

Addressing Academic Stress with Emotional Intelligence: A Counsellor's Perspective

Owolabi, Boludola Gbemisola (Ph.D)

gbemogunye@yahoo.com

*Department of Counselling & Human Development Centre
Adeyemi Federal University of Education, Ondo*

Abstract

Stress is a state of physiological and psychological disequilibrium which has devastating and debilitating effects on individuals. Students experience academic stress with the great source from test-taking, studying for examinations, grade competition, completion of assignment, workload etc. Inability to manage stress effectively results in prevalence of failure, poor performance, truancy, drop-outs, lack of motivation, feeling of inadequacy, frustration and dejection among students. In view of this, the emotional intelligence competencies of self-awareness and self-management are considered for managing academic stress under this study. This paper therefore examines the concepts of stress, academic stress, emotional intelligence and its competencies. Finally, the paper recommends that all students should be equipped with emotional intelligence competencies so as to manage academic stress in a healthy manner.

Keywords: *Emotional intelligence, stress, academic stress.*

Introduction

Stress is an undesirable, unpalatable and inevitable concept that crops up as individuals pursue their personal interests and goals. As man strives to attain the basic needs of life, stress emerges. In an attempt to meet these demands, however, individuals are affected physically, emotionally, socially and spiritually. According to Akinboye (2002), stress is the body's

response to any undesirable mental, physical, emotional, social or environmental demands. Stress is a state of disequilibrium (physical, physiological, psycho-emotional states of mind etc) in humans which results as the organism's or individual's inability to handle the demands (physical, mental, psycho-social, work, academic) of life, Adeoye (2008). According to Encarta Premium Online (2009), stress is an unpleasant state of emotional and physiological arousal that people experience in situations that they perceive as dangerous or threatening to their homeostasis (well-being). It describes physical trauma, strenuous exercise, metabolic disturbances and anxiety, which challenges the body's homeostasis (Akinboye, 2002).

Academic stress among college students has been a topic of interest for many years. Although attending college can be a rewarding experience, it also can be a time of considerable anxiety and stress for students (Dyson & Renk, 2006). Students experience high stress as a result of academic commitments, poor study habits and ineffective time management skills. The combination of the many sources of stress (stressors) such as planning for the future, struggling with exams and assignments and meeting the demands of the school can be an overwhelming experience for many students. Missra and McKean (2000) states that academic stressors often resulted from taking and studying for examinations, grade competition, and the large amount of content to master in a short time.

Students' experience of anxiety and stress during their college years may be important to their overall functioning as well as to their academic performance (Smith & Renk, 2007). Academic pressure is a significant source of stress for many college students (Hashim, 2003; Olpin, 1997; Tyrrell, 1992). "The importance of performing adequately on tests without second chances or alternative ways of raising one's grade may cause stress. Research has revealed that tests were the number one source of stress among students (Shields, 1995). The academic work load requires that students face a series of peak periods due to the fact that there is a relatively constant underlying pressure to complete an upcoming assignment" (Hudd, Dumlao, Erdmann, Murray, Phan, Soukas and Yokozuka, 2000). Additionally, students report stress over struggling

to meet academic standards, time management, worries, and concerns over grades (Olpin, 1997).

Academic stress, however, can be referred to as “eustress” (good/positive stress) because it brings about a positive and desirable outcome (academic success). As a matter of fact, activities that provoke “eustress” are usually experienced as challenges. The positive reaction of stress can drive individuals to achieve and to test their potential to its fullest. The fear of failing can also help to motivate students to prepare and perform well. Moreover, it has been found that moderate amounts of stress can help motivate students and sometimes increase academic performance. Thus, academic stress is part of self-discovery, growth and using of one’s potential if managed in an effective manner.

Occasional or moderate stress can be healthy however, students surrounded by high stress levels are damaging and impairing their cognition (Jensen, 2005). Students react to stress in several ways. However, the most common reaction to stress among the students appeared to be emotional (fear, anxiety, nervousness, worry, anger, guilt, grief, or depression) followed by cognitive reactions (i.e. their appraisal of stressful situations and strategies e.g forgetfulness, loss of concentration, confusion, low self-esteem, lack of interest). Other reactions that occurred less frequently were behavioural (crying, abuse of self and others, smoking, and irritability) and physiological (sweating, trembling, stuttering, headaches, fatigue, indigestion, sleeplessness, heart pounding, weight loss or gain, or body aches). For some students, stress leads to internalized disorder such as anxiety, depression, headache and indigestion. For others, the consequences of stress are externalized, in behaviour and conduct problems. For others still, the impact of stress is manifested in drug and alcohol abuse. Stress is found to upset individual’s self-esteem, attitude, interest and general intellectual ability (Forte, 2002).

Moreover, stress has a negative impact on student’s self perceptions such that, as the amount of stress increases, students’ perceptions of their abilities decreases (Goldman, 1998). According to Murphy and Acher (1996), negative perception of stress results in physical and psychological impairment among students. Carveth, Gesse and Moss (1996) stated that students’ perceptions of the extensive knowledge

base required, and the perception of an inadequate time to develop it, are some of the academic stressors. Their negative perception towards academic stress makes majority to shy away from this inevitably issue while the minority that are ready to face the stress, do not acquire the necessary skills to tackle it effectively.

Academic demands and pressure guarantee that all students will experience academic stress but how it is handled is what matters most. The amount of stress experienced may be influenced by the individual ability to effectively cope with the stressful events and situations (D'Zurilla & Sheedy, 1991). Forte (2002) suggests that whether one is a male or female, the way the individual manages stress has a bearing on his or her academic behaviour. Stress is a common problem to male and female students and the way it is managed may reflect in their academic performance (Salami, 2001). Of interest is the fact that stress tends to increase with the prospect of not being able to cope with the situation at hand, and this is the main problem that confronts these students due to their incompetence to deal with it.

It is so unfortunate that majority of these students are willing to expend their energies necessary to achieve their goals in an unhealthy ways, while others are not committed. Many students recognize that stress comes in the form of negative tension that is caused by someone or something. Those who recognize stress as negative tension fail to realize that stress can generate positive reaction to a stimulus. Because of this, many students are trying to avoid the challenges, and become concerned that they would not make it; they experience a decline in grades and attendance (Barone et.al, 1991; Reyes, Gillock, & Ksobus, 1994). Many experiences are perceived as distress rather than challenges which, in turn, lead students to feel threatened and helpless.

As a matter of fact, they have not been able to develop the coping mechanism appropriate for addressing academic stress in an effective and a healthy manner. Utilizing effective coping strategies can help alleviate the negative effects of stress. Coping can be described as the cognitive and behavioural efforts individuals use to manage specific demands or stressors (Dressler, 1991 as quoted by Smith & Renk, 2007). Such strategies have been associated with improvements in functioning (e.g.,

reduced levels of depression; McNamara, 2000). To deal with stress, however, the underlying principle must be put into consideration.

In actual sense, stress results from the negative emotions and beliefs that occur whenever people are unable to cope with the demands of their environment. So while our stress-filled environment is a significant factor, ultimately it is the negative emotions and beliefs that people experience and are unable to change or transform that lie at the core of the problem. The real leverage exists in the word “unable.” If people are unable it means they do not know how to, in this case, manage their emotions about what is happening in the environment. Thus, emotion-focused coping strategies which focus on dealing with the negative emotions that are a product of the stressful situation (Snyder, 1999) may be employed when individual who is experiencing stress perceives the situation to be outside of his or her control. It is in this context that emotional intelligence which is a means of enhancing positive emotion to manage stress in a healthy manner is considered. In other words, emotional intelligence is a stress buster.

Emotional Intelligence (EI) is the key to becoming resilient in this stressful world (Stock, 2008). Bar-on (1997) defined emotional intelligence as “an array of non-cognitive skills that influence one’s ability to succeed in coping with environmental demands and pressures”. Emotional intelligence (EI) is a learned ability to identify experiences, understand and express human emotions in healthy and productive ways. It can be defined as “the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought” (Mayer, Salovey & Caruso, 2008). According to Mayer and Salovey (1997), emotional intelligence is defined as the ability to perceive emotions, to access and generate emotions, to assist thought, to understand emotions and to effectively regulate emotions so as to promote emotional and intellectual growth.

Emotional intelligence is a different way of being smart. It includes knowing one’s feeling and using such feelings to make good decisions in life; being able to manage distressing moods well and controlling impulses, being motivated and remaining hopeful and optimistic when setbacks towards goals arise etc (Goleman 2001). Emotional Intelligence skills

enable people to reduce negative stress in their lives, building healthy relationships, communicate effectively, and develop emotional health.

Farooq (2003) suggests that “to cope with academic pressure, students not only need to be emotionally stable but also emotionally intelligent to meet the demands of everyday school life”. All students, thus, need to cultivate strong emotional intelligence skills to be brought up healthily in an environment that stresses materialism and individualism (Richardson, 2000) because if the feelings of these young students are consistently addressed and validated, and their emotional needs are met, they may tend to be much more co-operative, efficacious, effective and respectful in class.

An emotional intelligent student is better able to manage stressful situation with the effective ability to meet challenges at school (Farooq, 2003). Students with high emotional intelligence have greater frustration tolerance and impulse control which enable them to accept stressful situation as a challenge and, recognise and manage their stressors. According to Abraham 1999; Cooper, 1997; and Hein, 2006, students with high EI tend to be better learners, more confident, optimistic, creative as well as being flexible, happier, successful at solving problems, being able to cope with stress with a higher self-esteem, with fewer behaviour problems, and also being able to handle emotions more better. Emotional intelligence students are skilled in interpersonal communication, self-management, goal achievement, and demonstrate personal responsibility in completing assignments and working effectively (Nelson and Low, 2003).

Managing Academic Stress with Emotional Intelligence Competencies

Several researches have clarified the contribution of EI competencies to academic achievement, retention, career effectiveness and personal well-being (Nelson and Low, 2003b). Research has argued that EQ might be as important for success in both school and life as IQ (Brown, 1996; Goleman, 1995; Hamachek, 2000; Mayer and Cobb, 2000; Reiff, 2001; Salovey and Mayer, 1990). According to Parker et al (2004), academic success was strongly associated with several dimensions of EQ. Petrides

et al (2004) stated that EQ moderated the relationship between cognitive ability and academic performance. Doctoral Research has demonstrated the importance of emotional intelligence skills to academic achievement and tested performance of high school students (Stottlemyre, 2001).

Developing emotional self-awareness and self-management skills are the foundations of EI Competence (Stock, 2008). This is in line with the Goleman's model that reflects the personal competencies of EI (Goleman, 2001). Goleman (1998) proposes a solution of self-awareness as a key skill in handling, thereby indicating that a lack of EI in an unstable environment means possible failure that can impact on everyone's future. For the purpose of this study, however, these two EI competencies – self-awareness and self-management are considered for addressing academic stress.

❖ **Self-awareness:** is described as a powerful cornerstone of EQ because it is the foundational competency that provides a solid base upon which all other emotional intelligence competencies are built and enhanced. Scholars of EI agree that the bedrock competency underlying all the others is self-awareness (Salovey and Mayer, 1990; Cooper & Sawaf, 1996; Sosik & Megerian, 1999; Goleman, 1995, 1998). People with high emotional intelligence are usually very self-aware. They adept at self-awareness and recognize their emotions, and the potential outcome of their state of feeling. In other words, they understand their emotions, and because of this, they do not let their feelings rule them.

Such individuals are confident – because they trust their intuition and do not let their emotions get out of control. They are also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on those areas so they can perform better. For example, students with a high degree of self awareness may feel very anxious when examination or test is approaching. For the mere fact that he is not denying the presence of anxiety, prompts him to do all possible things – preparation (reading/ studying) and relaxation to overcome the stressful situation. Self-awareness is a powerful stress buster because it generates power to cope with stress (Akinboye, 2002). Recognising that you are suffering from stress; understanding the source

of your stress and commitment to remove or reduce the causes by taking positive actions to relieve the symptoms of stress cannot be overemphasized.

Managing stress through self-awareness

- **Become aware of your stressors and your emotional and physical reactions:**

Notice your distress.

Determine what events distress you.

Determine how your body responds to the stress (Nervousness; upset).

- **Recognize what you can change:**

Avoiding or eliminating stress.

Reduction of the intensity (manage stress).

Shortening of one's exposure to stress (take a break).

Devote the time and energy necessary to making a change (goal setting, time management, techniques, delayed gratification strategies).

- **Reduce the intensity of your emotional reactions to stress:**

The stress reaction is triggered by your perception of danger.

Do not overreacting and view things as absolutely critical and urgent.

Do not feel you must always prevail in every situation.

Work at adopting more moderate views; try to see the stress as something you can cope with rather than something that overpowers you.

Try to temper your access emotions. Put the situation in perspective.

Do not labour on the negative aspects and the "what if's".

- **Learn to moderate your physical reactions to stress:**

Slow, deep breathing will bring your heart rate and respiration back to normal

Relaxation techniques can reduce muscle tension.

- **Build your Physical reserves:**

Eat well-balanced, nutritious meals.

Maintain your ideal weight.

Avoid nicotine, excessive caffeine, and other stimulants.

Mix leisure with work.

Get enough sleep and be consistent with your sleep schedule as possible.

- **Maintain your emotional reserves:**

Develop some mutually supportive friendships/relationship.

Expect some frustrations, failures and sorrows.

Pursue realistic goals, which are meaningful to you, rather than goals others have for you that you do not share.

Always be kind and gentle with yourself-be a friend to yourself. (Retrieved from <http://www.emotionalintelligencecentral.org>(2009).

❖ **Self-management:** These skills bring balance and harmony to feelings, thoughts and behaviours on a daily basis in personal and career matters. It is the ability to understand one's own emotions, conscientiousness and persistence. It is the degree to which individuals feel that they are responsible for their own development in any area of life. It is reflected in controlling and managing stress and strong emotions in the many situations of daily life. Meanwhile, stress management is the ability to choose and exercise healthy self-management in response to stressful events. Two of the EI competencies of self-management considered for this study are time-management and goal setting.

➤ **Time Management:** It is the ability to organize tasks into a personally productive time schedule and use time effectively for task completion. Time management is reflected in the ability to actively and productively manage the value resource of time, rather than responding or reacting to the demands of time. It involves the learning and using of effective skills and brings harmony to thought, feelings, and behaviours on a daily basis in the pursuit of personal, career and life goals. Time management is an essential emotional skill to effective self-management.

Time Management Tips for High School Students.

- **Make a “To Do” List everyday:** Put things that are most important at the top and do them first. If it is easier, use a planner to track all of your tasks. And do not forget to reward yourself for your accomplishments.

- **Use spare minutes wisely:** Get some reading done on the bus ride home from school, for example, and you kill two birds with one stone.
- **It is Okay to say “No”:** Keep your short and long term priorities in mind. Realize that it is okay to say “No” in indulging in a task that is not so important.
- **Find the Right Time:** You will work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, do not wait to do it until late at night.
- **Review your notes everyday:** You will reinforce what you have learned when you review your note on daily basis, so you need less time to study. You will also be ready if your teacher calls on you or give a pop quiz.
- **Get a good night’s sleep:** Running on empty makes the day seems longer and tasks seem more difficult.
- **Communicate your schedule to others:** Let others especially your friends know your schedule to avoid distractions. For instance, you can let your friends know the particular time range you take for social calls.
- **Become a Taskmaster:** Figure out the free time you have in a week. Give yourself a time budget and plan your activities accordingly.
- **Do not waste Time Agonizing:** Do your work on time without wasting time or procrastinating. Have you ever wasted an entire evening by worrying about something that you are supposed to be doing? Does it worth it? Instead of agonizing, just do it.
- **Keep things in Perspective:** Setting goals that are unrealistic set you up for failure. While it is good to set high goals for yourself, make sure you are not overdoing it. Set goals that are difficult but reachable (Retrieved from <http://www.mindtools.com>, 1995 – 2009).

Keys to Successful Time Management (Wager, 2009)

- **Self-monitoring:** Monitoring your use of time by the hour for a week or so, analyse it. In order to manage your time successfully, having an awareness of your goals will assist you in prioritizing your activities.

- **Scheduling:** Schedule task-goals so that they serve larger goals and are achievable in the time and circumstances. Developing and maintaining a personal, flexible schedule: Time management provides a student with the opportunity to create a schedule that works for him/her, not for others. This personal attention gives him/her the flexibility to include those things that are most important to him/her
- **Break and rewards:** Build into your schedule time for breaks and rewards.
- **Reviews:** Provide time for exercise, relaxation, sleep and meals.
- **Goal Setting:** A goal is “something that an individual wants to achieve” (Locke & Latham, 1990,). A typical goal for a student could be “earning distinctions” in all subjects being offered.” Expressions such as “intend to” or “desire to” are often used in setting goals. Goal setting is simply defined as “a specific outcome that an individual is striving to achieve” (Alderman, 1999). It is a unique and important human ability to improve performance and structure change in healthy and successful ways. Goal setting is a powerful process for student to attain an outstanding academic achievement. The process of setting goals helps student to choose the specific task to carry out at time.

SMART Goals: A useful way of making goals more powerful is to use the SMART mnemonic. SMART usually stands for:

- **S** Specific
- **M** Measurable
- **A** Attainable
- **R** Relevant
- **T** Time-bound

Set Specific Goals

Goals must be clear and well defined. Vague or generalized goals are not achievable because they do not provide sufficient direction.

Set Measurable Goals

Precise amounts, dates or time must be included so that the degree of success can be measured. Without a way to measure your success you miss out on the celebration that comes with knowing you actually achieved something.

Set Attainable Goals

Make sure that it is possible to achieve the goals you set. If you set a goal that you have no hope of achieving, you will only demoralize yourself and erode your confidence. However, resist the urge to set goals that are too easy. Accomplishing a goal that you did not have to work very hard for can be an anticlimax at best, and can also make you fear setting future goals that carry a risk of non-achievement. By setting realistic yet challenging goals you hit the balance you need. These are the types of goals that require you to “raise the bar” and they bring the greatest personal satisfaction.

Set Relevant Goals

Goals should be relevant to the direction you want your life and career to take. By keeping goals aligned with this, you will develop the focus you need to get ahead and do what you want. Set widely scattered and inconsistent goals and you will fritter your time-and your life- away.

Set Time-Bound Goals

Goals must have a deadline. This again, is so that you know when to celebrate your success. When you are working on a deadline, your sense of urgency increases and achievement will come that much quicker. (Locke, 1990; Retrieved from <http://www.mindtools.com>, 2009).

Goal Setting Tips

- **State each goal as a positive statement:** Express your goals positively – “I want to improve my academic achievement”.
- **Be precise:** set a precise goal, putting in dates, times and amount so that you can measure achievement. If students could do this, they will know exactly when they have achieved the goals, and can take complete satisfaction from having achieved it.

- **Set priorities:** when you have several goals, give each a priority. This helps to direct your attention to the most important ones.
- **Write goals down:** This crystallizes and gives them more force. This will lessen the odds of losing sight of your goals in the shuffle of daily activity. Writing goals also increases your commitment.
- **Keep operational goals small:** Keep the low level goals you are working towards small and achievable. If a goal is too large, then it can seem that you are not making progress towards it. Keeping goals small and incremental gives more opportunities for reward. Derive today's goals from larger ones.
- **Set performance goals, not outcome goals:** students should take time to set goals over which they have as much control as possible there is nothing more dispiriting than failing to achieve a personal goal for reasons beyond your control.
- **Set realistic goals:** It is important to set goal that can be achieved. All sorts of people (parents, media, society) can set unrealistic goals for you. They will often do this in ignorance of your own desire and ambitions. Alternatively, you may be naive in setting very high goals because you may not appreciate either the obstacles in the way, or understand quite how much skill you need to develop to achieve a particular level of performance.
- **Do not set goals too low:** Just as it is important not to set goals unrealistically high, do not set them too low. People tend to do this where they are afraid of failure or are slightly out of their immediate grasp, but not so far that there is no hope of achieving a goal that they behave is unrealistic. However, remember that your belief that a goal is unrealistic may be incorrect. If this could be the case, you can change this belief by using imagery effectively.

The Role of the Counsellor

Counsellors are in the best position to give orientation to students, parents, teachers, school administrators, government, educators and curriculum planners about emotional intelligence by organising lectures, bookshops, seminars, trainings on emotional intelligence. Since information-giving is an integral part of counselling, it is therefore paramount for counsellors to:

- organize enlightenment programmes in schools and community to create awareness about the importance of emotional intelligence on academic stress of students.
- organize seminars and workshops for teachers and other school personnels.
- educate and teach students on emotional intelligence by organizing emotional intelligence training for them so as to help handle academic stress and other academic challenges in an effective and healthy manner.
- orientate the educators and curriculum planners on the significance of emotional intelligence on students' achievement so as to implement emotional intelligence programmes in the school curriculum.
- raise the awareness of the parents and the entire society through mass media such as television, radio, newspapers and magazines on the benefits of emotional intelligence. This will enable them to develop the emotional intelligence of their children.
- encourage the government to see to the implementation of emotional intelligence programmes in schools by giving financial supports.

Recommendations

It is recommended that counselling services should be intensified to organize lectures, bookshops, seminars on emotional intelligence for better enlightenment. Also, real counselling unit should be established in all schools so that the counsellor can create awareness on emotional intelligence competencies for students and school personnels. Moreover, the present prevailing conditions of Nigerian educational system call for urgent attention of the government towards the implementation of emotional intelligence programmes in the school curriculum at all level of the educational system.

It has been discovered that EQ contribute 80% while IQ contribute 20% of human success in life. In view of this, Goleman (1995) asserts that school should promote emotional intelligence competencies because a lack of emotional intelligence can ruin careers and sabotage

achievement perhaps the greatest toll falls on students. Poor emotional skills can contribute to depression, eating disorders, unwanted pregnancy, aggression and violent crime.

To assist students in developing skills, educators need to incorporate emotional intelligence skills along with academic skills into the curriculum because social and emotional (affective) learning is processed differently than that of cognitive learning, it thus necessitates a different training approach. Emotional intelligence competencies can be taught and learned when school districts adopt a coordinated strategy through a programme of staff development by training teachers, and by teaching parents as well as students a coordinated EI programme (Richardson, 2000). Therefore, educators should promote both emotional intelligence skills of students by designing effective, appropriate and accurate programme for them.

Conclusion

Emotional intelligence is a concept to be compulsorily situated in the centre of current plans concerning school development and of new taxonomies focusing on educational outcomes as relevant for learning. According to Richardson (2000), school is in a position to enhance emotional intelligence competencies of the students because their unmet emotional needs usually seen as disruptions to the class and to the attainment of the lesson plan. It is, however, so unfortunate that the students' emotions have not received adequate attention, even not in latest comprehensive reviews of instructional psychology and design. Educators and school teachers ignore the emotional development of their students due to their assumption that other socializing agents such as family or church are in the best position to handle it, meanwhile, these agents are also failing in the area of adolescents' emotional development.

The positive and healthy emotional development of students, teachers and educators will be a core value of highly effective schools, organization and communities. Building healthy students, schools and communities requires an integrated and balanced perspective between cognitive and emotional learning domains. Higher levels of emotional

intelligence are related to better academic performance (Lam & Kirby, 2002) as well as better social support and satisfaction with social support (Ciarrochi et al, 2005).

EI is described as the major determinant of human success, accounting for 80% of human performance while IQ accounts for just 20% (Goleman, 1996) In this respect, Jonassen et al (1997) argued that future learning in schools will occur in complex technical environments often with chaotic circumstances which will produce particularly strong emotions. Monitoring, understanding, and handling emotions are essential in successfully dealing with chaos in learning and instruction. Finnegan (1998) also argues that schools should help students learn the abilities underlying emotional intelligence. These developments stress the importance of considering emotions in school; in daily instruction, and therefore in instructional design (e.g Tennyson, Schott, Seel, and Dijkstra, 1997). Thus, quality emotions and feelings help students give their best potential in the classroom and school.

In conclusion, the importance of EI cannot be over-emphasized in students' academic achievement. The underlying principle of EI is the development of its intrapersonal components. In other words, EI begins by developing personal competencies which are self-awareness and self-management. Self-awareness, the fundamental component of EI, is the capacity for understanding one's emotion and one's weaknesses while self-management on the other hand, is the capacity for effectively managing one's motives and regulates one's behaviour. It is in view of this that the competencies are recommended for managing academic stress.

References

- Abraham, A. (2006). The need for the integration of emotional intelligence skills. *The Business Renaissance Quarterly*, 1 (3), 65-79.
- Adeoye, A.B. (2009). *Effectiveness of rational-emotive-behaviour and reality therapies on academic stress of sandwich undergraduates, Oro campus of University of Ado-Ekiti, Nigeria*. An unpublished Thesis submitted to the Department of Counsellor Education, University of Ilorin.
- Akinboye, J.O., Akinboye, D.O.& Adeyemo, D.A. (2002). *Coping with stress in life and workplace*. Ibadan: Stirling-Horden Publishers (Nig.) Ltd.

- Alderman, M.K. (1999). *Goals and Goal Setting. Motivation for achievement: possibilities for teaching and learning*. New Jersey:Lawrence Erlbaum Associates.
- Auerbach, S., & Gramling, S.E. (2008). *Stress*. Microsoft® Encarta Premium On-line 2009.Redmond, WA: Microsoft Corporation, 2008.
- Bar-On, R. (1997). *The emotional quotient inventory (EQ-i): A test of emotional intelligence*. Toronto: Multi-Health Systems.
- Brown, R.T. (1996). Helping Students confront and deal with Stress and Procrastination. *Journal of College Student Psychotherapy*, 6 (2), 87-102.
- Carveth, J.A., Gesse, T., & Moss, N. (1996). Survival strategies for nurse-midwifery/nurse-mid-wi-fery/ () the independent management of care of essentially normal newborns and women, antepartally, intrapartally, postpartally, and/or gynecologically, occurring within a health care system students. *Journal of Nurse-Midwifery*, 41(1), 50-54.
- Ciarrochi, J., Forgas, J.P., & Mayer, J.D. (Eds.). (2005). *Emotional intelligence in everyday life* (2nd ed.). Philadelphia, PA: Psychology Press.
- Cooper, R.K., & Sawaf, A. (1996). *Executive emotional intelligence: Emotional intelligence and leadership in organizations*. NY: A Perigree Book.
- D’Zurilla, T.J., & Sheedy, C.F. (1991). Relation between social problem-solving ability and subsequent.
- Dyson, R., & Renk, K. (2006). Freshmen adaptation to university life: Depressive symptoms, stress, and coping. *Journal of Clinical Psychology*, 62, 1231–1244.
- Farooq, A. (2003). *Effects of emotional intelligence on academic performance*. Thesis submitted in partial fulfilment of the requirements for the degree of doctor of philosophy in the faculty of Art, Institute of Clinical Psychology, University of Karachi, Karachi, Pakistan.
- Forte, M.D.,(2002).Contemporary topics for college students. *Resource Guide to Wellness*. 2nd ed. Frequency and effectiveness of managing stress by college students. *Dissertation Abstracts*.
- Goleman D. (1995) *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Book.
- Goleman D. (1995) *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam.
- Goleman, D (2001). Emotional intelligence: Issues in paradigm building. In C.

- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Goleman, D. 1998. *Journal of personality and Social Psychology, Working with Emotional Intelligence*. NY: Bantam.
- Hein, S. (2006). Definitions of Emotional Intelligence. Retrieved on 28th Oct, 2012 from <http://eqi.org/eidefs.htm#Definition%20of%20Emotional%20Intelligence>.
- Lam LT, Kirby SL (2002). Is emotional intelligence an advantage? An exploration of the impact of emotional and general intelligence on individual performance. *J. Soc. Psychol.*, 142: 133–143.
- Locke, E. & Latham (1990). *A theory of goal setting and task performance*. Retrieved on August 20, 2009 from http://www.mindtools.com/pages/main/new.MN_HTE.htm.
- Mayer, J. D. & Cobb, C. D. (2000). Educational policy on emotional intelligence: Does it make sense? *Educational Policy Review*, 12, 163-183.
- *Mayer, J.D, Caruso, D. and Salovey, P. (2000). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 267-298.
- Mayer, J.D. & Salovey, P. (1997). *What is emotional intelligence?* In P. Stanley & D.J. Sluyter (Eds.) *Emotional development and emotional intelligence: Educational implications*. New York: Basic Books.
- Mayer, J.D. & Salovey, P.(1993).The Intelligence of emotional intelligence. *Intelligence*, 17 (4), 433-443.
- Mayer, J.D. 1999. Emotional intelligence: *Popular or scientific psychology?* (Shared perspectives column). Washington, DC: American Psychological Association.
- Mayer, J.D., Salovey, P. & Caruso, D.R. (2008). Emotional intelligence: New ability or eclectic traits,*American Psychologist*, 63,(6), 503-517.
- McNamara, S. (2000). *Stress in young people: What's new and what can* New York: McGraw Hill Higher Education.
- Missra, R., McKean, M., West, S. & Russa, T. (2000). Academic stress of college students: Comparison of student and faculty perception. *College Student Journal*. Retrieved on August 5, 2009.
- Nelson, D. & Low, G. (2003). *Emotional Intelligence: Achieving Academic and Career Excellence*. Upper Saddle River, NJ, Prentice-Hall.

- Olpin, M.N. (1997). Perceived stress levels and sources of stress among college students: Methods, *Psychology*, 62, 1231–1244.
- Petrides, K.V., Pita, R., Kokkinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *British Journal of Psychology*, 98, 273-289.
- Reiff, H. B., Hatzes, N. M., Bramel, M. H. and Gibbon, T. (2001). The Relation of LD and Gender with Emotional Intelligence in College Students. *Journal of Learning Disabilities*, Jan 01, 2001 Retrieved Jan 25, 2012 from http://www.accessmylibrary.com/coms2/browse_JJ_1024.
- Richardson, S. W. (2000). The professional development school: a common sense approach to improving education, principals for schools. Texas: Fort Worth, TX.
- Salovey, P. & Mayer, J.D. (1990). Emotional Intelligence. *imagination, Cognition and Personality*, 9, 185-211.
- Segal, J.(2009). A free life-changing program: *stress management*. Retrieved on December 2, 2009 from <http://www.emotionalintelligencecentral.org/life/improverelationships.html>
- Smith, M. K. (2002) “Howard Gardner and multiple intelligences”, *the encyclopedia of informal education*. Retrieved on October 1, 2012 from <http://www.infed.org/thinkers/gardner.htm>.
- Snyder, C. R. (Ed.). (1999). *Coping: The psychology of what works*. New York: Oxford University Press.
- Sosik, J. J., & Megerian, L.E. (1999). Understanding leader emotional intelligence and performance: The role of self-other agreement on transformational leadership perceptions *Group and Organization Management*, 24, 367-390.
- Stock, B. (2008). Emotional intelligence: *Key to resilience in a stressful world*. Retrieved on July 27, 2009 from [http://www. Bryon stock.com](http://www.Bryonstock.com)
- Stottlemire, B.G. (2001). *A Conceptual Framework for Emotional Intelligence in Education: Factors Affecting Student Achievement*. Texas: A&M University, Kingsville.
- Tyrrell, J. (1992). *Sources of stress among psychology undergraduates*. New York: Continuum.
- Wager, V.(2009). *Time management tips*. Retrieved on August 20, 2009. http://www.helpguide.org/mental/stress_management_relief_coping.htm.