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## ASSESSMENT OF LEVEL OF EMOTIONAL INTELLIGENCE AMONG POST GRADUATE STUDENTS OF ARTS AND SCIENCE COLLEGES FOR WOMEN

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### ABSTRACT

Achievement is not simply the success, but is honest endeavour, persistent effort to do the best possible under any circumstances. All personal achievements start in the mind of the individual. Emotional intelligence plays a vital role and acts as a driving force that influences the success, achievement and happiness of all human beings in all fields. This holds good well in the life of the students too. The success of the students in their academic and non- academic performance depends more on their level of emotional intelligence than their intelligent quotient.

Only when the students are well aware of personal competencies related to knowing and managing emotions within self and the social competencies related to others, they could develop their level of emotional intelligence skills that are essential to become aware of self, understand, empathize and negotiate with others. To substantiate the fact, an attempt is made in this paper to access the level of emotional intelligence of the students of Women Arts and Science Colleges in Tiruchirappalli Town.

**KEYWORDS:** Emotional Intelligence, Well-Being, Intelligent Quotient, Self-Control, Emotionality, Sociability, Self- Management, Self- Awareness.

### INTRODUCTION

Emotions play a vital role in everyone's life. Intelligence helps the individual person to think rationally and act according to the situational demands. It is only when a person is able to intelligently manages his/her emotions, becomes fit to succeed in this competitive and complex environment. It is the

“Emotional Intelligence” that acts as a driving force behind the factors that affect intra-personal and inter-personal interactions within self and with others and can influence his/her personal achievements.

Emotional Intelligence is the ability to identify, understand, use and manage emotions in a positive way to handle one’s own emotions and those of others. It is the ability to monitor one’s own and other’s feeling and emotions, to discriminate and use it to predict and guide one’s way of thinking and actions.

Happiness, in the life of an individual, lies in the joy of achievement and the thrill of creative efforts. Achievement is not simply the success, but is honest endeavour, persistent effort to do the best possible under any circumstances. All personal achievements start in the mind of the individuals. Emotional Intelligence plays a vital role and acts as a driving force that influences the success, achievement and happiness of all human beings in all fields. This holds well in the life of the students too. The success of the students in their academic and non-academic performance depends more on their level of emotional intelligence than their intelligent quotient.

Only when the students are well aware of personal competencies related to knowing and managing emotions within self and the social competencies related to others, they could develop their level of emotional intelligence skills that are essential to become aware of self, understand, empathize and negotiate with others. To substantiate the fact, an attempt is made in this paper to access the level of emotional intelligence of the students of Women Arts and Science Colleges in Tiruchirappalli Town.

#### **REVIEW OF LITERATURE:**

Many studies on Emotional Intelligence level of students have been conducted.

**Muzamil Jan et al (2013)** conducted a study among Girls studying in professional colleges. By using readymade scale constructed by Hyde and Pathe, inferred that majority of the students have high level of self-awareness, integrity, self-motivation and self-development. But they were not found to be more empathetical towards other.

A study on emotional intelligence by **Jayashree Vimal Ram S et al (2018)** focussed on understanding the level of emotional intelligence among college students in three cities, namely, Calicut, Kollam and Ernakulam in Kerala. The sample size was 150 college students between the age group 19-23 (88 male and 62 female) from different streams, such as, engineering, arts, science, commerce and medicine. The study, by using Emotional Quotient Test developed by Dr. Dalip Sing and Dr, N.K, Chandha, found the percentage of average EQ of the respondents as 78.12%. and also confined that 82.7% of the students have extremely high emotional intelligence.

**Neha Yadav (2019)**, in his study on emotional intelligence concluded that female students have higher degree of self-assessment and self-satisfaction, while more of male students have high social self than their counterparts.

**Shukla et al (2020)**, in their descriptive cross-sectional study on correlation of emotional intelligence and resilience among medical interns in Mumbai, observed that majority of the respondents (88.07%) were aware of emotional intelligence. The study also pinpoints the emotional intelligence score as higher among female interns, whereas resilience score as compatible across both genders.

**Dr. Himel Mondal MD et al (2020)** to evaluate the correlation between emotional intelligence (EI) and Students' Self-Assessment (SSA) capability, collected data using Trait Emotional Intelligence Questionnaire Short Form. The result concluded that, in all sessions, the students under predicted their marks. The corrected score of SSA showed a positive correlation with Well-Being, Self-Control, Emotionality, Sociability and total score of Trait Emotional Intelligence.

A study by **Norwati Daud et al (2022)** on medical students from a Public University in Terengganu, Malaysia concluded that more than half of the respondents had a high EI score (n=105. 57.5%). The overall mean (SD) score of EI was 2.85 (0.52), which was also found to be at the higher end. The social competence score was noted to be higher than the personal competency domain. It was also inferred that burnout was fairly negatively correlated with emotional intelligence.

**Alvi. T. et.al (2023)** carried out a descriptive cross-sectional study to determine, if any positive relationship exist between emotional intelligence and academic performance among medical students. 140 medical under graduate students from Majmaah University were drawn as sample based on convenient sampling method. A Self-administered questionnaire on emotional intelligence was adapted from a model by Paul Mohapel. The study result reveals the fact that the students with better academic performance also had higher mean emotional management score. A similar increasing trend was observed with emotional awareness (P=0.800) and relationship management (P=0.680). The Total EQ score also showed an increasing trend with an increase in academic score (P=0.190).

**Vajih Ashhar (2024)**, carried out a study to examine the relationship between emotional intelligence and perceived stress among college students and concluded that students with higher degree of emotional intelligence encounter lower level of stress due to their proficiency in empathy, emotional stability, relationship management, values, motivation, commitment and altruistic behaviour. It was found that such students exhibit elevated level of self-awareness, engage in self-development and demonstrate self – motivation.

### Objectives:

- 1) To ascertain the level of emotional intelligence among the students doing postgraduate degrees in Arts and Science colleges for Girls in Tiruchirappalli Town
- 2) To assess the impact of emotional intelligence on their performance in life

- 3) To provide suitable suggestions to improve the level of Emotional Intelligence

#### **METHODOLOGY:**

The main aim of this study is to assess the Emotional intelligence level among the PG students in Arts and Science colleges for girls. The target population of the study is the PG students of Women arts and science colleges in Tiruchirappalli town. For the purpose of analysis primary data were collected from 192 PG students of women arts and science colleges in Tiruchirappalli town region on convenience sampling method. Being psychological based, respondents were contacted in person and were briefed about the purpose of the study.

#### **Parameters used for analysis:**

As far as Trait model is concerned, among many, one form of general parameters used for evaluating the Emotional Intelligence levels of an individual are Well-being, Self-control, Emotionality and Sociability. In this study, the parameter used to measure the Emotional intelligence Level of PG students of Arts and Science colleges is Emotionality.

#### **Data Collection and Analysis:**

The data collection instrument (Questionnaire) used in this study to measure the level of Emotional Intelligence was the Trait Emotional Intelligence Questionnaire (TEIQUE) which was developed by K.V Petrides and Furnham (2006). Only those questions related to emotionality were formulated in such a way to provide scores on the respective field (Petrides,2001). In addition to it, Questions relating to socio-demographic profile of the respondents were also included. Descriptive statistics were used to describe the sample. To be very precise, cluster analysis was used for better assessment.

#### **Evolution of Emotional Intelligence:**

Emotional intelligence is a wider term and refers to the collection of various skills to be possessed by an individual such as self-awareness, self-control, self-determination, self-empathy, self-motivation etc. Different erudite scholars have developed various models. Emotional intelligence was the term first noticed in 1964, but was not popularised till the famous psychologist Daniel Goleman's book on "Emotional intelligence" was released in 1995. In the year 1997, Mayer and Salovey introduced an "Ability Model" of emotional intelligence consisting of four components namely, perceiving emotions, understanding emotions, using emotions and Managing emotions. In the year 2000 Goleman developed another model which is commonly referred as "Mixed Model" comprising five domains such as, Self-Awareness, Self-Regulation, Social Skills, Self-Empathy and Self-Motivation.

As an extension to the mixed model, Maliha and Rehana, after seventeen years of research, developed Bar on EQi model consisting of five major components namely, Intra Personal Component, Inter Personal Component, Stress Management, Adaptability and General Mood.

The most recent model created by Petrides in 2009 is the Traits model which outbreaks the concepts of emotional intelligence previously mentioned in Ability Model and Mixed Model and determined the emotional self-perception and emotional traits as the part of the personality of an individual.

Thus, Emotional Intelligence comprises of both Intra and Inter Personal skills. It is the ability to understand, interpret one’s own emotions as well as of other’s and responding appropriately to them. Be it at family, schools, colleges, work place, emotional intelligence plays a big role.

People always differ in exhibiting their intra personal skills (Managing one’s own emotions) and inter personal skills (Managing other’s emotions.). There are different ways of measuring the emotional level; the most two important ways are performance-based verses self-report. Self-report mode evaluates “Emotion related’ self-perceived abilities and traits, rather than cognitive abilities. Thus, there is always a difference between Trait EI (Emotional self-efficacy) and Ability emotional intelligence (Cognitive Emotional ability). While Trait EI is mostly concerned with emotion related traits and self-perceived abilities measured through self-report questionnaire, ability emotional intelligence is concerned with actual emotion related abilities measured through performance test.

Thus, Emotional Intelligence has emerged as a most important and prominent psychological construct to define and determine the basic inbuilt personality and skill of an individual. Different approaches certainly produce different results. This article is based on the construct of Trait Emotional intelligence.

Trait Emotional intelligence is defined as constellation of emotional self-perception located at the lower levels of personality hierarchies and measured through the Trait Emotional intelligence Questionnaire. The following Table portrays the domain of Trait EI and the qualities of high scorers.

**Table 1: Domain of Trait EI and the Qualities of High Scorers**

<b>Facets</b>	<b>High scores view themselves as</b>
Adaptability	Flexible and willing to adapt to new conditions
Assertiveness	Willing to stand up for their rights
Emotion expression	Capable of communicating their feelings to others
Emotion Management (Others)	Capable of influencing other people’s feelings
Emotional perception (Self and others)	Clear about their own and other people’s feelings
Emotions regulation	Capable of controlling their emotions
Impulsiveness (Low)	Reflective and less likely to give in to their urges
Relationships	Capable of maintaining fulfilling personal relationship.

Self-Esteem	Successful and self-confident
Self-Motivation	Driven and unlikely to give up in the face of adversity
Self-awareness	Accomplished networks with superior social skills
Stress management	Capable of withstanding pressure and regulating stress
Trait empathy	Capable and satisfied with their lives
Trait happiness	Cheerful and satisfied with their lives
Train optimism	Confident to “Look on the bright side “of Life

Trait Emotional Intelligence integrates the affective aspects of personality which is a broad domain that comprises of characters like values, interests, motives, traits act. Since the concept is too wider, practically it is very difficult to evaluate the level of emotional intelligence among the individuals. With the intension of simplifications all the above said 15 distinctive facets where classified, grouped and incorporated into comprehensive four major categories, namely well-being, self-control, emotionality and sociability and the same is exhibited below.

**Table 2: Comprehensive Four major Categories**

<b>Well-Being</b>	<b>Self- Control</b>	<b>Emotionality</b>	<b>Sociability</b>
Self esteem	Emotion regulation	Emotion Perception	Assertiveness
Trait Happiness	Stress management	Trait empathy	Emotion management
	Impulsiveness (Low)	Emotion expression	Social awareness
	Adaptability	Relationships	Self- esteem
	Self- Motivation		

**Well-being:** refers to the overall sense of well-being. It indicates the self-regard and self-adaptability of oneself. An individual with high score on well-being are well satisfied in life and with fulfilment. They possess higher degree of self-esteem. They enjoy fulfilment in life and prefer to be happy at all times.

**Self-control:** It indicates one’s degree of control over their own feelings, urges, and desires. Individuals with high score on self-control are able to balance their emotions and are able to manage and regulate external pressures. They never tend to display impulsive behaviours and manage stress as well.

**Emotionality:** It refers to the potential of a person to have the perception and expression of the emotions in order to establish a cordial relationship with self and others. They always are emotionally balanced; understand their own emotions and empathize other’s feelings. They are capable of perceiving and expressing their emotions in a better way as well as use them to develop and sustain their relationship with others. They possess both intra personal and inter personal relationship with

self, family, and friends. On the contrary, emotionally unstable people find it difficult to recognise and control their emotions and lack intra and inter personal relationships.

**Sociability** refers to one's ability to have social influence and social relationship. While emotionality indicates the personal relationship with family and friends, Sociability refers to the relationship with the society. Sociability emphasises on the relationship with another person as an agent in the social context. Those who are good at sociability are good listeners, can communicate clearly and confidently with others and establish better social interaction. They are the good negotiators and networkers. The low scorers of sociability appear to be very shy and reserved.

Thus, Emotional Intelligence plays an assertive role in the behavioural pattern of human being. Paying attention to emotions, understanding, managing and balancing emotions, using it in maintaining human relations, self-restraint, managing instantaneous desires, sympathising and empathising are the basic arena of Emotional Intelligence which decides the happiness and success in the life of the people. Elders normally gain these qualities through their experience and expertise. Youngsters find it very difficult to balance and manage emotions than elders. For the teens, especially student's emotional intelligence acts as the stepping stone to their success. The way the students identify, understand and manage their emotions have an impact on managing self as well as with other stake holders.

As far as students are concerned, they are already stressed with their busy academic schedule such as regular classes, special coaching classes, tuitions, assignments, seminars and examinations on one hand and involvement in extracurricular activities, more exposure and opportunities for over socialization through social media on the other hand. Because of this, they not only fail to understand others' emotions but forget to take care of their own emotions too.

In recent years, there has been an increased interest in the role emotional intelligence in the academic success of students and their adjustment in social life. It acts as driving force behind the factors that affect personal success and everyday interaction with others. The students with high level of emotional intelligence shine well comparatively with that of those students who have low level of emotional intelligence. It is also true that emotional intelligence, self-concept and self-esteem of the students are positively associated with their level of IQ.

An individual with high level of emotional intelligence helps the individuals to identify his/her feelings, take decisions, communicate with others. Also, it helps to avail the abundant opportunities and to deal with the social challenges. This scenario holds well amongst student community too. Students with higher level of intelligence are able to better manage themselves and relate to others around them. This enhances their self-motivation and improves their overall personality which is a basic essential to help them to become more confident learners and leaders. On the other hand, student

with low emotional intelligence isolate themselves and become less connected to their academic and non-academic cores. It leads them to indulge into delinquent behaviour. Only when the students are well aware of personal competencies related to knowing and managing emotions within self and the social competencies related to knowing and managing emotions of others, they could develop their level of emotional intelligence skills that are essential to become aware of self, understand, empathize and negotiate with others.

To substantiate the fact, an attempt is made in this paper to access the level of emotional intelligence of PG students of Arts and Science Colleges for Women in Tiruchirappalli Town, Tamil Nadu, South India.

### Inferences on Demographic Profile:

In total, 192 respondents were studied to ascertain their Emotional Intelligence level. The demographic profile of the sample respondents is given in the following Table.

**Table 3: Demographic Profile of the Sample Respondents**

Variables	Number	Percentage	Variables	Number	Percentage
<b>Age</b>			<b>Locality</b>		
20 +	34	17.7	Urban	104	54.20
21+	90	46.9	Rural	88	45.80
22+	68	35.4	<b>Enrolment</b>		
<b>Parental Income</b>			Arts	84	43.8
< Rs 25000	54	28.10	Science	108	56.3
Rs.25000-Rs.50000	73	38.00	<b>Residence</b>		
Rs.50000-Rs.75000	38	19.80	Day's Scholar	121	63.0
> Rs75000	27	14.10	Hosteler	71	37.0

**Demographic Profile:** Among the total student respondents,

- 46.9% are in the age group of 21+ while 35.4% are 22+, Rest belongs to 20+ age group category.
- 54.20% are urban based.
- 56.3% belong to science stream.
- 63% are Day's scholars.
- 38% belong to middle income group and 28% are from Low-income group.
- 19.80% are high-middle class and

- Only 14 % are from the elite sector.

### Emotional Intelligence Profile:

To assess the level of Emotional Intelligence of PG student respondents, cluster analysis is used. Cluster analysis is a group of multivariate techniques, the primary purpose of which is to group the objects based on the characteristics they possess. This cluster analysis intends to segment the respondents (Students) data into more meaningful clusters. Later these clusters are reviewed and evaluated in the context of level of emotional intelligence that link those with in the cluster and differentiate them from those in other clusters. The participants in the present study were primarily separated into three groups using hierarchical clustering first and then k-mean cluster analysis. After clustering, profiling was done based on the characteristics and emotional levels of the sample.

### Cluster Profile:

Based on the K-Mean and hierarchical clustering, three cluster groups were identified.

**Cluster 1 (58%):** Satisfactory level of Emotional intelligence

**Cluster 2 (14%):** Highest Level of Emotional intelligence

**Cluster 3 (28%):** Acceptable level of Emotional intelligence

The Table below shows the cluster wise demographic profile of the respondents

**Table 4: Cluster Wise Demographic Profile of the Respondents (in percentage)**

Demographic Factor	Cluster			Demographic Factor	Cluster		
	1	2	3		1	2	3
<b>Age</b>				<b>Locality</b>			
20+	50.0	-	50.0	Rural	48.1	-	51.9
21+	47.8	11.1	41.1	Urban	69.3	30.7	-
22+	75.0	25.0	-				
<b>Parental income</b>				<b>Enrolled in</b>			
< Rs.25,000	100	-	-	Arts	33.3	32.1	34.5
Rs.25,000 - Rs.50,000	78.1	-	21.9	Science	76.9	-	23.1
Rs.50,000 - Rs.75,000	-	-	100	<b>Residence</b>			
>Rs.75,000	-	100	-	Day's scholar	61.2	7.4	31.4
				Hostel	52.1	25.4	22.5

**Cluster 1:** The first cluster includes those students whose level of Emotional Intelligence is considered as satisfactory. The majority of this group consists of students of urban based in the age group of 22+,

as well as whole family income ranges up to Rs. 50,000. Most of them are day's scholars belonging to science stream.

**Cluster 2:** The students in the second cluster group have the highest level of Emotional Intelligence which differs significantly compared to other clusters. All respondents under this cluster were from urban areas belonging to arts stream. Majority of them falls under the age group of 22+ and resides in hostel. All the respondents belong to the elite family group with higher monthly family income.

**Cluster 3:** This group have only an acceptable level of Emotional Intelligence. The respondents under this group are rural based and most of them are in the age group of 20+. Majority of them are from Arts stream and day's scholars. Majority of the family of the respondents are upper middle class.

**Cluster wise Level of Emotional Intelligence:**

The Table below portrays the emotional intelligence level of the respondents in each cluster to have a better understanding as how it differs among member respondents in each cluster.

**Table 5: Cluster Wise Level of Emotional Intelligence**

Characteristics of Cluster based on Mean and Standard Deviation						
Variables	Cluster 1		Cluster 2		Cluster 3	
	N=111		N=27		N=54	
	Mean	SD	Mean	SD	Mean	SD
Expressing my emotions with words is not a problem for me - EI 1	4.144	1.068	4.037	1.125	3.574	1.109
Many times, I can't figure out what emotion I'm feeling - EI 2	3.973	1.171	4.037	1.125	3.463	1.177
I often pause and think about my feelings - EI 3	3.846	1.301	4.037	1.255	3.314	1.256
I often find it difficult to show my affection/bond to those close to me - EI 4	2.729	1.445	1.888	1.012	2.000	1.046
I'm able to "get into someone's shoes" and experience their emotions - EI 5	2.747	1.282	4.370	0.564	4.203	1.052
I'm a highly Self-motivated person - EI 6	2.252	1.246	3.740	1.258	2.407	1.251

It is inferred for the above cluster analysis Table, that Cluster 1 (58%) and Cluster 3 (28%) together constitute major portion of the respondent population (86%).

**Cluster 1:** The Emotional level of respondents of cluster 1 is found to be satisfactory as they never find any problem in expressing their emotions with words. They are able to figure out what they feel and often think about their emotions. But they find it difficult to understand the emotions of others as they fail to step into the shoes of others to understand their experiences. Moreover, they also find it a bit difficult to establish affection bond with others. Though they are self-motivated person, but not

highly motivated. Hence their level of Emotional Intelligence is at satisfactory level.

**Cluster 2:** The respondents under this cluster are highly emotionally balanced persons. Their level of Emotional intelligence is noticed to be very high. They could identify their own feelings as well as judge other's emotions. They are good listeners, effective communicators and always care for others. They are highly self-motivated person and also never fail to motivate others. They always establish affection bondage with the other in and around them. Hence their level of Emotional Intelligence is at highest and far above the satisfactory level.

**Cluster 3:** The respondents under third cluster needs special attention. They possess only an acceptable level of Emotional Intelligence. They have low self-esteem and find it very difficult to identify and manage their own emotions as well as of others. They are more expressive and due to which find it difficult to maintain relationship with others. Hence their level of Emotional Intelligence is only at acceptable level which is lower than the level of satisfaction.

#### **SUGGESTIONS:**

- To improve the emotional self-care and inner balance, encourage the students' community to maintain a daily self-introspection and gratitude practice to become aware of emotional stress and adjust mentality. It cultivates optimism and emotional resilience with in them to build emotional balance to enhance well-being.
- To have a balanced work-life balance, educate the students on setting clear boundaries between academic responsibilities and personal life schedule.
- To improve the student's ability to communicate and socialise with empathy, facilitate more opportunities for, peer interactions, impart communication skill trainings, brain storming and role-playing activities.
- To enhance emotional expression, make them to practice, emotional mapping and narrative sharing during case-study discussions.

#### **CONCLUSION:**

Emotional Intelligence is a set of skills and abilities that involves perceiving, managing and expressing emotions of self as well as others. It is the ability to monitor own emotions and that of others to use them as guidance for better living. The present study reveals the fact that Post Graduate students of Arts and Science Colleges for Women possess a satisfactory level of Emotional Intelligence which shows a positive sign of their matured level and definitely have a positive impact on their behavioural pattern

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