



**IDENTIFYING STRESS MANAGEMENT LEVEL AND EMOTIONAL
INTELLIGENCE DIMENSIONALLY AMONG ADOLESCENT STUDENTS OF
AURANGABAD CITY.**

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Abstract

Over the last two decades, the research base in the field of adolescent development has undergone a growth spurt. Knowledge has expanded significantly. New studies have allowed more complex views of the multiple dimensions of adolescence, fresh insights into the process and timing of puberty, and new perspectives on the behaviour associated with the second decade of life. At the same time, the field's underlying theoretical assumptions have changed and matured. The main objective of the research was to study the correlation between the dimensions of emotional intelligence and stress management, to compare the stress management and emotional intelligence dimensionally in the adolescents of Aurangabad city with respect to gender. Descriptive survey method was adopted and random stratified sampling technique was adopted for conducting the research. The findings revealed significant positive relationship between the dimensions of emotional intelligence and stress management. There was no significant difference found in the dimensions of emotional intelligence and stress management with respect to gender. There was a significant difference found in the stress management with respect to gender.

Introduction:

Stress is being experienced by everyone nowadays. Stress Management has become very essential. Stress can be constructively channelized to reduce the stress. Managing stress is also a skill which we all have to develop. Stress among the Adolescents can be crucial in the well-being of the family as a whole. Stress can be caused due to many factors and can alter the relationships dynamics in the family. Especially stress in the adolescence can be very taxing on the parents and the adolescents themselves. During adolescence boys and girls go through lot of turmoil. The reasons for Stress during adolescence as per the review of literature are because of disturbed family dynamics , peer pressure ,inability to cope with studies, drug abuse, lack of competence. One of the important trends which are being observed is getting instant gratification from the electronic media and gadgets. The involvement of adolescents in getting instant gratification of needs has led to lot of stress in them and in their relationships with family and peers. Stress leads to maladaptive behavior.

Adolescence is a period of transition in which children become adults. Traditionally, adolescence has been considered a period of great emotional stress, and it is not difficult to see why this might be so; in adolescent years, children break away from parents control and seek to make their own choices about their activities, schedules and more. At the same time, adolescents are shifting the focus of their social worlds, so that they spend more time with, and gain much more emotional support from peers rather those family members.

Need of the research:

It is very important for parents and teachers to know the emotional intelligence and stress management level to take remedial measures if required and help the teens in leading a peaceful and tension free life. Teachers can enhance these psychological aspects and help the students to cover the transition smoothly. This study would also help to provide some information for parents and classroom teachers in order to utilize relevant approaches to enhance the emotional and social efficiency in students. Thus, the knowledge of students' emotional and social intelligence, stress and stress management level is very useful for the academicians and the parents.

K. Ramamurthy, Health secretary, Govt. of Kerala, commented that,

“Just as a bud requires adequate nourishment and watering to bloom in to a beautiful flower, an adolescent also requires adequate physical, mental and emotional support and nourishment to develop into a healthy and responsible adult. Adolescence, needless to say, is the most beautiful, wonderful and yet ‘dangerous’ period in an individual’s life. Adolescence is a sensitive phase of life for children because the mental and physical changes make them appear strange and confuses them. Many of them feel that their emotional life is out of their control. It is equally sensitive for present day parents and teachers as adolescents often feel that people do not understand, at times curse the whole world for that. The adolescents would like their feelings to be respected, to be loved and to speak out their minds. The problem behavior is observed both by parents at home and teachers at school. But whether they care to probe into why of their problematic behavior is questionable.”

Objectives:

1. To study the overall emotional intelligence among adolescents of Aurangabad city.
2. To study the emotional intelligence with respect to intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management among adolescents of Aurangabad city.
3. To study the stress management among adolescents of Aurangabad city.
4. To find out the correlation between emotional intelligence and stress management.

5. To find out the correlation between intrapersonal awareness and stress management.
6. To find out the correlation between interpersonal awareness and stress management.
7. To find out the correlation between intrapersonal management and stress management.
8. To find out the correlation between interpersonal management and stress management.
9. To compare the emotional intelligence of adolescents with respect to gender.
10. To compare the intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management of adolescents with respect to gender.
11. To compare the stress management of adolescents with respect to gender.

Hypotheses:

1. The overall emotional intelligence among adolescents of Aurangabad city is high.
2. The emotional intelligence with respect to intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management among adolescents of Aurangabad city is high.
3. The level of stress management among adolescents of Aurangabad city is good.
4. The correlation between emotional intelligence and stress management is positive.
5. The correlation between intrapersonal awareness and stress management is positive.
6. The correlation between interpersonal awareness and stress management is positive.
7. The correlation between intrapersonal management and stress management is positive.
8. The correlation between interpersonal management and stress management is positive.
9. There is no significant difference between the emotional intelligence of adolescents with respect to gender.
10. There is no significant difference between the intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management of adolescents with respect to gender.
11. There is no significant difference between the stress management of adolescents with respect to gender.

Methodology:

Descriptive survey was used for conducting the research study.

Sample and Sampling Technique:

A sample of 100 students studying at higher secondary stage from science stream in Aurangabad city were selected through random sampling technique.

Tools Used:

Emotional intelligence was measured by Emotional intelligence inventory (MEII). constructed and standardized by Dr. S.K. Mangal and Mrs. Shubhra Mangal's. Stress

Management level was studied by Stress management scale constructed and standardized by Dr. Vandana Kaushik and Dr. Namrata Arora.

Analysis and Interpretation of Data:

The obtained data was subjected to analysis. The data was analysed with the help of SPSS software. Table no.2 shows the obtained correlation between emotional intelligence and stress management is 0.376** which indicates low positive correlation significant at 0.01 level, between intrapersonal awareness and stress management is 0.143 which indicates negligible positive correlation, between interpersonal awareness and stress management is 0.227** which indicates low positive correlation significant at 0.01 level, between intrapersonal management and stress management is 0.414** which indicates moderate positive correlation significant at 0.01 level, between interpersonal management and stress management is 0.250* which indicates moderate positive correlation significant at 0.05 level.

Table no.3 shows the comparison between dimensions of emotional intelligence and stress management with respect to gender. There was no significant difference found between emotional intelligence and dimensions of emotional intelligence of adolescents with respect to gender. There was a significant difference found in the stress management levels of male and female adolescents. Female adolescent students possess better stress management level than male adolescent students.

Table No.1: Table showing the obtained mean scores of emotional intelligence and stress management:

Sr.no	Aspect	Mean	Range	Interpretation
1.	<i>Emotional Intelligence</i>	61.26	61-80	High
2.	<i>Emotional Intelligence with respect to intrapersonal awareness.</i>	15.27	15-19	Average
3.	<i>Emotional Intelligence with respect to interpersonal awareness.</i>	15.17	14-19	Average
4.	<i>Emotional Intelligence with respect to intrapersonal management.</i>	16.52	15-19	Average
5.	<i>Emotional Intelligence with respect to interpersonal management.</i>	14.29	14-19	Average
6.	<i>Stress management</i>	122.35	121-133	Good

Table No.2: Table showing Correlation between Dimensions of Emotional Intelligence and Stress Management:

Variables	Co-efficient of correlation	Interpretation	Significance
<i>Emotional intelligence</i> <i>Stress management</i>	0.376**	Positive correlation	low Significant at 0.01 levels.
<i>Intrapersonal awareness</i> <i>Stress management</i>	0.143	Positive negligible correlation	Not significant
<i>Interpersonal awareness</i> <i>Stress management</i>	0.227**	Positive correlation	low Significant at 0.01 level
<i>Intrapersonal management</i> <i>Stress management</i>	0.414**	Positive moderate correlation	Significant at 0.01 level
<i>Interpersonal management</i> <i>Stress management</i>	0.250*	Positive correlation	low Significant at 0.05 level

Table No.3: Table showing Comparison between Dimensions of Emotional Intelligence and Stress Management:

Aspect	Gender	Mean	S.D	t-value	Sig.at 0.05 level	Interpretation
<i>Intrapersonal Awareness</i>	Male	15.56	2.82	1.004	1.96	Not Significant
	Female	14.98	2.95			
<i>Interpersonal Awareness</i>	Male	15.30	5.63	0.274	1.96	Not Significant
	Female	15.04	3.61			
<i>Intrapersonal management</i>	Male	16.04	4.29	1.294	1.96	Not Significant
	Female	17.00	3.01			
<i>Interpersonal management</i>	Male	13.92	3.72	1.056	1.96	Not Significant
	Female	14.66	3.26			
<i>Emotional intelligence</i>	Male	60.86	12.44	0.388	1.96	Not Significant
	Female	61.66	7.54			
<i>Stress management</i>	Male	98.88	33.27	8.093	1.96	Significant
	Female	145.82	23.97			

Testing of Hypothesis:

From the above tabular analysis and interpretation of the data, hypotheses no.1 and hypotheses no.3 are accepted as the obtained mean scores of emotional intelligence and stress management falls in the high and good category. Hypothesis no.2 is rejected as the obtained mean scores of dimensions of emotional intelligence falls in the average category. The hypotheses no.4,5,6,7& 8 are accepted as the obtained coefficient of correlation is positive between emotional intelligence, dimensions of emotional intelligence and stress management. There was no significant difference found between the dimensions of emotional intelligence with respect to gender so hypotheses no. 9& 10 are accepted. There was a significant difference found between the stress management levels of male and female adolescent students so the hypothesis no.11 is rejected.

Discussion of results:

The correlation between the emotional intelligence and stress management was found to be positive. This finding is consistent with the finding of Suresh, K.J, (2014) who found that Students teachers of low Emotional Intelligence have high Stress compared to that of student teachers of high and average level of Emotional Intelligence, Dharmesh Kumar Mishra (2012) also found that the correlation between Stress and Emotional Intelligence (EQ) is negative but significant and Nickoo Yamani ,Maryam Shahabi and Faribahaghani (2014) also found an inverse correlation between the total score of Emotional Intelligence and the level of Job stress.

There was no significant difference found between the emotional intelligence of male and female higher secondary science students of Aurangabad city. This finding is consistent with the finding of AnupamaKatoch (2013) who also found that Secondary school boys and girls do not differ significantly on emotional intelligence and Suresh, K.J,(2014) who also found that Male and female student teachers do not significantly differ in their Emotional Intelligence

There was a significant difference found between the stress management levels of male and female higher secondary science students of Aurangabad city. This finding is consistent with the finding of Lawrence, Ashford, and Dent (2006) found significant differences between coping strategies used by males and females, where males exhibited greater tendency to detach themselves from the emotions of a situation and be emotionally inhibited while females achieved at significantly higher level than males.

Recommendations:

- Regular Exercise and balanced diet.
- Get acquainted with techniques of stress management and stress relief.
- Maintain healthy relationships and nurture them.
- Take a break from stressful situations. Activities like listening to music, talking to a friend, drawing, writing, can reduce stress.
- Decrease negative self-talk: challenge negative thoughts about yourself with alternative neutral or positive thoughts.
- Develop a sense of humour.
- Self-help modules designed to help you reduce stress, depression, and anxiety by improving your assertiveness.
- Put off procrastinating – work your way through a self-help series on how to stop procrastination problems.
- Get acquainted with stress, including stress reduction suggestions, including diet, exercise, herbal remedies, and cognitive-behavioural techniques.
- Regular Meditation.
- Exercise fuels the brain's stress buffers – explains how regular exercise helps reduce and manage stress levels.

Conclusions:

Adolescents are surrounded by number of stresses like academic stress, parental expectation stress, environmental stress etc. The findings reported that there is average emotional and social intelligence in the students which should be raised as these are the key personality factors which can deal with the stress effectively and can prove as successful stress managing measures. The research findings are very important to understand the level of stress management levels and design new stress managing interventions and techniques in order to assist the smooth transaction of the adolescents to maturity.

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