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A study on relationship between emotional intelligence and stress

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Abstract

Emotional intelligence (EI) is a relatively new social science construct that is still in its early stages of research but quickly gains traction in organizational work settings. As is well known from the literature, emotional intelligence (EI) was first derived from more conventional measures of human intelligence, such as emotional quotient (EQ), which subsequently proved insufficient to account for intellectual prowess. Emotional intelligence was originally defined as social intelligence, which is the capacity of an individual to observe and distinguish between their own and other people's feelings and emotions in order to guide their rational and behavioral decisions. The authors developed a brand-new model they dubbed the compressive model, which placed an emphasis on a cognitive capacity related to the requirement to distinguish EI abilities from social attributes or skills. While being gregarious and friendly is a behavior, their approach stresses the particular mental aptitudes for identifying and directing emotions, such as knowing what someone is experiencing in a mental aptitude. The authors defined emotional intelligence (EI) as a person's capacity to precisely sense, understand, and assess the emotions of others in order to respond adaptably to shifts in their social environments and foster the development of supportive social networks.

Keywords: Emotional intelligence, emotional quotient, effective leadership, essential skill

Introduction

History has long demonstrated the value of leadership and the current issues that call for a focus on the abilities, dispositions, and knowledge that a leader needs to be successful in order to guide companies in a constructive manner. An essential skill for leaders in today's fast-paced companies is the capacity to control one's emotions. More recently, it has been claimed that having emotional intelligence (EI) is a prerequisite for effective leadership, regardless of the leadership style under consideration. Emotion and intelligence came together to develop the concept of emotional intelligence. Emotions and intellect are closely associated with the term emotional intelligence (EI). Multiple abilities are thought to make up intelligence. The ability of a person to continuously learn from their surroundings and adapt to their surroundings is a recurrent theme in the concept of intelligence. The mainstream conception of intelligence in the modern era comprises qualities like environmental adaptation, fundamental mental processes, and higher-order thinking. The capacity to think creatively using information or data that has been observed, defined as intelligence. This suggested that for the best

thinking and problem solving, a person must be able to identify, understand, and use their emotions in a constructive way. The theory of emotional intelligence is based on the increasingly widely accepted notion of intelligence as a collection of diverse abilities. Since everyone has strong emotions, emotions play a significant role in both daily life and the workplace for organizations. Emotions affect every person on a daily basis and have an impact on those around them in both the workplace and personal lives of individuals. Emotions possess the ability to unite humans with all that matters to them. Without emotion, we are unable to discern what is worth, why it is valuable, or how much time and effort should be invested in obtaining it or avoiding it.

Moreover, psychological research and study advanced in two distinct fields at the start of the 20th century: personality (emotions) and cognition (intelligence). Emotions were seen as "organized responses, crossing the boundaries of many psychological subsystems, including the psychological, cognitive, motivational, and experiential systems adaptive and can potentially lead to a transformation of personal and social interaction into the enriching experience". As

research into the inner workings of the human brain deepened, these two schools of thought combined. Subsequently, emotions were seen to be a cognitive mental process, physical behaviors, and social phenomena that can affect a person's beliefs, actions, body language, and facial expressions as well as how they prioritize their goals and objectives and make decisions.

Emotions are important because they can seriously interfere with a person's ability to reason, think clearly, or behave in a certain way. What distinguishes an emotionally intelligent person is their capacity to regulate and manage this kind of internal state. It is maintained that the secret to success on an individual basis as well as in a group setting, including leadership, is the synthesis of emotional and logical methods. Emotional and rational intelligence are needed to make wise decisions. The emotions that this era has stirred up in businesses, and educational institutions especially, demand leaders with a set of skills that aren't given enough credit in the workplace. For an organization to function well, its leaders need to be able to effectively control their emotions, emotional intelligence (EI) has been linked to successful and fulfilling lives as well as sound decision-making. Emotions are increasingly recognized as important for the performance of organizations, as most notably demonstrated. They also believed that positive emotions and sentiments in the workplace were necessary components of successful leadership.

Models emotional intelligence

Various researchers have produced distinct theoretical models and their corresponding metrics since the field was established and conceived of as a social science construct, as evidenced by the literature. At the moment, these fall into one of two major theoretical categories found in the dominant theories of emotional intelligence. Among these are the ability-based and mixed-based emotional intelligence models, which have been refined since their initial coining by Mayer and Salovey (1990) [9]. Additionally, there are other classifications and categorizations within the two major categories of ability and mixed-based models of EI. As will be covered in the next part, the classification of these theoretical EI models is based on the contributions of the four most well-known pioneers of EI models.

Ability based model of emotional intelligence

Ability models, which arose from a developmental model of intelligence, defined emotional intelligence (EI) as a type of intelligence that includes abilities related to emotions. The work of Salovey and Mayer, also referred to as the Mayer and Salovey ability-based EI Model, is at the forefront of EI ability models. Mayer et al. (2003) [11] state that this approach places a strong emphasis on the relationship between "emotion and intelligence as a skill." High-level performance in cognitive-emotional information processing is thought to be required for ability-based emotional intelligence. It addresses a person's intelligence, performance, hierarchy, and cognitive capacities. According to Mayer et al. (2003) [11], the model was predicated on the idea that emotion and cognition "worked together in adaptive ways." An ability-based model is a collection of skills that include abstract reasoning and perceiving

information that arises from an emotional state. The four main emotional elements of the model-perceiving, facilitating, comprehending, and managing emotions-are founded on a logical methodology. These people's skills enable them to act decisively, reason logically, and handle situations with effectiveness. This type of ability to recognize and identify emotions aids in the understanding of feelings, their relationship to cognition, and their control in order to support human growth. It is a type of ability that handles situations by fusing intelligence and feelings. According to the authors, emotions are inextricably linked to cognition and impact an individual's cognitive processes, which in turn help them make judgments based on the facts at hand. Additionally, Mayer and the other authors developed a higher-order construct known as ability branches that includes four important ability-based dimensions that may be used as a framework or domain to measure individual variations based on these skills. Similar to crystallized skills, these four branch abilities are believed to evolve with age and experience. They are organized hierarchically, ranging from basic psychological processes to the more psychologically integrated and complicated. The four branches of Mayer and Salovey's (1997) [12] ability-based paradigm are as follows:

1. **Emotional Awareness:** This includes a person's capacity to recognize, evaluate, and communicate their feelings. The capacity to precisely identify and understand one's own feelings as well as those of others, along with the ability to appropriately articulate emotions is necessary for successfully transmitting emotions through things, faces, music, designs, and storytelling. It is the capacity to assess others' emotions by the identification of their tone of voice and facial expressions, according to Mayer & Salovey (1997) [12]. A person possessing this skill would be able to recognize trustworthy emotions in others as well as accurately sense and communicate their own feelings.
2. **Facilitating Emotion Branch:** This involves planning and giving people the chance to emotionally feel an event before it happens, as well as using emotions to prioritize action and develop empathy and situational knowledge. People with this kind of talent may utilize their emotions to analyze situations and come up with solutions. It is also known as the ability to integrate emotions into perceptual and cognitive processes. Mayer and Salovey (2007) [7] describe the impact of emotions on thought processes and how they support intellectual functioning. Since emotions have the power to focus our attention on significant events, get people ready for actions, drive thinking processes, and help us solve difficulties.
3. **Understanding Emotion:** This refers to the capacity of an individual to analyze, categorize, and understand their feelings as well as to construct meanings from the challenges and insubstantialities of their sensations by recognizing the connections between them. To be clear, Mayer and Salovey state that it entails understanding and assessing emotions as well as using this emotional knowledge. This kind of emotional intelligence facilitates critical thinking to comprehend our surrounding circumstances.
4. **Emotional Management:** This refers to a person's

awareness of how to control, manage, and constructively observe their own emotions as well as those of others. To improve the nurturing of emotions and intelligence, proactive emotion management involves learning to be amiable toward a range of emotional reactions, whether they are pleasant or unpleasant. As a result, it calls on people to take emotions into account while making decisions, solving problems, and acting; they also need to be open to their feelings and develop understanding techniques to help them control them.

Mixed model of emotional intelligence

Emotional intelligence is defined under the Mixed Model as the capacity for social behaviors, traits, and competences. The trio of models known as competency, characteristic, and personality models has also been combined to form the mixed-model faction. The two eminent academics developed the mixed EI models. The ability-based model of EI developed by Mayer and Salovey (1997)^[12] served as the foundation for the authors' mixed model of EI, which incorporates traits, abilities, and aspects of personality in their understanding of the concept. According to Bar-on and Goleman's research, mixed-based emotional intelligence (EI) has come to be understood broadly to include both a person's personality and aptitudes. The mixed model of emotional intelligence (EI) views EI as more than intelligence since it combines cognitive abilities (intelligence) with personality and competency dimensions, in contrast to the ability-based model of EI, which views EI as a type of intelligence.

While a mixed approach addresses a range of non-cognitive capacities, competencies, and skills, an ability-based model addresses cognitive (thinking) phenomena. The mixed-model approach, sometimes referred to as Goleman's competency-model, encompasses a variety of abilities and characteristics that include leadership, teamwork, and empathy. Moreover, ability EI is described as an emotional intelligence that has been crystallized. Conversely, mixed EI models combine aspects of motivation, personality, and well-being with EI (Cartwright and Pappas, 2008)^[1]. As a result, the first attempts to gauge and assess someone's emotional intelligence involved administering a questionnaire based on the mixed trait and personality components of the Bar-On (1997)^[2] models.

Bar-On's mixed model of emotional intelligence

The Bar-On (1997)^[2] EI model is a mixed model of intelligence that includes non-cognitive skills and personality perspective. Bar-On (1997)^[2] defined emotional intelligence as a composite of social and emotional qualities, abilities, and skills that impact human intelligence behavior in daily life. Additional EI was also defined as a variety of capacities, noncognitive skills, and comprehension that influence a person's ability to successfully adjust to the demands and stresses of their environment. According to Bar-On's (1997)^[2] theory, emotional intelligence can be enhanced through programming, training, and therapy over time. As seen in the image below, the model of intelligence is a mixed one that incorporates personality traits and noncognitive skills. It is primarily made up of five scales and fifteen subscales. Intrapersonal, interpersonal, adaptation, stress management, and overall mood are the

five Bar-On's EI components.

The intrapersonal dimension of Bar-On focuses on an individual's self-actualization, independence, self-awareness, and self-regard-qualities that are necessary for them to have in order to recognize and comprehend their own and other people's emotions, express their feelings, accurately assess these emotions, realize their potential, engage in critical thinking, plan and execute with confidence, and avoid being emotionally dependent on others. Interpersonal skills encompass competencies such as social responsibility, empathy, and interpersonal collaboration. Interpersonal skills are a person's emotional attributes that support the development and maintenance of close, pleasant relationships as well as collective cooperation.

On the other hand, Bar-On (1997)^[2]'s dimension of adaptability skills addresses a person's capacity for problem-solving through problem-identification, solution-finding, emotion-validation, and behavior adjustment in response to shifting circumstances. It is a person's capacity to measure adaptability and realism. Furthermore, stress management refers to a person's ability to control impulse, manage stress, and delay impulsivity in addition to controlling emotions. The final Bar-on (1997)^[2] dimension is overall mood, which comprises abilities that support the creation and perception of optimism and happiness (Bar-On and Parker, 2000)^[13].

Goleman's mixed model of emotional intelligence

According to Mayer and Salovey (1997)^[12], however, emotional intelligence (EI) can be divided into four categories: thinking, perceiving, understanding, evaluating, discriminating, and identifying emotion. Goleman (1998)^[6] links the idea to emotional functioning in humans. In a similar vein, EI is seen by the author as the skillful application of emotions. Similarly, the 1997 definition of emotional intelligence by Cooper and Sawaf highlights intuition, integrity, individual mission and inventiveness in relation to corporate leadership. Subsequent research by Goleman distinguished EI as a mixed model apart from the ability model developed by Salovey and Mayer. The EI approach's mixed-based model, often credited to Goleman (1995)^[3] as a competency-model, is made up of a variety of abilities and characteristics that include leadership, empathy, and teamwork.

Five years after Salovey and Mayer (1990)^[9] established the ability model, Goleman (1995)^[3] elaborated on it and made it widely known as a significant concept in the many organizational workspaces. Accordingly, Goleman defined emotional intelligence (EI) as a person's "ability to recognize their feelings and those of others, motivate oneself and others, and effectively manage own self-emotions and those of others" (Goleman, 1998)^[6]. Additionally, he believed that emotional intelligence (EI)-based emotional competences are an acquired skill that support productive work performance.

According to Goleman, these EI characteristics are learned skills that must be developed over time in order to reach exceptional accomplishment; they are not innate abilities (Goleman, 1998)^[6]. His mixed competency model appeals to a broader audience, especially to individuals involved in corporate organizations seeking to be inspired by profitable

leadership. As a result, the mixed model EI comprises a variety of abilities divided into skill sets, which when combined provide an overall picture of an individual's EI level. Subsequently, the author constructed a theoretical framework that was applied in several investigations, refining the theoretical model into four EI dimensions. Goleman (2011) [14] identified four components-self-awareness, self-management, social awareness, and relationship management-that taken as a whole are regarded as an individual's emotion intelligence competencies.

Stress

Stress is a typical occurrence in daily life. We have all experienced stress at some point in our lives, but some types of stress are pathological and can result in the development of a wide range of symptoms and disorders. Long-term stress exposure causes a wide range of physiological changes that can have an impact on our well-being.

Adjustment: to suit, make appropriate, adjust, organize, change, harmonize, or make correspond. From the beginning of time, there has been an ongoing conflict between the demands of the individual and those of the outside world. Darwin's theory of evolution, which dates back to 1859, states that species that successfully adapted to their environment survived and proliferated, while species that did not perished. As a result, the ability to adapt or change oneself or one's surroundings in response to the demands of the outside world is essential to human survival; this is true for all living things, including Darwin's primitive species. Some of us are able to live prosperous and happy lives, while others either disappear, lead unhappy lives, or cause trouble for the rest of society.

The emotional, social, personal, and survival aspects of intelligence are all covered by emotional intelligence, which is often more significant for day-to-day functioning than the more cerebral or mental aspects of intelligence. Future emotional and personal success can be predicted in many ways by emotional intelligence. It is crucial to be able to assess the emotional intelligence of children, adolescents, and adults. Characteristics like empathy, impulse control, social responsibility, and the capacity to interact to people in an age-appropriate and responsible way are all measured by emotional intelligence. The ability to successfully manage the demands and pressures of one's surroundings is measured by emotional intelligence. Since every person has a distinct personality and varying degrees of emotional intelligence, our personalities are mirrored in our motivation, values, conduct, and attitude.

Materials and Methods

The study employed the descriptive survey method to gather data and investigate the relationship between emotional intelligence and achievement, adjustment, and stress.

Additionally, the mean scores of academic achievement, adjustment, and stress for male and female students in rural and urban areas were compared with those of students with high and low emotional intelligence to determine if there was a significant difference. The researcher conducted a survey among urban and rural school students in several Delhi-area schools to gather data. The students enrolled in the eleventh standard were given the emotional intelligence, stress, and adjustment scales.

Sampling strategies

A sample is essential for both doing research and interpreting the findings. Almost always, research is done using a sample that allows for generalization to the population from which the sample was chosen, with the exception of the rare case in which a complete sense is taken.

Random sampling was utilized to select 200 senior secondary pupils from both urban and rural schools. Schools in the Delhi region provided a sample for both the urban and rural areas. Delhi is divided into eight districts. However, the study's sample was taken from the North-West and North-East areas.

Following the selection of these two districts, a random sample technique was used to choose 20 coeducational government senior secondary schools. A total of 200 pupils were chosen at random from these schools. The table and the graphic below show the sample distribution and the names of the schools from which the data were gathered.

Statistical techniques used

The analysis and interpretation of the data were conducted using the subsequent statistical techniques:

1. Median
2. Mean
3. Product Moment Correlation
4. t-test

Results and Discussion

There were three standardized exams used. The significance of the relationships between emotional intelligence and academic achievement, emotional intelligence and adjustment, and emotional intelligence and stress were determined using these. Additionally, it was utilized to determine whether there was a statistically significant difference in the mean academic success scores, mean stress scores, and mean adjustment scores between male and female and rural/urban pupils in terms of emotional intelligence. There are 180 senior secondary pupils in the sample, drawn from both urban and rural schools.

Hypothesis: In Senior Secondary Students, there is no substantial link between Emotional Intelligence and Stress.

Table 1: Relationship between emotional intelligence and stress

Relationship between	Calculated 'r' value	Standard Error	Significance of Relationship 't' value	Table 't' value at 0.01 level	Table 't' value at 0.05 level	Degree of freedom (N-2)
EI and Stress	-0.3540	0.0513	7.34	2.47	1.85	178

Stress and emotional intelligence have a negative association, as seen by the calculated "r" value. This demonstrates that stress levels fall as emotional intelligence scores rise. A high stress number indicates a high level of stress. It implies that pupils with strong emotional intelligence have less stress in their daily lives. The "t" value that was achieved with the degree of freedom (178), 7.34, is more than the "t" value that was found in the table at the 0.05 and 0.01 levels, or 1.5 and 2.47, respectively. It

demonstrates that there is a strong negative correlation between stress and emotional intelligence, indicating that stress levels in senior secondary students are directly influenced by emotional intelligence. Stress-free lives are led by students who possess strong emotional intelligence.

Hypothesis: The mean Stress scores of male and female students with poor Emotional Intelligence do not differ significantly.

Table 2: Difference between mean Stress scores of students having High and Low Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Stress of high Emotional Intelligence students	105	133.087	24.24	6.25	1.85 at 0.05 level	179
Stress of low Emotional Intelligence students	83	151.53	16.26		2.47 at 0.01 level	

The "t" value that was achieved with degree of freedom (179) is 6.25, which is higher than the "t" value that was found in the table at the 0.05 and 0.01 levels, or 1.85 and 2.47, respectively. It demonstrates that there is a substantial difference in the mean Stress ratings of students with high and low Emotional Intelligence, rejecting the null hypothesis. The mean Adjustment scores of students with high and poor emotional intelligence do not differ significantly from one another.

Conclusion

Interacting with someone who has normal emotions is simple, but dealing with someone who is emotionally unstable is harder. Emotional intelligence is a term that encompasses both emotional and cognitive intelligence. The heart is ruled by emotions, whereas the brain is ruled by intelligence. The two attributes are inextricably linked, and they have a huge impact on people's daily lives. Intelligence and accomplishment are no longer considered in the same light as they formerly were. Today, not just his thinking abilities, but also his creativity, emotion, and interpersonal skills, have become the focus of attention. Emotional intelligence, social intelligence, and luck all play a role in a person's performance and adjustment, and IQ is no longer the only metric for success. Many behavioural issues, such as stress, adjustment, and achievement, are major concerns among the teenage groups that we observe on a regular basis. Emotion, communication, and conflict are three factors that play a role in all human relationships, and they have varying effects on various people. Raising our emotional intelligence can help us improve our capacity to effectively interact with others, which is one of the most potent tools for personal and professional success. According to studies, those who are able to properly regulate their own emotions and communicate with others are more likely to have happy lives. Furthermore, cheerful people are more likely to remember information and do it more successfully than unhappy people. A number that will send shivers down your spine: 1.2 lakh individuals in India commit suicide each year. Aside from that, about four lakh people attempt suicide each year. The majority of them have been discovered to be suffering from some form of mental illness or stress as a result of which they are unable to adapt

to their surroundings. Today's education concentrates mostly on the cognitive (head) aspect, with the affective (heart) aspect receiving less attention. Everyone agrees that education should assist an individual in overcoming life's problems and making successful adjustments. The goal of education should not only be to feed the brain, but also to nourish the heart.

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