REVIEW OF RESEARCH

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND STRESS OF STUDENT TEACHERS

Dr. Suresh K. J.

Associate Professor, N.S.S. Training College, Changanacherry, Kerala

ISSN: 2249-894X
IMPACT FACTOR : 5.7631(UIF)
UGC APPROVED JOURNAL NO. 48514
VOLUME - 8 | ISSUE - 8 | MAY - 2019

ABSTRACT:

Emotional Intelligence is relatively the most important predictor of Stress. The present study tries to find out the relationship between Emotional Intelligence and Stress of student teachers at secondary level (B.Ed) in the pre teaching practice period. Emotional Intelligence was found to have significant substantial relationship with Stress of student teachers. Since the correlation obtained is negative, increase in Emotional Intelligence will affect a corresponding significant substantial decrease in the Stress of student teachers. Female student teachers were found to have better correlation and shared variance between Emotional Intelligence and Stress.

KEYWORDS: Emotional Intelligence, Stress, Student teachers, Secondary level, Pre teaching practice period

INTRODUCTION

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer and Salovey, 1997). Goleman,(1998) defined 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 our relationships. He viewed the construct in a very different way, as competencies-based and presented a model with twenty-five competencies. Also, he suggested five domains for Emotional Intelligence namely Self Awareness, Self Regulation, Motivating Oneself, Empathy, Handling Relationships or Social Skills which comprises the above said 25 competencies.

Stress is a multi-faceted process that occurs as a result of an individual's reaction to events or situations in the environment termed as stressors. It constitutes a wide range of physical and psychological reactions. Once, psychologists were of the opinion that to certain extent, Stress improves the performance which is termed as Eustress and beyond that extent it becomes distracting and brings down the performance which is termed as distress. But some studies (Motowidlo, Packard & Manning, 1986., Steers, 1984) suggested that even low or moderate levels of stress can be distracting, interfere with task performance and prolonged exposure to even mild levels of stress can be harmful to health.

Teaching is considered to be a very stressful profession (Clarke and O'Connor, 1990; Gold and Roth, 1993). When experienced regular teachers themselves find teaching a stressful profession, student teachers may find their school practice teaching experience even more stressful as they have to play dual roles of a teacher as well as that of a student.

Research studies reveal number of evidences for reckoning teaching practice as the most stressful period of the teacher education course. Student teachers consider practice teaching the most stressful period of the teacher education programme (Elkerton, 1984; MacDonald, 1993; Campbell-Evans & Maloney, 1997; and Morton et.al 1997). Females experienced more Stress than males during teaching practice period (D'Rozario & Wong ;1996 and Morton et al. 1997). Long and Gessaroli (1990) reported that males experienced more stress than females and unmarried subjects felt more role stress than married subjects. Chaplin (2008) reported that experiencing high levels of stress, caused by high workload, and feeling unsupported during the practicum, may well lead trainees becoming demotivated, suffering ill health, decide not to teach, or leaving teaching prematurely.

Pre teaching practice period is found to be an equally stressful period for student teachers as they have to attend the regular classes in the college and prepare for the coming teaching practice along with. Student teachers have to prepare a lot of lesson plans, charts, models and other teaching aids as a part of their preparation for teaching practice during this period. Hence an overload of work in limited time for preparation creates stress among student teachers during pre teaching practice period.

NEED AND SIGNIFICANCE OF THE STUDY

People with more Emotional Intelligence are usually found to have more ability to cope with Stress (George, 2000). Emotional Quotient (EQ) training programme was found to improve and assure success in teaching and learning activity (Tucker, Sojka, Barone and Mc Carthy, 2000). Emotional intelligence has an essential role in perceiving occupational stress (Oginska et al., 2005) can predict stress responses (Matthews et.al., 2006). Also, Emotional intelligence is found to minimize negative stress consequences (Montes-Berges et.al., 2007). Low emotional intelligence is associated with high Stress and Emotional Intelligence is relatively the most important predictor of perceived stress (Naidoo and Pau, 2008). Hence a study on the relationship between Emotional Intelligence and Stress of student teachers will be helpful in planning and designing the teacher education curriculum in such a way that the student teachers get necessary training in managing Stress successfully.

OBJECTIVES OF THE STUDY

1. To find out the relationship between Emotional Intelligence and Stress of student teachers.
2. To find out the relationship between Emotional Intelligence and Stress based on the gender of student teachers.
3. To find out the relationship between Emotional Intelligence and Stress of student teachers based on the type of management of the institutions viz. government, aided, unaided, and university colleges of teacher education(UCTEs).
4. To find out the relationship between Emotional Intelligence and Stress based on locale of student teachers.

HYPOTHESES OF THE STUDY

1. There is significant relationship between Emotional Intelligence and Stress of student teachers.
2. There is significant relationship between Emotional Intelligence and Stress based on gender of student teachers.
3. There is significant relationship between Emotional Intelligence and Stress of student teachers based on the type of management of the institutions viz. government, aided, unaided, and university colleges of teacher education(UCTEs).
4. There is significant relationship between Emotional Intelligence and Stress based on locale of student teachers.

METHODOLOGY

The present study tries to find out the relationship of Stress with Emotional Intelligence of student teachers of Kerala at the secondary level (B.Ed). Normative survey method was adopted for the study on a sample of 795 student teachers of B.Ed from various teacher training institutions in Kerala

using stratified random sampling technique based on gender, locale and type of management of the teacher education institution viz. Government colleges of teacher education, aided colleges of teacher education, unaided colleges of teacher education and University Colleges of Teacher Education (UCTEs).

RESULTS AND DISCUSSION

1. Relationship between Emotional Intelligence and Stress of Student Teachers for the Total Sample

To find out the extent of relationship between Emotional Intelligence and Stress of student teachers, the scores of Emotional Intelligence (obtained for the Emotional Intelligence Test prepared by the investigator) and the scores of Stress (obtained for the Stress Inventory prepared by the investigator) of the total sample of student teachers were subjected to Pearson's Product - Moment Correlation analysis. The details are presented in Table 1.

Hypothesis (H_0)

There exists no significant relationship between Emotional Intelligence and Stress of student teachers of Kerala.

Table 1
Data and Results of the Relationship between Emotional Intelligence and Stress of Student Teachers for the Total Sample

Variables	r value	't'	S.Er	Confidence Interval		Shared Variance	Interpretation
				Lower	Upper		
Emotional Intelligence	-0.47	15.07*	0.027	-0.4008	0.5431	22.27	Substantial Relationship
Stress							

** Significant at 0.01 level*

The co-efficient of correlation between Emotional Intelligence and Stress for the whole sample is -0.47 which is higher than the value set for significance at 0.01 level. The 't' value obtained (15.07) is greater than the table value (2.58) at 0.01 level of significance with 793 degrees of freedom and the obtained correlation is significant at 0.01 level which lies in between the confidence interval -0.4008 and 0.5431. Hence the hypothesis is rejected.

The result shows a substantial relationship (Garret 2005, p;176) between Emotional Intelligence and Stress of student teachers which means that there is a considerable dependence between the variables. Lower Emotional Intelligence of a student teacher will have an increase in Stress and vice versa. Since the obtained 'r' is negative, increase in Emotional Intelligence will effect a corresponding decrease in the Stress of student teachers. The obtained 'r' has a shared variance 22.27%. This suggests that about twenty two percentage of shared variation can be attributed between the two variables.

2. Relationship between Emotional Intelligence and Stress of Male Student Teachers

Relationship between Emotional Intelligence and Stress of male student teachers was found out by analysing the corresponding scores of Emotional Intelligence and Stress using Pearson's Product - Moment Correlation analysis. Details of analysis are presented in Table 2.

Hypothesis (H_0)

There exists no significant relationship between Emotional Intelligence and Stress of male student teachers.

Table 2
Data and Results of the Relationship between Emotional Intelligence and Stress of Male Student Teachers

Variables	r value	Sample Size	't'	S.Er	Confidence Interval	Shared Variance	Interpretation
Emotional Intelligence Stress	-0.42	123	5.06*	0.074	(-0.2280, 0.6139)	17.72	Substan-tial Relation-ship

**Significant at 0.01 level*

The co-efficient of correlation between Emotional Intelligence and Stress for male student teachers was found to be -0.42. This value is higher than the value set for the significance at 0.01 level. The 't' value (5.06) obtained is greater than the table value 2.58 at 0.01 level of significance with 121 degrees of freedom. The obtained correlation is significant at 0.01 level which lies in between the confidence interval -0.2280 and 0.6139. Hence the hypothesis is rejected.

The result shows a substantial relationship between Emotional Intelligence and Stress of student teachers. Lower Emotional Intelligence will affect an increase in Stress and vice versa for male student teachers. Since the obtained 'r' is negative, increase in Emotional Intelligence will effect a corresponding decrease in the Stress of male student teachers. The obtained 'r' has a shared variance 17.72%. This suggests that about eighteen percent of shared variation can be attributed between the two variables.

3. Relationship between Emotional Intelligence and Stress of Female Student Teachers

Extent of relationship between Emotional Intelligence and Stress of female student teachers was found out by analysing the corresponding scores of Emotional Intelligence and Stress using Pearson's Product - Moment Correlation analysis. The details of analysis are presented in Table 3.

Hypothesis (H_0)

There exists no significant relationship between Emotional Intelligence and Stress of female student teachers.

Table 3
Data and Results of the Relationship between Emotional Intelligence and Stress of Female Student Teachers

Variables	r value	Sample Size	t	S.Er	Confidence Interval	Shared variance	Interpret-ation
Emotional Intelligence Stress	-0.48	672	14.16*	0.029	(-0.4034, 0.5565)	23.04	Substan-tial Relation-ship

**Significant at 0.01 level*

On analysis, the co-efficient of correlation between Emotional Intelligence and Stress for female student teachers is -0.48. This value is higher than the value set for the significance at 0.01 level. The obtained 't' value 14.16 is greater than the table value 2.58 at 0.01 level of significance with 670 degrees of freedom. The obtained correlation is significant at 0 .01 level which lies in between the confidence interval -0.4034 and 0.5565. Hence the hypothesis is rejected.

Hence, a substantial relationship between Emotional Intelligence and Stress is shown in the case of female student teachers. Since the obtained 'r' is negative, increase in Emotional Intelligence will affect a corresponding decrease in the Stress of female student teachers. The obtained 'r' has a shared variance 23.04%. This suggests that twenty three percentage of shared variation can be attributed between the two variables.

4. Relationship between Emotional Intelligence and Stress of Student Teachers of Government Colleges

The extent of relationship between Emotional Intelligence and Stress of student teachers of Government colleges was found out by analysing the corresponding scores obtained for Emotional Intelligence and Stress using Pearson's Product - Moment Correlation analysis. The details of analysis are presented in Table 4.

Hypothesis (H_0)

There exists no significant relationship between Emotional Intelligence and Stress of student teachers of Government colleges.

Table 4
Data and Results of the Relationship between Emotional Intelligence and Stress of Student Teachers of Government Colleges

Variables	r Value	Number	t	S.Er	Confidence interval	Shared Variance	Interpret-ation
Emotional Intelligence Stress	-0.55	213	9.51*	0.047	(-0.4243, 0.6716)	30.03	Substan-tial Relation-ship

** Significant at 0.01 level*

The co-efficient of correlation between Emotional Intelligence and Stress student teachers of Government Colleges is -0.55 which is higher than the value set for the significance at 0.01 level. The 't' value obtained is greater than the table value (2.58) at 0.01 level of significance with 213 degrees of freedom. The obtained correlation is significant at 0 .01 level which lies in between the confidence interval -0.4243 and 0.6716. Hence the hypothesis is rejected.

The result shows a substantial relationship between Emotional Intelligence and Stress of student teachers of the Government Colleges. Since the obtained 'r' is negative, increase in Emotional Intelligence will affect the corresponding decrease in the Stress of the students teachers of Government colleges. The obtained 'r' has a shared variance 30.03%. This suggests that about thirty percentage of shared variation can be attributed between the two variables.

5. Relationship between Emotional Intelligence and Stress of Student Teachers of Aided Colleges

Extent of relationship between Emotional Intelligence and Stress of student teachers of aided colleges was found out by analysing the corresponding scores of Emotional Intelligence and Stress using Pearson's Product - Moment Correlation analysis. The details of analysis are presented in Table 5.

Hypothesis (H_0)

There exists no significant relationship between Emotional Intelligence and Stress of student teachers of aided colleges.

Table 5
Data and Results of the Relationship between Emotional Intelligence and Stress of Student Teachers of Aided Colleges

Variables	r value	Sample Size	t	S.Er	Confidence Interval	Shared Variance	Interpretation
Emotional Intelligence Stress	-0.43	229	7.19*	0.053	(-0.2921, 0.5698)	18.57	Substantial Relationship

** Significant at 0.01 level*

In the case of aided colleges, the co-efficient of correlation between Emotional Intelligence and Stress of student teachers is found to be -0.43 which is higher than the value set for significance at 0.01 level. The 't' value (7.19) obtained is greater than the table value (2.58) at 0.01 level of significance with 227 degrees of freedom. The correlation obtained is significant at 0.01 level which lies in between the confidence interval -0.2921 and 0.5698. Hence the hypothesis is rejected.

The result shows a substantial relationship between Emotional Intelligence and Stress of student teachers of aided colleges. Since the obtained 'r' is negative, increase in Emotional Intelligence will affect a corresponding decrease in the Stress of student teachers of aided colleges. The obtained 'r' has a shared variance 18.57%. This suggests that about eighteen percentage of shared variation can be attributed between the two variables.

6. Relationship between Emotional Intelligence and Stress of Student Teachers of Unaided Colleges

Relationship between Emotional Intelligence and Stress of student teachers of unaided colleges was found out by analysing the corresponding scores obtained for Emotional Intelligence and Stress using Pearson's Product - Moment Correlation analysis. The details of the analysis are presented in Table 6.

Hypothesis (H_0)

There exists no significant relationship between Emotional Intelligence and Stress of student teachers of unaided colleges.

Table 6
Data and Results of the Relationship between Emotional Intelligence and Stress of Student Teachers of Unaided Colleges

Variables	r value	Sample Size	t	S.Er	Confidence Interval	Shared Variance	Interpret-ation
Emotional Intelligence Stress	-0.51	168	7.61*	0.057	(-0.3615, 0.6564)	25.90	Substantial Relation-ship

**Significant at 0.01 level*

The co-efficient correlation between Emotional Intelligence and Stress for student teachers of unaided colleges was found to be -0.51. This is higher than the value set for the significance at 0.01

level. The 't' value (7.61) obtained is greater than the table value (2.58) at 0.01 level of significance with 168 degrees of freedom and the obtained correlation is significant at 0 .01 level which lies in between the confidence interval -0.3615 and 0.6564. Hence the hypothesis rejected.

The result shows a substantial relationship between Emotional Intelligence and Stress of student teachers of unaided colleges. Since the 'r' obtained is negative, increase in Emotional Intelligence will affect a corresponding decrease in the Stress of student teachers of unaided colleges. The obtained 'r' has a shared variance 25.90%. Hence, about twenty six percentage of shared variation can be attributed between the two variables; Emotional Intelligence and Stress.

7. Relationship between Emotional Intelligence and Stress of Student Teachers of University Colleges of Teacher Education (UCTEs)

Extent of relationship between Emotional Intelligence and Stress of student teachers of university colleges of teacher education (UCTEs) was found out by analysing the corresponding scores of Emotional Intelligence and Stress using Pearson's Product - Moment Correlation analysis. The details of the analysis are presented in Table 7.

Hypothesis (H_0)

There exists no significant relationship between Emotional Intelligence and Stress of student teachers of university colleges of teacher education (UCTEs).

Table 7
Data and Results of the Relationship between Emotional Intelligence and Stress of Student Teachers of UCTEs

Variables	r Value	Sample Size	t	S.Er	Confidence Interval	Shared Variance	Interpret-ation
Emotional Intelligence Stress	-0.36	185	5.25*	0.064	(-0.1944, 0.5255)	12.96	Low Relation-ship

**Significant at 0.01 level*

The co-efficient of correlation between Emotional Intelligence and Stress of Student Teachers of university colleges of teacher education (UCTEs) is -0.36 which is higher than the value set for the significance at 0.01 level. The 't' value (5.25) obtained is greater than the table value (2.58) at 0.01 level of significance with 183 degrees of freedom. The correlation obtained is significant at 0 .01 level which lies in between the confidence interval is -0.1944 and 0.5255. Hence the hypothesis is rejected.

The result shows a low relationship between Emotional Intelligence and Stress of student teachers of the university colleges of teacher education (UCTEs). The relationship shows that there is a slight dependence between variables. Since the obtained 'r' is negative, increase in Emotional Intelligence will affect a corresponding decrease in the Stress of student teachers of university colleges of teacher education (UCTEs). The obtained 'r' has a shared variance 12.96%. Thus about thirteen percentage of shared variation can be attributed between the two variables.

8. Relationship between Emotional Intelligence and Stress of Rural Student Teachers

Extent of relationship between Emotional Intelligence and Stress of rural student teachers was found out by analysing the corresponding scores of Emotional Intelligence and Stress using Pearson's Product - Moment Correlation analysis. Details of the analysis are presented in Table 8.

Hypothesis (H_0)

There exists no significant relationship between Emotional Intelligence and Stress of rural student teachers.

Table 8
Data and Results of the Relationship between Emotional Intelligence and Stress of Rural Student Teachers

Variables	r value	Number	t	S.Er	Confidence Interval	Shared variance	Interpretation
Emotional Intelligence Stress	-0.45	605	12.27*	0.0325	(-0.3630, 0.5309)	19.98	Substantial Relation-ship

** Significant at 0.01 level*

The co-efficient of correlation between Emotional Intelligence and Stress for rural student teachers is -0.45 which is higher than the value set for the significance at 0.01 level. The 't' value (12.27) obtained is greater than the table value (2.58) at 0.01 level of significance with 603 degrees of freedom. The correlation obtained is significant at 0 .01 level which lies in between the confidence interval -0.3630 and 0.5309. Hence the hypothesis is rejected.

The result shows substantial relationship between Emotional Intelligence and Stress of rural student teachers. In the case of rural student teachers also Emotional Intelligence will have an effect on Stress. Since the obtained 'r' is negative, increase in Emotional Intelligence will affect a corresponding decrease in the Stress of rural student teachers and vice versa. The obtained 'r' has a shared variance 19.98%. This suggests that about twenty percentage of shared variation can be attributed between the two variables in the case of rural student teachers.

9. Relationship between Emotional Intelligence and Stress of Urban Student Teachers

Extent of relationship between Emotional Intelligence and Stress of urban student teachers was found out by analysing the corresponding scores of Emotional Intelligence and Stress using Pearson's Product - Moment Correlation analysis. The details of analysis are presented in Table 9.

Hypothesis (H_0)

There exists no significant relationship between Emotional Intelligence and Stress of urban student teachers.

Table 9
Data and Results of the Relationship between Emotional Intelligence and Stress of Urban Student Teachers

Variables	r value	Sample Size	t	S.Er	Confidence Interval	Shared Variance	Interpreta-tion
Emotional Intelligence Stress	-0.55	190	8.94*	0.0511	(-0.4151, 0.6788)	29.92	Substantial Relationship

** Significant at 0.01 level*

Emotional Intelligence and Stress was found to have a co-efficient of correlation -0.55 for urban student teachers which is higher than the value set for the significance at 0.01 level. The 't' value (12.27) obtained is greater than the table value (2.58) at 0.01 level of significance with 188 degrees of freedom. The correlation obtained is significant at 0 .01 level which lies in between the confidence interval is-0.3630 and 0.5309. Hence the hypothesis is rejected.

The result shows substantial relationship between Emotional Intelligence and Stress of urban student teachers. Since the 'r' obtained is negative, increase in Emotional Intelligence will affect a corresponding decrease in the Stress of urban student teachers and vice versa. The obtained 'r' has a shared variance 29.92%. This suggests that about thirty percentage of shared variation can be attributed between the two variables in the case of urban student teachers.

CONCLUSIONS

1. Emotional Intelligence was found to have significant substantial relationship with Stress of student teachers. Since the 'r' obtained is negative, increase in Emotional Intelligence will affect a corresponding significant substantial decrease in the Stress of student teachers.
2. Significant substantial relationship was observed between Emotional Intelligence and Stress of male and female student teachers. Female student teachers were found to have more correlation and shared variance between Emotional Intelligence and Stress.
3. Significant substantial relationship was observed between Emotional Intelligence and Stress of student teachers of Government Colleges, aided colleges and unaided colleges. Student teachers of Government Colleges have more correlation and shared variance between Emotional Intelligence and Stress compared to that of student teachers of aided colleges and unaided colleges. Low relationship was observed between Emotional Intelligence and Stress of student teachers of University colleges of teacher education (UCTEs).
4. Significant substantial relationship was observed between Emotional Intelligence and Stress of rural and urban student teachers. Urban student teachers were found to have more correlation and shared variance than rural student teachers between Emotional Intelligence and Stress.

EDUCATIONAL IMPLICATIONS

1. Since a significant substantial negative relationship was observed between Emotional Intelligence and Stress; Emotional Intelligence development training to student teachers will be productive as part of the teacher education curriculum which will enable them to manage the Stress in profession as well as in life.
2. Female student teachers were found to have better correlation and shared variance between Emotional Intelligence and Stress which means high scores of Emotional Intelligence contributed more in the decrease of Stress among them. As female teachers have a large majority in the teaching community of the nation, giving Emotional Intelligence training to them will definitely benefit to the education system of the nation.
3. Irrespective of the type of management of the institution, Emotional Intelligence was found to have inverse substantial relationship with Stress except which also has near substantial relationship. So, development of emotional Intelligence is a good measure in reducing the Stress of student teachers.
4. The study revealed that urban student teachers were found to have more Stress than rural student teachers. Hence, they are more in need of training in the development of Emotional Intelligence than rural student teachers.

REFERENCES

1. Chaplain, R. (2008). Stress and psychological distress among trainee secondary teachers in England, *Educational Psychology: An International Journal of Experimental Educational Psychology, 28:2*, 195-209.
2. Clark, A. Valerie & O'Connor, R. Pauline (1990). Determinants of Teacher Stress, *Australian Journal of Education, 34-1, 41-51.*

3. D'Rozario,V., & Wong, F. (1996). A study of practicumrelated stresses in a sample of first year student teachers in Singapore. *Asia-Pacific Journal of Teacher Education and Development, 1(1), 35-39.*
4. Elkerton, C. A. (1984). An investigation of stress experienced by beginning teachers during practice teaching. *South African Journal of Education. 4, 97-102.*
5. Garret, Henry. (2005). *Statistics in Psychology and Education*. New Delhi: Paragon International Publishers.
6. George, J.M. (2000).Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53, 1027-1055.
7. Gold, Y., & Roth, R. A. (1993). *Teachers Managing Stress and Preventing Burn-Out:* The Professional Health Solution. London: Falmer Press.
8. Goleman, Daniel. (1998). *Working with emotional intelligence*. London: Bloomsbury.
9. Long, B.C. & Gessaroli, M.E.(1990). The relationship between teacher stress and perceived coping effectivenss. Abstract: *Psychological Abstracts, 77*, 6.
10. Matthews, G., Emo, A.K., Funk, G., Robert, R.D., Costa, P.T. Jr., and Sxhulze, R. (2006). Emotional intelligence, personality, and task-induced stress. *Journal of Experimental Psychology Applied; Vol. 12(2):*96-107.
11. Mayer, J.D. & Salovey, P.(1997). *Emotional development and emotional intelligence :Implication for educators*, New York.
12. Montes-Berges, B. and Augusto, J.M. (2007). Exploring the relationship between perceived emotional intelligence, coping, social support and mental health in nursing students. *Journal of psychiatric mantel health Nursing, Vol. 14(2),*163-71.
13. Morton, L. L., Vesco, R., Williams, N. H., & Awender, M. A. (1997). Student teacher anxieties related to class management, pedagogy, evaluation, and staff relations. *British Journal of Educational Psychology. 67, 69-89.*
14. Motowidlo, S. J., Packard, J. S., & Manning, M. R. (1986). Occupational stress: Its causes and consequences for job performance. *Journal of Applied Psychology, 71*, 618-629.
15. Naidoo, S., and Pau, A. (2008). Emotional intelligence and perceived stress. Vol.63(3), 148-51.
16. Oginska- Bulik, N. (2005). Emotional intelligence in the workplace: exploring its effects on occupational stress and health outcomes in human service workers. *International Journal Occupational Medicine and Environmental Health, Vol.18(2)*:167-75.
17. Tucker, M.L., Sojka, J.Z., Barone, F.J. and Mc Carthy, A.M. (2000). Training tomorrow's leaders: Enhancing the emotional intelligence of business graduates. *Journal of education for Business, 75(6),* 331-338.

Dr. Suresh K. J
Associate Professor, N.S.S. Training College, Changanacherry, Kerala.