Faculty Members and students of Deptt. Conducted a Survey on "Relationship between stress and Emotional Intelligence". A sample of 100 students (50 males and 50 females) was taken. Students were included from all streams and stratified random sampling technique was used to select the Sample. The sample was homogenous and ranged from 18-25 years of age. The study was conducted to findout the relationship between stress and Emotional intelligence among college Students. It was conducted to achieve the following objectives;

- To study the stress level among College Students.

- To study E.I. level among College Students

- To study the Relationship between Stress and Emotional Intelligence.

To measure the Stress Variable, Stress scale was used which is developed by Dr. Tajinder Kaur, Dr. Prerna Puri and Prof. Manju Mehta.
E.I. was measured by using

by S.K. Mangal and Shubra Mangal. On the basis of obtained data descriptive analysis and Correlation was find out.

The result of the survey suggests that female students are more stress as compared to male students. The male students have less score on stress but have high score on E.I. as Compared to female students.

The findings of the survey also suggests that there is significant but negative correlation between stress and E.I. It means as the level of E.I increased the level of stress is decreased. As the result show female students have high score on stress but low score on EI. In the same way male students have low scores on stress but have high Score on EI as Compared to female students.

It can be concluded that female students have more stress and less EI as compared to male students as compared to male students.

The reason behind this may be any factor suchas

our Social System regarding upbringing of girls or the obstacles faced by them in society or responsibilities play by them etc.

So the survey findings helps to find out the stress level of students.

Principal

(Poonam Rani)
Incharge
Deptt. of Psy.

A Survey Report

On

"RELATIONSHIP BETWEEN STRESS AND EMOTIONAL INTELLIGENCE: A STUDY AMONG COLLEGE STUDENTS"

Submitted by the Department of Psychology

Pt. C.L.S. Govt. P.G. College Karnal-132001

(Affiliated To Kurukshetra University Kurukshetra)

Contents

A survey was conducted by the department of psychology in Pt. C.L.S. Govt. College, Karnal entitled "Relationship between Stress and Emotional Intelligence: A study among college students. Main purpose of the survey was to find out the relation between stress and emotional intelligence. It was aimed to do some effective efforts to deal with the problems of the students by using the "TALKING CLINIC" established in the department of Psychology. Acceptance and commitment therapy was used to deal with day to day life stress in students to resolve their problems.

Introduction:

Stress

Stress is an integral part of our daily life. Normal level of stress is good for better performance but high level of stress may cause so many psychological and physiological problems. It is the result of an individual's perception that they do not have resources to cope with a perceived situation from the past, present or future. Stress is a mental, physical and emotional reaction we experience as a demand of our life. In medical term stress is described as-

"A physical or psychological stimulus that can produce mental tension or physiological reactions that may lead to illness."

Causes of stress in college students:

1. **Academic factors-**
   - Maintaining academic success
   - Increased workload
   - Language difficulties
   - Examinations
   - Trying to stay at the top of the class
2. **Personal factors-**
   - Dealing with homesickness
   - New responsibilities
   - Parental pressure
   - Health problems
   - Financial problems
3. **Social factors-**
   - Building new relationships
   - Balancing social life
   - Lack of rest or breaks

In India academic stress was explored by Verma & Gupta 1990, Verma, Sharma & son 2002 and Rao 2008. Changes in education system over the years reflect the changes in aspirations of the middle class in India. Recent suicidal behavior in youth has been noticed resulting from academic stress, broken relationships, social pressure and failure in sustaining various competitions.

EMOTIONAL INTELLIGENCE

The term emotional intelligence was originally used by peter salovey and Jack Mayer in a seminal article in 1990 to describe a distinct set of emotion related abilities. The concept became widely popular in 1995 with the publication of a book by Dan Goleman and the claims that emotional intelligence has more predictive power for success than IQ. Working independently, Reuven Bar-on (1996) was developing a measurement instrument, the Emotional Quotient Inventory (EQT), that incorporated aspects of the emotional intelligence construst. The work of these authors- Mayer and Salovey, Goleman, and Bar-on-represents the three major approaches to emotional intelligence theorizing and assessment. Emotional intelligence can be conceptualized as a set of abilities or as a set of Personality traits.

Definitions:-

Mayer & Salovey, 1997 " The 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".

Mayer, Dipaalo, & Salovey, 1990 "It involves the accurate appraisal and expression of emotions in oneself and others and the regulation of emotion in a way that enhances living".

Types of Emotional Intelligence:-

Structure of the Goleman Model of Emotional Intelligence

1. **Self- awareness cluster :** Self- Awareness Concerns Knowing one's internal states, preferences, Self- awareness cluster contains three Competencies :
   1. Emotional self- awareness
   2. Accurate self- assessment
   3. Self- confidence
2. **Social- awareness cluster :** Social awareness refers to how people handle relationships and awareness of others feelings, needs and concerns. The social awareness cluster contains three competences :
   1. Empathy
   2. Organizational awareness
   3. Service orientation
3. **Self- management cluster :** Self- Management refers to managing one's internal states, impulses, and resources. The self- Management cluster contains six competencies :

1. Self- control
2. Trust worthiness
3. Conscientiousness
4. Adaptability
5. Achievement orientation
6. Initative

4. **Social Skills Cluster :**

   Once you are able to understand and manage yourself, then you start to understand the emotions and feelings of othersand finally to influence them. The term Social Skills covers a wide range of skills such as-

   1. Leadership
   2. Communication
   3. Influence
   4. Change catalyst
   5. Conflict management
   6. Building bonds
   7. Teamwork and collaboration
   8. Developing others

Structure of Bar-On (2000) Model of Emotional Intelligence:

1. Intrapersonal Component: it is self-awareness, knowing your own qualities and pitfalls
2. Interpersonal component: this is an extroverted function and generally requires more energy and an outward focus. It include the qualities such as empathy, social responsibilities, interpersonal relationship.
3. Adaptability component: adaptability is the ability to respond effectively to changing events in the environment.
4. Stress management component: stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress
5. General mood component: a mood is a feeling or a person's specific state of mind at any particular time. This component includes characteristics as optimism, happiness.

Review of literature:

Sanjay Kumar et. al. (2008) conducted a study to investigate the relationship as well as the impact of emotional intelligence on the perception of the stress. They took a sample of 312 medical professionals consisting of 174 males and females. The results of the study show that there is no significant difference in the level of emotional intelligence and perceived stress between genders. There is a negative relationship of EI with stress for gender.

Nigel hunt and Dee Evas (2004) studied the emotional intelligence as predictor for traumatic stress. The study found that EI can be a predictor for individuals who may experience traumatic stress.

Kumar Sunil et. al. (2009) conducted a study on 120 management students. They studied the measurement of EI as a predictor in managing stress and anxiety results of their study indicates that there was a significant relationship between emotional intelligence and the variable of stress and anxiety. EI is the ability to restrain negative feeling and helps to overcome stress and anxiety to get success in life.

Pooja Garg et. al. (2011) explored the relationship between the EI and stress resiliency among students. The results of the study reveals that the students being emotionally intelligent can lead them to be resilient to stress. It determines success in their personal and professional life.

Yogesh singh and Ratna Sharma (2012) investigated 34 male students to explore the relationship between EI and acute and chronic stress perceived stress level. They concluded that EI is that factor which helps to handle with day to day acute and chronic perceived stress.

Pratima Mishra and Kamla vashist (2014) concluded on the basis of review of literature. They explored that stress and well-being of adolescents is negatively correlated and affected by IQ, Eq and SQ.

Nitin Joseph et. al. (2015) investigated the relationship between perceived stress and emotional intelligence in medical students. Data was collected from 198 1st year students and 208 2nd year students. They found that EI scores increase with age. Perceived stress scores were found to be higher among 1st year students. Perceived stress decrease with increased EI scores. They concluded that increased EI helps to reduce stress.

RATIONALE OF THE STUDY

National Institute of Mental Health and Neurosciences conducted a study in november 2018 about the growing number of suicide in India among college and school going students and find out that 11 percent of college students and 7-8 percent of high school students have attempted suicide. the reason behind these suicides was the high level of stress. A survey conducted by Cigna TTK health insurance says in 89% of the population in India is suffering from stress as compared to the global average of 86%. Work and finances are the key reasons for stress in India.

On the bases of this census this topic was decided to work on. Major objective of this topic was to short out the day to day problems of the students.

The present study is been conducted to find out the level of stress and emotional intelligence among the students in Pt. C.L.S. Govt. College, Karnal. The main objectives of the study are:-

1. To explore the relationship between stress and emotional intelligence.
2. To see the significance mean difference between boys and girls on the scores of stress and Emotional Intelligence.

METHODOLOGY

SAMPLE:

A sample of 100 participants was taken in which 50 males and 50 females were included. Stratified random sampling technique was used in selection of the sample. The participants ranged from 18-25 years of age and the sample was homogenous.

MEASURES:

Following measures were used in the present study:-

1. **Stress Scale**
   (By Dr. Tejinder Kaur, Dr. Prerna Puri Nee Kumar and Prof. Manju Mehta, 2008).
2. **Mangal Emotional Intelligence Inventory (MEII)**
   (By Dr. S.K. Mangal and Dr. Shubhra Mangal, 2012).

SCORING OF THE TESTS

Separate scoring keys were used for stress scale and MEII. Both of the measures were scored by the scoring key provided with manual of respective test.

STATISTICAL ANALYSIS

1. Correlation

2. Descriptive analysis
3. t-test

PROCEDURE:

The present study was conducted on college students. A sample of 100 students (50 males and 50 females) was taken. First of all proper rapport was established with participants. After that they were asked to fill the questionnaires according to instructions given to them. After completion of the questionnaires these were taken back and proper scoring and analysis of the obtained data was done. On the basis of that analysis results were found.

RESULTS AND DISCUSSION

The present study represents a systematic attempt to find out the relation between stress and emotional intelligence. To fulfill the main objective of the study obtained data was analyzed by using different statistical methods. The results of various analyses have been shown as below:

Table No. 1- Inter-correlation Matrix

Description of Gender	VARIABLES	Stress	EI	Total
Male	Stress	1.00	-0.62	--
	EI	--	1.00	--
Female	Stress	1.00	-0.53	--
	EI	--	1.00	--
Total	Stress and EI	--	--	-0.55

Note: - r is significant at .01 level

Table no. 1 presents the correlation between stress and emotional intelligence. The table shows that there is negative correlation between stress and emotional intelligence (EI). Total correlation coefficient is significantly correlated (r=-.55 p>.01). According to this table in males the stress is significantly correlated (r= -.62, p>.01) and in females there is also significant correlation (r= -.53, p>.01) between these variables (stress and EI).

The findings of the study suggest that students who have high level of stress have low level of emotional intelligence and students who have low level of stress have high level of emotional intelligence. It means when a person has high level on emotional intelligence, the level of stress decreases and if a person has low scores on emotional intelligence, the level of stress increases. In this way emotional intelligence can be a predictor for stress.

Table No. 2: Showing Mean and SD in males and females

Variables	Description of Gender	N	Mean	SD	t-value
Stress	Male	50	51.72	12.57	2.70*
	Female	50	57.54	10.08	
EI	Male	50	63.62	12.06	1.27
	Female	50	60.66	10.92	

* significant at 0.01 level

Table no. 2 indicates the mean and SD scores of the students. The table shows that female students are more stressed than male students. The male students have low score on stress as compared to females and they have high score on EI as compared to female students.

The table also shows the t-value on both variables. The results show that on the variable stress there is significant difference between the scores of girls and boys. It indicates that the degree of stress differs in girls and boys. Girls are more stressed as compared to the boys.

On the variable Emotional intelligence there is no significant difference between the scores of girls and boys. It means that there is difference between the scores of boys and girls on emotional intelligence but the difference is not significant.

Conclusion:

In present study it was concluded that the students in College have high level of stress. The findings suggest that girls are more stressed as compared to boys. The boys have high level of EI as compared to girls. But the difference is so small. The high level of stress in students is a matter of worry. The main findings of survey in are as below-

1. College students are stressed by study workload
2. Financial difficulties
3. Parental pressure
4. Work responsibilities with study
5. Girls are more stressed as compared to boys
6. Academic stress cause psychological and physical problems

Talking clinic:

To resolve the problems of the students Talking Clinic is established in the department of psychology. It provides a safe and confidential environment to the students to express their thoughts and feelings.

A Talking clinic is a space with dark room which is comfortable, quiet, safe and confidential. It provides a comfortable environment to the students so the students are not overhead or interrupted. Sometimes the students hesitate to express their feelings before the counselor. In such conditions an isolated space is required so that the students can express all kind of their thoughts and feelings. Talking clinic provides such type of environment to the students. Here the students can say anything, can do any behavior without any fear of prior judgement by others. A student is alone in the room and can express all hidden desires. In this way the client is free to express his problem in his own way.

Benefits of Talking Clinic:

All the students in college will be benefited with this talking clinic, as the result of the study show high level of stress among students. The benefits of the talking clinic will be:

- o Help students to cope easily with everyday stressor
- o Helpful to share the burden of the emotions
- o To share Cathartic experience
- o To see one's thoughts from a different perspective
- o Relief from depression, anxiety or other mental illness condition
- o Improve ability to manage stress
- o Better expression and management of emotions

How talking Clinic will help students dealing with stress:

1. Change the attitude towards mental health issues
2. Recognise and tacle stress causes

References:

Garg, p. and Rastogi, R. (2009). Emotional intelligence and stress resiliency: A relationship study. International Journal of Educational Administration 1(1), 1-16.

Hunt, n. and Evans Dee.(2004). Predicting traumatic stress using emotional intelligence. Behaviour research and therapy 42(7), 791-798.

Joseph, N. et. al. (2015). Assessment and determinants of emotional intelligence and perceived stress among students of medical college in south India. Indian Journal of Public Health 59(4), 310.

Kaur, T., Kumar, P.P.N. and Mehta, M. (2008). Manual for stress scale. Agra: Agra Psychological Research cell.

Kumar, S. and Pooprai, K.Y.(2009). Role of emotional intelligence in managing stress and anxiety at workplace. Proceedings of ASBBS 16(1), 163-172.

Mangal, S.K. and Mangal, S. (2012). Manual for Emotional Intelligence Inventory. Agra: National Psychological Corporation.

Mishra, P. and Vasist, K. (2014). A review study of spiritual intelligence, stressed well-being of adolescents in 21st century.

Singh, S.K. and Singh, S.(2008). Managing role stress through emotional intelligence: A study of Indian medico professionals. International Journal of Indian Culture and business management 1(4), 377-396

Singh, Y. and Sharma, R. (2012). Relationship between general intelligence, emotional intelligence, stress levels and stress reactivity. Annals of Neurosciences 19(3), 107