three conceptually related mental processes, experience continuous positive moods and feelings that generate higher levels of satisfaction and well-being compared to individuals who experience such feelings and moods as disappointment, depression and anger, because they can reach a higher level of general satisfaction and fulfilment.

### 1.5.2 Emotional intelligence and work commitment:

Emotionally intelligent individuals are "optimistic", a trait that enables them to focus on the resolution, rather than the reasoning (who is at fault). The work in any given organization imposes difficulties that may result in feelings of frustration. Emotionally intelligent individuals would know not to hold the organization responsible for every feeling of frustration, as they are adept at placing themselves in positive affective states, and are able to experience negative affective states that have insignificant destructive consequences. This is especially true for senior managers who have to reconcile the feelings of frustration of conflicting interest groups within and outside the organization. This can be done effectively only when they are able to place themselves in a positive state of dysfunctional emotions and use them in adaptive ways to alleviate feelings of frustration.

### 1.5.3 Emotional intelligence and job involvement:

Job involvement is "a belief descriptive of the present job and tends to be a function of how much the job can satisfy one's present needs". As indicated above, employees do not get involved in the job only for self-rational interest fulfilment; they also get involved in the job because they let their emotions play a role. Becoming highly involved in the job is often sometimes a response to emotional rather than rational need. Work the



quotes of a cook discussing the centrality of being emotionally involved in the job. People are social creatures who, through job involvement, fill the need for emotional experience. Managerial work is often complex and challenging and senior managers with a high emotional intelligence often get extremely involved in challenging experiences and complex situations that may not occur elsewhere.

## 1.6 COMPONENTS OF EMOTIONAL INTELLIGENCE

There are 5 dominant components of Emotional Intelligence

**Self-Awareness:** Self-awareness is the foundation of personal growth and success. Daniel Goleman calls it the 'keystone' of emotional intelligence. It implies that you see how you feel and can precisely evaluate your own emotional state. There are three segments to this quadrant: self-awareness, accurate self - assessment, and self-confidence. Self - assessment incorporates understanding your own qualities and weaknesses. It is likewise about being willing to investigate them both, either by pondering them yourself or by examining them with others. Self-confidence is the capacity to ground oneself with the goal that you are secure and self - assured in whatever circumstance you might get yourself.

**Self-Confidence:** Self-Confidence is a vital part of the Behavioural EQ Model. It refers to the emotions connected with self-worth and individual competence. It is a marker of the confidence a man feels in his insight and capacities, and his capacity to pass on this confidence to others. Individuals with high self-confidence are seen by others as self-guaranteed and responsible. They can venture out of their usual ranges of familiarity and overcome new difficulties.

**Self-Control:** Self-control refers to how we control or successfully deal with the practices our emotions trigger. Individuals with compelling passionate self-control figure out how to stay made and balanced even in distressing circumstances. For business pioneers, this is a basically vital competency to develop; following a group normally mirrors the ability of its pioneer.

**Empathy:** Empathy is the "capacity" to share and understand another's "state of mind" or emotion. It is often characterized as the ability to "put oneself into another's shoes", or in some way experience the outlook or emotions of another being within oneself. Empathy is the ability to feel what the other person is feeling. It is to experience their emotions. It is the ability to put you in the other person's shoes in a big and meaningful way. Emotional intelligence is the ability to manage your own emotions, as well as the emotions of others.

This is a skill that all great communicators possess.

**Social Competency:** Social competence (social awareness and relationship management) transports personal aptitude to an interactive and social realm. It is the powerful ability to understand other people's moods, behaviours and motives so that you can improve the quality and connection of your relationships. Because social competency is the key to building healthy workplace relationships, it will dive deeper into the social competence components of the emotional intelligence skills its.

## Analysis

Analysis was drawn by comparing work life balance among women employees with their emotional intelligence. The questionnaire was a self-constructed one which covers all the five components of emotional intelligence. The limitation of this study is that the actual Goleman's model consists of 37 questions, but where as in this study the questions are confined to 10 questions which were measured on 5 point Likert scale covering all the five components taking the diversity of the study into consideration. Emotional intelligence of women employee was calculated based on how they initiate and move ahead on tasks that need to be done, if they are expressing their views honestly and thoughtfully without being pushy, how they open up with people and how good are they at managing their moods at work. It also depends on whether they have a number of people they can turn to and ask for help when they need, how focused are they when other person speaks with them, whether they can easily meet and initiate conversations with new people when they have to and if they are facing any trouble while making presentations in front of groups.

## 2. LITERATURE REVIEW

**Nadaf & Siddiqui (2017)** The appraisal comprises many capabilities connected to the task like salary, working conditions, boss and co-workers, career outlook as well as, obviously, the intrinsic facets of the task itself (Arnold, Robertson and Cooper 1998). The above mentioned things influencing work satisfaction are sociological, economical, and physical in nature. Not many scientific studies had given attention to the efforts of psychological elements to work satisfaction among secondary school teachers. Thus, the main emphasis of this particular paper was to figure out the efforts of self-efficacy, occupational stress, and emotional intelligence to work satisfaction among secondary school teachers.

**Monoshree Mahanta (2015)** in the research of her on work-life balance and emotional intelligence of the service industry discovered that there's distinction that is considerable amidst workers

having low, moderate, and high EI on numerous dimensions of work life balance. The outcomes imply that for workers with typical EI, there's poor interference of individual life with work and work with personal life, and they've received a greater general work life balance compared to workers with low EI.

**Raj and Bartwal (2014)** conducted a study on Academic pressure among school going adolescents in relation to the social intelligence of theirs. Outcomes of the study revealed that female and male pupils felt exact same quantity of academic strain. The substantial interpersonal intelligence level will have much better amount of coping with the academic strain. Cultural intelligence plays a crucial role in decreasing academic anxiety.

**Sharmila and Srividhya (2014)** it was recommended it's essential to recognize the effort procedures as well as methods which trigger the best stress and results in inefficiency. A lot of institutions have come to realize it's vital to be aware of this IQ on its own isn't a sufficient amount of for a worker to do well though the Emotional intelligence of his as well as mental quotient are just as crucial for a person to balance work as well as living tasks. Instruction personnel go quite a distance in obtaining that.

**Olatomide and Akomolafe (2013)** Teachers that are pleased with the careers of theirs ordinarily have a high level of skilled competence. They feel qualified in phrases of the knowledge of theirs understanding of subject matter as well as teaching skills, and think protected concerning classroom control. The usefulness of an educational system depends mostly on the job satisfaction of teachers used in the ca (Sleyn, 1992).

**Xiao (2013)** worked on Academic Stress, Test Anxiety, and Performance in a Chinese High School Sample: The Moderating Effects of Coping Strategies and Perceived Social Support. The results suggested that academic strain was positively associated with students' test anxiety as well as adversely associated with the academic test overall performance of theirs. Test anxiety had a bad relationship to test performance. While energetic coping wasn't discovered to moderate the relationships among academic performance, test anxiety, and academic stress, perceived parent assistance and perceived some other assistance moderated the associations in between test anxiety as well as test performance or even in between academic stress as well as test nervousness.

**Salim, Nasir, Mustafa and Arip (2012)** Comprehensive educational system is actually considered the basis of a growing nation. The

realisation of such educational system mainly is dependent on the teachers, therefore making the career of teaching more challenging and demanding. These set of circumstances makes the agenda of instructors demanding due to which the instructors encounter high amount of anxiety as well as work dissatisfaction throughout contemporary time.

**Kho Soon Jye & Dahlia Zawawi (2012)** explored the associated things related to causes of stress & coping strategies among post graduate pupils. The 3 leading energy sources of tension with pupils had been labelled as academic associated anxiety, time connected stress as well as social/ environmental related anxiety. The outcomes suggested that the main stressor with these pupils was in fact the academic related anxiety. Additionally, among the 4 coping techniques studied, it was learned that energetic issue coping was the most applied by several. By the results of the study, additionally, it proved that race had no substantial associations with the stressors and coping methods.

**Gopal Anvita (2011)** explored the connection between wellness; emotional intelligence as well as work stresses a psycho management perspective. The results suggested that organizational health is dependent on the health as well as wellbeing of the individuals doing work in it. The study even revealed that emotional intelligence, which presents wellness of a person, will help in conquering job/ occupational anxiety. The technique to boost emotional intelligence by determining the aspects of individual and groups including communication, interpersonal connection and self-awareness is able to assuage emotional stress and get individuals much more nourishing and business a lot more effective.

**Fasilizadeh, Nouri and Oreyzi (2012)** reported a good substantial connection between emotional intelligence as well as work satisfaction. Mousavi and Najafi (2012) likewise noted a major positive correlation between most dimensions and emotional intelligence of job satisfaction. Mousavi, Yarmohammadi, Tarasi and Nostrat (2012) studied the connection in between emotional intelligence as well as work pleasure of Physics Education instructors in Iran. The results showed that there was a major beneficial connection between emotional intelligence as well as work satisfaction.

**Kappagoda (2012)** examined the effect of emotional intelligence of supervisors on contextual efficiency as well as job efficiency of non-managerial staff. 2 set of questionnaires had been administered among supervisors and non-managerial staff. The outcomes of the study suggested that emotional intelligence has considerable beneficial connection with contextual

results as well as job results. The results of this particular analysis highlighted the benefits of EI leadership on the improvement of the CP and TP, which eventually leads to the organizational achievement.

**Jyothi Sree V and Jyothi P (2012)** The study concentrates on the connection in between emotional intelligence and function effectiveness as linked to work life balance of Career females. Sample consists of sixty-three career females working in Andhra Pradesh, India. The results indicate that there's a huge effect of variables impacting Role efficacy on Emotional Intelligence

### 3. CONCLUSION

Emotional intelligence competency is a factor that helps to overcome these stressful situations. Emotional intelligence leads to self-regard, regard for others, self-awareness and awareness of others. This research helps to concentrate on how far emotional intelligence competency helps to create a satisfying nursing career and maintaining a better work life balance.

Enhancing EI skills allows the sales person to have more control over them and on the situation. They can stay mentally focused on the key issues and not 'give-away-the-store' research shows that the more optimistic a sales person is, the higher their volume and sales dollars. Optimism leads to persistence which leads to more sales. Being able to empathize with the customer allows for faster, more effective problem-solving and better communication. The study will provide the sales force and customer service representatives an opportunity to understand them better and modify their behaviour in the light of emotional intelligence.

### BIBLIOGRAPHY

- [1] Adeyemo, D.A. (2007). Moderating Influence of Emotional Intelligence on the Link Between Academic Self-efficacy and Achievement of University Students. *Psychology Developing Societies*, 19(2): pp. 199-213.
- [2] Afolabi, A.O. Ogunmwonyi, E. and Okediji, A.A. (2009). Influence of Emotional Intelligence and Need for Achievement on Interpersonal Relations and Academic Achievement of Undergraduates. *Educational Research Quarterly*, 33(2): pp. 15-29.
- [3] Aik-kwang and Ng Karen Kar-lin Hor (2005). Teaching Attitudes, Emotional Intelligence and Creativity of School Teachers in Singapore. *Educational Research Journal*, 20(2): pp. 207-220.
- [4] Akgun, Serap and Ciarrochi, Joseph (2003). Learned Resourcefulness Moderates The Relationship Between Academic Stress and Academic Performance. *Educational Psychology*, 23: pp. 289-294.
- [5] Anice James and Marice, P. (2004). Academic Stress and Achievement in Science as Related to Scientific Aptitude and Scientific Attitude among XI Standard Students in Tamil Nadu. *Journal of Educational Research and Extension*, 41(2): pp. 13-16.
- [6] Bartwal, R.S. and Raj, A. (2014). Academic Stress among School Going Adolescents in Relation to their Social Intelligence. *Indian Streams Research Journal*. 4(2): pp. 1-6.
- [7] Bass, Bernard, M. and Drenth, Peter, J.D.C. (1987). *Advances in Organisational Psychology*. New Delhi: Sage publications.
- [8] Bisht A.R. (1980). "A Study on Stress in Relation to School Climate and Academic Achievement" Ph.D (Edu.) 3rd survey of research in education (1978-1983) M.B. Buch (ed) New Delhi; p. 337.
- [9] Chauhan, S.S. (2008). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House Private Ltd.
- [10] Eric J.L., Stewart E. and Enedima G. (2002). Acculturation, Social Support and Academic achievement of Mexican and Mexican American High School Students: An Exploratory Study. *Psychology in the Schools*, 39(2): pp. 245-257.
- [11] Govaerts, S. and Gregoire, J. (2005). Stressful Academic Situations: Study on Appraisal Variables in Adolescence. *European Review of Applied Psychology/Revue Europeenne de Psychologie Appliquee*, 54(4): pp. 261-271.
- [12] Haskett, R.A. (2003). Emotional Intelligence and Teaching Success in Higher Education. Doctoral Dissertation, Indiana University, USA. Cited in Dissertation Abstract International-A 64(06): 1995.
- [13] Joshith, V.P. and Jayaprakash, R.K. (2010). Stress as a Correlate of Teaching Performance of B.Ed Teacher Trainees in University Practical Exams. *Journal of Quest in Education*, 34(2).

- [14] Kaur, M. (2014). Academic Stress in Relation to Emotional Intelligence among College Students. Master's Dissertation. Guru Nanak Dev University, Amritsar.
- [15] Leung, G.S.M., Yeung, K.C. and Wong, D.F.K. (2009). Academic Stressors and Anxiety in Children: The Role of Parental Supports. *J Child Fam Stud.*, 19: pp. 90-100.
- [16] Lizy (2001). Effect of Group Counselling among Adolescents in Enhancing their Emotional Competence.
- [17] MacCann, Carolyn and Fogarty, Gerard J. and Zeidner, Moshe and Roberts and Richard, D. (2011). Coping Mediates the Relationship between Emotional Intelligence (EI) and Academic Achievement. *Contemporary Educational Psychology*, 36(1): pp. 60-70.
- [18] Mangal, S.K. (2005). *Advanced Educational Psychology*. New Delhi: Prentice Hall of India Private Ltd. Maureen Simunek et. al. 2002. Characteristic Emotional Intelligence and Emotional Well-being. *Cognition and Emotion Journal*, 16.
- [19] Michle, F., Glahan, M. and Bray, D. (2001). An Evaluation of Factors Influencing the Academic Self-concept, Self-esteem and Academic Stress for Direct and Re-entry Students in Higher Education. (Roehampton Inst. London, Social of Psychology London England) *Educational Psychology*, 21(4): pp. 455-472.
- [20] Mishra, R. and Ranjan P. (2008). Emotional Intelligence as Related to Self-esteem of Adolescents. *Indian Journal of Human Relation*, 34: pp. 13-17.

---

### Corresponding Author

**Jemima Rupavathy Abraham\***

Research Scholar of Azteca University, Mexico