

Relationship between Emotional Intelligence and Stress among University Going Students of Kashmir

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I. INTRODUCTION

EMOTIONAL INTELLIGENCE

Emotional intelligence has become a very popular concept for psychological, educational and management researchers from the past years. Emotional Intelligence refers to a cluster of traits or abilities relating to the emotional side of life- abilities such as recognising and managing one's own emotions, being able to motivate oneself and restrain one's impulses, recognising and managing others' emotions and handling interpersonal relationships in an effective manner. The term emotional intelligence (EI) has its roots in the concept of Social Intelligence, as identified by Thorndike in 1920. Thorndike defines social intelligence as "the ability to understand and manage people - to act wisely in human relations." Psychologists have proposed a variety of definitions of emotional intelligence viz, **Peter Salovey** and **John Mayer** initially defined emotional intelligence as: A form of 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 (1990). **Goleman** defines EI as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (1998).

STRESS

The term stress refers to negative emotional experiences with associated behavioural, biochemical, and psychological changes that are related to perceived acute or chronic challenges. We can also define stress as an internal state which can be caused by physical demands on the body (disease conditions, exercise, extremes of temperature, and the like) or by environmental and social situations which are evaluated as potentially harmful uncontrollable or exceeding our resources for coping.

Stress, in a broad sense, all those environmental and personal events, which threaten or challenge well being of a person. The stressors can external, such as environmental (e.g. guilt, frustration, conflict, pressure shock) very often these stressors result in a variety of stress reactions, which may be psychological, behavioural, emotional and cognitive. At the psychological level, arousal plays a key role in stress related behaviours.

The emotional reactions to the experience of stress include fear, sadness and anger. The emotional arousal may interfere our dealings with stress. The behavioural and cognitive responses involve coping or active effort, to master, reduce or tolerate the demands created by stress. The outcome of stress demands on the position of particular stressful experience along these dimensions usually more intense, prolonged (or chronic) complex and unanticipated stresses have more negative consequences than less intense, short-term, less complex and expected stresses. A person's experiences of stress depend importantly on the psychological strength of the person. Thus, people with poor physical health and weak constitution would be more vulnerable than those who enjoy good health and strong constitution.

Psychological characteristics like mental, health, temperament, and self-concept are also relevant to the experience of stress. The cultural context in which people live determines the meaning of any event and defines the nature of response that is expected under various conditions. Finally the stress experience will be determined by the resources of the person. These resources can be physical like money, medical facilities, and personal like social skills and the particular style of coping used by the people to deal with stress. All these factors determine the appraisal of a given stressful situation.

The physical, environmental and social causes of the stress state are termed stressors. Once induced by stressors, the internal state can then lead to various responses. On the one hand, it can result in a number of physical, bodily responses such as anxiety, hopelessness, depression, irritability, and a general feeling of not being able to cope with the world can result from the stress state.

Stress is a big problem in our society (Allen, 1983). Some 75 percent of bodily disease is said to be stress-related. For example, stress is often a factor in heart disease and cancer, two of the leading causes of

death. Furthermore, stress-related diseases cost American industry billions of dollars a year; several billion tranquilizer pills are prescribed in the United States each year; and, although it cannot be quantified, stress seems to be involved in much of our unhappiness, irritability, and dissatisfaction.

RELATION BETWEEN EMOTIONAL INTELLIGENCE AND STRESS

The relation between Emotional Intelligence (EI) and stress depends on the type of Emotional Intelligence model that is employed in the study, as the definitions of emotional intelligence vary widely in these models. The models include a variety of constructs such as social awareness, self-management, motivation, self awareness, empathy, assertiveness, self-report etc. In our study we have not followed any particular model of emotional intelligence, however, we have tried to study the different constructs of emotional intelligence such as Intrapersonal awareness (own emotions), inter-personal awareness (others emotions), intra-personal management and Inter-personal management in relation to perceived stress, which were assessed by our measurement tools.

OBJECTIVES

To assess emotional intelligence among the University going students of Kashmir.

To assess perceived stress among the University going students of Kashmir.

To study Emotional Intelligence with respect to various demographic variables as gender, domicile and family status.

To study perceived stress with respect to various demographic variables as gender, domicile and family status.

To study the correlation between emotional intelligence and perceived stress.

HYPOTHESES: On the basis of the above objectives of the study the following hypotheses have been formulated:

Ho1: There is no significant difference in emotional intelligence with respect to gender.

Ho2: There is no significant difference in emotional intelligence with respect to domicile.

Ho3: There is no significant difference in emotional intelligence with respect to family status.

Ho4: There is no significant difference in Perceived Stress with respect to gender.

Ho5: There is no significant difference in Perceived Stress with respect to domicile.

Ho6: There is no significant difference in Perceived Stress with respect to family status.

Ho7: There is no significant correlation between emotional intelligence and Perceived Stress.

II. RESEARCH METHODOLOGY

The present study would be carried out on University going students of Kashmir. Following components of research methodology would be considered.

1 Collection of Data: - The collection of primary information would be done through personal investigation method using questionnaires. The secondary data would be obtained from the published magazine journals, papers relating to the issue under study.

2 Tabulation of data: - statistical data would be presented in the form of table. In the tabular form the classification of data would be made with reference to other variable. The tabulation shall be aiding analysis of relationship and other summarization of obtained data.

3. Use of Statistical Technique: - Statistical and quantitative methods and techniques will be applied to facilitate data interpretation. The selection of tool shall be made as per requirement of data analysis.

4. Interpretation: - Data would be presented in tabular form, making deductions and observation possible, thus facilitating analysis and interpretation. Conclusion and suggestion would be drawn on the basis of the analysis of data.

III. RESULTS AND INTERPRETATION

To fulfil the main objectives of the present study, the obtained data were subjected to a number of statistical analyses by using statistical package for social sciences (SPSS). The results of various analyses have been presented in separate headings.

Table 1.1 Frequency distribution of Emotional Intelligence in the students of Kashmir University

Level	Frequency	Percentage
Low	25	25%
Moderate	52	52%
High	23	23%

From the above data it is clear that 25% of the sample lies in the low level of Emotional Intelligence while 52% lies in the Moderate level of Emotional Intelligence and the remaining 23% of the sample lies in the high level of Emotional Intelligence. Besides frequency distribution of components of Emotional Intelligence are summarized in the table 2.1.

Table2.1. Frequency distribution of components of Emotional Intelligence in the sample

Factor	Level	Frequency	Percentage
Intra-personal awareness	Low	25	25%
	Average	57	57%
	High	18	18%
Inter-personal awareness	Low	33	33%
	Average	21	21%
	High	46	46%
Intra-personal management	Low	31	31%
	Average	31	31%
	High	38	38%
Inter-personal management	Low	29	29%
	Average	53	53%
	High	18	18%

From the above data (table 2.1) it is clear that 25% of the sample lies in the low level of Intra-personal awareness factor of Emotional Intelligence whereas 18% lies in the high level. 33% of the sample lies in the low level of Inter-personal awareness factor of Emotional Intelligence whereas 46% lie in the high level. Similarly, 31% of

the sample lies in the low level of intra-personal management while as 38% lie in the high level. In the Inter-Personal management factor of Emotional Intelligence 29% of the sample fall in the low level while as only 18% fall in the high level.

IV. CONCLUSION AND SUGGESTIONS

The findings thus obtained from the present study reveal that 25% of the sample was low in Emotional Intelligence while 52% had moderate Emotional Intelligence. The remaining 23% had high Emotional Intelligence thus indicating that more people have moderate levels of Emotional Intelligence. 47% of the sample was found to have moderate perceived stress levels while 29% and 24% of the sample had Low and high levels of perceived stress respectively. No significant difference was found in Emotional Intelligence of Males and Females as in all the factors of Emotional Intelligence viz., Intra-personal awareness, Inter-personal awareness, Intra-personal management and Inter-personal management. Also no significant difference in Emotional Intelligence of Rural and Urban population was found as in the factors of Emotional Intelligence viz., Intra-personal awareness, Inter-personal awareness, Intra-personal management and Inter-personal management.

However, there is a significant difference in the Emotional Intelligence of Nuclear and Joint families as also in the Intra-personal management factor of Emotional Intelligence though there is no significant difference in some factors of Emotional Intelligence i.e. Intra-personal awareness, Inter-personal awareness and Inter-personal management factors of Emotional Intelligence.

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