



STUDY OF ACADEMIC STRESS AND EMOTIONAL INTELLIGENCE AMONG COLLEGE STUDENTS

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Abstract: This study aimed to investigate the association between college students' emotional intelligence and academic stress. For data collection, the researcher chose 210 college students from Kurukshetra district in the state of Haryana. The Academic Stress Scale, developed by Abha Rani Bisht in 1987, and the Emotional Intelligence Inventory, developed by Dr. S. K. Mangal (2004), was the instruments used in the study. Using the relevant statistical methods, including mean, SD, t-test, and product-moment correlation, the data thusly acquired was examined. The study's findings showed a significant difference in academic stress experienced by male and female college students, as well as a significant difference in emotional intelligence. Academic stress and emotional intelligence did not significantly correlate.

Keywords: Academic Stress, Emotional Intelligence, College Students

1. INTRODUCTION

Thinkers like Albert Camius and W. H. Auden have correctly referred to the twenty-first century as "The century of fear" and "The age of anxiety & tension." Teachers, social workers, doctors, parents, psychologists, and many other individuals pay attention to stress because it has become a typical symptom of modern man. The threat of war, economic hardship, racial and communal prejudice, ecological imbalance, environmental pollution, and, most importantly, a rapidly evolving social structure that is becoming more complex every day are all issues that modern man must contend with. Man becomes more prone to stress as a result of all these issues. Each person's definition and thinking about the term stress is uniquely personal.

"Stress is part of a complex and dynamic system of transaction between the person and his environment." (Cox, 1985)

"Stress is caused by a multitude of demands (stressors), such as an inadequate fit between what we need and what we are capable of, and what our environment offers and what it demands of us." (Levi, 1996)

"Stress is the external pressure and tension is the internal pressure." (Saunders, 1997)

Stress can be defined as "an under load or overload of matter, energy or information input to, or output from, a living system." (Steinberg and Ritzmann, 1990)

In an earlier work Cooper & Marshall (1978), the same two authors concluded that stress is essentially individually defined and must be understood with reference to characteristics of both the individual and his environment, as it is the outcome of the two.

Academic Stress

Student stress is a significant issue of conversation in academia and society. Numerous researchers have examined the matter from numerous perspectives and conducted in-depth analyses, but it is clear that students continue to experience significant levels of stress, leading one to the conclusion that the subject requires further attention. Students deal with a variety of stressors that are related to all facets of their lives, such as stress from the family, stress from friends, stress from society, stress from college, stress due to interpersonal conflicts, financial stress, academic stress, etc. The sources of stress are known as stressors. The sources of stress in today's world are limitless and only get worse with the passage of time, but there are few resources accessible to students to help them manage or resist these pressures. Watching the news in print and online, where it is reported that cases of substance misuse, gender abuse, criminal activity, stress-related illness, and suicides are rising among young students every year, might help one understand the helplessness and depression among the students. Academic Stress encompasses all aspects of students' life which have the potential to jeopardize their Academic Performance and include all aspects relating to day-to-day activities of students like too many assignments, competition with other students, failures, lack of money, poor relationship with other students or teachers, problems at home with family (Busari, 2014).

Emotional Intelligence

Abraham Maslow first introduced the idea of emotional strength in the 1950s. The phrase emotional intelligence appears to have first been used in papers by Michael Beldoch from 1964 and B. Leuner from 1966, both of which were published in the psychotherapeutic journal *Practice of Child Psychology and Child Psychiatry* and were titled Emotional intelligence and emancipation. The word "EQ" (Emotional Quotient) was originally used in a piece by Keith Beasley that appeared in the *British Mensa* magazine in 1987. The most common definition of emotional intelligence is the capacity to recognize, use, comprehend, regulate, and control emotions. People with high emotional intelligence are able to identify their own emotions as well as those of others, use emotional information to direct their behaviour and thinking, differentiate between various emotions and assign the proper labels to each one, and modify their emotions to fit their environment. Although the phrase was originally used in 1964, it became well-known because science journalist Daniel Goleman's best-selling book *Emotional Intelligence*, which was published in 1995. Emotional Intelligence, according to Goleman, is a collection of abilities and traits that influence leadership success. The capacity to understand, manage, and assess emotions is referred to as emotional intelligence. While some academics contend that emotional intelligence may be developed and increased, others contend that it is an innate quality. The following are indications of emotional intelligence:

- The ability to understand and express other people's feelings.
- Understanding one's own talents and limitations.
- Confidence in oneself and acceptance of oneself.
- The ability to overlook mistakes.
- The ability to adapt to change and a strong sense of curiosity, especially about others.
- The ability to remain emotionally in check when faced with challenging situations.

2. REVIEW OF RELATED LITERATURE

Usha and Solomon (2022) investigated students' views of academic stress in modern online education, as well as their emotional intelligence-based coping mechanisms. A total of 77 students from a private college in Coimbatore were chosen at random from the 18–19 age range (30 males and 47 females). Emotional intelligence scale developed by Sharma (2007) and students' academic stress scale designed by Rajendran and Kaliappan's (1990) were used. The data were analyzed using the t-test and Karl Pearson test. The study's results showed no connection between age, parents' monthly income, the number of hours respondents spent in school, academic stress, and emotional intelligence. Although there was no statistically significant difference between respondents' genders in terms of their overall academic stress, female respondents' mean scores across all dimensions were marginally higher than those of male respondents. Additionally, there was no statistically significant difference between respondents' genders in terms of their overall emotional intelligence; however, male respondents had higher managing emotion skills, while female respondents had slightly higher levels of self-awareness, managing emotion, empathy, handling relationships, and emotional intelligence, with the exception of self-motivation. The level of self-motivation among female responders was somewhat greater. Academic stress and respondents' residential location differed in a statistically meaningful way. Academic stress

and respondents' residences differed statistically significantly, but respondents in rural areas had slightly higher scores on the emotional intelligence scale's various dimensions, including controlling emotions, empathetic behaviour, motivating oneself, handling relationships, and emotional intelligence, while respondents in urban areas had slightly higher scores on self-awareness.

Roy, Thomas and Joy (2021) examined the relationship of emotional intelligence and academic stress among undergraduate students. 119 undergraduate students (18-24 years old; 63 females; 56 males) from various colleges in Kerala were chosen at random. Data gathering methods included the Shutte's Emotional Intelligence Test (SSREIT) and the Academic Stress Inventory by Lin & Chen (1997). Mann-Whitney U test and Spearman rank order correlation were used to assess the data that had been collected. The findings of the current study show a strong connection between emotional intelligence and academic stress. The findings showed that there was a considerable gender difference in emotional intelligence, with men scoring higher than women. Additionally, there was no statistically significant gender difference in academic stress.

Stevens, Schneider, Bederman-Miller and Arcangelo (2019) explored the relationship between total-trait emotional intelligence and academic stress among college students at a small, private college. University stress levels and student total-trait emotional intelligence (TTEI) scores were significantly correlated. TTEI and USS measures are helpful for student intervention to affect problems like attrition. Small private colleges can greatly benefit from knowing their students' levels of academic stress and emotional intelligence in order to improve retention. It is possible for tiny universities to offer more services to students by identifying particular elements and minimizing their negative consequences.

Kauts (2016) designed the study of academic stress and emotional intelligence among college students. Six degree-granting institutions in the city of Jalandhar were randomly selected to participate in the study. 300 students at these six colleges were chosen at random to participate in the study. The chosen sample was given the Bisht Battery of Stress Scale (BBSS) by Abha Rani Bisht (Almora) and the Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjyot Pethe, and Upinder Char (2001). Descriptive statistics were used to analyse the data when they were received. To get the conclusions, pertinent means, S.D.s, t values, and 3x2 ANOVA were computed. When compared to students in the humanities and business streams, students in the science stream were shown to be much more stressed, according to the data analysis. Additionally, it was discovered that students' emotional intelligence significantly influences how stressed they feel about their academics. Comparatively speaking, pupils with high emotional intelligence did not experience the same level of academic stress as those with low emotional intelligence.

3. STATEMENT OF THE PROBLEM

Study of Academic Stress and Emotional Intelligence among College Students

4. OBJECTIVES OF THE STUDY

The following objectives have been established:

1. To study the difference in academic stress between humanities and science of college students.
2. To study the difference in emotional intelligence between humanities and science of college students.
3. To study the relationship between academic stress and emotional intelligence of college students.

5. HYPOTHESES OF THE STUDY

The following hypotheses are fulfilled the study objectives:

H₁ There exists no significant difference in academic stress between humanities and science of college students.

H₂ There exists no significant difference in emotional intelligence between humanities and science of college students.

H₃ There exists no significant relationship between academic stress and emotional intelligence of college students.

6. DELIMITATIONS OF THE STUDY

The following are the delimitations of the study:

- 210 College students.
- Humanities and science students.
- Kurukshetra district of Haryana state.
- Academic stress and emotional intelligence variables.

7. RESEARCH METHODOLOGY

Descriptive survey method was used by the investigator to examine the relationship between academic stress and emotional intelligence among college students.

8. POPULATION AND SAMPLE

The target population in the present study was all the humanities and science college students of Kurukshetra district of Haryana state. For the sample of this study, humanities and science college students were taken up by using random sampling technique. A sample of 210 humanity and science college students was taken up by the investigator.

9. TOOL USED

The following tools were used in the study:

1. Bisht Battery of Stress Scale by Abha Rani Bisht (1987) was used in the present study. This scale covers the four component of stress i.e. frustration, conflict, pressure and anxiety. It has 80 items.
2. Mangal Emotional Intelligence Inventory by Dr, S. K. Mangal (2004) was used in the study. This inventory covers the four aspects emotional intelligence i.e. inter-personal awareness (Knowing about one's emotions), inter-personal awareness (Knowing about others emotions), inter-personal management (Managing one's own emotions), and inter-personal management (Managing others emotions). It has 100 items, 25 items for each aspect and answered as yes or no.

10. STATISTICAL TECHNIQUES USED

The following statistical techniques were used in the study:

- Descriptive statistics: Mean and standard deviation
- Inferential statistics: t-test
- Correlation: Pearson's Product moment correlation

11. ANALYSIS AND INTERPRETATION

H₁: There exists no significant difference in academic stress on humanities and science college students

Table- 1
Comparison of Academic Stress in Humanities and Science College Students

Group	N	Mean	S.D.	SE _d	t-Value	Level of Significance
Humanities	105	134.52	31.06	4.15	3.57**	Significant
Science	105	119.67	29.08			

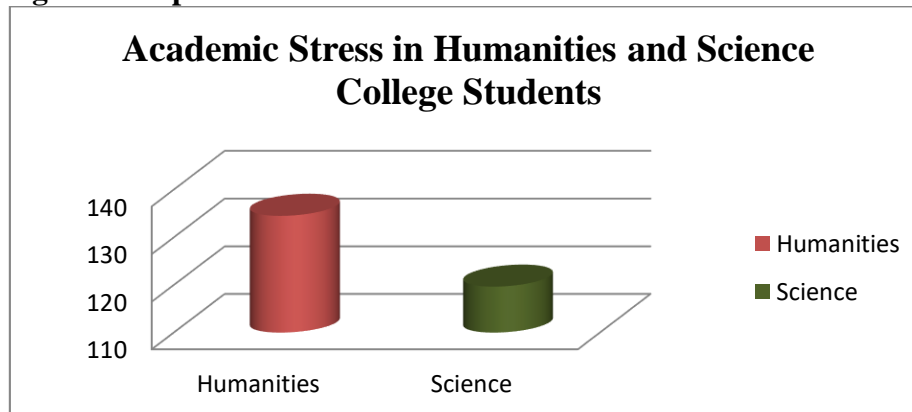
**=0.01 level of significance

The table-1 shows that mean academic stress test scores of humanities and science college students were 134.52 and 119.67 with S.D. of 31.06 and 29.08 respectively. It was noted that t-ratio between humanities and science college students was found 3.57 which was significant at 0.01 level of significance. In the light of above finding, H₁ was rejected. This showed that, there was significant difference in academic stress on humanities and science college students.

The above information has been presented graphically as follows:

Figure- 1

Bar graph showing the Comparison of Academic Stress in Humanities and Science College Students



H₂: There exists no significant difference in emotional intelligence on humanities and science college students

Table- 2

Comparison of Emotional Intelligence in Humanities and Science College Students

Group	N	Mean	S.D.	SE _d	t-Value	Level of Significance
Humanities	105	58.60	11.63	1.28	3.51**	Significant
Science	105	54.08	6.22			

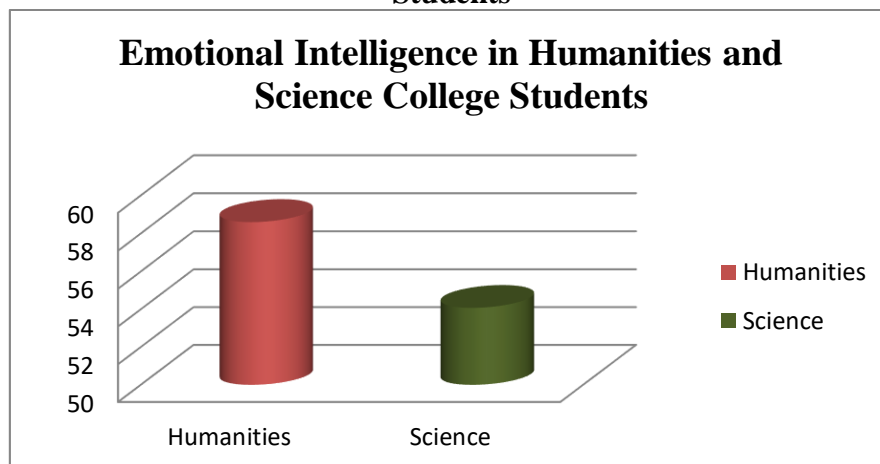
**=0.01 level of significance

The table-2 shows that mean emotional intelligence test scores of humanities and science college students were 58.60 and 54.08 with S.D. of 11.63 and 6.22 respectively. It was noted that t-ratio between humanities and science college students was 3.51 which was significant at 0.01 level of significance. In the light of above finding, H₂ was rejected. This showed that, there was significant difference in emotional intelligence on humanities and science college students.

The above information has been presented graphically as follows:

Figure- 2

Bar graph showing the Comparison of Emotional Intelligence in Humanities and Science College Students



H₃: There exists no significant relationship between academic stress and emotional intelligence of college students

Table- 3
Relationship between Academic Stress and Emotional Intelligence of College Students

Variables	N	Coefficient of correlation	Level of Significance
Academic Stress	210	0.112	Not significant
Emotional Intelligence			

****=0.01 level of significance**

The value of coefficient of correlation in table 3 indicates that the correlation coefficient between academic stress and emotional intelligence of college students was 0.112, which was not significant. In the light of above finding, H₃ was accepted. It showed that there was no significant relationship between academic stress and emotional intelligence.

12. FINDINGS AND DISCUSSIONS

- The result showed that there was significant difference in academic stress on humanities and science college students.
- The result showed that there was significant difference in emotional intelligence humanities and science college students.
- The result showed that there was no significant relationship between academic stress and emotional intelligence.

13. EDUCATION IMPLICATIONS

The following steps should be taken by the College authorities, Family and Educationist for the better adjustment of the undergraduate students:

- Programs at colleges should start being modified to better suit the needs of young adults.
- Peers and teachers should be accessible to students in a welcoming, liberated, open, and upbeat setting.
- To assist students find their buried talents, physical and social activities should be provided.
- Teachers should provide welcoming environments for students' social and academic integration in their classrooms and at colleges.
- Teachers should provide welcoming environments for students' social and academic integration in their classrooms and at colleges.
- Parents and instructors should support their kids in cultivating positive attitudes in their students.
- Colleges should offer counselling services to aid in the development of positive attitudes in students.

14. CONCLUSION

The finding of the current study indicated that there exists significant difference in academic stress on humanities and science college students and also significant difference in emotional intelligence humanities and science college students. There was no significant relationship between academic stress and emotional intelligence. The result clearly calls for action from families, academicians, policy makers and stakeholders; all are take necessary decisions to facilitate better adjustment skills among undergraduate students.

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