



**A CORRELATIONAL STUDY OF EMOTIONAL INTELLIGENCE AND STRESS  
MANAGEMENT IN ADOLESCENTS STUDYING AT HIGHER SECONDARY LEVEL  
OF AURANGABAD CITY.**

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**Abstract**

*Today, we all are a part of globalizing era which is characterized by excellence, competitions, quality etc. along with stress, strain on human beings. Stress is an inseparable part of human life. To fulfill social, environmental, economic needs one has to face stress, strain and anxiety. Particularly adolescents are marked by stressful events and psychological challenges. The present study is an attempt to find out whether there exist any correlation between Emotional intelligence and stress management .A sample of 200 science students studying at higher secondary level was selected through random sampling technique. The correlation(r) was calculated using Pearson's correlation method and the findings revealed that there is asignificant positive correlation between Emotional intelligence and Stress management.*

**Keywords:** Emotional Intelligence, Stress Management, Adolescent students.



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## **Introduction**

The problem of stress and adjustment is widely seen as a social crisis as well as a problem of individual behavior. When an individual does not succeed in his work regularly then he comes under the area of stress and maladjustment. The concept of emotional intelligence can be used effectively in solving these problems and helps the individual to adjust in the society. In the recent years, a great interest in emotional intelligence on the part of corporations, universities and schools have been seen. The idea of emotional intelligence has inspired research and curriculum development to improve educational curriculum and incorporate these principles into everybody learning for students. Building one's emotional intelligence has a lifelong impact. Many parents and educators, alarmed by increasing levels of conflict in young school children from low self-esteem to early drug and alcohol use to depression, are rushing to teach students the skills necessary for emotional intelligence.

## **Emotional Intelligence: The Development of the Concept**

The origin of Emotional Intelligence can be traced back to the 17th century with Spinoza (1677) suggesting that emotion and intelligence together contributed to the ultimate cognitive tool. Emotional component to intelligence and cognitive effectiveness can be traced back to the great philosophers of antiquity and the notion of EI as a science back to E. L Thorndike's (1920) comments on the possibility of "social intelligence" in the early 20th century. Thorndike (1920) classified intelligence into three broad categories; abstract/verbal, visual/ spatial and social /practical. The third type of intelligence called "social intelligence" suggested by him, is a capacity to understand people and act wisely in human relations.

Gardner (1983) in his book *Frames of Mind*, put forward the argument that there must be more than traditional types of intelligence to explain success in life. He emphasized the importance of inter- and intrapersonal intelligences.

Sternberg (1985) agreed with the concept of social intelligence and said that it is not only distinct from academic abilities but also an integral part of what makes people do well in the practicalities of life. He noted that conventional IQ tests assess only analytical aspects of intelligence. People who are defined as intelligent according to the classical concept of may not be successful in life whereas many with IQs in the middle-normal range can succeed to a high degree. Researches reveal that there are other psychological traits that are predictive of success. Sternberg (1985) called this aspect of personality "practical intelligence."

Gardner (1999) defined interpersonal intelligence as having the capacity to “understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others” and intrapersonal intelligence as “the capacity to understand oneself, to have an effective working model of oneself – including one’s own desires, fears, and capacities – and to use such information effectively in regulating one’s own life”. He specifically identified salespeople, teachers, clinicians, religious leaders, political leaders, and actors; as the people who need “acute interpersonal intelligence”.

**Definitions and Meaning of emotional intelligence:**

**According to Kate Cannon, Creator of first emotional intelligence programme in the American Express Financial Services,** “Emotional Intelligence is about using the power of emotion as a source of information, motivation and connection.”

Emotional intelligence refers to the capacity for recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and our relationships **(Goleman, 1998)**.

**Dimensions of Emotional Intelligence given by Daniel Goleman**

Daniel Goleman in his second book on Emotional Intelligence ‘Working with Emotional Intelligence’ has given five domains for Emotional Intelligence. The five domains are:

1. Self -Awareness
2. Self- Regulation or Managing Emotions
3. Motivating Oneself
4. Empathy
5. Handling Relationships or Social Skills.

**Definition of Stress Management:**

“Stress management is the ability and skill to choose and exercise healthy self- control and self-management in response to stressful events **(Nelson & Low, 1998).**”

This meta-factor comprises Stress Tolerance and Impulse Control. This component of emotional-social intelligence relates primarily to emotional management and control and governs our ability to deal with emotions so that they work for us and not against us. People who are adept in this area are able to withstand and effectively cope with stress without losing control. They are typically calm, rarely impulsive and work well under pressure. They can handle tasks that are stressful, anxiety-provoking and even dangerous.

### **Emotional intelligence and Stress management:**

EI has strong relationship with individual's ability to cope with their environmental stressors. Some previous studies show that people with different level of emotional intelligence prefer different styles of coping strategies: Higher EI is correlated with higher satisfaction with life, better perceived problem-solving coping ability and significant relationship between problem solving and seeking social support, as well as problem solving and dimension of EI (self):self-awareness, motivation, empathy and social skill and stress also showed relationship with emotional intelligence(manager); motivation, empathy and social skill (**Bastian, 2005; Estelle, 2009**)

Coping can also be described as thoughts, behaviors, or may be strategies that are used to manage a negative or stressful event like an academic failure (**Lazarus and Folkman, 1987; KaminsandDweck, 1999; Folkman and Moskowitz, 2004**). **Folkman and Lazarus** defined coping as activities undertaken to tolerate, reduce, master, or minimize environmental or intrapsychic demands perceived to represent potential threats, existing harm, or losses and coping is highly contextual, since to be effective it must change over time and across different stressful condition. Specific behaviors which are used in dealing with a stressor and may even be considered independent of outcome is known coping strategy. (**Folkman and Lazarus,1985**).

### **Stress management in Adolescence**

“Adolescence is that period between childhood and adulthood which can itself be divided into developmental stages. Regardless of developmental stage, adolescence is set to face changes of both a physiological and psychological nature, often with movement towards independence and explorations of identity. Early adolescence is marked by a number of changes, including rapid cognitive, social, emotional and physical changes involving maturation. There are transitions in school life, peer and family relationships and a likely increase in conflicts within the family, characteristically with parents. These conflicts mark the early and middle adolescent years and are generally superseded in late adolescence when parent child relationships become more settled. The later adolescent years are generally marked by a greater interest in peer relationships and the striving to achieve goals and milestones that determine the directions for an adult future”. Adolescence is a period of development and change. There are intrapersonal changes such as cognitive development, maturation and emotional development and interpersonal changes such as negotiating relationships with peers and family and adapting to school changes. There is a

growing importance of peer relationships as adolescence is traversed. Adolescent stressors fall into three categories: achievement related concerns, relationship concerns and social issues. Whilst relationship-related concerns are important for adolescents, they are also concerned about getting on in the world and about issues relating to the world in general. There is a clear relationship between long-term stress and negative health outcomes.(cited from **S.K Mangal's Essentials of Educational Psychology**)

Stress is associated with impairment of health, and negative emotional experiences which is detrimental to quality of life and sense of well-being (Sinha, 2000).According to Hall (1904) adolescent period is accompanied by disturbance and emotional instability, and he attributed this to psychological, physical and physiological changes leadings to confusion and poor self - concept.).

#### **Need and Significance of the Research**

**According to Hall (1904)** adolescent period is accompanied by disturbance and emotional instability, and he attributed this to psychological, physical and physiological changes leadings to confusion and poor self- concept. Emotions are the main force, which enables an organism to cope with circumstances and add color and spice to our living. Emotional Intelligence represent the most set of skills that are needed to survive as a human being ,and to experience life to the full Emotional intelligence will predict who succeeds and who doesn't, who lives a life of pain and who copes ,who is happy and who is miserable ,who has long term relationships and who lives in solitude. Emotional intelligence is the ability to sense and use emotions to more effectively, manage ourselves and influence positive outcomes in our relationships with others. So intelligence one shows, when the person is emotional,is Emotional intelligence**Taylor, (2002)** stated that the high emotional intelligence people have skills that help them towards success in the various spheres of life both at word and family, emotional intelligence is an ability to monitor one's own and other emotions , to discriminate among them and to use the information to guide one's thinking and actions (**Salovey& Mayer, 1990**).

#### **Review of related literature**

**Ptacek, Smith & Dodge (1994)** reported that men tend adopt more problem focused coping strategies whereas women tend to adopt more emotion focused coping strategies and seek social support.

Problem focused coping brings out positive results when the source of stress is manageable whereas poorer results when it is not (**Lester, Smart & Baum,1994**).

**Pekrun et al. (2002)** reported that positive emotions facilitate flexible and creative ways of thinking, problem solving, and coping. They perceived coping in the light of the cognitive-motivational-relational theory of emotion.

**Parker et al. (2004)** found some support for emotional intelligence factors and academic performance.

**Pathan and Bansibihari (2004)** studied the level of emotional intelligence in secondary teachers in relation to gender and age, ranging from 24 to 56 years of age. The results revealed that 98.4% teachers fall under 'low' category of emotional intelligence. There is no significant difference between the emotional intelligence of male and female teachers and emotional intelligence is independent of age.

### **Objectives of the study**

1. To assess the Emotional intelligence in the Adolescents of Aurangabad city.
2. To assess the level of stress management in the Adolescents of Aurangabad city
3. To assess the Emotional intelligence in the Adolescents with respect to following dimensions:
  - Intrapersonal Awareness.
  - Interpersonal Awareness.
  - Intrapersonal Management.
  - Interpersonal Management.
4. To study the correlation between Emotional intelligence and Stress Management.

### **Hypotheses**

1. The Emotional intelligence in the Adolescents of Aurangabad city is high.
2. The level of stress management in the Adolescents of Aurangabad city is high.
3. The Intra-personal Awareness in the Adolescents of Aurangabad city is high.
4. The Inter-personal Awareness in the Adolescents of Aurangabad city is high
5. The Intra-personal Management in the Adolescents of Aurangabad city is high
6. The Inter-personal Management in the Adolescents of Aurangabad city is high
7. The correlation between Emotional intelligence and Stress Management is significantly positive.

### **Research Method:**

A sample of 200 students studying at higher secondary stage (English medium) of Aurangabad city were selected through random sampling technique. Emotional Intelligence Inventory designed and standardized by Dr. Shubra Mangal was used to measure Emotional Intelligence. For measuring the stress management level in the students a scale constructed and standardized by Dr. Vandana Kaushik and Dr. Namrata Arora was used. For analyzing the data mean and Pearson's correlation method were used as the statistical measures.

**Methodology Adopted for the study**

Descriptive survey method was adopted for the research study.

**Results:**

**TableNo.1. Table showing the Standard Scores, Obtained scores and Interpretation for Emotional Intelligence.**

Sr.No	Range of scores	Interpretation of standard scores	Obtained Score	Interpretation
1.	Below 20	V.Poor	<b>56.90</b>	<b>Average</b>
2.	21-40	Poor		
3.	41-60	Average		
4.	61-80	High		
5.	81-100	V.High		

**Table.no.2: Table showing the Standard scores, Obtained Mean Scores and Interpretation for the Components of Emotional Intelligence:**

Sr. No	Components	Standard Interpretation	Scores	and Obtained score	Interpretation		
1.	Intra-Personal Awareness	24 &above 20-23 14-19 10-13 9 &below	V. Good Good Average Poor V.Poor	<b>15.40</b>	<b>Average</b>		
2.	Inter-Personal Awareness	25 &above 20-24 14-19 10-13 9 & below	V. Good Good Average Poor V.Poor			<b>13.70</b>	<b>Average</b>
3.	Intra-Personal Management	25 &Above 21-24	V. Good Good				

		16-20	Average		
		12-15	Poor		
		11 & below	V.Poor		
4.	Inter-Personal Management	25 & Above	V. Good	15.60	Average
		21-24	Good		
		16-20	Average		
		12-15	Poor		
		11 & below	V.Poor		

**TableNo.3. Standard Norm Table for Stress Management.**

Sr.No	Range of Scores	Grades	Interpretation
1.	146 and above	A	Excellent Management
2.	134-145	B	V.Good Management
3.	121-133	C	Good Management
4.	105-120	D	Moderate Management
5.	92-104	E	Poor Management
6.	80-91	F	V.Poor Management
7.	79 and below	G	Excellent Management      Poor

**TableNo.4. Table showing the Obtained Mean Scores and Interpretation for Stress Management**

Variable	Obtained Mean	Interpretation
Stress Management	119.20	Moderate Management

**Table5: Table showing the Correlation between Emotional Intelligence and Stress management.**

Variables	Pearson's coefficient correlation	Range of correlation	of Interpretation
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<b>Emotional Intelligence and Stress management.</b>	<b>0.365</b>	<b>0.20 to 0.40</b>	<b>Low correlation and significant at 0.01 level of significance.</b>
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From the above obtained scores in Table No.1 and 4 we can infer that the Adolescence studying at higher secondary level possess Average Emotional Intelligence and Moderate Stress Management level. Analysis regarding the components of Emotional Intelligence was also done (Table No.2) and it was found that the students were Average in Intra-Personal Awareness, Inter-Personal Awareness & Inter-Personal Management but poor in Intra-Personal Management. The major objective of the study was to study the correlation between Emotional Intelligence and Stress management which was found to be low but significant (Table No.5).

**Discussions:**

1. **The mean obtained for Emotional Intelligence was 56.90 (Table No.1)** which when compared to the standard norm table of the manual falls in the range of Average category. It can be concluded that students possess average emotional intelligence and there is need to enhance it. Emotional intelligence is a learned and acquired ability as researched by various psychologists and it is needed for effective adjustment with the surroundings as the research finding by **Engelberg and Sjoberg (2004) who found that emotional intelligence was related quite strongly to social adjustment.** Emotionally intelligent adults make better decisions, they live with integrity, and they use their emotions as a source of energy and direction. They are more effective at solving problems, they collaborate better, are more effective leaders, more conscious parents. Interestingly they are not always, “happier” – they are less depressed, but more aware of both comfortable and uncomfortable feelings.
2. **The mean obtained for Intra-Personal Awareness, the component of Emotional Intelligence was 15.40 (Table No.2)** which when compared to the standard norm table of the manual for emotional intelligence falls in the range of Average category.
3. **The mean obtained for Inter-Personal Awareness, the component of Emotional Intelligence was 13.70 (Table No.2)** which when compared to the standard norm table of the manual for emotional intelligence falls in the range of Average category

4. **The mean obtained for Intra-Personal Management, the component of Emotional Intelligence was 12.20 (TableNo.2)** which when compared to the standard norm table of the manual for emotional intelligence falls in the range of poor category.

5. **The mean obtained for Inter-Personal Management, the component of Emotional Intelligence was 15.60 (TableNo.2)** which when compared to the standard norm table of the manual for emotional intelligence falls in the range of Average category. There is a need to enhance the various dimensions of emotional intelligence like Intra-Personal Awareness, Inter-Personal Awareness, Intra-Personal Management and Inter-personal Management which will be helpful in systematic emotional development in the adolescents. **Sinha and Jain (2004)** conducted a study on emotional intelligence and its influence on relevant outcomes and reported that dimensions of emotional intelligence was meaningfully related with job satisfaction, personal effectiveness, organizational commitment, reputation effectiveness, general health, trust, organizational effectiveness and organizational effectively. **Fredrickson (2001)** studied the functions of positive emotions in psychological health and well-being and has put forward that positive emotions, such as joy, interest, contentment, pride, and love, expand attention, cognition, and action.

6. **The mean obtained for stress management is 119.20 (TableNo.4)** which when compared to the standard norm table of the manual for stress management falls in the range of moderate category. It can be concluded that stress management level in the adolescents studying at higher secondary is of average level. There is a need to upgrade this level because it is a proven psychological fact **that Adolescence is a period of stress and strain and various researches has proven this fact like, According to Erikson (1968)** psychosocial crisis of this period is ego identity versus identity distortion. Unsatisfactory solution to this crisis can lead to increased stress, anxiety and depression and will affect their self-efficacy to solve this crisis (identity crisis) in an appropriate manner **(Weiten, 2002)**. **Arnett (1999)** also pointed out that adolescents experience stress and disturbance more than any other age group.

7. **The correlation between Emotional Intelligence and Stress Management was found to be 0.365 (TableNo.5) which was low positive and significant at 0.01 level of significance.** This shows that there exists a positive and significant correlation between Emotional Intelligence and Stress Management. This supports the research finding by **Malek (2000)** found a significant relationship between emotional intelligence and conflict management style. **Sehgel (1999)**

conducted a study on adolescents and reported that psychological well-being showed high significant positive correlation with emotional intelligence quotient. **Ciarrochi et al. (2000)** found that emotional intelligence may protect people from stress and lead to better adaptation.

### **Suggestions for students**

#### **(1) Effectively manage emotions and develop an optimistic view of life**

College students should pay attention to their physical and mental health and examine their emotions at all times to avoid onset of stress-induced depression or physical disorders. Besides, they should learn to understand, accept, and recognize themselves, take a positive attitude toward getting along with their friends, learn to express and manage their emotions, and effectively manage their emotions so as to develop positive relations and an optimistic view of life. In their learning process, they should cultivate an undaunted spirit. Once any stress-induced emotion arises, they should relax the emotion through an appropriate channel, examine their own problems, and seek solutions. Suppression of emotions is not the only approach to controlling emotions. In face of stress, they can take a different perspective and learn to cope with it by changing their views. Stress-induced emotions can be self-managed.

#### **(2) Increase stress management abilities and learn to seek support**

College students should play an active role in stress management. On one hand, they can learn various stress coping measures from various channels and transform anxiety or frustration caused by inadequate adaptation to stress. On the other, they should also enhance their emotions management abilities, monitor their emotions, and build their own emotions management models. If any stress arises, they should analyze the causes of the stress from a positive perspective and seek solutions or support from professional institutions.

#### **(3) Make use of family support and release stress-reduced emotions**

Family support is helpful for students faced with stress, no matter how they are adaptable to the stress. While college students should take advantage of family support, their family members should try to understand their interests, specialties, and abilities so as to avoid having too high expectations of them and causing them additional stress. (cited from Cheng Kai-Wen, A study of stress sources among college students in Taiwan *Journal of Academic and Business Ethics, A Study of Stress Sources*)

### **Suggestions for Parents**

Adolescent requires special attention. Their natural need to rebel, coupled with confusion and rage over what they have experienced, might make them especially difficult to reach in a time of crisis.

- Developing understanding that patience is needed to deal with adolescents to communicate and re-establish bonds and family members have to spend their quality time.
- Parents have to sacrifice their own social life in order to provide time for their children.
- Street disciplinary rules along with sympathetic dealing with their problems bring parents and children closer to each other.
- Advices based on reasoning and factual in formations usually through an impact on adolescent's mind.
- Grandparents can also provide social support, which gives adolescents social security and self- confidence to deal with their problems.
- Family members can also make their children aware of future problems and their consequences well in advance, along with the measures to deal with the problems.

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