A Study of Emotional Intelligence, Self-Esteem and Stress Among College Students

Latika Goel[1], Dr. Nazirul Hasnain[2]

[1](Enrolment No. 2002421893), Regional Centre: RC-1. Study Centre: 0713/JMC
[2]Professor (Retired) of Psychology, Jamia Millia Islamia
Discipline of Psychology, School of Social Sciences, Indira Gandhi National Open University
Maidan Garhi, New Delhi – 110068

Abstract—The college and society on students to achieve higher and higher percentage of marks, grads and career have given rise many difficulties and problems in college students. The pressures put by the parents, as a result they are caught in difficulties. These factors work adversely on the physical and more frequently on mental health of the college students. The present study was undertaken keeping these conditions in mind. Hence, the emotional intelligence, self-esteem and stress their relations in science, commerce and social science college students were systematically measured and compared. Additionally the relationships of emotional intelligence and self-esteem, emotional intelligence and stress and self-esteem and stress with each other in science, commerce and social science college students separately and combining were also studied. For this, purpose 50 science, 50 commerce and 50 social science college students college students of Delhi were availability selected and they were administered emotional intelligence scale (The Schutte Self-Report Emotional Intelligence Test), Self-esteem scale and Perceived Stress Scale (PSS) ANOVA and Pearson's product moment were applied to analyze the data. The results as follows: Significant difference between mean emotional intelligence scores of science, commerce and social science college students was obtained. While for significant difference between mean self-esteem scores of science, commerce and social science college students was obtained. Similarly, a significant difference between mean stress scores of science, commerce and social science college students was obtained. Significant negative relationship between emotional intelligence and self-esteem of science, commerce and social science college students was obtained. Significant negative relationship between emotional intelligence and stress of science, commerce and social science college students was work out. Significant positive relationship between emotional intelligence and self-esteem of science, commerce and social science college students was work out.The study aims in making the college students aware of the various stressors and the different coping strategies that can help them deal with the stress in a better way, and thus maintaining, keeping up their emotional intelligence and self-esteem. The review concludes with a summary of major research findings, as well as a consideration of future directions and implications for practice and policy.

Key words— Emotional Intelligence Self- esteem, Stress, College Students.

I. INTRODUCTION

In the current competitive world where students are expected to perform multi-roles with efficiency and effectiveness, it is necessary to develop their right attitude towards the unseen complexities of life and quality education. But the current system of education in India as well as in the globe is pushing the future of education in a race where everyone is searching for shortcuts to achieve excellence in life. Things are loaded on the mind that learner cannot digest, he only crams, and this type of learning at the end will put him in struggle for the success in life. For college students, the huge amount of discipline learning and employment situation are asymmetric, which undoubtedly causes more academic pressure on contemporary college students. In addition, if college students lack their own learning planning and future development goals in the early stage of entering the school, they may suddenly face serious anxiety and stress in the senior year or after graduation. The internal competition of these majors also reflects a trend of academic pressure on academic achievement, which is not conducive to the growth of individuals in the social environment.The employment situation is relatively severe, and the employment pressure is increasing year by year, mainly from the social and family environment, personal self-evaluation, employment expectation, and so on. From the perspective of school life, college students will encounter frequent academic tasks, economic pressure and interpersonal pressure in their study and life. The long-term accumulation of these

pressures leads to the continuous increase of students' anxiety experience time. College students with ordinary grades may also face the problems of negative factors such as lack of self-confidence, lack of self-esteem, low emotional management, high stress habitual avoidance, and inferiority. It has also been observed that despite a person having the intellectual potentialities to succeed in higher education he/she would possibly be not able to succeed in academic area, but he/she expertise in solving problems related with emotional issues, behave poor relationships and be ineffective in his/her higher cognitive process. Factors within the educational context could have that may influence adolescent motivation to achieve along with others include sense of safety and belonging and support in classroom which are component of social and emotional skills. In an effort to improve academic success of students, it has become necessary to examine all the components of education process in order to maximize the instruction within the class room. One such variable emotional intelligence researchers claimed that emotional intelligence is the capacity for recognizing our own feeling and those of others, for motivating ourselves and for managing emotions well within us and in our peer relationships. Without these social/emotional skills, the stressors take over and prevent students from living up to their academic potential on the other side when these emotional intelligence skills and high self-esteem will be the focus of learning, students were involve themselves in building behavior that is intricately related to goal achievement and this behavior was bring positive outcomes from achievements for personal well being. So the ability to regulate the emotions has become necessary for not over excited by the flow of negative and evil elements. It is that vicinity of the human spirit which provides us energy to demonstrate behavior like deliberation, persistence, creativity, impulse management, social adeptness, compassion, intuition and integrity. That's why one of the greatest challenges and opportunities of the 21st century will be for education system to focus more on assisting students to become motivated to make them competent to achieve success in all walks of life. It can be possible when teachers at all levels routinely implement strategies designed to enhance self-esteem of students by developing a positive classroom environment by inculcating social, emotional skill in them along with sound study habits. These observations along with others have led to the realization that people from dynamic and challenging populations require skills other than intellectual talents to exist and thrive academically. But from many years educators, professionals and public have been focusing on the intellectual abilities of the individuals and perceived cognitive potential, more than any other factor as a predictor of achievements. That's why I.Q. has been used as a predictor of student's success. It was widely accepted in past that a good student is often referred to as ‗being intelligent' or ‗well behaved' or ‗academically successful'. But many queries arised from such concept of intelligence like Are there any connection between these domains? Is there a powerful association between intelligence and educational achievement? Do students with high intelligence behave better? These and lots of additional queries underscore the vital place intelligence has been found to play in educational success. In 1995, Goleman gave a brief answer of these queries and asserted that success depends on many intelligence and on the control of emotion. The results of researches state that emotional intelligence abilities were four times more important than I.Q. in determining professional success and prestige. Goleman emphasized that there are skills more important than cognitive intelligence for achieving better employment and greater personal, academic and social welfare. A high emotional intelligence helps to keep a state of harmony in one self and eventually he/she could become a lot of self assured in addressing the challenges of living and learning in educational institutions.

CONCEPT AND MEANING OF EMOTIONAL INTELLIGENCE (EI):

Achievement encompasses student abilities and performances and it is multidimensional. We educate student with one main objective in mind i.e. their success. What is measure of success? Is it only a strong scientific mind? No! It was, probably in the past. Goleman (1995) in his book on emotional intelligence said that the comprehension of intelligence based on abstract thinking is inadequate. According to him emotional intelligence is more effective in explaining the success in life rather than traditional I.Q. It seems to be one of the most important skills in people to understand the importance of understanding different kind of people. So we can interpret that success depends on several intelligence and on the control of emotions. Sometimes we are hired for our technical skills but fired for the lack of soft skills. Majority of the

students are poor at life skills because the society especially the parents has not daunted to teach the child the fundamental skills of handling anger or resolving them in a proper way. Great Greek philosopher Aristotle states "Anyone becomes angry- that is easy. But to be angry with the right person, to right degree, at right time, for the right purpose, and in right way that is not easy". EI is one such factor that is instrumental in situations that call upon students to adjust successfully from one surrounding to a different (Hettich, 2000).

Emotional intelligence skills are vital to social responsibility and the management of productive interpersonal relationship. EI enables the human beings to respond to the right degree at the right time for the right purpose and in the right way to a variety of situations. Thus EI has progressively vital implication for society, particularly in the impetus to improve educational functioning in real life.

Before going in the depth of role of emotional intelligence in individual life it is important to understand the meaning and concept of emotional intelligence.

LeDoux, a neuroscientist at the Center for Neural Science at New York University, discovered that we have two minds – one that thinks (rational mind) and one that feels (emotional mind).The emotional mind is the source of basic emotions: anger, sadness, fear, surprise, love, hateredness, disgust etc. The rational mind centered in the neo-cortex, the outer part of the brain, allows humans not only to plan, learn and remember but also to love, care and make moral and ethical distinctions. Everyone acts according to his / her emotional and rational mind. The emotional centers are lower in the more ancient sub cortex. EI involves these emotional centers at work in concert with the intellectual centers. He pinpointed the neural pathways conveys information to the brain through the senses and discovered that information entering through the eyes or ears goes first to the thalamus, which acts as a sort of mail sorter, deciding which parts of the brain to send the information. If the incoming information for instance, is emotional, the thalamus sends out two signals , the first to the amygdala the centre of the emotional mind and the second to the neocortex. What this suggests is that the emotional brain has the information first and in the event of a crisis can react before the rational brain has even received the information and had an opportunity to weigh the options. Goleman calls this an emotional hijacking because it occurs so fast that the thinking brain has no opportunity to grasp what is occurring and decide on the best course of action. The amygdala and neo cortex may sound like perfect partners, the alert sentry signalizing danger and the cool strategist selecting prudent courses of action, but the sentry can easily override and powerful emotions can disrupt your ability to think and reason. That_s the reason one may complains that he can't think straight when he is upset. People who cannot marshal some control over their emotional life, fight inner battles that sabotage their ability for focused work and straight thought. The coordination and the harmony between the emotional and the rational mind is what constitute emotional intelligence.

Emotional intelligence has in recent years, been popularized, and the research has multiplied in its various components. Yet this field has much unchartered territory. It is the latest developments in understanding the relations between reason and emotion. The term emotional intelligence was first used in 1985 by Wayne Payne in his doctoral dissertation titled "A study of emotion: developing emotional intelligence; self integration; relating to fear, pain and desire". it was the first academic use of the term emotional intelligence. In 1987, the term emotional quotient was used first time in a published article by Keith Beasley in Mansa Magazine (Saenz, T.J., 2009). Emotional intelligence evolved as a psychological construct and serious investigation into its usefulness intensified during the 1990s. The term —emotional intelligence‖ was formally bestowed in 1990 with the publication of Salovey and Mayer's (1990) article Emotional Intelligence in the Journal Imagination, Cognition and Personality, where they defined it as —a subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions.‖ However, in spite of these findings, the public and higher education academic was unaware of EI until 1995, when D. Golman, popularized the concept in his popular book, Emotional Intelligence: Why It Can Matter More Than 1.Q. after that this construct has caught the attention of the public, the media, and the researchers.

The definition of emotional intelligence has evolved over the course of the past 20 years due to intensive research report and coverage. The recent psychologist has developed comprehensive definitions on emotional intelligence as:

Mayer et al., 1990 defined it as the ability to process emotional information.

Mayer and Salovey (1993) assert that, emotional intelligence is the ability to monitor one's own and others feelings and emotions to discriminate among them and to use this information to guide one's thinking and action and promote emotion and intellectual growth. Salovey and Mayer (1997) stated —Emotional intelligence (EI) refers to the processes involved in the recognition, use, understanding and management of one's own and other emotional states to solve emotion-laden problems and to regulate behavior‖ Later revised definition of these authors is as: the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth (Salovey, Brackett, & Mayer, 2007).

Goleman (1995) definition of EI contained a large array of personal qualities, including political awareness, self-confidence, conscientiousness and achievement motives, among other desirable personality characteristics. Goleman (1996) further defined EI as —a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them."

Peterson (1997) stated that emotional intelligence involves four things. Understand own emotions and how to manage them, recognize emotions in others; respond empathetically to them, read their social cues. Handle relationship with other well and motivate yourself in an optimistic fashion go through the world.

Reuven Bar-On (1997) who coined the term "emotion quotient". Possessing a rather completely different outlook, he defines emotional intelligence as being concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more productive in dealing with environmental demands.

Kultanen (2000) defined EI as —First the ability to recognize different feelings and emotions in yourself as well as in other people, secondly the ability to motivate yourself and ability of effective management of your own states of emotions and thirdly the effective management of the states of emotions between other people.

Caruso and Wolfe (2004) defined emotional intelligence as the ability to perceive emotions, access and generate emotions so as to assist thought, understand emotions and emotional knowledge and reflectively regulate emotions so as to promote emotional and intellectual growth.

Mangal (2004) defined emotional intelligence in Indian contest as it include, intrapersonal awareness (Knowing about own emotions), inter-personal awareness (Knowing about other emotions), intra-personal management (Managing one's own emotions) and inter-personal management (Managing others emotions).

Mangal (2010) stated as, — Emotional intelligence as a unitary ability helpful in knowing, feeling and judging emotions in close cooperation with one's thinking process to behave in a proper way, for the ultimate realize of the happiness and welfare of the self in tune of others.

Regardless of the discrepancies between definitions of emotional intelligence, it is clear that it is distinct from standard intelligence, or I.Q. It integrates related set of skills that can be measured and differentiated from personality and social skills; within psychology it can be defined as an intelligence because it is a quantitative so a measurable facet of the individual's capability to carry out logical thinking and to learn and adapt to the surrounding. Based on this biological and functionalist conception of emotions, different models have been proposed to deal with individual differences in one's ability to reason about emotions and to use that knowledge to adapt to the environment and succeed. Each model of emotional intelligence have traced their roots from the works of Edward Thorndike and Howard Gardner. Edward Thorndike, the psychologist who articulated and publicly defended the intelligence quotient (I.Q.) in the 1920s and 1930s, suggested that the understanding and perception of one's personal feelings, as well as those of others, was a type of intelligence distinguishable from one's general intelligence‖ (Rozell, Pettijohn, & Parker, 2006).

The Encyclopedia of Applied Psychology (Spielberger, 2004) suggested three major conceptual models of emotional intelligence. Each theoretical paradigm conceptualizes emotional intelligence from one of two perspectives: ability and mixed model. Ability models regard emotional intelligence as a pure type of mental ability i.e. as a pure intelligence wheras mixed models of emotional intelligence combine mental ability with personality characteristics such as optimism and well-being (Mayer, 1999). Model that dealt emotional intelligence to ability view is that proposed by John

Mayer and Peter Salovey and known as Salovey-Mayer model (1997). Two mixed models of emotional intelligence have been proposed, each within a somewhat different conception. 1. Reuven Bar-On Model 2. Goleman Model. Other theorists and researchers have pointed out that emotional intelligence can also be defined and measured as trait (or typical) functioning (Neubauer & Freudenthaler, 2005), and a substantial amount of research has operationalized emotional intelligence as a trait. After all the research done in the field of emotional intelligence by Peter Salovey, John Mayer, David Goleman, and Konstantin Vasily Petrides, they have come up with three main models of emotional intelligence. These include the ability model, the mixed model, and the trait model.

In addition to elaborating visionary differences between EI models, fundamental differences related to measurement approaches are demonstrated.

1.3.1 Salovey and Mayer :

An Ability Model of Emotional Intelligence Originally paraphrased by Peter Salovey and John Mayer in 1990, three major components of EI were postulated: appraisal and expression of emotion, regulation of emotions, and utilization of emotions. In 1997 these authors presented a modified version of EI and the first performance test (i.e., Multifactor Emotional Intelligence Scale, MEIS). Their pure theory of emotional intelligence integrates key concepts from the fields of intelligence and emotion. From intelligence theory comes the idea that intelligence involves the capability to accomplish abstract reasoning. From emotion research comes the notion that emotions are signals that convey regular and discernable meanings regarding relationships and that at a number of basic emotions are universal (Mayer, Salovey, & Caruso, 2002). They put forward that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional process to a wider knowledge. They then posit that this ability is seen to manifest itself in certain adaptive behaviours (Mayer, Salovey, & Caruso, 2000). Mayer and Salovey's conception of emotional intelligence proposes that emotional intelligence is comprised of two areas: experiential (ability to perceive, respond, and manipulate emotional information) and strategic (ability to understand and manage emotions). Each area has two branches that range from basic psychological processes to more complex processes integrating emotion and cognition.

The first branch, emotional perception, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others beside this it also includes the ability to differentiate between honest and dishonest expressions of emotion. The second branch, emotional assimilation, is the ability to distinguish among the different emotions one is feeling and to identify those that are influencing their thought processes. The third branch, emotional understanding, is the ability to understand complex emotions (such as feeling two emotions at once) and the ability to recognize transitions from one to the other. Lastly, the fourth branch, emotion management, is the ability to connect or disconnect from an emotion reckoning on its effectiveness in a given circumstance (Mayer & Salovey, 1997). A depiction of this four-branch model is illustrated in Figure 1.1, which outlines the four branches and the corresponding stages in emotion processing associated with each branch.

Goleman: A Mixed Model of Emotional Intelligence Daniel Goleman, a psychologist and science writer described Emotional intelligence as the ability to be patient and wait for a commitment to be consciously accomplished. This involves understanding how individuals handle conflicts with their own emotions and how they built a good relationship with people around them. Goleman's model outlines four main emotional intelligence constructs. The first, selfawareness, is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. The second construct i.e. self management, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct is social awareness that includes the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, the fourth construct i.e. relationship management entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998). Goleman included a set of emotional competencies within each construct of emotional intelligence. The first sub-dimension, self-awareness determines how someone recognizes his/her emotions and its effects. Self-awareness is further divided into three areas: emotional awareness (recognizing one's emotions and its effects), accurate self-assessment (knowing about one's strengths and limits) and selfconfidence (having a strong sense of one's own value and capabilities). The second sub-dimension is self-

regulation (management of one's internal states, impulses and resources). Further Self-regulation can be divided into five areas: self-control (monitoring disruptive emotions and impulses), trustworthiness (sustaining honesty and integrity standard), consciousness (being responsible for one's own performance), adaptability (being flexible in coming to terms with changes) and achievement driven or perseverance in an attempt to reach goals, commitment or keeping with group or organization goals, initiative or the readiness to act as opportunities come and optimism or unfailing attempts to pursue goals in spite of obstacles. The second sub-dimension of Emotional Intelligence is social competence, which is concerned with how someone deals with relationships. Social competence is further divided into two areas: social awareness and relationship management. Social awareness include empathy and organizational awareness. Empathy is the perceptiveness of feelings, needs and concerns of others and can be further divided into 1) understanding others - awareness of others' feeling and being in earnest about what they strongly feel, 2.) service orientation - foreseeing, recognizing and serving customers' needs and organisational awareness means understanding what a group currently feels and hierarchical relationships.

Relationship management can further be divided into many areas: 1) developing others - knowing what others' needs are and support their abilities, 2) influence - using effective tactics to persuade, 3) communication - listening and responding, 4) conflict management - managing disagreements by negotiation, 5) leadership-inspiring and guiding others either as individual or in group, 6) change catalyst - instilling/managing change, 7) building bonds-fostering instrumental relationships, 8) collaboration and cooperation team capabilities - joint working with others for goals which are shared, putting drive into group's pursuit of shared goals (Goleman, 1998). Emotional competencies donot seems to be innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

Bar-On: A Mixed Model of Emotional Intelligence
The director of the Institute of Applied Intelligences in Denmark and advisor for a variety of institutions and organizations in Israel, Bar-On's model of emotional intelligence is related to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented (Bar-On, 2002). It focuses on an array of emotional and social abilities, including the ability to be aware of, understand, and express oneself, the ability to be aware of, understand, and relate to others, the ability to deal with strong emotions, and the ability to adapt to change and solve issues of a social or personal nature .Bar-On (2004) presents his concept of emotional and social intelligence as a —multifactorial array of interrelated emotional, personal, and social abilities influencing our overall ability to actively and effectively cope with daily demands and pressures." In his model, Bar-On outlines 5 components of emotional intelligence: intrapersonal, interpersonal, adaptability, stress management, and general mood. Within these components are sub-components, all of which are outlined in table 1.2. Bar-On posits that emotional intelligence develops over time and that it can be improved through training, programming, and therapy (Bar-On, 2002). Bar-On hypothesizes that those individuals with higher than average E.Q.'s are in general more successful in meeting environmental demands and pressures. He conjointly notes that a deficiency in emotional intelligence can mean a scarcity of success and the existence of emotional problems. Problems in coping with one's environment is thought, by Bar-On, to be especially common among those individuals lacking in the subscales of reality testing, impulse control, problem solving and stress tolerance. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life (Bar-On, 2002). He asserts emotionally intelligent people are able to acknowledge their emotions and act on them suitably. They have a positive self-esteem, understand the way others feel, and are capable of establishing and maintaining mutually satisfying interpersonal relationships. Bar-On (2007) promotes the study of social and emotional intelligence through an educational application.

Emotional Intelligence and Educational Practice:
Although there are different conceptualizations of emotional intelligence based on the ability and mixed models, both approaches highlight the central role that emotional intelligence plays in human interactions. Since emotional intelligence defined in

either approach is likely to be involved in the home, school, workplace and other settings, considerable attention should be paid on how it can be effectively enhanced. While the home is usually regarded as the place where the learning of emotional skills begins, the school is generally designated as the prime location for the promotion and teaching of emotional intelligence. Bocchino, 1999 emphasized schools/college need to create such a climate that foster the development and application of emotional skills as well as infusing emotional literacy (i.e. teachable skills of emotional intelligence) into the standard curriculum. Some schools in North America have adopted comprehensive school-based programs within the educational curriculum to promote students' social and emotional learning (SEL) and through promoting SEL, are enhancing students' academic success, healthy growth and development, ability to maintain positive relationships, and motivation to contribute to their communities (Payton et al., 2000). The Colaborative to Advance Social and Emotional Learning (CASEL) was founded in 1994 to establish SEL as an essential part of education from preschool to high school. CASEL has developed a framework of key SEL competencies, and identified critical program features for the effective enhancement of these competencies. The key SEL competencies are grouped into four major categories:

(1) Awareness of self and others that includes awareness and management of one's feelings, constructive sense of self, and perspective taking.

(2) Positive attitudes and values that cover personal and social responsibility, and respect for others.

(3) Responsible decision making that includes problem identification, social norm analysis, adaptive goal setting, and problem solving.

(4) Social interaction skills that include active listening, expressive communication, cooperation, negotiation, refusal, and help seeking.

CASEL's key competencies and quality program features are provided for schools in North America to select school-based SEL programs, thereby helping young people succeed in their academic, personal and social life. Hence it can be concluded that the development, implementation, and evaluation of such programs should hopefully lead to an enhanced understanding of education reform that goes beyond the effective management of schools and the standards used to measure students' academic achievement to include the creation of learning environments that optimize the whole person development of students. So present day students need to be educated to become knowledgeable, responsible, and able to deal effectively with their emotions, and in this direction colleges must work to meet the challenge by offering more than the basic instruction in the traditional academic areas. Thus it is summarized that each human being is born with a certain potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability. These four inborn components forms the core of one's emotional intelligence. The innate E.I. can be either developed or damaged with life experiences particularly by the emotional lessons taught by the parents, teachers, caregivers and family during childhood and adolescence. E.Q. i.e. emotional quotient represents a relative measure of a person's healthy or unhealthy development of his or her innate emotional intelligence. This distinction between inborn potential, later development and damage makes the definition of E.I. and E.Q. clear. It is possible for a child to begin life with a high level of E.I. but then learn unhealthy emotional habits from living in an abusive home. Such a child will grow up to have a low E.Q. It is possible for a person to begin with a high E.I. but then by getting emotionally damaged in early childhood, causing a low E.Q. later in life. On the other hand, it is possible for a child to start out with a relatively low E.I., but receive healthy emotional modeling nurturing etc. result into high E.Q. But principle _It is generally easier to destroy than to create' is followed here also. So Emotional intelligence is an array of skills and competencies that we develop throughout our lives to help establish and maintain a comfortable and meaningful existence. Without these skills it is very difficult to know what to do for enhancing our performance. We find it troublesome to manage healthy working relationships. When the pressure is on and we will not know how to deal with the stress and anxiety or when something small goes wrong like a failure to achieve the predefined goal, we fall apart. Emotional intelligence involves the accurate processing of emotion relevant information and the ability to use emotions in reasoning in order to solve problems. Ramamurti (1993) rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits adversely affects the academic achievement. No doubt, regular study habits bring their own rewards in the sense of achievement of success (Nuthanap, 2007).

MEANING AND DEFINITION OF SELF-ESTEEM

The self esteem means the evaluative component of the self concept. It is a function of the distance between the ideal self and the perceived self. When the perceived self matches the ideal self, self esteem is relatively high. Low self esteem occurs when the perceived self is significantly lower than the ideal self. Since the distance between the ideal and perceived self constantly names depending of the self concept and it is always in a state of change and development.

The personal identity of an individual lies in his/her sense of self. The word self refers to the conscious awareness of an individual about his/her own identity and the environment as well. Self-concept refers to the knowledge that people have about their attributes. Self-concept helps one to see oneself as a different entity in this world. This knowledge of the self contributes to self-esteem. Self-esteem refers to the way one feels about oneself, or how one evaluates one's self-concept. The evaluation of the self depends upon one's life experiences and the perceived or real reactions from other people. Thus, self-esteem can be defined as a personality variable that evaluates the self and is related to personal beliefs about skills, abilities, interpersonal relationships, and future outcomes.

Self-esteem refers to a person's overall sense of his or her value or worth. It can be considered as a sort of measure of how much a person "values, approves of, appreciates, prizes, or likes him or herself" (Adler & Stewart, 2004).

Coopersmith (1981) defined self-esteem as a global construct of self evaluation. According to him, self-esteem can be described as subjective expression and behavioural manifestation. Further, Coopersmith stated that there are two types of self-esteem- true self-esteem and defensive self-esteem. People with true self-esteem consider themselves worthy while those with defensive self-esteem feel unworthy but don't allow their thoughts about themselves to influence their behaviour.

According to self-esteem expert Morris Rosenberg, self-esteem is quite simply one's attitude toward oneself (1965). He described it as a "favourable or unfavourable attitude toward the self".

(Rosenberg, 1965) has defined self-esteem corresponds to a deep sense of self-competence which possesses the conviction that an individual is generally capable of producing the desired results, holding the confidence in the efficacy of mind and the ability to think, as well as to make appropriate choices and decisions, when the need arises for the same. It is the cognitive framework through which we value ourselves; it is through this framework that we perceive the personal values and how they correspond to the world. It affects the trust in others, relationships and professional life. Almost every part of our life concerns self-esteem. Positive self-esteem gives a person strength and flexibility to take charge of life and grow from the mistakes without the fear of rejection. There have been numerous attempts to define self-esteem which have ranged from a special emphasis on primitive libidinal impulses (Kernberg, 1975), to the perception that an individual is a valuable member of the meaningful universe (Solomon, Greenberg, & Pyszczynski, 1991).

Argyle (2008) highlighted four major factors that influence self-esteem.

i.   The Reaction of others: If people admire us, flatter us, seek out our company, listen attentively and agree with us we tend to develop a positive self-image. If they avoid or neglect us, tell things which we don't want to hear, we develop a negative self-image.

ii.   ii. Comparison with Others: If the people we compare ourselves with (our reference group) appear to be more successful, happier, richer, better looking than ourselves we tend to develop a negative self-image and if they are less successful than us our image will be positive.

iii.   iii. Social Roles: Social roles play an important role in the development of self-esteem. Some roles are prestigious e.g. doctor, airline pilot, or any other dignitary role. These roles promote self-esteem. Other roles carry stigma. e.g. prisoner, mental hospital patient, refuses collector or unemployed person, lead to low self-esteem.

iv.   iv.Identification: Roles aren't just "out there." They also become part of our personality i.e. we identify with the positions we occupy, the roles we play and the groups we belong to.

Korman suggests three types of self esteem, they are

i.   Chronic self esteem:- Which is noted as relatively persistent personality trait or dispositional state that occurs consistently across various situations.

ii.   Task-specific self esteem:- Which is one's self perception of his/her competence concerning a particular task or job.

iii.   Socially-influence self esteem:- Which is function of the expectation of others.

Chronic self esteem is the result of past experience and focuses on one's competences. An individual's confidence in his/her competencies directs the individual into situation which will require the use of those competencies. Task-specific self esteem is the result of feedback which comes directly from observation of the results of one's efforts.

Socially-influence self esteem results from communication or feedback from reference group members or society as a whole concerning the value of an identity and the individuals ability to meet the expectation of the reference group and/or society as a whole

Self Esteem is the way we feel about ourselves. When we feel well within, our performance goes up and our relationships improve both at home and at work. The world looks nicer. What could be the reason? Because there is a direct correlation between our feelings and behavior.

Self-Esteem (Building a positive attitude)
Self Esteem is how we feel about ourselves. Our opinion of ourselves critically influences everything, from our performance at work, our relationships, and our role as parents, to our accomplishments in life. Self Esteem is a major component in determining successor failure. High self Esteem leads to a happy, ratifying and purposeful life. Unless you perceive yourself as worthwhile, you cannot have high self esteem.

Self Esteem gives you internal drive. All great world leaders and teachers throughout history have concluded that are must be internally driven in order to be a success. We transfer our unconscious self appraisal to others and they respond to us accordingly. People with high self esteem grow in conviction, competence and willingness to accept responsibility. They face life with optimism; have better relationships and more fulfilling lives. They are motivated and ambitions. They are more sensitive. Their performance and risk taking ability go up. They are open to new opportunities and challenges. They can give and receive criticism and compliments, tactfully and with case. Self esteem is a feeling that comes from the awareness of what is good and having done.

Self-Esteem is our self concept.
There is a story about a farmer who planted. Pumpkins on his land. For no reason, he put a small pumpkin, hanging by the vine, into a glass jar. At harvesting, he saw that the pumpkin had grown, equivalent only to the shape and size of the jar. Just as the pumpkin could not grow beyond the boundaries restricting it, you cannot perform beyond the boundaries of your self concept, whatever those boundaries may be.

Some advantages of high self-esteem
There is a direct relationship between people's feelings and their productivity. High self esteem is evident in respect for one's self, others, properly, law, parents and one's country. The reverse is also true.

High self Esteem
- Builds strong conviction
- Creates willingness to accept responsibility.
- Builds optimistic attitudes
- Leads to better relationship and fulfilling lives
- Makes a person self-motivated and ambitions
- Makes a person open to new opportunities and challenges.
- Improves performance and increase risk taking ability.
- Prefers loss of business to loss of credibility because they realize that are cannot put a price on one's credibility.

Low self-esteem:
How do we recognize poor or low self esteem? What are the behavior patterns of a person with poor self esteem? The following is a brief list that is not all inclusive but is indicative.
- They are generally gossipmongers
- They have a critical nature. They criticize as if there is a contest going on to see who can criticize the most
- They are closed minded and self centre
- They never accept responsibility always blaming others.
- They are jealous by nature.
- They are unwilling, to accept positive criticism. They became defensive.
- They are boned and uncomfortable when alone.
- It leads to a breakdown in decency
- They do not have genuine friends they are not genuine themselves.

Need and importance of self-esteem:
All people in our society have a need or desire for a stable, firmly based high evaluation of themselves. For self respect or self esteem, and for the esteem of others. By firmly based self esteem, we mean that

which is soundly based upon real capacity, achievement and respect from others. These needs may be classified into two subsidiary sets. These are first, the desire for strength, for achievement, for adequacy, for confidence in the face of the world. And for independence and freedom.

Secondly we have what we may call the desire for reputation or prestige (defining it as respect or esteem from other people), recognition, attention, importance or appreciation. These needs have been relatively stressed by Alfred Adler and his followers and have been relatively neglected by Frend and the psychoanalysts. More and more today however there is appearing widespread appreciation of their central importance.

Satisfaction of the self esteem need leads to feelings of self confidence, worth, strength, capability and adequacy of being useful and necessary in the world. But these needs, produces feelings of inferiority, of weakness and of helplessness. These feelings in turn give rise to either basis discouragement or else compensatory or neurotic trends. An appreciation of the necessity of basic self-confidence and an understanding of helpless people are without it, can be easily gained from a study of severe traumatic neurosis.

Schlenker refers to these self-schemata as identities and defines an identity as a theory or scheme of an individual that describes, integrates and explain his or her relevant features, characteristics, and experiences. Thus an individual's identity specifies the contents of what he/she is like, and secondary, it guides and regulates his/her subsequent experience by affecting thoughts, feeling, behaviors and outcomes.

Development of Self-esteem:

Self-esteem is not innate rather it develops through life experiences. The foundation of self-esteem is laid early in life during infancy. The affective model of self-esteem states that the feelings of belongingness and a sense of mastery laid the foundation of self-esteem early in life, mainly as a result of parent-child relationships. According to Erikson's (1968) theory of psychosocial development, the first stage is very important for a child to develop a sense of trust. The type of care that the child receives from the caregiver will shape his relationship with others as well. By the age of six months, infants develop an attachment with parents or any other people close to them. Secure attachment enables the development of self-concept during this period. The next stage of Erikson's theory

is "autonomy versus shame and doubt" that helps in the formation of feelings of mastery. The child tries to explore and modify the environment around him by engaging in activities like playing, painting, making choices about what he likes to wear or eat, etc. During this stage, the child must be allowed to discover the limits of his skills and abilities that further helps in developing a sense of independence and self-esteem.

During the early childhood period (age 2-6years) attachment with parents and family strongly affects social and personality development. Self-concept grows during this period. Children start understanding their social roles and learn self-control and self-regulation. Although self-esteem is forming, it is not measurable before the age of 5 or 6, because two domains of self-esteem – competence and worthiness don't operate independently up until this time. During middle childhood, (6-8 years) children learn to differentiate between the real self and ideal self. They become aware of their abilities and make a judgement about their self-worth and competence in five areas – physical appearance, academic ability, athletic and artistic ability, social acceptance and relationship with parents and peers (Harter, 1999; Shavelson & Marsh, 1986). These areas help in developing global self-esteem of children in middle to late childhood. During middle and late childhood, social relationships, life experiences and expectations placed upon them by themselves and significant others develop an internalized model of self-evaluation. By the end of this stage, children learn to protect their developing sense of worth, and self-esteem begins to affect their behaviour. They perceive both positive and negative aspects of their attributes and emotions.

During the period of adolescence, social comparison increases that cause discrepancy between the ideal self and actual self. By this time, one is aware of one's selective and global self-esteem and base one's self-esteem on the opinions and reactions of peers. Examination of self-concept becomes more focused during this stage. By the time one reaches adulthood one's self-esteem has completely changed its earlier form. At this point, self-esteem depends upon one's own achievements and possession. Individuals acquire power and status that enhances their sense of worth. In late adulthood, self-evaluation changes due to changes in roles, relationships and physical functioning. Although older people have a deep sense of self-worth they lack self-esteem. Self-esteem is

thus a life-long process. People at each developmental stage have unique self-esteem needs that are crucial for their overall growth and development.

Type and Characteristics of Self Esteem :
Types of self esteem are as follows:
People with High Self-esteem

People with high self esteem are firmly believe in certain values, principles and ethics, and they are ready to defend them even when finding opposition, feel secure enough to modify them in light of experience. They are able to act according to what they think to be the best choice, trust their own judgment, and not feel guilty when others do not like their choice. They do not lose time worrying excessively about what happened in the past, and not about what could happen in the future, learn from the past and plan for the future, but they live in the present intensely. The fully trust in their capacity to solve problems, not hesitating after failures and difficulties, ask others for help when they need it. They consider themselves equal in dignity to others, rather than in failure or superior, while accepting differences in certain talents, personal prestige or financial standing. They take for granted that they are an interesting and valuable person for others, at least for those with whom they have friendship. They resist manipulation; collaborate with others only if it seems appropriate and convenient. They admit and accept different internal feelings and drives, either positive or negative, revealing those drivers to others only when they choose. They are able to enjoy a great variety of activities.

They are sensitive to feelings and needs of others; respect generally accepted social rules, and claim no right or desire to prosper at other's experience. They can work toward finding solutions and voice discontent without belittling themselves or others when challenges arise. Know what they can do well and they know how they can improve, feel happy with themselves, express their own opinion, not afraid to talk to other person, know how to identify and express their emotion to other people, participate in activities that are carried out at their work, value themselves in everyday situations, give and ask for support, like tasks and don't fear them, consider others, like to help and they are willing to collaborate with other people, creative and original, invent things, interested in carrying out unknown tasks, learn new activities quickly, fight to reach what they

want, enjoy the fun things in life, not only in their own but in others as well, like to carry out new activities, organized in their activities, ask when they don't know something, defend their position in front of others, recognize when they make a mistake, don't get annoyed when people mention their qualities, but they don't like to be insulted, know their qualities and try to improve their defects, responsible for their actions, natural leaders.

People with Low Self esteem:
People with low self esteem are indecisive, find it difficult to make decisions, and scared of making a mistake, only make decisions when they are 100% certain that they will achieve a good result, think they can't do new things, they think that they don't know anything, don't value their talents, look at their small talents and see other person's talents as being better, afraid of new things and avoid taking risks, very anxious and nervous, which makes them avoid situations which produce anguish and fear, very passive, avoid taking initiative, isolated and hardly have any friends, don't like to compete with others, avoid participating in activities which take place at their work, fear speaking to other person, depend a lot on other person to carry out tasks or carry out any type of activities, give up instead of trying, not satisfied with themselves, think they don't do anything well, don't know their emotions so they cannot express them, don't value themselves, find it hard to accept criticism, find it difficult to recognize their mistake, retain feelings of guilt when something goes wrong, negative results they look at others to blame, believe they are the ugly ones, think they are ignorant, pleased other people make mistakes, don't worry about their health, pessimistic, believe everything is going to have a negative outcome, look for leaders to do things, think they are not very interesting, believe they cause a bad impression, find it difficult to reach their goals, feel like they don't control their lives. They have heavy self criticism and dissatisfaction; they feel hypersensitivity to criticism with resentment against critics and feelings of being attacked.

They are chronic indecision and an exaggerated fear of mistakes. When given negative feedback, with low self-esteem person often take it personality, and they can be devastated by it. These types of damage can be much more severe if the feedback is harsh or directly criticizes the individual's worth, moral character, achievements etc. Individuals person with

low self-esteem are very critical of themselves and depend on the approval and praise of others for their own evaluation of self worthiness, believe that a person's approval of them is dependent on their performance, whether it be academic, professional, relationship etc. Person with low self-esteem view their likeability in terms of successes. Others will accept them if they succeed but will not if they fail.

People with Inflated self-esteem:

It we are bears in mind the basic elements of Sigmund Freud, we can guess the characteristics of a people with inflated self-esteem. People with inflated self-esteem believe they can do everything; there is nobody better than themselves, believe they are always right and that they never make any mistakes, excessive confident of themselves, as a result they don't see the risk of their actions, believe everyone loves them, speak out of turn and are scandalous, don't consider anyone when they carry out their tasks or carryout any type of activity, people reject them for knowing everything, love themselves, feel attractive (not necessarily in a physical aspect) believe they are the most interesting people in the whole world, very sure of themselves, believe they are natural winners, believe they have the best bodies, believe they have an impact on everyone they meet, like person to praise them, believe everyone is obliged to love them, believe that they are their best friends, think they never make mistakes, but they attack on others when they make a mistake, usually always friendly with people; accept people without judging them, fell happy and completely happy on their own, constantly worrying about their health, extremely optimistic, believe that they deserve more than others, want to have best clothes, perfume and material objects self worshipping.

In short the person loves themselves and accepts who they are is high self-esteem (normal). The person doesn't love themselves, doesn't accept who they are and doesn't value their qualities is low self-esteem and the person loves themselves more then others and they exaggerate their qualities is inflated self-esteem.

Another types of self-esteem is as under:

Secure Vs. Defensive Self-esteem:

People can have a high self-esteem and hold it confidently where they do not need reassurance from other people to maintain their positive self view, whereas others with defensive, high self esteem may still report positive self evaluations or self worth on the scale of Rosenberg, as all high self esteem individuals do; however, their positive self views are fragile and vulnerable to criticism. Defensive high self-esteem individuals internalize subconscious self doubts and insecurities causing them to react very negatively to any criticism people may receive. There is a need for constant positive feedback from others for these individuals to maintain. Their personal feelings of self worth. The necessity of repeated praise can be associated with boastful, arrogant behavior or sometimes even aggressive and hostile experiences and feelings toward anyone who questions the individual's self worth, an example of threatened egotism.

Poor Vs. Healthy Self-esteem

Person with poor self-esteem often rely on how they are doing in the present to determine how they feel about themselves. People need positive external experiences to co-contract the negative feelings and thoughts that constantly plague them. Even then, the good and positive feelings are usually temporary. Healthy Self Esteem is based on person's ability to assess themselves accurately and still be accepting of who they are. This means being able to acknowledge our strengths and weaknesses and at the same time recognize that they are worthy and worth wile. Healthy self-esteem is like a children's armor against the challenges of the work, children who know their strengths and weakness and they feel good about themselves seem to have an easier time handling conflict and resisting negative pressures. Children tend to smite more readily and enjoy their life. These children are realistic and generally optimistic. In contract child with low self-esteem can find challenges to be sources of major anxiety and frustration. Those who think poorly of themselves have a hard time finding solutions of problems. If given to self critical things such as "I am not good" and "I cannot do anything right" or "I am so bad" they may become passive, withdrawn, or depressed. faced with a new challenge, their immediate response might be "I can't."

Importance of Self-esteem:

American psychologist Abraham Maslow Says that psychological health is not possible unless the essential core of the people are fundamentally accepted, loved and respected by others and by their selves. Self-esteem allows person to face life with more confidence, benevolence and optimism, and thus easily they reach their goals and self actualization. It allows people to be more ambitious,

but not with respect to possession or success, but with respect to what people can experience emotionally, creatively and spiritually. To develop self-esteem is also to increase the capacity to be happy. Self-esteem may make person convinced they deserve happiness. For Erich Fromm, love of other person and love of ourselves are not alternatives on the contrary, an attitude of love toward ourselves will be found in all those who are capable of loving others. Every individual needs to have self-esteem, quite simply because it affects every aspect of one's life. Having a good self-esteem is essential because it helps us feel about ourselves and everything we do. In translates into belief in ourselves, giving us the courage to try new things. It allows us to respect and honor ourselves, even when we make mistakes. And when we respect ourselves, other will respect us too. When we have a good self-esteem, we will know that we are smart enough to make our own decisions. When we honor ourselves. We will make choices that nourish our mind and body. We will value our safely, our feelings and health. Therefore, we will choose to make healthier eating choices, exercise, or take time off to do something we like without feeling guilty about not doing something for somebody else. Self-esteem refers to a people's believes about their own wroth and value. It also has to do with the feelings person's experience that follow from their sense of worthiness or unworthiness. Self-esteem is important because it heavily influences person's choices and decisions. In other words, self-esteem serves a motivational function by making it more or less likely that person will take care of themselves and explore their full potential. Person with high self-esteem is also person who is motivated to take care of themselves and to persistently strive towards the fulfillment of personal goals and aspirations. Person with lower self-esteem don't tend to regard themselves as worthy of happy outcomes or capable of achieving them and so tend to let important things slide and to be less persistent and resilient in terms of overcoming adversity. Person may have the same kinds of goals as person with higher self-esteem, but they are generally less motivated to pursue them to their conclusion. Self-esteem is a somewhat abstract concept, it's hard for someone who does not already have it to know what it would be like to have it. One way for person who have lower or poor self-esteem to begin to appreciate what it would be like to have high or healthy self-esteem is to consider how they many feel about things in their lives that they value. For instance, some person really like bikes. Because

bikes are important to them, this person take really good care of their bikes. She/He make good decisions about where to park the bike, how often to get it serviced, and how they will drive it. Self-esteem is like that, except it is ourselves that we love, care for and feel proud of. When child believe she/he is valuable and important, they take good care of themselves. She/He make good decisions about themselves which enhance their value rather than break it down.

MEANING AND DEFINITION OF STRESS:
Stress is a common phenomenon in everyday life. All of us experience stress to some degree in one or another form throughout the life. One must admit that these days, there is hardly any section of society that has escaped the slaughter of depression. Widening gulf between unending aspirations and diminishing hopes of fulfillment have lead to frustration, unhappiness, sadness, and self-dejection among everyone. Life, in the present time, is full of competitions, tensions, burdens, hatred and struggle. Under such conditions success totally depends upon one's own mental health.

Due to the tremendous development in science and technology and to make the life more comfortable and luxurious, population explosion resulted in limited source of opportunities and forced the normal human beings constantly to challenge normal, physical, emotional and mental health states of an individual at all the stages.
Pestonjee (2001) opined that stress is a subject, which is hard to avoid. The term is discussed not only in our everyday conservation but has become enough of public issue to attract widespread media attention whether it is radio, television, newspapers or magazines etc. Different people have different views about it, as stress can be experienced from variety of sources. Ask the opinion of five different people and you are likely to get at least five different definitions. The business person views stress as frustration or emotional tension, air traffic controller see it as problem of alertness and concentration, biochemist think of it as purely chemical event.

The concept of stress was first introduced in the life of science by Selye (1956), the father of stress researcher. The concept was borrowed from the natural science. It was derived from the Latin word "stringers". He points out that all noxious stimuli damage tissue badly. The stressor, that is, the

antecedent stimuli that cause stress, affects several parts of body. The body system acts immediately to build up its defense mechanism to help the body, to deal with the stressor. In a sense, the body raised alarm signals and develops mechanism to resist the 'enemy'. However, if individuals environment continues and/or intense exposure and resistance exhaust the energy or adaptation response of the body and fatigue set in due to excessive "wear and tear" on the body and mind, this has an adverse effect on the physical, emotional and mental health ofthe individual, which reduces the person's ability to perform well in his or her occupation. It is not possible and desirable not to have stress. Stress occurs when there is a substantive imbalance between environmental demand and response capability of an organism. The term stress in physical science means "A forced pressure exerted upon a person who resisted the forced pressure in his effect to maintain his original state in the process suffers same degree of discomfort".

STRESS IS GENERALLY USED IN TWO SENSES

Firstly, it is used to refer the negative feeling of emotion that is generated in us. Secondly, the term is also used to refer to presence of various stresses, that is, various situations that give rise to stress. The type of the stress experienced depends not only on situation and event which give rise to it but also on the individual's perspective, constitutional make up and strategies that he has developed to cope up with the stress.

MEANING OF STRESS

In psychological view, the word stress is used in at least three different ways:

1. State of psychological upset in disequilibria: stress is state of psychological upset or disequilibrium in human beings caused by frustration, conflicts and other internal as well as external strain and pressure. What to do and what not to do? How to do? These kinds of questions arise in mind.

2. Stimuli causing disturbance: In the second, stress is regarded as a class of stimuli that threatens in an individual in some critical situation and thus cause disturbance in his behavior.

3. Popular meaning: Stress as a word means "draw tight" and has been used to describe hardship, affliction, force, pressure, strain, or strong effect. Stress is of various types' existential stress, achievement stress, family stress, academic stress etc. These stressors are result of many situations and

unfulfilled In psychological view, the word stress is used in at least three different ways: 1. State of psychological upset in disequilibria: stress is state of psychological upset or disequilibrium in human beings caused by frustration, conflicts and other internal as well as external strain and pressure. What to do and what not to do? How to do? These kinds of questions arise in mind. 2. Stimuli causing disturbance: In the second, stress is regarded as a class of stimuli that threatens in an individual in some critical situation and thus cause disturbance in his behavior. 3. Popular meaning: Stress as a word means "draw tight" and has been used to describe hardship, affliction, force, pressure, strain, or strong effect. Stress is of various types' existential stress, achievement stress, family stress, academic stress etc. These stressors are result of many situations and unfulfilled.

Stress is a subject that everyone wants to avoid but is inevitable. Stress, of course, is nothing new to humanities. From times immemorial, all people and to some degree all animals have stress. Stress is often in the eyes of the beholder. Stress is often associated with virtually every human misery and misfortune. Quite a number of scholars have attempted to define stress. Perhaps a casual look at some ofthem would help in unraveling the underlying dimensions ofit in a better manner.

In a simplified way, stress can be defined as "An adaptive response to an external factor that results in physical and mental deviation in an individual".

In the words of Lazarus (1984): "Stress is inharmonious fit between the person and the environment, one in which the person's resources are taxed or exceeded, forcing the person to struggle, usually in complex ways, and to cope with."

Baum et. al (1985): "Stress by itself doesn't lead to an illness unless an individual has difficulty in dealing with the situation due to his/her personality characteristic as during stress the person feels a danger to his well-being and virtually all systems (e.g. the heart and blood vessels, the immune system, the lungs, the digestive system, the sensory organs and brain) are activated to meet the perceived danger."

Matthews, et al (1986) reviews "Stress may be an internal state which can be caused by physical demands of the body such as disease, exercise, extremes of temperature, professional hazards and so on by environmental and social situations which are evaluated as potentially harmful, uncontrollable or exceeding our resources for coping."

Scott (1998) thinks "Stress is any unpleasant and disturbing emotional experience due to frustration".

Bector (1995) views "Stress is often described as when individuals reach at breaking point, have a weakness, breakdown, reach overload and imply a rupture in the individual's capacity to engage in the world."

Furman (1995) says "Stress is anything that imposes an extra demand on a child's ability to cope, often something that is new and different."

Sharma (1995) thinks "Stress is a force tending to deform a system, defined as perceptual phenomenon arising from a comparison between the demand ofthe person and his ability to cope with."

Some psychologists believe that stress has marked debilitating effect upon the heart and circulatory system. Thus stress is caused by lack of control over mind that becomes susceptible to sense and impulse. In the past, the term stress designated both as stimulus and a response. More recently, it has usually been used to devote a set of change that people undergo in situation that are appraised as threatening to their well being.

Stress, refers to a state ofimbalance with in an organism that:

(a) Is elicited by an actual or perceived disparity between environmental demands and the organism's capacity to cope with these demands.

(b) Is manifested through variety of psychological, emotional and behavioral responses. The pricks and pressures of daily life ranging from bodily adjustment to sudden temperature or humidity or changes in the weather, an emotionally changed argument with your spouse or boss, all constitute stress. Stress is any stimulus from the environment, which demands some extra adjustment effort or survival efforts from the body.

Modem definition of stress is: "Stress is a common phenomenon of everyday life. All of us experience stress to some degree in one or another form throughout lives. However, some forms of stress are pathological and lead to development of wide variety of symptoms and disorders. A wide variety of changes in our social systems, technological developments and scientific revolution have brought about seeking and radical changes in our value system, and have placed higher demand on human beings for effective functioning.

It is a great force that is an individual's unpleasant situation and having to remain there for long; for example if you happen to be catch up in a locality where communal strife is in progress, when you perceive there at, to the lives of members of your family and when you found your chances for escaping from the region and remove the pressure you experienced could be termed as stress.

Stress is derived from the Latin word stringere, meaning to draw tight, and was used in the 17th century to describe hardships or affliction (Cartwright & Cooper, 1997). Numerous definitions of stress and job stress can be found in the literature. Moorhead and Griffin (1989) define stress "as a person's adaptive response to a stimulus that places excessive psychological or physical demands on that person". Luthans (2002) defines work stress as "an adaptive response to an external situation that results in physical, psychological, and behavioral deviations for organizational participants". Both definitions imply that individuals respond in different ways when subjected to certain stressors. A stressor is any stimulus, which the individual perceives as a threat (Cotton, 1990). The individual must perceive the stressor to be excessive for stress to result, whether it is physical, psychological or psychosocial. Physical stressors include such conditions as environmental pollutants, environmental pressures such as extreme changes in temperature, electric shock, prolonged exercise, injuries and other trauma to the body, and exposure to disease. Psychological stressors refer to those threats that are attributed to the individual's internal reactivity, such as thoughts, feelings, and concerns about these threats. Psychosocial stressors are those that result from interpersonal interactions, such as with colleagues at work or from social isolation.

Luthans (2002) also points out what stress is not:
• Stress is not simply anxiety. Anxiety operates solely in the emotional and psychological sphere, whereas stress operates in both the aforementioned spheres, and also in the physiological sphere. Stress may be accompanied by anxiety, but the one should not be equated with the other.
• Stress is not simply nervous tension. Nervous tension, like anxiety, may result from stress, but they are not the same. Some individuals may keep their stress "bottled up" and therefore not display any nervous tension.
• Stress is not necessarily something damaging, bad, or to be avoided. Eustress is not damaging or bad and is something individuals should seek out rather than avoid. Everyone will experience stress. The important issue is how the individual is able to handle stress. Distress, however, should be prevented or

effectively controlled. Before stress can be discussed any further, the term burnout needs to be clarified as it is often used alternatively with the term stress. Individuals usually think of stress as a negative event with negative consequences. This negative stress is called distress. However there is also a positive form of stress, called eustress where the Greek 'eu' means good (Birkenbihl, 1989). Examples of eustress include, for example, a promotion, gaining recognition and getting married (Moorhead & Griffin, 1989).

General Adaptation Syndrome (GAS) model

Selye (1956) described this process very well in its stress model. This model is called General Adaptation Syndrome (GAS). This model is described in three stages, each stronger than the previous one.

Alarm Stage

This is the stage when we are at our best under stress. In response to difficult, dangerous or worrying situations the body acts in a typical way, keeping us prepared to face the challenge. This stage is perfectly healthy and the body responds just as it is designed to do. After the appropriate response, the body activates another response to relax the body and it returns to normal. The alarm stage is usually short-lived. At this stage, good stress management will keep you in balance and unless there are added problems or severe pressure over a long time, you will remain healthy and be free of stress.

Adaptation Stage/ Resistance Stage

At this stage the body and mind can adapt to cope with the stressors and our symptoms may disappear; thus we may loss and important warning mechanism. In this phase, good stress management techniques are very important to restore balance and help one to return to stage one. In the adaptation stage you need to think much more carefully about your stress and make stress-management techniques a priority in your life to avoid pushing into the exhaustion stage.

Exhaustion Stage

This is the stage when a third wave is about to hit you and could pull you under. All the body's recourses have been used up, mentally and physically. If you do not do something about the degree of stress you are under now, you are going to be very ill indeed. This, of course, is the burnout phase, which is the result of prolonged exposure to factors that cause stress. It is the danger zone. In this stage you feel very ill,

physically and mentally. Good stress management at this stage is vital before severe illness develops which may be life threatening. This third stage is the one to be avoided at all costs.

SOURCES OF STRESS:

Some key sources of stress are:

1. Time management: Problems with time management are among the biggest stressors among students.

2. Setting priorities: Many students have a hard time balancing what they want to do with what they need to do, often leaving little time for academic pursuits.

3. Financial stability: The cost of attending college is constantly increasing, which is especially burdensome to students without homes and families to support them financially.

4. Family expectations: Many students are simply attending college to please their parents, while others study is not approved by their parents. This adds to the burden of coping with a heavy schedule and other pressures.

5. Campus crime: Many students fear for their belongings as well as for their lives in unsafe neighborhood and campus. Living in a place that doesn't feel safe can make them stressed.

6. Future uncertainty: Uncertainty about the future also adds a great deal of stress to the student's lives. Changing career prospects and shifts in personal interests make many students question their choice of majors.

7. Teenage depression: or growing up tension ads to the academic pressures. If unable to adapt to the transition and change, students often carry enormous amount of anxiety, negative personal traits and can suffer from stress.

TYPES OF STRESS

The different kinds ofstress that affect the life are as under:

1. Reaction stress: This occurs when a person perceives that they do have the capacity to cope with the demands placed on them.

2. Cumulative stress: A condition brought about by a number of stressful factors.

3. Critical incident stress: A reaction to sudden, anticipated demands of specific incidents.

4. Post traumatic stress: A condition caused by an inability to satisfaction accommodates memories of a traumatic episode.

5. Neustress: If the stress response is necessary for the day-to-day adaptability ofman to his environment

and results in the maintenance of an internal steady state (homeostasis) it is designated neustress (prefix neu=neutral) e.g. one produces neustress in order to breathe, walk and perform the bodily functions.

6. Distress: Ifstress response is unfavorable and potentially disease producing, it is labeled distress (prefix dis=bad or negative) e.g. constant worry in a susceptible individual can lead to ulcers.

7. Eustress: If the stress response is favorable and results in improvement in physical or mental functioning, it is called Eustress (prefix eu=good or healthy, as in word eugenics) e.g, vigorous exercise can improve the functioning of the heart and lungs and could result in a decreased chance of getting a heart attack. (Selye, 1974, 1976, coined the term, 'eustress', but he only used it for positive mental responses).

SYMPTOMS OF STRESS

When people are under stress over a period of time, their resistance to disease lowers blood pressure elevates, bones become brittle, and mouth goes dry, sensitive experience "bum out" and their error rate increase. Such people become increasingly susceptible to illness and physically and exhaustive. All these are signs indicative of stress. When people are under stress, they exhibit several such symptoms. Quina (1989) has listed some of the most important of these symptoms which is non familiar can help as to know whether we are under stress. These are as under:

Physical Symptoms – Haussler tension, Colds or other illnesses, High blood pressure, Indigestion, Ulcers, Difficulty in sleeping, Fatigue, Headaches and Backaches.

Emotional Symptoms - Depression, Anger, Fear, Anxiety, Feeling over whelmed, Mood swings, Cognitive symptoms, Forgetfulness, Unwanted repetitive thoughts and Difficulty in concentrating.

Mental Symptoms - Forgetful, Loss of concentration, Poor judgment, Confused, Lack of interest, Math error and Negative self talk.

Behavioral Symptoms - Abusing of drugs and alcohol, skipping class, over eating, nail biting and smoking. As you go throw the list, make sure whether or not you manifest any of the following signals.

1. Snapping at colleagues and students.
2. Doing things hurriedly that does not need rushing.
3. Dropping things and accidentally breaking them.
4. Losing keys, pens, glasses and other articles.
5. Feeling a victim of being oppressed by imagined peer or administrative demands.
6. Working in a slumped posture mostly looking downward.

Therefore to analyze critically these issues, the investigator become interested to undertake the present study. The focus of the proposed study is to explore emotional intelligence of college students in relation to their self-esteem, and stress.

II. REVIEW OF LITERATURE

This chapter deals with a review of the work already donein the area chosenfor the study. Without knowing the past we cannot do something new in the field ofresearch. If we want to do some new work on a subject, it is very necessary to knowthe past of that subject. Review of related literature is an essential prerequisite toactual planning and execution of any research project. It helps the investigator informulating various hypotheses. It guides with respect to the selection of the problem,their statements, definitions, and delimitation's. This helps in avoiding wastage ofvaluable timeintheprocessofinvestigation.

REVIEW OF LITERATURE ON EMOTIONAL INTELLIGENCE:

Martín et al (2021) conducted a study on "Emotional Intelligence and Academic Engagement in Adolescents: The Mediating Role of Self-Esteem". The sample of 1287 high school students used for this filled in the Utrecht Work Engagement Scale Student, Brief Emotional Intelligence Inventory and the Rosenberg Self Esteem Scale. The results showed the existence of positive relationships between vigor, dedication and absorption with the emotional intelligence factors and self-esteem. Furthermore, the mediation models showed the direct effect of emotional intelligence on engagement of youths. Self-esteem acted as a mediator in the relationship between intrapersonal factors, stress management and adaptability of emotional intelligence and engagement.

Molla (2018) conducted a study on the topic entitled "Emotional Intelligence and Academic Achievement Motivation Among College Students." For the present study researcher adopted purposive technique and selected five different General Degree college (Govt & Govt Aided) affiliated to West Bengal State University, from of North Twenty-Four Parganas and

total 100 college students were selected as sample. The Standardised attitude scale was developed and standardized by the researcher was used. The result of study revealed 1) Significant relationship between emotional intelligence and academic achievement motivation among college students. 2) No significance relationship between male and female students with respect of emotional intelligences. 3) No significance relationship between male and female students with respect of academic achievements 4) No significance relationship between the emotional intelligences and academic achievements in Science, Humanities and commerce group students was found.

Naik, D., & Ahirrao, K.D (2018) Investigated the relationship between academic achievement and emotional intelligence and quality of life in Bam-1395 university of medical sciences. Cross sectional descriptive-analytical study method was used. Stratified random sampling was used. Female undergraduate students of Bam University of Medical Sciences in academic year 2015 were selected as sample. Hermen's achievement motivation questionnaire and emotional intelligence test Bradbry-Graves and Sf-36 were administered. To analyze data, t-test, ANOVA, Pearson _r' and regression analysis were used by using SPSS version 20. Study revealed not significant differences between the variables of academic achievement motivation, emotional intelligence and quality of life in terms of demographic variables. Despite showing a significant relationship between the motivation of academic achievement and quality of life and emotional intelligence, regression analysis results showed that there was no significant correlation between the motivation of academic achievement and quality of life and emotional intelligence.

Dhanasekar & Vadivelu (2017) studied on emotional intelligence of high school students in relation to their academic achievement. As emotion is an important aspect of one's' life and its disturbance creates fears, resentment, worries, anxieties, annoyance, anger, and irritability and makes it hard to achieve the desired goal. Mostly the academic achievement is less what they are expected to achieve. These negative feelings must be replaced by feelings of hope, courage and willing cooperation so that they can excel more. Study revealed that factors Emotional Literacy, Academic understanding, Pressure Handling, Parental Guidance, Affective Domain Building, Self

Assessment, Performance Evaluation, Academic Motivation which if emphasized may help the mentors, parents and academicians to motivate the children for the understanding of emotions in their lives.

Pinku & Sharma (2017) investigated survey study entitled —A study of Emotional Intelligence in Relation to Academic Achievement, Gender and Locality." Total 800 students, within those 400 students from urban and 400 from rural (200 male & 200 female in every group) selected by using non probability technique, quota sampling from the secondary level in Alwar District, Rajasthan were comprising the sample for the present study. Emotional intelligence scale constructed by the Dr. S.K. Mangal and Mrs. Shubhra Mangal was used to collect data and for academic achievement grades of final exam has been collected. Results of the study revealed 1) Significant difference in emotional intelligence between urban and rural Students. 2) No significant difference between male and female with regard to emotional intelligence. 3) Significant difference between high and average achievers in emotional intelligence. 4) Significant difference between average and low achievers in emotional Intelligence. 5) Significant difference between high and low achievers in emotional intelligence.

Thejas et al. (2017) studied on emotional intelligence among students of higher secondary in Cuddalore district of India. A random sample of 250 XI standard students studying in higher secondary schools in Cuddalore District of Tamil Nadu was used. Results indicated that higher secondary students in Cuddalore district are having average level of emotional intelligence. Result revealed that the sub samples of gender, locality and type of management were not differ significantly in the emotional intelligence scores. But sub samples of subject differ significantly in the emotional intelligence scores.

Chandra, Gayatri, & Devi, (2017) a study carried out in Tamil Nadu, India, found that in medical graduates, females have higher EI than males and females had higher mean EI scores among Sri Lankan medical undergraduates .

Maguire, Egan, Hyland, & Maguire (2017) in their study aimed to explore if emotional intelligence was a precursor to cognitive and/or affective engagement in undergraduate students of psychology in Ireland. Several factors were controlled like academic ability

of students, their gender and school engagement. The results indicated that trait emotional intelligence was a positive predictor of factors like cognitive and affective engagement.

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Khan et al. (2016) conducted a study with the objective to find out the relation between the Emotional intelligence and Educational motivation among Hazara University students studying at different levels of education. The study was conducted on a sample of 150 students (75 males and 75 females) studying in BS, M.Sc and M. phil level. Two scales Emotional intelligence inventory and Student motivation scale were used. The result of study found insignificant difference among emotional intelligence and different levels of study. The result further revealed insignificant difference among educational motivation and different levels of education and negative non-significant correlation between emotional intelligence and educational motivation.

Rahman et al. (2016) worked on A Cross Cultural Study of Achievement Motivation and its Relationship with Emotional Intelligence between Indonesian and Malay Female Students of IIUM . The study was conducted with the objective to find out the differences in achievement motivation, and emotional intelligence between two Asian Pacific

cultures, which were Indonesian and Malay. The relationship between the variables under study was also examined . Besides analysing the achievement motivation based on Western (McClelland) concept, it was also analysed from the internal angle of the two cultures which was represented by Islamic motivational values. A total of 60 IIUM undergraduate and postgraduate Malay and Indonesian female students were comprising the sample for the present study. Three instruments used in this study to measure achievement motivation and emotional intelligence. For McClelland's achievement motivation, Smith Scale was used, for Muslims motivational values, Muslims Motivational Values Questionnaire was used, and for emotional intelligence, the researchers used Trait Emotional Intelligence Questionnaires Short Form. The data collected was analyzed by using independent t-test and bivariate correlation and the findings revealed no significant differences in the level of McClelland's achievement motivation and emotional intelligence between Indonesians and Malays. However, the two groups significantly differ in their level of Islamic achievement motivation. The result of the study also revealed that McClelland's achievement motivation and emotional intelligence correlate positively with culture, while Islamic achievement motivation has a significant relationship with emotional intelligence.

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Ahuja (2016) conducted a survey on —A Study of Emotional Intelligence among Secondary School Students in Relation to Academic Anxiety and Adjustment." The sample comprised of 100 boys and 100 girls of Class IX from two government schools in Delhi state. Random sampling was used to select

sample. Emotional Intelligence scale (Singh and Narain, 2014), Academic Anxiety Scale (Singh and Sen Gupta, 2013) and Adjustment Inventory for School Students (Sinha and Singh, 2013) were administered on sample students. The collected data was analysed by ‗t' test and Karl Pearson's Coefficient of correlation (r). Study found that girls had higher emotional intelligence scores than boys but in adjustment, boys significantly outperformed girls. Statistically insignificant difference between both the genders with respect to academic anxiety and emotional intelligence and academic anxiety were not significantly related in addition to this statistically significant positive correlation was found between emotional intelligence and adjustment of students and academic anxiety was negatively co-related to adjustment of secondary school students.

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Praditsang et al. (2015) conducted study on the topic entitled —The Relationship among Emotional Intelligence, Social Intelligence and Learning Behaviour." The study was aimed to examine whether emotional and social intelligence and demographic factors, were related to students' learning behaviour. 569 first-year students in their second semester of the academic year were comprising the sample. The instrument used in collecting the data was a questionnaire based on related theories and literature as well as existing instruments. Hierarchical multiple regression was used. The findings revealed that father's education was negatively significant with learning behaviour. Emotional intelligence was insignificantly related with learning behaviour. However, social intelligence was significantly related with learning

behaviour, except for self-presentation, social cognition, influence and concern dimension.

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Sharma (2015) worked on emotional intelligence, achievement motivation, problem solving ability, and study habits of different sociometric groups of adolescents at secondary level. A representative sample of 2000 school students from Aligarh city were selected and divided into four sociometric groups on the basis of a sociometric questionnaire. Results indicated that the emotional intelligence was found to be positively related to problem solving ability, and study habits, achievement motivation. Whereas in case of neglectees, emotional intelligence showed a positive relationship with study habits and achievement motivation and in addition to this, Achievement motivation was found to be related to study habits. Moving towards the other sociometric group i.e isolates, study habits was positively and significantly related to emotional intelligence and achievement motivation. Lastly, for rejectees the results revealed that emotional intelligence was substantially related to study habits, but slightly related to achievement motivation. In addition to this, achievement motivation markedly related to study habits. For neglectees, rejectees, and isolates problem solving ability was not found to be significantly related to any of the three variables i.e., emotional intelligence, achievement motivation, and study habits.

Ghaonta & Kumar (2014) conducted a survey study entitled ― Emotional intelligence as related to gender, stream and social intelligence." This study was aimed to assess the social intelligence of prospective teachers in relation to gender, stream, and emotional intelligence. Initially, a sample of 400 prospective teachers (200 of each gender i.e. male and female and stream i.e. science and arts) were selected using random sampling technique. The final sample of the study consisted of 136 prospective teachers i.e. 68 of each gender as well as 68 of each stream of teacher education colleges of Himachal Pradesh. The sampled teachers were categorized into two extreme groups on the basis of emotional intelligence scores. Analysis of Variance (ANOVA) was applied for data analysis. Significant differences were found in their social intelligence on the basis of their emotional intelligence. However, insignificant differences were observed in the social intelligence of prospective teachers on the basis of their gender and stream.

Tajeddini (2014) Conducted a comparative study on Emotional Intelligence and Self Esteem among Indian and Foreign Students . 400 students (200 men and 200 women) of age range 20 to 35 years from different Ph.D , M.Phil and MA courses studying in education institutes such as Osmania University (OU) , English and Foreign Language University (E F L U) , Hyderabad Central University (HCU) and Jawaharlal Nehru Technological University (JNTU) – India were comprising the sample. Results revealed that Self Esteem was strong positively and significantly correlated to Emotional Intelligence. Significant difference between Indian & foreign students with regard to self esteem was found. Insignificant difference between Indian and Foreign Students in Emotional Intelligence was analyzed and insignificant effect of gender on Emotional Intelligence and self esteem was observed. In addition to this significant differences between Self Esteem and demographic variables such as age, educational qualification, marital status, level of sociability ,birth order, socio economic status and religion was found. Insignificant differences in emotional intelligence between Indian and Foreign students with respect to demographic variables (educational qualification, marital status, level of sociability ,birth order, socioeconomic status and religion) was observed but one demographic variable i.e. age revealed significant difference in Emotional Intelligence between foreign and Indian students.

Foreign students of age group between 25-30 were higher than Indian students in emotional intelligence. One of the objective of the study was to assess, plan and administer an Intervention to Enhance students with low Self Esteem and low Emotional Intelligence. Results related to this objective revealed Positive Effect of Intervention in Enhancing the Self Esteem and Emotional Intelligence and also on emotional intelligence Dimensions viz Others Emotion, Own Emotion, Emotional Regulation, Social Skills, Optimism and Utilization Emotion.

Kumar, Mehta & Maheshwari (2013) studied on Effect of Emotional Intelligence on the Achievement Motivation, Psychological Adjustment and Scholastic Performance of Secondary School Students. 450 urban male students of the tenth standard from Jaipur district were comprising the sample. Emotional Intelligence Scale (EIS) by Hyde, Pethe and Dhar, Achievement Value and Anxiety Inventory (AVAI) by Mehta and Adjustment Inventory for School Students (AISS) by Sinha and Singh were administered on selected respondents. In addition, the total percentage of marks achieved by these students in the tenth standard board exams conducted by the Board of Secondary Education, Rajasthan, was taken as the index of their scholastic performance. Results of the study revealed a significant effect of EI on the achievement motivation and educational adjustment of students. However, EI did not have a significant effect on the emotional adjustment, social adjustment and scholastic performance of students.

Preeti (2013) studied on Role of Emotional Intelligence for Academic Achievement for Students. The study examined the factors which were affecting the development of emotional intelligence and its role in academic achievement for students. In this study secondary data has been collected out of which researcher found correlation between emotional intelligence and academic achievement and teaching emotional and social skills at school not only positively influence academic achievement during the year when these were taught but also leaves the impact in long term achievement. Findings of this research work emphasized that academic achievement without emotional intelligence does not indicate future success and absence of emotional intelligence also indicate the week personality and ability to build relations at working place as well in schools and it is highly important for quality

education. In addition to this study revealed factors such as Emotional Literacy, Academic understanding, Affective Domain Building, Self Assessment, Pressure Handling, Parental Guidance, Performance Evaluation, Academic Motivation which if emphasized may help the mentors, parents and academicians to motivate the children for the understanding of emotions in their lives.

Chamundeswari (2013) studied on Emotional Intelligence and Academic Achievement among Students at the Higher Secondary Level. Using random sampling technique 321 students, from the higher secondary level in different systems of education, namely, state, matriculation and central board schools were chosen as sample. The Emotional Intelligence Scale (Hydes and others, 2002) was used to assess the emotional intelligence and the marks scored in Science were taken from their half yearly performance to evaluate their academic achievement. The data was analysed by statistical analysis, namely, mean, standard deviation, _t'- test, _F'- ratio, Karl Pearson's Product Moment Correlation Co-efficient _r'. Results showed a positive significant correlation between emotional intelligence and academic achievement among the students. Further the students belonging to the central board schools have a higher level of emotional intelligence compared to students in state board but did not differ with students in matriculation board schools at the higher secondary level. Similarly, students belonging to central board schools are found to perform better in academics compared to students in state and matriculation board schools at the higher secondary level.

Roy, Sinha & Suman (2013) carried out a research on — emotional intelligence and academic Achievement motivation among adolescents: A relationship study." The sample consisted of 105 class XII students (48 boys and 57 girls) selected by simple random technique. Academic Achievement Motivation Test of Dr. T. R. Sharma and Emotional Intelligence Inventory by Dr. S. K. Mangal and Mrs. Shubra Mangal were administered on sample. Product moment coefficients of correlation was used to analyze the data. The result of the study showed positive relationship between emotional intelligence and academic achievement motivation. It was also noticed that students with high, average and low academic achievement motivation differ from one another on emotional intelligence. Study showed a low positive correlation between emotional

intelligence scores and high and average levels of academic achievement motivation while it was negatively correlated with low level of academic achievement motivation for the total sample. The Study revealed low positive correlation between emotional intelligence and academic achievement motivation in gender analysis. It was observed that in case of boys, there was positive correlation between emotional intelligence and high, average and low levels of academic achievement motivation while in case of girls High and low levels of academic achievement motivation was negatively correlated and average level of academic achievement motivation was positively correlated.

Jan, Hyder & Ruhi (2013) studied on the topic entitled —An assessment of emotional Intelligence among girls students studying in professional colleges‖ Study was intended to assess the emotional intelligence among girls studying in professional colleges in the Kashmir region. For the sample 100 girls students were selected equally from five different colleges, i.e. medical college, engineering college, B.Ed college, Law college and business school through random sampling technique. In addition to this it was found that majority of girls have high self-awareness; while empathy is observed at medium level among girls studying in professional colleges. Study also observed that girls have high self motivation; while as their emotional stability was at medium level. Majority of girls have high level of self development. However their value orientation were of medium level. Study further revealed that commitment and altruistic behaviour among girls was at medium level. Overall, self esteem among girls studying in professional colleges observed was at high level.

In a similar relationship study carried out by Dubey (2012) a positive relationship between emotional intelligence and academic motivation was found. The study also revealed that students with high, moderate and low academic motivation differ from one another on emotional intelligence. In another study by Mishra (2012) on senior secondary school students it was found that there was a positive effect of emotional intelligence on academic achievement of total group students and especially girl students.

Mohanty & Devi (2010) revealed in their study on gender differences among EI (N=60) that girls were more optimistic and well aware of their feelings in comparison to boys. Girls were more aware and

understood their own feelings (Components of EI) than boys.

Joibaria (2011) carried out a survey on topic entitled "The study of relation between emotional intelligence and students' academic achievement of High Schools in Tehran city." 380 students (180 girls and 200 boys) were comprising the sample. Results revealed significant correlation between main components of emotional intelligence including self-motivation, self-awareness, self-regulation, social consciousness, social skills and students' academic achievement. Study indicated that compared to female students, the male students' emotional intelligence was higher.

Akbar et al. (2011) examined the relationship between emotional Intelligence and academic achievement among higher secondary school students. One of the objectives of the study was to examine the role of various demographic variables of the students including gender socio economic status, parental education and geographical origin in emotional intelligence. The Bar-On Emotional Quotient Inventory was used for data collection. Academic achievement of the participants was measured through their annual results. Pearson correlation and t-test was applied to test the hypotheses. Study found a significant relationship between the two constructs. First born students scored high on emotional intelligence as compared to later born students. Students with literate parents scored high as compared to students with illiterate parents. Students from urban areas scored high as compared to students from rural areas. Students from upper socio-economic students scored high on emotional intelligence as compared to students from lower socio-economic status. Female students scored high as compared to male students.

REVIEW OF LITERATURE ON SELF-ESTEEM:

Mali, P and Das, S (2018 mar) conducted a comparative study of emotional intelligence of college students in Jorhat district. The main objectives of the study was to measure emotional intelligence of college students also to compare emotional intelligence of male and female and science and arts stream students. The findings revealed average level of emotional intelligence of college students. The result also indicate difference in emotional intelligence of male and female, and arts and science stream students

Naz (2017) conducted a study on 240 physically challenged secondary school students from Kashmir. The sample represented 80 orthopedically impaired, 80 visually impaired and 80 *hearing-impaired students. The purpose of the study was to investigate the self-esteem and* academic achievement of physically challenged students. Hearing-impaired students were reported to have the lowest level of selfesteem and no significant difference was found between orthopedically and visually impaired students. While a significant difference was found between 'orthopedically impaired and hearing impaired students' and 'hearing impaired and visually impaired students' on self-esteem.

Bhatt, Rajeshkumar. I, (2017) conducted a study to see the relationship between self-esteem and academic achievement of secondary school students. The main objectives of the study was to study the self-esteem of secondary school students, to know the level of academic achievement of Secondary school students and to study the relationship between academic achievement and self-esteem of secondary school students. Purposive sampling method was adopted. The findings of the study indicate that Self-esteem and academic achievement of adolescents are significantly correlated. self-esteem and academic achievement of boys are significantly correlated but selfesteem and academic achievement of girls are not significantly correlated.

In 2017 a study was done by Dharvinder Singh in Jammu on Home Environment, Parental Attachment and Self Esteem as predators or Psychological Wellbeing of Adolescents on (225 male and 212 female adolescents) The results revealed that protectiveness, reward, and nurturance dimensions of the home environment had a significant positive relationship with psychological wellbeing of the adolescents. But dimensions like punishment and rejection had significant negative correlation with psychological wellbeing in overall adolescents. Mother trust, father trust, mother communication and father communication had significant positive correlation with psychological wellbeing also mothers and father's alienation had negative significant correlation with psychological wellbeing.

Chaurasia Nupur and Meerambika Mahapatro(2016) was conducted a descriptive cross sectional study among the young adults of age group 20-25 years continuing education and residing in Raipur, Uttar Pradesh, India. All the young adults were considered of the area. A total of 203 respondents were selected

out of which 110 were male respondents and 93 were female respondents. Finding of the research was found that the mean self esteem score of men were 19.35±4.24 and that of women were 19.19±3.28. Education of respondents, education of respondent's mother, family income, caste and number of siblings were associated with self esteem.

Bibi Saleha, Saglain Sirda and Mussawar Bushra (2016,) conducted a study on 'Relationship between Emotional Intelligence and Self-esteem among Pakistani university students.' The present study was done to explore the relationship between self-esteem and emotional intelligence among Pakistani University students, study was conducted with a sampe size (N=250) including both boys and girls. Sample was drawn from Rawalpindi and Islamabad Universities of Pakistan. Sample was collected by using convenient sampling technique. Rosen Berg self-esteem technique scale was used to measure self-esteem among university students and emotional intelligence was measured by using emotional intelligence scale by Wong and Law. Pearson product moment of co-efficient of correlation was used in order to find out relationship of emotional intelligence with self-esteem among Pakistani University students. Independent t-test was used to access gender difference in self-esteem and emotional intelligence. Results of the study proved that there exist positive relationship between self-esteem and Emotional intelligence among Pakistani University students and it was found that females are more emotionally intelligent as compared to males but there does not exist any statistically significant gender difference in self-esteem among university students.

Bhagat, Pooja. (2016) conducted a study to see the relationship between selfesteem and academic achievement of secondary school students. A sample consist of 400 secondary school students of 9th class studying in Government and private schools of Jammu District were taken for the study. self-esteem. Total marks obtained by particular student in the previous examination were taken as academic achievement of students. The collected data was analyzed with the help of Pearson product moment correlation. The results of the study showed that a positive and significant correlation between positive self male and their academic achievement. A positive and significant correlation was found between negative self female and academic achievement. A positive but not significant correlation was found between positive self female and their academic achievement. A positive but not significant correlation was found between negative self male and academic achievement of secondary school students.

Begum, Sirajun Nahar. (2016) conducted a study on self-esteem, emotional intelligence and academic achievement on secondary school students of Assam. The main purpose of the study was to investigate the levels of students self-esteem, emotional intelligence and academic achievement in relation to sex, location of school or home, tribal and non-tribal in district wise. Another purpose of the study was to examine the relationship between self-esteem, emotional intelligence and academic achievement. The result showed that a significant positive relationship between selfesteem and emotional intelligence, self-esteem and academic achievement and emotional intelligence and academic achievement which indicate that developing selfesteem and emotional intelligence will help the student to improve his/her academic achievement.

In 2016 Mrs Sirajun Nahar Begum have done a study on Academic Achievement: A study on Secondary School Students of Assam on 500 samples The finding were like the students who have higher level of self-esteem also have higher level of emotional intelligence. Those who have high level of emotional intelligence have high self-awareness in.

In 2015 a study was done by Srivastava, Pratyush Kumar; Singh, Ajai Pratap on Optimism, Self-Esteem and Subjective Well-Being among Trainees under Sarva Shiksha Abhiyan. The data was collected from 400 trainees. Global Life Satisfaction Scale, Contentment Scale, scale of positive and negative experiences, Optimism Scale and Self-esteem Scale were used. Result indicates that self- esteem and optimism have significant effect on global life satisfaction.

Fanaj, Naim and Melonashi, Erika (2014,) conducted a systematic literature review on self-esteem and Psychological well-being in Kosovo. Self-esteem represents a basic behavioural motive. As much this construct is relate to several dimensions of psychological well-being. The aim of the present study was to analyze research on selfesteem to psychological well-being. Eight full papers and five abstracts have been identified. The mean value of self-esteem in these studies ranged from 22.1 to 37.65. These values are comparable with other countries such as Bosnia, Greace, Italy, Serbia etc. As

regards the relationship between self-esteem and psychological well-being the study found significant correlations with suicidal ideation emotional difficulties and behavioral problems. Also significant self-esteem and anxiety, shyness, depression, impulsive behavior, eating disorders etc. The self-esteem correlates positivity with hope and life satisfaction. The present findings were discussed in the context of methodological shortcomings and suggestions were given for future research.

Kaur, Tajpreet. and Maheshwari, S.K (2015) conducted a study on relationship of emotional intelligence with self-esteem among adolescents. The main objective of the study was to access the relationship between emotional intelligence and self-esteem among 200 randomly selected (lottery method) students from six conveniently selected of district, Faridkot, Punjab by using the Emotional Intelligence scale (EIS), Rosernberg self-esteem rating scale and socio demographic data sheet. The results showed that emotional intelligence and self-esteem had significant positive correlation at the level of 0.01. Study concluded that emotionally intelligent adolescents have high self-esteem.

In 2014 a Comparative Study on Emotional Intelligence and Self Esteem among Indian and Foreign Students is done by Rahel Tajeddini in Andhra Pradesh the data was collected from 400 students (200 Men and 200 Women aged between 20 to 35 years) who were Ph.D., M.Phil and MA courses students. For foreign students 32 foreign countries studied and compared with Indian students. Self Esteem Inventory by M Rosenberg and Emotional Intelligence Inventory by N Shutte were used as tools. Results indicated that Emotional Intelligence and Self Esteem were strongly and positively correlated and significant. As compared to Indian students foreign students showed higher Self Esteem. Results also indicated that as compared to Indian students only in two dimensions of Emotional Intelligence Foreign students showed higher Emotional Intelligence 1- Other's Emotion (Understanding and Recognizing Other People s Emotion) and 2- Optimism (A mental attitude or world view that interprets situations and events as being best)

Kalouti, H.R-Mekky (2012) conducted a study on the relationship between self-esteem and academic achievement of Grade six pupils in private schools in Jerusalem District. The main objective of the study was to find out the relationship between self-esteem and academic achievement. An attitude questionnaire (self-esteem scale) was used to collection of data. The result of the study indicated positive relationship between selfesteem and academic engagement and social interaction, while they revealed weak correlation between self-esteem and academic achievement.

Nazirul Hasnain and Ms.Parul Adlakha (2012) studied on 'Self-Esteem, Social Maturity and Well-Being Among Adolescents With And Without Siblings.' The study was designed to investigate the differences in the levels of self-esteem social maturity and well-being between adolescents with and without siblings. Social Maturity scale by Rao and PGI Well-being measure by Verma & Verma were administered on the participants. Non-significant differences were obtained between adolescents with and without siblings on self-esteem and well-being. However, significant difference was found between adolescents with and without siblings on social maturity showing that adolescents without siblings had higher mean social maturity score than adolescents with siblings. The results of regression analysis showed significant contribution of social maturity and self-esteem together in well-being of adolescents without siblings, but independently they did not contribute significantly to their well-being. The total contributions of self-esteem and social maturity in the well-being of adolescents without siblings was 13%. However, in the case of adolescents with siblings social maturity and self-esteem neither together nor independently contributed significantly to their wellbeing.

Das, A (2012) conducted a study on the emotional intelligence in relation to creativity, stress and academic achievement at B.Ed level. The major finding of the study showed that sexes, area, management of the institution under consideration exert no significant differences, while academic background, educational qualification, teaching experience have significant impact on emotional intelligence of the B.Ed students.

Mahajan, M. (2011) studied academic achievement in relation to emotional intelligence and spiritual intelligence. Findings revealed that no significant difference between the emotional intelligence and spiritual intelligence of boys and girls. There exists positive and significant relationship between academic achievement and Emotional Intelligence of boys and girls (r =0.55) and between academic achievement and spiritual intelligence of boys and girls (r =0.496). also, there exists positive and significant relationship between Emotional

Intelligence and Spiritual Intelligence of boys and girls.

Moula, J.M (2010) conducted a study on 'A study of the relationship between academic achievement and home environment among standard eight pupils.' The objective of this study was to investigate the relationship between academic achievement motivation and home environment among standard eight pupils. The study was carried out on 235 standard eight Kenyan pupils from six urban and rural primary schools randomly selected from Machakos district. Their age ranged between 13 and 17 years. The major finding of the study showed that pupils' motivation to do well in academic work is to some extend dependent on the nature of their home environment. It was recommended that parents need to be aware of the importance of their role in their children's academic achievement motivation so that they can provide the necessary facilities at home.

Heather A. Turner, David Finkelhor & Richard Ormrod (2010) conducted a study on 'The Effects of Adolescent Victimization on Self-Concept and Depressive Symptoms.' Using two waves of the Developmental Victimization Survey (DVS), this research examined the effects of different forms of child victimization on changes in self-concept in a national sample of 11- to 18-year-old youth. Results indicate that only sexual victimization independently reduced self-esteem, and there were no significant changes in mastery in response to victimization exposure. Declines in self-esteem partially mediated the association between past-year sexual victimization exposure and levels of depressive symptoms. Strong direct effects of each form of victimization and non victimization adversity on depression were also evident. Results suggest that sexual victimization experiences may have uniquely powerful effects on self-esteem that are not apparent for other types of victimization and stress

In 2010 Mahmoudi Armin and Betsur done A study on Relationship between Adjustment and Self Esteem among Adolescents in Mysure. Bell's Adjustment Inventory and Self esteem inventory by Cooper and Smith were administered on 100 adolescent students [class 9]. According to the results higher the self esteem is positively related to better adjustment. And school academics self esteem had positive influence over health adjustment of the student.

In 2009 Shobhna Joshi and Rekha Srivastava have done a study on Self-esteem and Academic Achievement of Adolescents in Varanasi The data was collected from 400 adolescents (aged 12 to14) (200 urban and 200 rural). Tools used were The Rosenberg self-esteem questionnaire (Rosenberg, 1965):and academic achievement was measured by academic school records. The results indicated that Urban adolescents scored higher in academic achievement as compared to rural adolescents. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement whereas boys were significantly higher on self-esteem.

Qualter, Pamela and others (2009) considered the effects of emotional intelligence upon retention, revealing the students with higher levels of emotional intelligence are more likely to progress in study and prospects for emotional intelligence based intervention programmes.

Harris, S.L (2009) conducted a study on 'The relationship between self-esteem and academic success among African American students in the minority engineering programme at a research extensive university in the southern portion of the united states.' The purpose of the study was to determine if a relationship exists between the self-esteem and academic success of African American students in the minority Engineering Programme (MEP) at a research extensive university in the southern portion of the United States. Finding of the study indicated that there was a positive relationship between level of self-esteem and demo graphical variables, such as parent's highest educational level completed, year of classification, cumulative GPA and engineering GPA

Suparna Jain and Prerna Dixit (2014) conducted a study on 150 college going Indian students, out of which 77 were females and 73 were males. The age range for the participants was 18-23. With the help of t test for independent means, the findings revealed that there was no significant gender difference in the self esteem levels of the participants. Even the effect size was found to be as low as 0.1.

REVIEW OF LITERATURE ON STRESS:
K. Sathish & A., Subramanian (2020) the present study aims to find the level of academic stress felt by the underachievers studying in higher secondary schools as well as their academic achievement. It also tries to figure out the difference in academic stress and academic achievement of underachievers with respect to gender and the relationship between academic stress and academic achievement. Survey

method is adapted and a sample comprising of 319 higher secondary students was selected by random sampling. A 5-point Likert type Academic Stress Scale consisting of 34 items was constructed and validated to collect data for the study. The collected data were subjected to descriptive, differential and correlation analysis. The results of differential analysis showed that (i) Boys have more Academic Stress than girls; and (ii) Girls have significantly better Academic Achievement than boys. The results of correlation analysis showed that there is a Negative Relationship between academic stress and academic achievement of underachievers studying in higher secondary schools.

K. M. Neeta & Singh, D. R. (2020) academic stress is a main source of stress for many students. The study examines the level of academic stress among higher secondary school students. Descriptive research design was adopted and stratified random sampling was chosen for study. A total sample of 110 students participated in this study were obtained from 10 higher secondary schools at Gorakhpur district. The data were collected though Academic Stress Scale. Data were analyzed Frequency, percentage, mean and SD. The study revealed that there exist high significant differences between the academic stress of male and female participants of higher secondary school students. It was also found that there was no significant difference between academic stress of government aided & self-finance school students and rural & urban area school students.

Gupta, R. K. (2020) academic learning is the main source of stress among adolescents and is associated with mental health problems; finding its determinants helps to know the risk factors that influence stress. stress becomes an integral part of human life. Anything that creates a challenge or a threat to our comfort is a stress. All kind of stress is not considered to be bad because it helps perform well. In academics, stress is unavoidable among students, and it influences students' performance in all academic activities. Academic stress plays a major role in determining the mental health of students. is study was conducted to explore the academic stress and its relationship with mental health among high school students. The study included 300 randomly selected adolescent students aged between 17 and 20 years. The study was consisting of fourth items representing five stressor domains namely; Cognitive, Affective, Behavioural, Physical and Social was developed, standardized and administered. The findings showed that the adolescent girls and boys perceived high

(57.9%) to very high (40%) levels of academic stress. There was significant difference between boys and girls in their academic stress in cognitive domain at 0.05 level (t=2.311*and p=0.022) and the girls had stress levels (31.71 ±3.67) higher than boys (30.45± 4.70) in this domain. The boys and girls also differed significantly in their physical stress at 0.05 level (t=2.213* and p=0.028) and boys had higher levels (28.23 ± 4.86) of physical stress when compared to the girls (26.86 ± 4.76). Among the five stressor domains, statistically significant association was found between gender and behavioural domain of academic stress at 0.01 level ($\chi 2$=9.903** and p=0.007). There was no association found between gender and Cognitive, Affective, Physical and Social domains. The findings of the study indicates the need for intervention programmes for High school children in stress management and also stresses the need to revisit and revamp our examination system to provide a stress free learning environment to promote mental and general health of school children .

Daya, A. & Karthikeyan, G. (2018) Background: Undetected and untreated mental disorders can impair a person's ability to perform at school or work place, cope with daily activities of life and can lead to severe psychiatric disorders and consequences later in their life. Study objective was to determine the prevalence and patterns of depression, anxiety and stress among 400 school going adolescents belonging to classes 10th to 12th of Tirunelveli district, Tamilnadu, India. Methods: Burden of Depression, anxiety and stress was assessed using DASS21 questionnaire. Chi-square test was done using SPSS software version 21 to test for statistical significance. Results: Overall prevalence of depression, anxiety and stress was 73.6%, 86.5% and 24.7% respectively. Depression (p value=0.01), Anxiety (p value = 0.005) and stress (p value = 0.007) were significantly observed more among 10th class students when compared with other classes. Conclusions: The present study has identified a higher prevalence of depression, anxiety and stress among students. This warrant immediate action of creating awareness among teachers and parents in early identification and treatment to prevent serious consequences in later life.

Kaushal, Y., Koreti, S., & Gaur, A. (2018) Background: Academic pressure are one of the main causes of stress for young people and this stress is a significant catalyst and precursor to depression. This research uses to assist the teaching units in

understanding the related problemsapproved by the institutional ethics committee. Data were collected by employing random sampling technique. Self-administered questionnaires were administered which included sociodemographic data sheet, personality inventory, intelligence quotient (IQ) assessment, and educational stress scale for adolescents. The main aim of the study was to assess the educational stress and their predictors among adolescent students.

Anupama K. & Sarada D. (2018) stress is a state of mental or emotional strain or tension caused by the acts of others, situations be and tasks which demand a performance beyond a person's capability or capacity. The children are compelled to spend more hours in schools on all six days a week in Andhra Pradesh, some private schools conduct special classes on Sundays and public holidays. The long hours of schooling, with less scope for; play, sports, recreation, socialization, hobbies and travel, is causing more stress among school children. This study was an exploratory research designed to assess the levels of academic stress among the adolescent boys and girls aged between 14 to 15 years and studying 10th class in Tirupati Municipality. The sample consisted of 240 children of which 120 were boys and 120 were girls. The Academic stress scale of stress of students of modern teaching technology, thereby proceeding to provide assistance and preventive measures. Current study was aimed to find out prevalence of educational stress among school going adolescents and associated factors. In addition to study the use of stress coping strategies. Methods: It was Cross-sectional study carried out during 2016-2017 at Government and Private Schools of Gwalior. 1400 students were selected randomly. Prepared questionnaire in Hindi and English language adapted from. Educational Stress Scale for Adolescent (ESSA) and Academic Stress Scale (ASC). Scales are modified according to our settings. Results: We found that 43% children have minimal stress, 56.6% moderate stress, 0.4% have highly stress. Female adolescents have more stress than male. 63% adolescents of government school have moderate stress as compared to private school which has 50.9% moderate stress. 11th and 12th standard students have more stress than 9th and 10th standard which is highly significant adolescents use occasionally coping and 55.3% adolescents used sometimes coping and 23.5% used frequently coping strategies. Conclusions: The present study reveals that the school going adolescents are havingeducational

stress and which is affected by age, gender, socioeconomic status, examinations, parents' expectation and peer and also found that adolescents use different coping strategies to cope up with educational stress..

Sharma, H. & Bordoloi, B. (2018) higher secondary school stage is a stage of human development of the students that occurs between childhood and adulthood. Some sensitive factors like physical, mental, family, school, relationship and social factors influence on the students while learning. All people have minimum stress but excessive stress may cause anxiety and it's harmful for health. A co relational Study on Academic Stress and Self-Esteem among Higher Secondary Students in selected Schools of Guwahati City, Assam, India was conducted. Descriptive Co relational research design was used for the study and it was conducted on 250 students selected by using 'multi-stage random sampling technique' from five randomly selected Government Higher Secondary Schools of Guwahati city, Assam. Data were collected by using 'Educational Stress Scale for Adolescents' (ESSA) and 'Rosenberg Self-Esteem Scale'. Results: Findings of the study revealed that out of 250 students, 169 students (67.6%) had moderate level of stress, 41 students (16.4%) had low level of stress and 40 students (16.0%) had high level of stress. Also that 177 students (70.8%) had moderate level of self-esteem, 37 students (14.8%) had low level of self-esteem and 36 students (14.4%) had high level of self-esteem. It was found that the level of academic stress and the level of self-esteem were negatively correlated with one Conclusion: Therefore, appropriate strategies for 'stress management' are highly recommended.

Cholakottil A, Thovarayi R, Antony J, et al. (2018) adolescence is a period when individuals become independent from their parents. The period of adolescence itself is recognized as a period of 'stress and storm'. Stressful life events of both major and minor magnitude in the lives of adolescents are significantly related to their emotional behavioural problems. Studies on prevalence and pattern of stressors in adolescents using semi structured interview techniques and sound methodology is limited in developing countries. Knowing the magnitude of problem will help us in policy making. Adolescents from 8th, 9th and 10th standards of four schools in two districts of Kerala were selected by random sampling method. Students with Children

Behaviour Questionnaire score CBQ more than 9 and their parents were analysed for the level of stress using Checklist of stressful life events CLSLE and were compared with that of control group. Out of 720 subjects screened 120 16.6% were found to be disturbed based on CBQ scores. CBQ score was significantly higher in disturbed group compared to undisturbed group. CLSLE scores shows disturbed group had higher stressors in "general", "school or academic" and "self" areas compared to control group. Stressors that are commonly reported by both the groups are decline in academic performance, breaking up with close friend, argument between father and mother and punishment by parents. School going adolescents are exposed to stress. The academic pressure is one of the major precursors for the stress. Introduction of stress management techniques in school curriculum can be helpful. This study emphasis that stressed feelings among adolescents should not be neglected, but has to be properly intervened, so as to avoid a larger destruction.

Sagar, P. & Singh, B. (2017) academic stress is a main source of stress for many students. The study examines the level of academic stress among higher secondary school students. Descriptive research design was adopted and stratified random sampling was chosen for study. A total sample of 180 students participated in this study were obtained from 10 higher secondary schools at Bareilly district. The data were collected though self-constructed Academic Stress Scale. Data were analyzed with the help of t-test and analysis of variance (ANOVA). The study revealed that there exists high significant difference between the academic stress of male and female participants of higher secondary school students, but no significant difference was found among academic stress of arts, science and commerce stream students. It was also found that there was no significant difference between academic stress of government aided & self-finance school students and rural & urban area school students

Sharma, G. & Pandey, D. (2017) psychological disorders like anxiety, depression and stress significantl0y exacerbate the pressure on students to perform better. The factors collectively hamper their performance leading to low academic achievement. In Chhattisgarh state few studies have looked especially in the field of mental health and academic achievement of the students in last decades. This study aimed to fill that gap and find out the relationship among anxiety, stress, depression and academic achievements. For this purpose, 120 (60 boys & 60 girls) students of 11th standard studying in government schools located in rural area of Mahasamund district of Chhattisgarh state were taken randomly. The ADSS (anxiety, depression and stress scale) was used to measure the anxiety, depression and stress among students. To analysis data Correlational research design will be used. Hierarchical multiple regression analysis revealed significant negative association between depression and, anxiety for criterion variable academic achievement. Furthermore, stress and academic achievement found to be significant positive association with each other. It is concluded that mental health condition of the students affects academic achievements.

K. Sathish Kumar & Brogen Singh Akoijam (2017) introduction: Adolescence is a stressful period due to physical, psychological, sexual changes, and the presence of psychiatric disorders such as depression, anxiety, and stress at this stage of life is a matter of concern. Objectives: The objectives of the study were to determine the prevalence's of depression, anxiety, and stress among higher secondary school students of Imphal and to determine the association between depression, anxiety, and stress and selected variables such as gender, standard, and religion. Materials and methods: From September 2014 to October 2014, a cross-sectional study was conducted among higher secondary school students of Imphal. The sample size was calculated to be 750. Seven schools were randomly selected, and all the students in that school were enrolled in the study. The study tool used was a questionnaire containing DASS (Depression Anxiety Stress Scale) and sociodemographic characteristics. Results: The prevalence's of depression, anxiety, and stress among 830 valid respondents were 19.5%, 24.4%, and 21.1%, respectively. In total, 81.6% of the respondents had at least one of the studied disorders and 34.7% of the respondents had all the three negative states. The prevalence's of depression, anxiety, and stress were high among females and were significant for anxiety (P = 0.00) and stress (P = 0.04). The prevalence's of depression and stress were significantly higher among 12th standard students with P-values of 0.00 and 0.02. Conclusion: The prevalence's of depression, anxiety, and stress were high with anxiety and stress significantly higher among females, whereas prevalence of depression and stress were significantly higher among 12th standard students.

Arora, A. K., & Sidhu, A. (2017) investigated the stress and anxiety among team sportspersons and individual sportspersons. Total sample of 60 sportspersons (30 team sportspersons and 30 individual sportspersons) in the age range of 18-23 years. For this purpose, Perceived Stress Scale (Cohen et al., 1983), Stress Symptoms Rating Scale (Heilbrun and Pepe, 1985), and State-Trait Anxiety Inventory (Speilberger et al., 1970) was administered to the sample. The Mean, Standard deviation, 't' test was used for statistical analysis of the results in order to compare stress and anxiety in team sportspersons and individual sportspersons. Results, no significant differences have been found between team sportspersons and individual sportspersons in Perceived stress. Significant differences have been found between team sportspersons and individual sportspersons in stress symptoms. No significant differences have been found between team sportspersons and individual sportspersons in state anxiety and trait anxiety.

Chawla, N., & Singh T. P. (2017) investigated the aggression and stress vulnerability among different field in cricket players who participated at college, university, district, state and national level tournament. Total sample of 75 cricket players (25 batsman, 25 fast bowler and 25 spin bowler) were randomly selected as sample were selected from the Cricket Academy of Rohtak District. The age group of 15-25 years. Aggression questionnaire (Anand Kumar Shukla and Prem Anand) and Stress Vulnerability Scale (L.H. Miller and A.D. Smith) was administered to the sample. Statistical analysis One-way ANOVA used. There is a significant difference in aggression and stress vulnerability among batsman, fast bowler and spin bowler in cricket.

(Anbumalar, Dorathy Agines, Jaswanti, Priya, & Reniangelin, 2017, p. 2349) conduct a study to "explore gender differences in the perceived level of stress and coping strategies among college students in India. The results indicated that female undergraduate students had high levels of stress than male undergraduate students. Other findings of the study also indicated that male participants had higher stress coping scores than female participants. The study revealed that male students are more likely to use better stress coping strategy than female students"

Rebellow, R. M. & Asir, S. M. (2017) stress has become an inevitable word in this fast-spinning technical world. Stress is been experienced by almost everyone around irrespective of the age they are in. The word stress which was threatening in earlier ages has now been accepted as normal part of life. Adolescence is a period when individuals become independent from their parents. The period of adolescence itself was well recognized as a period of 'stress and storm'. Apart from the home environment adolescents spend most of their time in their school or college environment. School environment, curriculum design, examinations and social support definitely would influence the level of stress experienced by the adolescents. The objective of the study is to find the level of stress experienced by the school going adolescents and to find the associated variables that contribute towards their stress level. This study is descriptive in nature. The data was collected from 50 adolescent school students using random sampling technique in a private school located at Tiruchirappalli district, Tamilnadu.. The study reveals that most of the students are experiencing stress and the study also suggests some of the suitable measures to reduce the level of stress among the school going adolescents.

Kumari Rajani & Gartia R. (2017) the study investigated the relationship between stress and academic achievement of senior secondary school students. A total of 120 senior secondary school students randomly selected from six senior secondary schools of North-western Delhi participated in the study. Three null hypotheses were tested using data generated from research instruments. Academic achievement was taken from the students' previous examinations. Data generated from these instruments were correlated using Pearson product moment correlation method. Results showed a positive correlation between stress and academic achievement. Significant difference exists in the academic achievement of students having high, moderate and less stress. Students with high and moderate stress performed better than the students having less stress. Further it was also found that stress and academic achievement are not mediated by gender.

C. Subramani, & S. Kadhiravan, (2017) stress becomes an integral part of human life. Anything that creates a challenge or a threat to our comfort is a stress. All kind of stress is not considered to be bad because it helps people to perform well. In academics, stress is unavoidable among students, and

it influences students' performance in all academic activities. Academic stress plays a major role in determining the mental health of students. This study was conducted to explore the academic stress and its relationship with mental health among high school students. 200 high school students from Government and Private schools in and around Salem city, Tamilnadu were selected through stratified random sampling and the data was collected with Educational Stress Scale for Adolescents and Positive Mental Health Scale. The results revealed that students from private school experienced higher academic stress than that of government school students, and private school students have higher mental health status than their counterpart. It was also found that academic stress had a significant relationship with the mental health of high school students. The implications of this are presented in this article.

Sandal R. K., Goel, N. K., Sharma, M. K., et al. (2017) Context: Depressive disorders often start at a young age. There is a need for early identification of depression, anxiety, and stress (DAS) and prevention. The present study was undertaken to find the magnitude of DAS among adolescents. Aims: To find the mental health status of school going adolescents in Chandigarh. The objectives were (i) to study the prevalence of DAS among school going adolescents and (ii) to study the correlates of DAS. Settings and Design: A Cross-sectional survey of students of four classes from 9th to 12th studying in government schools. Subjects and Methods: Ten government schools in Chandigarh were randomly selected through lottery method. In each school, for each of the four classes, a section was randomly selected again by the lottery method. Forty students were selected from each school reaching sample size of 470. DAS scale 21 questionnaires were used. Statistical Analysis Used: The data entry was done in MS Office Excel 2007. The analysis was done in the form of frequency tables, charts cross tables. For statistical significance, Chisquare test and correlation was found between various factors. Results: The prevalence of DAS was 65.53%, 80.85%, and 47.02%, respectively. Overall, comorbidity between depression and anxiety was 57.65%. Extremely severe depression was very less (3%). The prevalence of DAS was higher in females. For depression and anxiety, the peak age was 18 years. Conclusions: The prevalence of DAS was high among school going adolescents in Chandigarh. There is a need for early

and effective identification of DAS that can prevent many psychiatric disorders at their nascent stage.

Abirami, P. & Dharshini, P. (2017) this work investigates the academic stress and mental health of Indian high school students and the associations between various psychosocial factors and academic stress. A total of190 students from grades 11 and 12 (mean age: 16.72 years) from three government-aided and three private schools in Chennai India were surveyed in the study. Data collection involved using a specially designed structured questionnaire as well as the General Health Questionnaire. The students reported stress due to academic pressure – with no significant differences across gender, age, grade, and several other personal factors. The degree of parental pressure experienced differed significantly across the educational levels of the parents, mother's occupation, number of private tutors, and academic performance. In particular, children of fathers possessing a lower education level (non-graduates) were found to be more likely to perceive pressure for better academic performance. Academic stress was positively correlated with parental pressure and psychiatric problems, while examination-related anxiety also was positively related to psychiatric problems. Academic stress is a serious issue which affects nearly two thirds of senior high school students in Chennai.

Ghosh, S. M. (2016) sample of the present study consistent 200 high school students from different schools of Ranchi town. One hundred students were government's high school (male and female) and one hundred were private high school (male and female). Bisht battery of stress scales developed by Bisht (1987) was used to collect data. Result: The data have been analysed according to objectives and hypotheses of the research. It was observed that students in private schools have more academic stress than their counterparts in government schools. Female students experienced higher academic stress than male students.

Sibnath Deb, Esben Strodl, & Jiandong Sun (2015) this work investigates the academic stress and mental health of Indian high school students and the associations between various psychosocial factors and academic stress. A total of 190 students from grades 11 and 12 (mean age: 16.72 years) from three government-aided and three private schools in Kolkata India were surveyed in the study. Data

collection involved using a specially designed structured questionnaire as well as the General Health Questionnaire. Nearly two-thirds (63.5%) of the students reported stress due to academic pressure – with no significant differences across gender, age, grade, and several other personal factors. About two-thirds (66%) of the students reported feeling pressure from their parents for better academic performance. The degree of parental pressure experienced differed significantly across the educational levels of the parents, mother's occupation, number of private tutors, and academic performance. In particular, children of fathers possessing a lower education level (non-graduates) were found to be more likely to perceive pressure for better academic performance. About one-thirds (32.6%) of the students were symptomatic of psychiatric case-ness and 81.6% reported examination-related anxiety. Academic stress was positively correlated with parental pressure and psychiatric problems, while examination-related anxiety also was positively related to psychiatric problems. Academic stress is a serious issue which affects nearly two thirds of senior high school students in Kolkata. Potential methods for combating the challenges of academic pressure are suggested.

Khan, Z., Lanin, A. B., & Ahmad, N. (2015) this study aimed at the level of stress in male and female school students. For the purpose of the study the researcher randomly selected 64 school students aged between 14-18 years. To collect the data researcher used students stress scale (SSS) developed by Dr. Zaki Akhtar (2011). During collection of data researcher used means and method fit for this scale. The result of the study showed boys having much more stress in comparison to girls. The study concluded that school boys are more stressful than school girls.

Watode, B. K., Kishore, J., & Kohil, C. (2015) Objectives: In the present scenario, as the society is influenced by modernization and westernization, the path from adolescence to adulthood is endowed with stress. This is true, especially in the case of adolescents in the middle income group families as they have to face greater stress in the form of parental ambitions and highly competitive academic environments. The objective of the current study is to assess the prevalence of stress and stress causing factors among school adolescents of Delhi. Methods: It is a cross-sectional study, conducted among the adolescents of conveniently selected secondary

schools from the central and eastern district of Delhi, India. Sampling technique used in the study was simple random sampling and calculated sample size. The study was conducted from January 2012 to March 2013. A pretested self administered questionnaire was used for the data collection. Analysis was done using percentage, chisquare test. Results: Among the 397 students participated in the study, 348 (87.6%) were positive for stress. Stress was observed in 139 (89.7%) female students and 209 (86.4%) male students; the association with gender was not statistically significant. Association between education of parents and stress was not observed. Academics, parents, teachers and friends were major stressors. Conclusion: School going adolescents are exposed to stress. Females are particularly at higher risk. The academic pressure is one of the major precursors for the stress. Introduction of stress management techniques in school curriculum can be helpful.

P. Suresh (2015) stress can exist when working at a fast place, doing difficult problems, or listening to someone shout at you. It can be brought about through conflicts, making decisions, or otherwise straining abilities, or it can exist because of numerous social demands on time. We have noted that emotional states tend not to be long lasting, whether they are unpleasant emotions like fear, or pleasant ones, such as joy. Yet on occasion such states may persist for long periods of time, or they may reach excessively high levels. When this happens, the result typically is labeled "stress", and its manifestated in psychological as well as physiological terms. Stress and its manifestations, such as anxiety, depression, and burnout, have always were as a common problem among people in different professions and occupations. In the last few decades, alarm has already been provoked by the proliferation of books, research reports, popular articles and the growing number of organized workshops, aiming to teach people how to cope with this phenomenon. The purpose of the study is to find out the level of academic stress among higher secondary students. The present study consists of 250 XI standard students studying in higher secondary schools situated in Namakkal District of Tamil Nadu, India. The sample was selected by using simple random sampling technique. The present study reveals that the higher secondary students are having moderate level of academic stress and irrespective of sub samples of the higher secondary students are having

moderate level of academic stress. The male student's academic stress is higher than female students. The urban student's academic stress is higher than rural student. The Government school student's academic stress is less than private school student. The science subject student's academic stress is higher than arts student. The students whose parent's education as literate level academic stress is higher than their counter part.

Review of Literature on Stress and Self-esteem:

Mushtaq & Akhouri (2016) assessed self-esteem, anxiety, depression and stress among 50 disabled people and 50 normal people. Disabled people were found to have high levels of depression, anxiety and stress and low level of selfesteem. Jalayondeja et al (2016) studied the role of daily life activities, stress and selfesteem on the quality of life among people with a physical disability. The sample comprised of 160 disabled participants from a vocational school, Pattaya. Multiple regression depicted self-esteem as the primary significant predictor that explained the quality of life among physically challenged people.

Galanakis et al.(2016) conducted a study on the connection between stress and self-esteem that showed there is a significant relationship between stress and self-esteem. The study provided multiple papers, articles to support the statement. The supported studies represented the relationship between perceived stress and self-esteem, and its various effects on different factors such as stress experienced by students, occupational stress, job performance, job satisfaction.

Bi, Ma, Yuan, and Zhang (2016) conducted a study to analyze the relationships between self-esteem, perceived stress, the quality of differ rent types of interpersonal relationships, and gender in adolescents. On the basis of findings, it was concluded that perceived stress plays an intervening role in the relationship between self-esteem and different types of interpersonal relationships and that gender seems to be a moderator for some of the patterns of the relationships between these variables. According to Farhan et al.,(2015) impact of the stress and self-esteem and gender's effect on student's academic performance a study was conducted on 300 students from different private institutes by Farhan et al. Clustered random sampling technique was used. The findings displayed strong correlation between stress and self-esteem, but gender has no significant impact on students' GPA .

Srivastav et al., (2015) conducted a study among school going adolescents with respect to gender. The study was to assess and compare gender differences among school going adolescents in terms of perceived stress and self-esteem. The results showed that female school going adolescents perceive more stress and less self-esteem as compared to their male adolescents.

According to Bi et al., (2015) self-esteem, perceived stress, and gender during adolescence carried out by Bi et al., analyses the relationships between self-esteem perceived stress, the quality of different types of interpersonal relationships, and gender in adolescents. The result highlights that perceived stress mediated the relationship between self-esteem and four of the types of interpersonal relationships. Also, it was concluded that gender seems to be a moderator for some of the patterns of the relationships between these variables.

According to Reilly et al.(2014) highlighted that students with high self-esteem seem to be less stressed than those who have low self-esteem and have high stress

Uba, Yaacob, Talib, Mofrad, and Abdullah (2013) assessed the mediating effect of self-esteem in the relationship between stress and substance abuse among adolescents. The study ascertained a negative and large correlation between stress and self-esteem, similar results was found between self-esteem and substance abuse and a positive and medium correlation was found between stress and substance abuse. Self-esteem partially mediated the relationship between stress and substance abuse. Findings of the study suggested that adolescents with high self-esteem can overcome the effect of stress and were less likely to abuse substances. Based on cognitive theory, adolescents are shaped by the interactions between their behaviors, thoughts, and environmental events, meaning that adolescents with higher self-esteem can overcome the challenges of their environment.

Lee et al., (2012) conducted a study on Perceived stress and self-esteem mediate the effects of work-related stress on depression. To determine the relationships among work-related stress, perceived stress, self-esteem, and depression structural equation modelling was used and the results of this displayed that perceived stress was inversely related to self-esteem.

Schraml, Perski, Grossi, and Simonsson-Sarneki (2011) conducted a study to investigate the related gender differences, and to understand the factors that

may contribute to stress symptoms. Findings revealed that the perception of high demands, low levels of self-esteem, sleep disturbances, and poor social support played a crucial role in the prediction of stress symptoms. The findings highlight the need to develop and implement adequate stress prevention measures for adolescents. Results of the study clearly indicated that high self-esteem prevent from feelings of stress.

Juth, Smyth, and Santuzi (2008) said that self-esteem has been demonstrated to predict health and well-being in a number of samples and domains using retrospective reports, but little is known about the effect of self-esteem in daily life. With this view they conducted a study to see the relationship between self-esteem and daily living. Low self-esteem predicted more negative effect, less positive effect, greater stress severity, and greater symptom severity in daily life. Authors argued that naturalistic exploration of mechanisms relating self-esteem to physiological and/or psychological components in illness may clarify causal relationships and inform theoretical models of self-care, well-being, and disease management.

III. RATIONAL OF THE STUDY

Psychologists who are concerned with predicting behavior have realized that prediction of behaviour is possible only when information about motivational and psychological factors are taken into consideration. It has been seen that sometimes we are hired for the technical skills but fired for the lack of soft skills. Goleman (1995) asserted that success depends on several intelligences and on the control of emotion. Castella (2001) stated that —what really matters for success character, happiness and the life-long achievement is a definable set of emotional skills. Low and Nelson (2004) also reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students. But now a days, we strongly feel that in India education put more emphasis on the learning of knowledge rather than on student's frame of mind. Things are loaded on mind which learner cannot digest , this type of learning at the end will put him in the struggle for the success in life. Sometimes it has been established that despite an individual having the intellectual potential to succeed at institution of higher education, he/she may experience difficulty in dealing with emotional issues, behave poor relationships and may be ineffective in his/her decision making. On the other hand emotional intelligence skills help to maintain a state of harmony in oneself and finally one become more self confident in dealing with the challenges of living and learning in educational institution. But without it even the most dedicated, technically proficient employee can be sabotaged by inadequate interpersonal skills. This lack of emotional intelligence, is one of the main causes of poor performance in the workplace, and stress among otherwise gifted people (Wall, 2007).

College life is a very critical and important phase associated with, psychological, cognitive,social and emotional changes. At this time of life, persons are required to act in accordance with social roles, engaging with peers and members of the opposite sex and to accomplish the requirements of college and making important decisions regarding their future career. These pressures work as a form of stress bringing difficulty for persons to cope with the demands of daily living, thus having negative physical and emotional effects (Chandra & Batada, 2006). Effects of stress in a student life could lead to poor well-being. Therefore, understandings how they experience, react, think about and cope with stressful life events provide a foundation for enhancing happiness in their life.

Healthy self-esteem is among school going adolescents in terms of perceived the experience of being competent to cope with the basic stress challenges of life, stress and being worthy of happiness. Stress is the major source of many problems among adolescents. Many psychological problems such as depression and suicide occur as a result of low self-esteem. It is now quite widely accepted that adolescence is a time of involving multi-dimensional changes: biological, psychological (including cognitive) and social. Biologically, adolescents are experiencing pubertal changes, changes in brain structure and sexual interest, as a start. Psychologically, adolescents' cognitive capacities are maturing. And finally, adolescents are experiencing social changes through school and other transitions and roles they are assumed to play in family, community and school (National Research Council [NRC], 2002). These changes occur simultaneously and at different paces for each adolescent within each gender, with structural and environmental factors often impacting adolescents' development.

Self-esteem can be important in terms of how one thinks, feels, and responds to stressful life events .Research has also shown a relation between lower self-esteem and feelings of depression and hopelessness in adolescence. Females with low self-esteem are twice as likely to develop depression following a stressful life event than those with average or high self-esteem. During adolescence, a person may experience increased stress in relation to school, friends, and family, as well as new responsibilities and interests.One step in the development of emotional autonomy is the de-idealization of parents (Steinberg, 1993). The individuals who achieve emotional autonomy handle criticism, hurdles, and setbacks constructively by developing their own inner strengths and self-esteem (Atwater, 1992).

Experiencing high levels of stress or chronic stress can undermine physical health, for example, by increasing the likelihood of a weakened immune system, heart disease, obesity and diabetes (Rosmond, 2005). Other negative outcomes include anxiety, depression, low self-esteem poor memory and language skills, and lower academic achievement (Evans, & Schamberg, 2009).

Literature review indicates that a number of studies were carried on different dimensions of life of college students with special reference to risk behaviour in the developed countries. However, very few studies have been carried out in the developing countries especially in India in this regard. Literature unfolds the fact that college students are prone to stress and emotional problem and various linking factors have also been discovered. Stress beget other psychological problem. The feet that college students stress often co-occur makes engaging in any one risky behavior a risk factor for engaging in another. The findings of present would help to understand the dynamics of the psychological problem among the college students and probe into the various dimensions of those. The study would attempt to understand the nature of stress of college students, and spot the relation of the self-esteem variables with the college students' psychological problems. Those would definitely help to understand these young minds and help the society to better interact with them and provide them with a healthy platform where they can express themselves fully and live a healthy and peaceful life. Hence, the findings of the study would help to understand the why of the disturbed minds of the college students and what makes them deviate from their normal chores of life and get for

themselves a life that was never wanted. The findings would further help to suggest need-based measures for college students parents and teachers can take timely intervention measures for the college students. Literature review indicates that a number of studies were carried on different dimensions of life of college students with special reference to stress in the developed countries. However, very few studies have been carried out in the developing countries especially in India in this regard. Literature unfolds the fact that college students are emotional, prone stress, self- esteem involvements and various linking factors have also been discovered.

In the review of literature studied the researchers have published about emotional intelligence and how they have linked it to stress and self-esteem. The researches have also highlighted that how important Emotional Intelligence has become nowadays in the workplace where maximum stress can be caused due to the lack of self-esteem, levels of competition and higher achievements. Hence it is essential to explore the possibility of any relation between 'emotional intelligence and stress', 'emotional intelligence and self-esteem' and stress and self-esteem.

The focus of the present research will be on emotional intelligence, self-esteem, and stress among college students. The present study would help to the society, educational institutions, students at large, and their parents. In the present study science, commerce, and social science college students will be taken from Delhi/NCR to find out the significant difference between emotional intelligence, self-esteem, and stress and the relationship between two variables respectively in science, commerce, and social science college students. The relationship among these variables may also play important roles in the life of adolescent students. All these aspects have been covered in the present study.

IV. METHODOLOGY OF THE STUDY

STATEMENT OF AIM:
The aim of the study was to examine the difference between emotional intelligence, self-esteem, and stress of science, commerce, and social science college students and also to find out the relationship between 'emotional intelligence and self-esteem', 'emotional intelligence and stress', 'self-esteem and stress' of science, commerce and social science college students. The specific objectives of the study are given below:

OBJECTIVE OF THE STUDY:

The following objectives are formulated for the proposed study:

1. To see the difference in emotional intelligence of science, commerce, and social science college students.
2. To find the difference in self-esteem of science, commerce, and social science college students.
3. To see the difference in stress of science, commerce, and social science college students.
4. To examine the relationship among emotional intelligence, self-esteem, and stress of science, commerce, and social science college students.
5. To find out the relationship among emotional intelligence, self-esteem, and stress of total sample.
6. To examine the relationship between self-esteem and stress of science, commerce, and social science college students.

HYPOTHESES:

The following hypotheses were formulated to empirically validate the above objectives:

1. There would be significant differences in emotional intelligence of science, commerce, and social science college students

2. There would be significant difference in self-esteem of science, commerce, and social science college students
3. There would be significant difference in stress of science, commerce and social science college students
4. There would be significant relationship among emotional intelligence, self-esteem, and stress of science, commerce, and social science college students.
5. There would be significant relationship among emotional intelligence, self-esteem, and stress of total sample.
6. There would be a significant relationship between self-esteem and stress of science, commerce, and social science college students

SAMPLE:

Data were collected on a total of 150 college students from different college of Delhi/NCR. Out of which 50 were science students, 50 were commerce students and 50 were social science students. The age group of the students was 18 to 25 years of age. A random sampling technique was used to select the respondents of the study.

The graphic presentation of the sample can be given below:
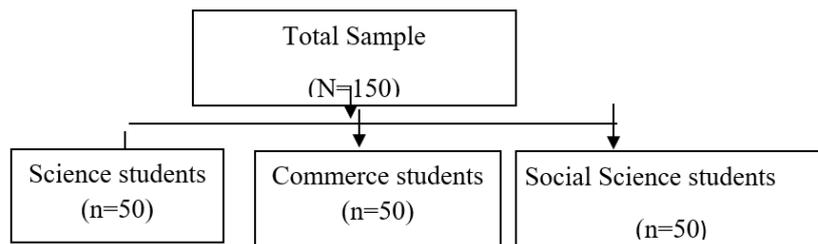
Inclusion criteria:

1) The age group of the students was 18 to 25 years of age
2) Only science, commerce and social science college students were included from different colleges in the respective age groups.
3) Only normal students were taken in the study.

RESEARCH DESIGN:

In the present study a three groups design (science students, commerce students and social science students) was used. The present study aim was to examine the difference on emotional intelligence, self-esteem and stress among different stream of college students and also to find out the relationship among emotional intelligence, self-esteem and stress

of different stream of college students separately. A correlational research design was used because it gives the measure of a relationship among variables and there is no control over them. Therefore, three group design and correlational approaches was suitable in this research.

TOOLS USED FOR DATA COLLECTION:

There will be three tools used for data collection.

1. THE SCHUTTE SELF-REPORT EMOTIONAL INTELLIGENCE TEST (SSEIT) Schutte et al. (1998). The SSEIT is a 33-item, three of which are reverse scored. It is a self-report on a 5-point Likert scale, scored as 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree.

The scores ranged from 33 to 165, with the higher scores indicating more characteristic EI (Schutte et al., 1998). The mean EI score is 124; scores below 111 or above 137 are considered unusually low or high.

Reliability and Validity

Schutte and her colleges report a reliability rating of 0.90 for their emotional intelligence scale. The scale also showed evidence of predictive and discriminant validity. The EI score, overall, is fairly reliable for adults and adolescents.

2. ROSENBERG SELF-ESTEEM SCALE:
(RSE; Rosenberg 1965) is a unidimensional adequate test to measure global self-esteem. It was designed on the pattern of Guttman scale, and the RSE items were designed represent a continuum of self-worth statements ranging from statements that are endorsed even by individuals with low self-esteem to statements that are endorsed only by persons with high self-esteem. i Rosenberg (1965) scored his 10-question scale that was presented with four response choices, ranging from strongly agree to strongly disagree, as a six-item Guttman scale. The first item included questions 1 through 3 and received a positive score if two or three of its questions were answered positively. Questions 4 and 5 and questions 9 and 10 were aggregated into two other items that were scored positively, if both questions in the item had positive answers. Questions 6 through 8 counted individually formed the final three items. For the negatively worded RSE questions, responses that expressed disagreement and, hence, were consistent with high selfesteem, were considered positive or endorsed. Five items were reverse scored, items ratings are simimed. Scores of a subject can range fiom 0-30; higher scores indicate higher self-esteem (Wylie, 1989). Rosenberg (1965) demonstrated that his scale was a Guttman scale by obtaining a high enough reproducibility and scalability coefficients.

Multiple studies have been conducted to investigate the validity and reliability of the RSE. Wylie (1989) reported coefficient alphas ranging from 0.74 to 0.87 and test-retest reliabilities ranging from 0.63 to 0.91 across studies. In terms of validity, RSE scores have been linked negatively to depressive affect, anxiety, psychosomatic symptoms and interpersonal insecurity (Wylie, 1989).

3. PERCEIVED STRESS SCALE (PSS) (SHELDON COHEN ,1988):

It is the most widely used tool to measure the perception of stress. It has been developed by Sheldon Cohen (1988). This tool contains 10 statements on a 4 point rating scale. A total score ranging from 0 to 40 is computed by reverse scoring the four positively worded items and then summing all the scale items. Higher score indicate greater levels of perceived stress, Subscale scores were computed by summing the six negatively worded items (items 1, 2, 3, 6,9 and 10) for factor 1 (Negative) and the four positively worded items (items 4, 5,7 and 8) for factor 2 (Positive) with higher score indicating greater negative distress/stress feelings and greater positive stress feelings and coping abilities, respectively. PSS-4 is based on psychometric principles and is considered to be sound. However, the limited four-item abridged scale suffers in internal reliability (r=.60). It provides a less adequate approximation of perceived stress levels than the larger scales. Test-Retest reliability and predictive validity is strongest for shorter time periods. The 10 and 14 items self-report instruments have established reliability and validity (r=0.85).

PROCEDURE OF DATA COLLECTION

To begin with the research, the researcher contacted the different colleges of Delhi. Permission was sought from the institute authorities by approaching and explaining details of the study,i.e, purpose and benefits for the students, the institute and the parents. Also verbal consent of the college students regarding data collection was taken and they were assured of confidentiality. College students who were not willing to give information were not forced to do so and were not included in the sample for the study. First, they were explained briefly about the purpose and the importance of research, which helped in establishing rapport with them. The test were administered in group on the available and allocated to the researcher. The scales were administered on them one after the other in the same Order. After collecting the relevant data researcher extended thanks to the participants for contributing their valuable time and helping the researcher in her research pursuit

ETHICAL CONSIDERATION:

Before collecting data proper permission from the colleges, heads of departments, and concerned faculties were obtained, and consent from the related students was taken.

V.   RESULTS AND DISCUSSION

Obtained data were analysed with the help of SPSS 20 using different statistical technique and the results are given in the following tables along with their interpretation and discussion in this chapter. The data were analyzed and tabled in the light of objectives.ANOVA and Tukey test were used for ascertaining significant differences among means.

Table no. 5.1: Mean and SDs of different stream of college students on emotional intelligence, self-esteem and stress and.

Variables	Group	N	Mean	SD
Emotional intelligence	Science	50	122.64	5.692
	Commerce	50	122.00	6.414
	Social science	50	128.10	9.453
Self-esteem	Science	50	27.24	3.612
	Commerce	50	25.38	3.686
	Social science	50	25.64	2.292
Stress	Science	50	25.62	3.752
	Commerce	50	26.12	2.700
	Social science	50	23.14	3.276

A look at table 5.1 reveals that mean emotional intelligence of science, commerce and social science college students were 122.64, 122.00 and 128.10 respectively and their respective SDs were 5.692, 6.414 and 9.453. The same table depicts that mean of self-esteem scores of science, commerce and social science college students were 27.24, 25.38 and 25.64 respectively and their respective SDs were 3.612, 3.686 and 2.292 .Similarly, the same table depicts that mean of stress score scores of science, commerce and social science college students were 25.62, 26.12 and 23.14 respectively and their respective SDs were 3.752, 2.700 and 3.276. The table shows that there seems a difference on emotional intelligence scores, self-esteem and stress score among science, commerce and social science college students but these differences may be due to chance factors, hence to see that whether the differences are real or due to the chance factors, ANOVA was applied. The results are shown in the following table:

Hypothesis-1: There would be significant differences on emotional intelligence among science, commerce, and social science college students

Emotional Intelligence		Sum of Squares	Df	Mean Square	F	Sig.
	Between Groups	1123.853	2	561.927	10.349	<.001
	Within Groups	7982.020	147	54.299		
	Total	9105.873	149			

Table no. 5.2: showing ANOVA on emotional intelligence score among the three different groups of college students.

	(I) course	(J) course	Mean Difference (I-J)	Sig.
Emotional Intelligence	Science	Commerce	.640	.901
		social science	5.460*	.01
	Commerce	social science	6.100*	.01

Since F ratio came out significant, Hence Tukey test was used to find out significant difference between the possible pairs of groups.

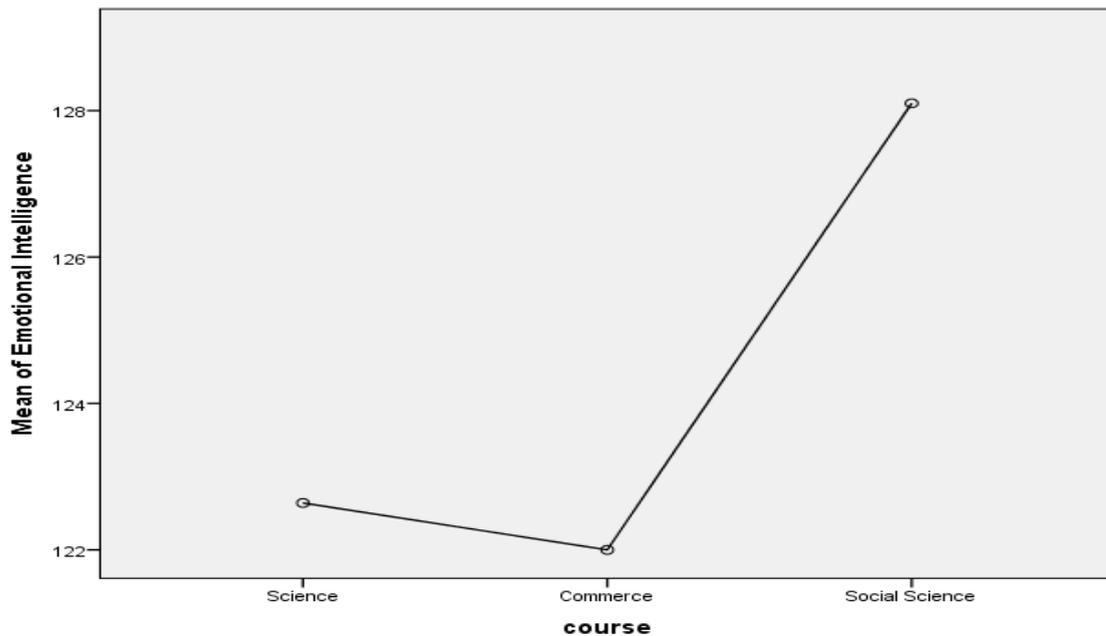Table no. 5.3: Showing the difference between the possible pairs of groups.

Figure 5.1: Graphic representation of mean emotional intelligence score of science, commerce, and social science college students.

The results given in the above table 5.2 clearly indicate that ANOVA for the difference among three different groups of college student on their emotional intelligence score was found statistically significant. The ANOVA among three means came to be F=10.349 which was significant beyond .01 level. Tukey test was used for post hoc analyses and the results were given in table 5.3. the table shows that difference between mean of science group and commerce group was .640. Which was not found statistically significant (P= .901>.05). Whereas, differences between mean of science group and social science group was obtained 5.460. Which was found significant (p=.001<0.01) and difference between mean of commerce group and social science group was 6.10 obtained and it was found significant at 0.1 level. These findings suggest that college students with different streams of subjects have different levels of emotional intelligence. Finding revealed that social science students had significantly greater amount of emotional intelligence than two other groups (commerce and science) students. Hence, the hypothesis-1 which states that "there would be significant differences on emotional intelligence among science, commerce, and social science college students" was partially proved true by the findings of the study. Moreover the above groups depicts then the difference between possible means clearly.

It confirms that there exists a significant difference among students of different Streams on Emotional Intelligence. It is evident that there is no significant difference in Emotional Intelligence between science and commerce students while there exists a

significant difference between science and social science Students and commerce and social science students. The mean score of social science students on Emotional Intelligence was the highest while the mean score of Science Students and commerce student were the lowest and were not significantly different than that of commerce Students. The finding

of the present study was the opposite of previous research results. Chaubey, M., Talukdar, L., & Kumar, R. (2022) found that the stream does not impact emotional intelligence.

Hypothesis-2: There would be significant difference among self-esteem of science, commerce, and social science college students.

		Sum of Squares	Df	Mean Square	F	Sig.
Self-Esteem	Between Groups	101.453	2	50.727	4.773	<.010
	Within Groups	1562.420	147	10.629		
	Total	1663.873	149			

Table no. 5.4: showing ANOVA on self-esteem score among the three different groups of college students.

	(I) course	(J) course	Mean Difference (I-J)	Sig.
Self-esteem	Science	Commerce	1.860	.01
		social science	1.600	.05
	Commerce	social science	-.260	.916

Table no. 5.5: Showing the difference between the possible pairs of groups.
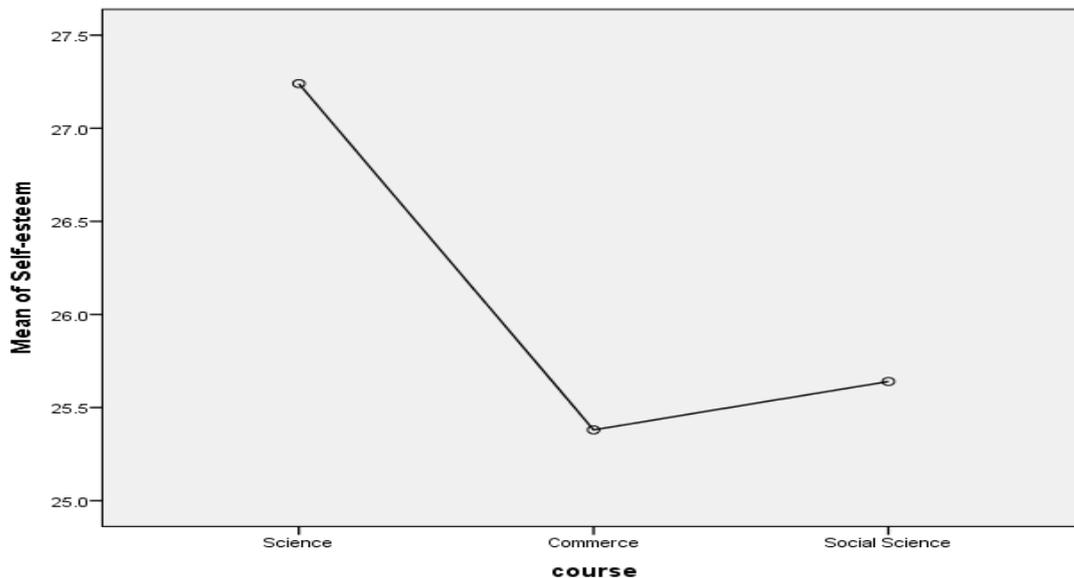

Figure 5.2: Graphic representation of mean self-esteem score of science, commerce, and social science college students.

The results given in the above table 5.4 clearly indicate that ANOVA for the difference among the three different groups of college student on their self-esteem score was found statistically significant. The ANOVA among the three means came to be F=4.773

which was significant beyond .01 level. Tukey test was used for post hoc analyses and the results were given in table 5.5. The table showed that mean difference between science groups and commerce group was 1.86 which was found statistically

significant. Similarly, the mean differences between science group and social science group were obtained 1.60. Which was found significant whereas difference between mean of commerce group and social science group was .260 and it was not found significant at .05 of confidence. These findings of post hoc analyses suggest that college students with different streams of subjects have different levels of self-esteem. Finding revealed that science students had significantly greater amount of self-esteem than two other groups (commerce and social science) students. However, commerce group obtained and social science students did not differ significantly from each other. Hence, the hypothesis-2 which states that "there would be significant difference among self-esteem of science, commerce, and social

science college students" was partially proved true by the finding of the study.

Result of this study show that science stream students usually have good academic performance . The findings of this study also revealed that science stream students possessed highest levels of self-esteem. The social science and commerce stream students have almost equal level of self-esteem. The present study was not in line with the previous study which revealed that there is no significant difference in Self- esteem of secondary school students with respects their Arts and Science Stream (Mukker T.R, Dhaka.S ,2023).

Hypothesis-3: There would be significant difference between stress of science, commerce and social science college students.

Stress		Sum of Squares	Df	Mean Square	F	Sig.
	Between Groups	254.680	2	127.340	11.900	.01
	Within Groups	1573.080	147	10.701		
	Total	1827.760	149			

Table no. 5.6: showing ANOVA on self-esteem score among the three different groups of college students.

	(I) course	(J) course	Mean Difference (I-J)	Sig.
Stress	Science	Commerce	.500	.725
		social science	2.480*	.01
	commerce	social science	2.980*	.01

Table no. 5.7: Showing the difference between the possible pairs of groups.
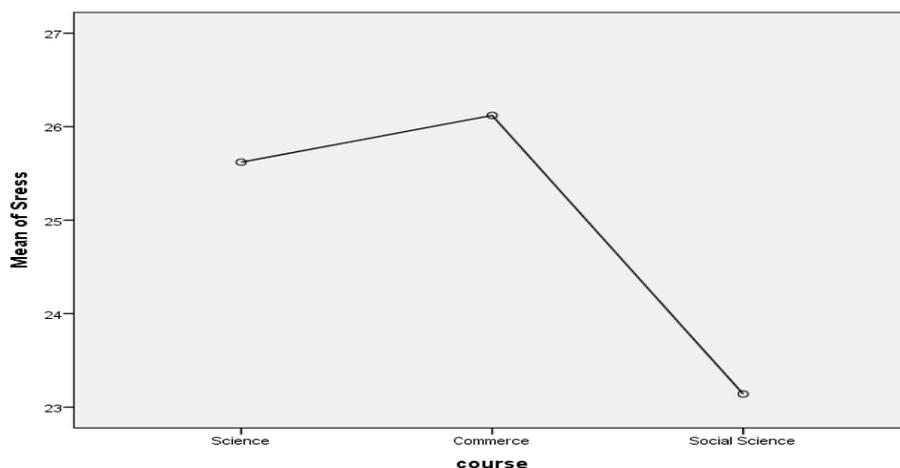

Figure 5.3: Graphic representation of mean stress score of science, commerce, and social science college students.

From the results given in the above table 5.6 clearly indicate that ANOVA for the difference among the three different groups of college student on their mean stress score was found statistically significant. The ANOVA among the three means came to be 11.900 which was significant beyond .01 level. Tukey test was used for post hoc analyses and the results were given in table 5.7. The table showed that mean difference between science groups and commerce group was .500 which was not found statistically significant. Whereas the mean differences between science group and social science group was obtained 2.480. Which was found significant .01 level. Similarly, difference between commerce group and social science group was 2.98 and it was found significant at .01 level of confidence. These findings of post hoc analyses suggest that college students with different streams of subjects have different levels of stress. Finding shows that commerce students had significantly greater amount of stress than two other groups (science and social science) students. Hence, the hypothesis-3 which states that "there would be significant difference between stress of science, commerce and social science college students." was partially proved true by the finding of the study.

Students who were studying science they had greater stress level regarding various factors. According to Indian society system, arts stream does not much appreciation it is deeply proved that only lower grade students take arts. So it is a major factor which causes stress among them. The science and commerce streams have almost equal impotence. Moreover, they need efforts on the part of students. They are also more tough and need more time and understanding on the part of students. So much so that they are also more competitive in nature. that's why they make more stress in students.

The present study was not in line with the previous study which revealed that there exists significant difference among arts, science and commerce with regard to their stress score and students of arts stream are more stressed than science and commerce steam student (Deo, H. K., & Basantia, I. ,2022).

Hypothesis-4: There would be a significant relationship between emotional intelligence and esteem of science, commerce, and social science college students.

Variables	Correlation	Significance level
Emotional Intelligence	0.037	>.05
Self-Esteem		

Table no. 5.8: Results of Correlation between emotional intelligence and self-esteem of science college students.

Variables	Correlation	Significance level
Emotional Intelligence	0.84	< .01
Self-Esteem		

Table no. 5.9: Results of Correlation between emotional intelligence and self-esteem of commerce college students

Variables	Correlation	Significance level
Emotional Intelligence	0.36	< .01
Self-Esteem		

Table no. 5.10: Results of Correlation between emotional intelligence and self-esteem of social science college students
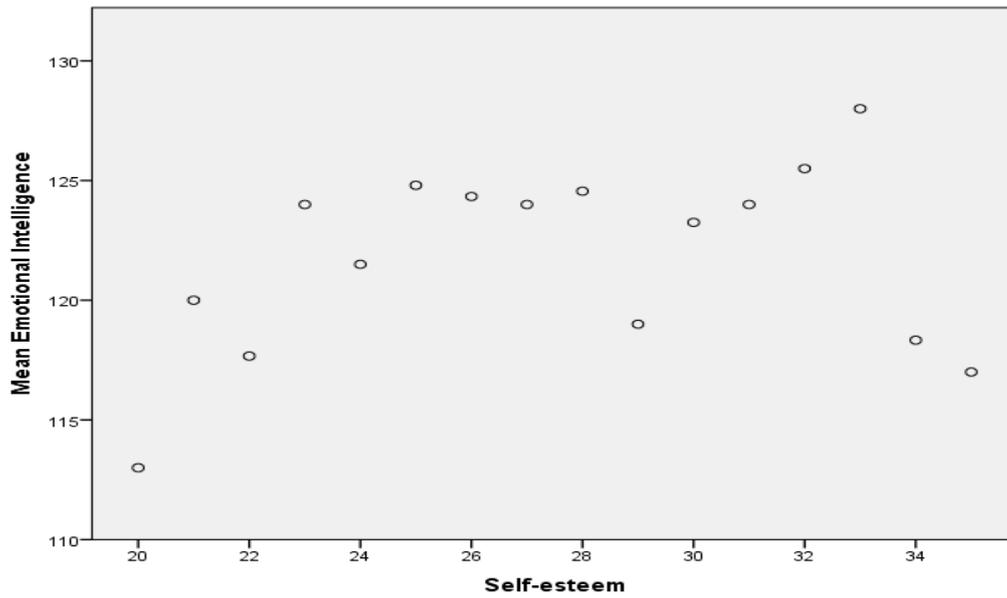
Figure 5.4: Graphic representation of correlation between emotional intelligence and self-esteem of science college students.
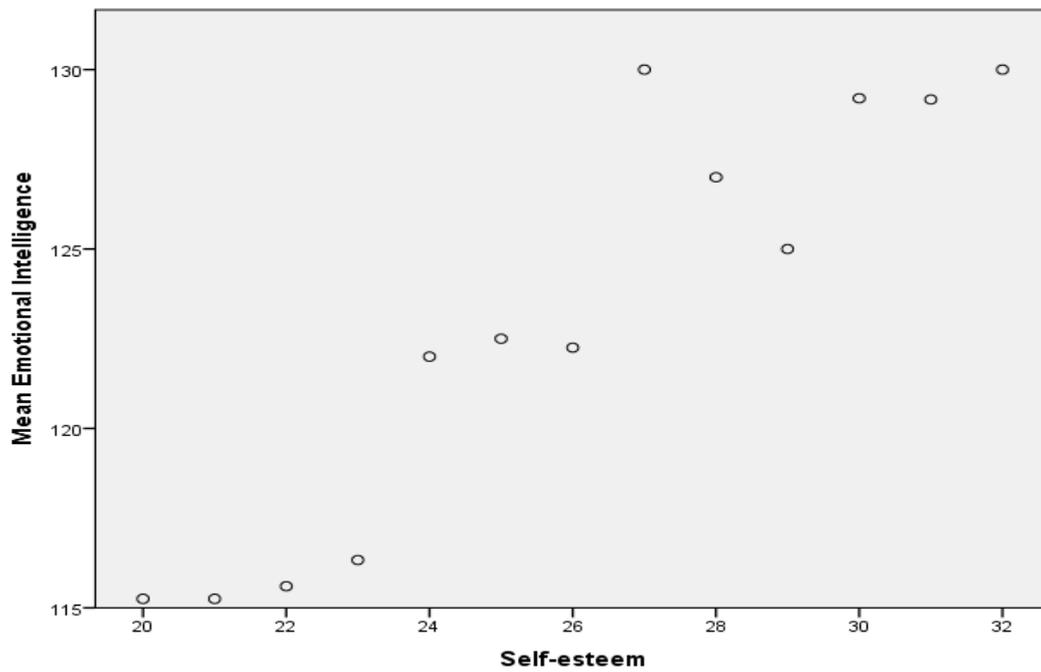

Figure 5.5: Graphic representation of correlation between emotional intelligence and self-esteem of commerce college students.
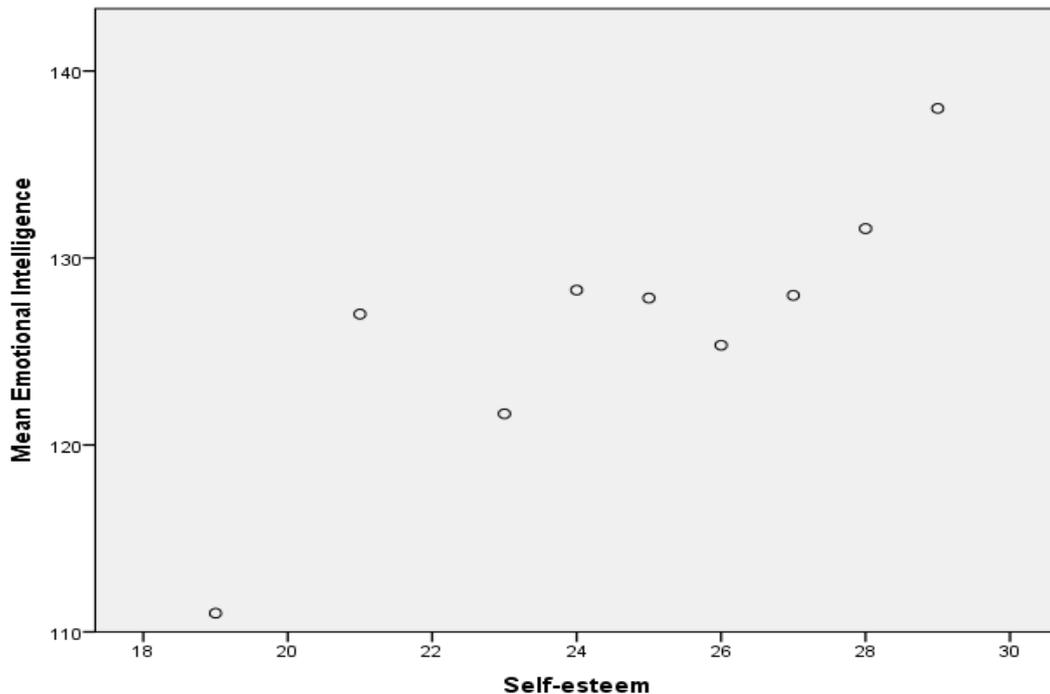
Figure 5.6: Graphic representation of correlation between emotional intelligence and self-esteem of social science college students.

If we look table- 5.8 we will find that coefficient of correlation between emotional intelligence and self-esteem score of science students was found as 0.037which was not found statistically significant at any level of significance. The value of coefficient of correlation was positive meaning thereby that the two variables are correlated, but intensity of the correlation was weak therefore, it was not found statistically significant at any level of significance. In the same way a look at table 5.9 reveals that coefficient of correlation between emotional intelligence and self-esteem scores of commerce students was found as 0.84 which was found statistically significant at 0.01 level of significance. The value of coefficient of correlation was positive meaning thereby that the two variables are directly correlated. It means increase in emotional intelligence there will increase self-esteem in the same direction. In the same way a look at table 5.10 shows that coefficient of correlation between emotional intelligence and self-esteem score of commerce was found as 0.36 which was found statistically significant at .01 level of significance. The value of coefficient of correlation was positive meaning thereby that the two variables are directly correlated. It means will increase in emotional intelligence there will increase in self-esteem in the same direction. So, the hypothesis-4 that says that "there would be a significant relationship between

emotional intelligence and esteem of science, commerce, and social science college students" was partially accepted.

The fourth hypothesis of the current study was "there would be a significant relationship between emotional intelligence and esteem of science, commerce, and social science college students". The Pearson's product moment correlation was used to test the hypothesis. The results showed that correlation is significant at 0.01 level for two-tailed prediction and it indicates that emotional intelligence is positively correlated with self esteem. The obtained results were in line with the findings of studies reported by Country & Chester (2005) study on emotional intelligence and self-esteem and revealed that there is a positive relationship between the emotional intelligence and self-esteem in both science and social science students. This result is consistent with the finding of Schutte et al (2002), which found that higher emotional intelligence enables individuals to maintain higher level of self-esteem, thus having better perception of self-worth or value. Salovey et al (2002) found that mood clarity and mood repair are positively correlated with self-esteem. Therefore the understanding of the relationship between self-esteem and emotional intelligence is very important

in the effort to assist college students in coping with challenges of college life and beyond.

Bibi (2016) also proved in her research that there exists a strong positive relationship between self-esteem and emotional intelligence among university students. The results of strong correlation between self-esteem and emotional intelligence guide us to further assume that students with high self-esteem also show better academic performance. Adolescents with high self-esteem scores are found to be more resilient against adversities in life; moreover, they tend to use "better self-regulation strategies than adolescents with lower self-esteem" (Baumeister, Campbell, Krueger & Vohs, 2003).

Hypothesis-5: There would be a significant relationship between emotional intelligence and stress of science, commerce, and social science college students.

Variables	Correlation	Significance level
Emotional Intelligence	-0.10	>.05
Stress		

Table no. 5.11: Results of Correlation between emotional intelligence and stress of science college students.

Variables	Correlation	Significance level
Emotional Intelligence	-0.40	< .01
Stress		

Table no. 5.12: Results of Correlation between emotional intelligence and stress of commerce college students.

Variables	Correlation	Significance level
Emotional Intelligence	-0.28	< .05
Stress		

Table no. 5.13: Results of Correlation between emotional intelligence and stress of social science college students.
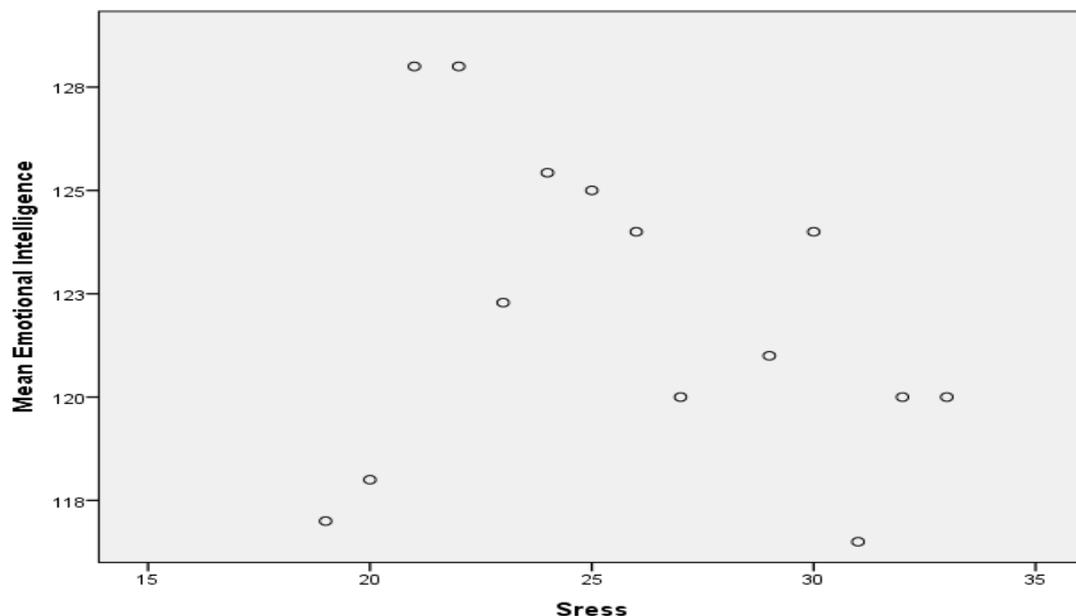

Figure 5.7: Graphic representation of correlation between emotional intelligence and stress of science college students.
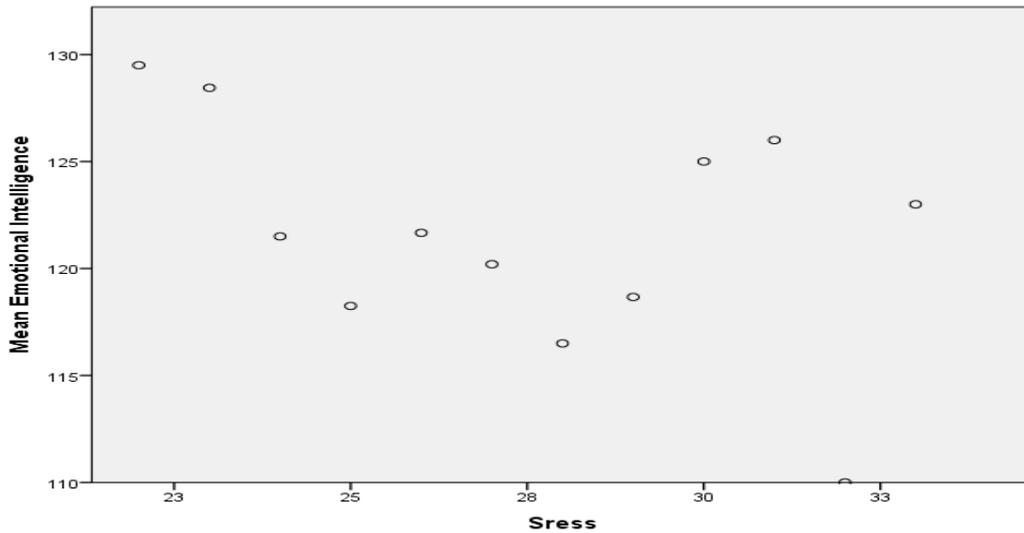
Figure 5.8: Graphic representation of correlation between emotional intelligence and stress of commerce college students.
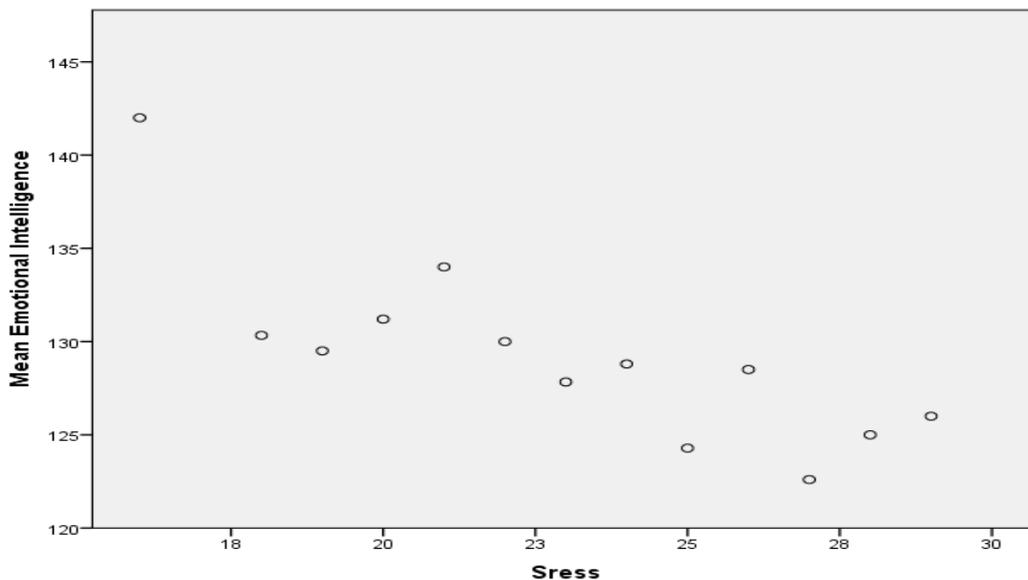

Figure 5.8: Graphic representation of correlation between emotional intelligence and stress of social science college students.

If we look table- 5.11 we will find that coefficient of correlation between emotional intelligence and stress score of science students was found as -0.10 which was not found statistically significant. The value of coefficient of correlation was negative and weak therefore' in the same way a look at table 5.12 reveals that coefficient of correlation between emotional intelligence and stress score of commerce was found as -0.40 which was found statistically significant at 0.01 level of significance. The value of coefficient of correlation was negative meaning thereby that the two variables are inversely correlated. It means that increase in emotional intelligence will decrease stress and vice versa. In the same way a look at table 5.13

shows that coefficient of correlation between emotional intelligence and self-esteem scores of social science students was found as -0.28 which was found statistically significant at .05 level of significance. The value of coefficient of correlation was negative meaning thereby that the two variables are inversely correlated. It means that increase in emotional intelligence will decrease stress and vice versa. So, the hypothesis-5 that says that "there would be a significant relationship between emotional intelligence and stress of science, commerce, and social science college students" was partially accepted.

The results of this study showed a significant negative relationship between emotional intelligence and Stress in both commerce and social science students. When Emotional Intelligence is high, Stress is low and when Emotional Intelligence is low, Stress is high. So it can be said that there is a negative correlation between Emotional Intelligence and Stress which supports the findings of different previous studies by Salovey and Mayer's (1990) , Goleman's (1998), Upadhyaya (2006), Lorenzo Fariselli, Joshua Freedman, (2008),), Kalyoncu et al. (2012), Bartwal and Raj (2014). With respect to the influence of EI on health, Ciarrochi, Deane, & Anderson (2002) indicate that EI has a mediating role in the relationship between psychological health and stress. It means people with high EI are able to deal with environmental demands better than people who score low in this variable. Successful students scored significantly higher on total emotional intelligence, and on the sub-scales of Self-Actualization, Problem Solving, Reality Testing, Stress Tolerance, Happiness, and Optimism.(Newsom, Day, & Catano, 2000). it is obvious that those who possess high emotional intelligence are able to handle the problem and difficult situation easily.

Hypothesis-6: There would be a significant relationship between self-esteem and stress of science, commerce, and social science college students.

Variables	Correlation	Significance level
Self-esteem	-0.68	< .01
Stress		

Table no. 5.14: Results of Correlation between self-esteem and stress of science college students.

Variables	Correlation	Significance level
Self-esteem	-0.43	< .01
Stress		

Table no. 5.15: Results of Correlation between self-esteem and stress of commerce college students.

Variables	Correlation	Significance level
Self-esteem	-0.78	< .01
Stress		

Table no. 5.16: Results of Correlation between self-esteem and stress of social science college students.
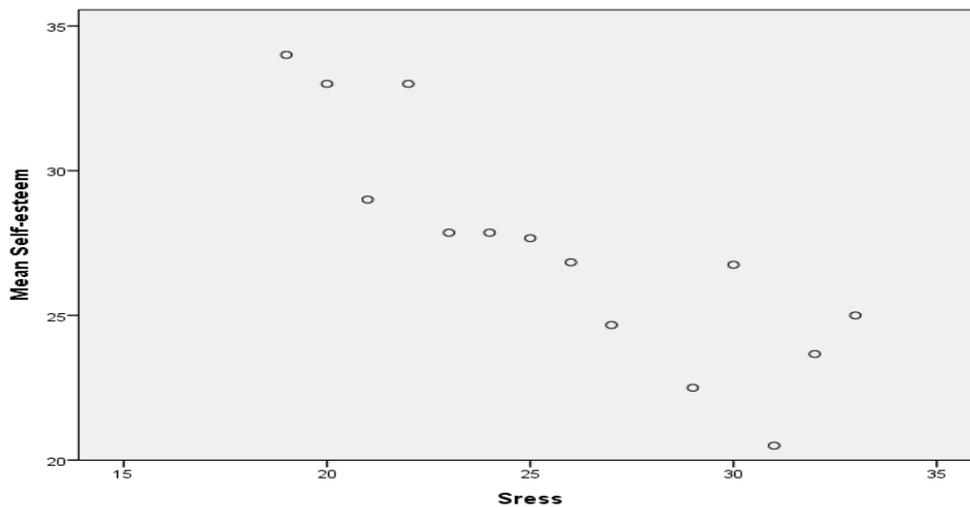

Figure 5.10: Graphic representation of correlation between self-esteem and stress of science college students.
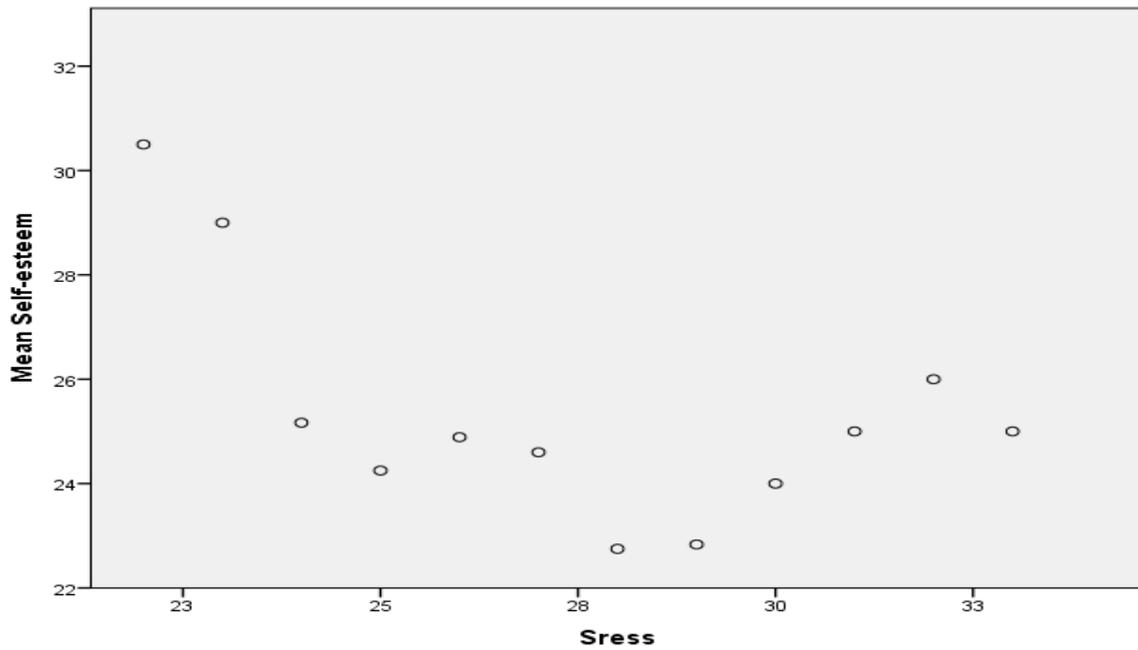
Figure 5.11: Graphic representation of correlation between self-esteem and stress of commerce college students.
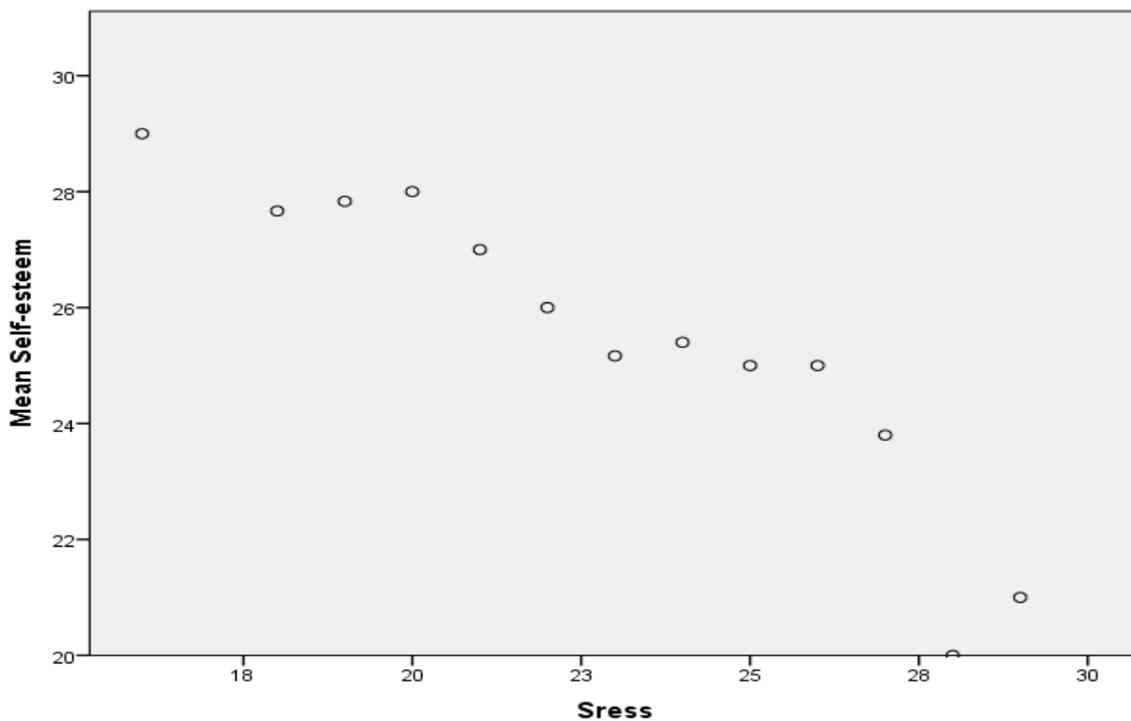

Figure 5.12: Graphic representation of correlation between self-esteem and stress of social science college students.

If we look table- 5.14 we will find that coefficient of correlation between self-esteem and stress score of science students was found as -0.68 which was found statistically significant at .001 level of significance. The value of coefficient of correlation was inversely correlated from each other. In the same ay a look at table 5.15 reveals that coefficient of correlation between self-esteem and stress scores of commerce students was found as -0.43 which was found statistically significant at 0.01 level of significance. The value of coefficient of correlation was negative meaning thereby that the two variables are inversely correlated. It means that increase in self-esteem will decrease stress and vice versa. In the same way a look

at table 5.16 shows that coefficient of correlation between stress and self-esteem scores of social science was found as -0.78 which was found statistically significant at 0.01 level of significance. The value of coefficient of correlation was negative meaning thereby that the two variables are inversely correlated. It means increase in self-esteem will decrease stress and vice versa. So, the hypothesis-6 that says that "there would be a significant relationship between self-esteem and stress of science, commerce, and social science college students" was accepted. As a hole stress were found to be negatively co-related with emotional intelligence and self-esteem. It denotes that stress being a negative factor in negatively co-related with positive factors like emotional intelligence and self - esteem, which is obvious.

The findings were consistent with past research studies claiming that self-esteem negatively correlate with stress (Jin Kim & Moon, 2016; Edwards et al., 2010). High self-esteem helps people to be confident and able to seek for positive changes in the surrounding while negative self-esteem affects the confidence of people and focus on negative thoughts only (Lima & Souza, 2019). Furthermore, self-esteem acts as an important role when facing difficulties as it boosts the confidence of individual for owning the capability to solve it in an effective way (Eisenbarth, 2012). It seems like self-esteem helps individual to stay positive even when facing stressful event, which certainly helps the individual to stay calm and avoid panicking resulting in making the situation worst. As an individual has a higher level of self-esteem, the individual able to shed out the level of stress by seeking possibilities in hard situation (Edwards et al., 2010). The emotional intelligence adds more in strength and toughness to face the difficult situations resulting into lessening of stress in individuals.

VI. SUMMARY CONCLUSION AND IMPLICATIONS

the presents study examine the difference between emotional intelligence, self-esteem, and stress of science, commerce, and social science college students and also to find out the relationship between 'emotional intelligence and self-esteem', 'emotional intelligence and stress', 'self-esteem and stress' of science, commerce and social science college students. for this purpose 50 science students 50 commerce students and 50 social science students (total=150) students were selected from different police stations of delhi and ncr. they were administrated the schutte self-report emotional intelligence test (SSEIT) measuring emotional intelligence of the students, rosenberg self-esteem scale for measuring self-esteem of students and perceived stress scale (PSS) for measuring level of stress. ANOVA was used to find out the difference among science, commerce, and social science college students on emotional intelligence, self-esteem, and stress and pearson correlation was applied to find out relationship between ''emotional intelligence and self-esteem', 'emotional intelligence and stress', 'self-esteem and stress' of science, commerce and social science college students separately. the following results were obtained:

1. The results of ANOVA reveal that significant difference among science, commerce, and social science college students on emotional intelligence exists.
2. The science and commerce students had significantly higher level of emotional intelligence than commerce and social science college students.
3. The results of ANOVA reveal that significant difference among science, commerce, and social science college students on self-esteem.
4. The science students had better self- esteem than commerce, and social science college students.
5. The results of ANOVA reveal that significant difference among science, commerce, and social science college students on stress.
6. The grater stress in science students was found than in commerce and social science college students.
7. Positive and significant relationship between emotional intelligence and esteem of science, commerce, and social science college students.
8. Negative and significant relationship between emotional intelligence and stress of science, commerce, and social science college students.
9. Negative and significant relationship between self-esteem and stress of science, commerce, and social science college students.

Implications of the study:
The finding of any study become fruitful when they are used to apply in actual life situations and help to solve the problems of science, commerce, and social science college students. From this point of view the present study and its findings can have multifaceted

applications in real life situations, but the following implication seem important and urgent which if are addressed college students population in general may be benefited immensely.

1. Science and commerce college students have been found to be less emotionally intelligent and stress oriented than social science college students . This may be because of subject pressure, social pressure and family pressures. Parents, college environments, work environments and social environments should be made friendly to Science and commerce college students so that their potentialities can be hardness with their personal growth , social development and career development.

2. Commerce and social science college students have been found to be have less self-esteem oriented than science college students. This may be because of analytical think, as we know that science subject full of experiment and students do experiment everyday in the classroom and they inspire their achievement and set new goal every day. This point has to be taken care of while planning programmes for social science college students.

3. The findings of stress are the most important barriers in the development of science students. Thus, the government should take the issue seriously. Social stereotypes should be nullified in college and university to aid the science and support them to enhance their confidence and self-esteem.

4. Emotional intelligence and self-esteem do vary in the same direction meaning thereby that increase in emotional intelligence will increase self-esteem and vice-versa. This fact should be pin-pointed by psychologists, health care workers, and counselor through various lectures, seminars, and programs. This will help the general public to become aware of the physical and psychological health. This is true for the students of science, commerce and social science.

5. The finding related to the significant and negative correlation between emotional intelligence and stress. The finding of correlation between two variables in science, commerce and social science samples. This point has to be taken care of while planning programmes for science, commerce and social science college students.

6. The finding related to the significant and negative correlation between self-esteem and stress in science, commerce and social science samples indicate shedding out of stress because of higher emotional intelligence and better self-esteem. This point has to be taken care of while planning programmes for science, commerce and social science college students

The above mentioned implication seems to be important and to be tackled on priority base.

VII. SHORT COMINGS AND SUGGESTIONS FOR FURTHER STUDIES

SHORTCOMINGS OF THE STUDY:
Every piece of research work has shortcomings depending on the time, resources and money available to the researchers. From this point of view the present study suffers from the following minor shortcomings:

1. The present study was conducted on a sample of Delhi and NCR only. From this point of view the scope of the study and generalization of the results put a limits on its utilizations.

2. The present research was carried out on the sample of specific socio-cultural background of Delhi and NCR. Hence, the results could be biased with a load of influence of special and typical sophisticated socio-cultural conditions.

3. Only three variables have been included in the study. Many more varied variables can reveal some other important clues related to the samples their and socio-cultural conditions.

4. Sample of two genders (Science students, commerce students and social science students) have been not included in the study. The subject stream variable with conditions of other variable like sex, rural urban, upper age and lower age backgrounds can reveal significant important uniqueness of the sample and workplaces.

5. The present study was conducted on a sample of specific age, which puts a limitation on its generalization on sample of other age groups.

SUGGESTIONS FOR FUTURE RESEARCH
Research is an unending process because every study leaves behind some gaps and short comings which make room for future researchers to dwell in diverse ways and contexts. Thus taking the limitations of this study into consideration, several recommendations for future research can be made which are given below:

1. Future studies can involve larger and more diverse ethnic groups and social groups. This

would ascertain the ways culture and ethnicity play in developing confidence and securities particularly in women work place.

2. Alternative research techniques can be used by future researchers to validate the results. Moreover, Short versions of scales and questionnaires and adequate sample size should be preferred by future researchers.

3. Further study can be conducted on sample of diverse socio-demographic variables such as financial status and socio cultural backgrounds of the sample.

4. A comprehensive study on college students of various age groups and rural and urban, upper age and lower age background can be carried out.

5. Further research can be conducted including more variables, such as depression, achievement motivation, self-efficacy, self-concept, attitude towards artificial intelligence and self-confidence etc.

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