

Co-rrelational Study of Stress and Emotional Intelligence among Adolescents

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Abstract

The purpose of the present study was to find out Stress among adolescents in relation to their Emotional Intelligence. In the present study the sample consisted of 200 adolescents (100 male and 100 female) randomly selected from two rural and two urban schools in khamano region. Stress Scale for Students by Dr. Prerna Puri, Dr. Tejinder kaur and Prof. Manju Mehta and Emotional Intelligence Inventory by Dr. S.K Mangal & Dr. Shubra Mangal were used to collect the data. Significant gender differences was found in stress level and Emotional Intelligence levels at secondary stage. No significant difference was found in stress level of adolescents studying in rural and urban secondary schools. Significant difference was found in emotional intelligence of adolescents studying in rural and urban schools. Negative and Significant relationship was found between Stress and Emotional Intelligence of adolescents at secondary stage. The results of the present study will be helpful for the guidance worker, administrators, educationists and counselors. The present study will be also helpful for the teachers, parents and psychologists to properly guide and channelize the energy of adolescents and to make them physically, mentally and emotionally healthy, so that they can adjust themselves in the society and may develop their potentialities to the maximum for the benefit of the nation.

Key Words: *Adolescence, Stress, Emotional Intelligence*

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Introduction

Life today is becoming increasingly complex and tension ridden. It has been found that most of the social, psychological and emotional problems are related to unrelieved stress. Each life stage with its unique developmental tasks is associated with distinct effects that predict distress. Today's Adolescents are most stressed than their earlier generations because of lot of competition and loss of values due to changing family patterns. The word 'adolescence' comes from the Latin word 'adolescere' which means 'to grow'. So the essence of the word adolescence is growth and it is in this sense that adolescence represents a period of intensive growth and change in nearly all aspects of a child's physical, mental, social and emotional life.

Adolescence is an age of *storm and stress*. Most youngsters pass through this developmental period without undue stress, although many do experience difficulty. Many of these behavioural problems arise during the early adolescent years, when psychological problems also increase. Some researchers believe that it is a combination of so many changes occurring simultaneously that makes early adolescence problematic for many young people.

Stress in adolescents is a universal phenomenon and is the prime concern for all the people. More and more adolescents suffer from stress now-a-days. Stress is defined as a reaction to a stimulus that disturbs our physical and mental equilibrium. A stressful event can trigger the "fight-or-flight" response, causing

hormones such as Adrenaline and Cortisol to surge through the body.

We all have different personalities, different wants and needs, and different ways of showing our emotions. Navigating through this all takes tact and cleverness- especially if we hope to succeed in life. This is where emotional intelligence becomes important. People with high emotional intelligence are usually successful in most things they do. Why? Because they are the ones that others want on their team. When it comes to happiness and success in life, emotional intelligence (EQ) matters just as much as intellectual ability or intelligence quotient (IQ).

Emotional intelligence (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impact many different aspects of our daily life, such as the way we behave and the way we interact with others.

The study conducted by Gohm, Corser and Dalsky (2005) suggested that emotional intelligence is potentially helpful in reducing stress for some individuals, but unnecessary or irrelevant for others. The results highlights among the highly stressed intense but confused participants in particular because they have average emotional intelligence, but do not appear to use it, presumably because they lack confidence in their emotional ability. Singh & Koteshwari (2006) concluded that highly emotional intelligent people use more of cognitive and physical types of coping resources. With increase in age, emotional intelligence increases, with increase in age of project managers the effectiveness of using the coping resource of stress also increases. Mahajan & Sharma (2008) conducted study to explore the anxiety among adolescent boys and girls, in terms of four selected areas viz-physical, social,

emotional and educational. A significant difference was observed between overall emotional anxiety among boys and girls. Girls were found more emotionally unstable than boys, whereas, anxiety and mental tension, because of unknown reasons, was found more in boys. It was also revealed that adolescents are deeply concerned as how others view them and are apt to display self-consciousness and are embarrassed on being criticized by others. Manisha (2009) study indicated negative correlation between emotional intelligence and psychological distress. Emotional intelligence was found to be helpful in reducing psychological distress of students

No doubt, stress is everywhere and adolescents are affected the most. So it is very important to take necessary steps to prevent stress among adolescents. Competition, change, and hardship are widespread in today's world, and it is common for individuals to fall into stress that is hard to overcome. Stress is a concept that has been known for centuries, but only recently has it begun to be handled scientifically, and the concept of stress requires interdisciplinary studies. The purpose of the study is to understand the stress among adolescents at secondary stage in relation to their emotional intelligence.

From the review, it has been found that only few studies have been done to study the impact of emotional intelligence on stress level of adolescents. The present study will help the teachers in guidance and counseling process. The results of the present study will be helpful for the guidance worker, administrators, educationists and counselors. The present study will be also helpful for the teachers, parents and psychologists to properly guide and channelize the energy of adolescents and to make them physically, mentally and emotionally healthy, so that they can adjust themselves in the society and may develop their potentialities to the maximum for the benefit of the nation.

Objectives

The following objectives have been formulated for the present study:

1. To compare stress level of male and female adolescents at secondary stage.
2. To compare stress level of adolescents studying at rural and urban schools.
3. To compare emotional Intelligence of male and female adolescents at secondary stage.
4. To compare emotional intelligence of adolescents studying at rural and urban schools.
5. To compare the stress level of adolescents at secondary stage having high and low level of emotional intelligence.
6. To study the relationship between stress and emotional intelligence of adolescents studying at secondary stage.

Hypotheses

1. There will be no significant difference in stress level of male and female adolescents at secondary stage.
2. There will be no significant difference in stress level of adolescents studying at rural and urban schools.
3. There will be no significant difference in emotional intelligence of male and female adolescents at secondary stage.
4. There will be no significant difference in emotional intelligence of adolescents studying at rural and urban schools.
5. There will be no significant difference in stress level of adolescents at secondary stage having high and low level of emotional intelligence.
6. There will be no significant relation between stress and emotional intelligence of adolescents at secondary stage.

Delimitations

1. The present study was confined to Adolescents of 14-16 years studying in class 10th in the khamano region.
2. The present study was confined on only variables: Emotional Intelligence and Stress.
3. The sample for the present study comprised 200 adolescents (100 male and 100 female) randomly selected from two rural and two urban Secondary School in the Khamano region.

Design of the Study

Descriptive survey method was employed for the present study

Sample

In the present study the sample consisted of 200 adolescents (100 male and 100 female) randomly selected from two rural and two urban schools in khamano region.

Stratified random sampling technique was employed for the selection of the sample.

Tools Used

In the present study the following tools were used:

1. Stress Scale for Students (Dr. Purna Puri, Dr. Tejinder kaur and Prof. Manju Mehta, 2011)
2. Emotional Intelligence Inventory (Dr. S.K Mangal & Dr. Shubra Mangal, 1971)

Results and Discussions

H1: There will be no significant difference in stress level of male and female adolescents.

To test this hypothesis t-test was applied, the result of which are shown in table I.

Table- I
Mean, S.D and t-value of stress level of male and female adolescents

Variable	Gender	N	Mean	S.D	S.E.M	Df	t-value	Level of significance
Stress	Male	100	76.82	9.513	.951	198	2.311	Significant at 0.05 and 0.01 level
	Female	100	79.78	8.579	.858	198		

It is evident from the table I that the t-value ($t=2.311$, $df=198$) was significant ($p<0.01$, $df=198$ & $p<0.05$, $df=198$). Therefore there exists a significant difference in stress scores of male and female adolescents. Therefore the hypothesis stating “there will be no significant difference in stress level of male and female adolescents at secondary stage” stands rejected. From table I it is clear that the

mean value of female adolescents is more than male adolescents. In other words, it is implied that the female adolescents experience more stress than male adolescents.

H2: There will be no significant difference in stress level of adolescents studying at rural and urban schools. To test this hypothesis t-test was applied, the results of which are shown in table 2.

Table-2
Mean,SD and t-value of stress level of adolescents studying at rural and urban schools.

variable	Type of school	N	Mean	S.D	S.E.m	Df	t-test	Level of significance
Stress	Rural	100	78.09	10.169	1.017	198	.324	Non-significant at 0.05 and 0.01 level
	Urban	100	78.51	8.064	.806	198		

It is evident from the table 2 that the t-value ($t=.324$, $df=198$) was not significant ($p<0.01$, $df=198$ & $p<0.05$, $df=198$). Therefore there exists non significant difference in stress level of urban and rural school adolescents. Therefore the hypothesis stating “There will be no significant difference in stress level of adolescents at secondary stage studying at rural and urban schools” was accepted. From the table 2 ,it is clear that there is no mean difference in male and female adolescents. It implied that, both male and female adolescents

studying at rural and urban schools experience equal stress.

H3: There will be no significant difference in emotional intelligence of male and female adolescents. To test this hypothesis t-test was applied, the results of which are shown in table 3.

Table-3
Mean, SD and t-value of emotional intelligence of male and female adolescents.

Variable	Gender	N	Mean	S.D	S.E.M	Df	t-value	Level of significance
Emotional intelligence	Male	100	62.37	8.034	.803	198	2.254	Significant at 0.05 and 0.01 level
	Female	100	59.70	8.702	.870	198		

It is evident from the table 3 that t-value ($t=2.254$, $df=198$) was significant ($p<0.01$, $df=198$ & $p<0.05$, $df=198$). Therefore there exists a significant difference in emotional intelligence level of male and female adolescents. Therefore the hypothesis stating "There will be no significant difference in emotional intelligence of male and female adolescents" stands rejected. From the table 3 it is clear that the mean value of male adolescents

is more than the female adolescents. In other words, it implied that male adolescents possess more emotional intelligence than female adolescents.

H4: There will be no significant difference in emotional intelligence of adolescents studying at rural and urban schools. To test this hypothesis t-test was applied, the results of which are shown in table 4

Table-4
Mean, SD and t-value of emotional intelligence of adolescents studying at rural and urban schools.

variable	Type of school	N	Mean	S.D	S.E.M	Df	t-value	Level of significance
Emotional intelligence	Rural	100	62.53	8.313	.831	198	2.515	Significant at 0.05 and 0.01 level
	Urban	100	59.55	8.385	.839	198		

It is evident from the table 4 that t-value ($t=2.515$, $df=198$) was significant ($p<0.01$, $df=198$ & $p<0.05$, $df=198$). Therefore there exists a significant difference in emotional intelligence of rural and urban school adolescents. Therefore the hypothesis stating "there will be no significant difference in emotional intelligence of adolescents studying at rural and urban schools" stands rejected. From the table 4 it is clear that the mean value of rural school adolescents is more than the urban school adolescents. In other words, it implied that the rural school adolescents possess more emotional intelligence than urban school adolescents.

H 5: There will be no significant difference in stress level of adolescents at secondary stage having high and low level of emotional intelligence. To test this hypothesis t-test was applied, the results of which are shown in table 5

Table-5
Mean, SD and t-value of stress level of adolescents at secondary stage having high and low level of emotional intelligence

variable	N	Mean	Standard deviation	S.E.M	Df	t-value	Level of significance
High EI	54	70.50	5.643	1.305	106	13.202	Significant at 0.05 and 0.01 level
Low EI	54	87.72	7.749		106		

It is evident from the table 5 that t-value (t=13.202, df=106) was significant ($p < 0.01$, $df=106$ & $p < 0.05$, $df=106$). Therefore there exists a significant difference in the stress scores with high and low level of emotional intelligence. Thus the hypothesis “There will be no significant difference in stress level of adolescents at secondary stage having high and

low level of emotional intelligence” was rejected.

H6: There will be no significant relation between stress and emotional intelligence of adolescents. To test this hypothesis Pearson Correlation Coefficient formula was applied, the results of which are shown in table 6

Table 6
Correlation between stress and emotional intelligence.

		Stress raw scores	Emotional Intelligence scores
Stress raw scores	Pearson Correlation	1	-.784(**)
	Sig. (2-tailed)		.000
	N	200	200

** Correlation is significant at the 0.01 level (2-tailed).

It is evident from the table 6 that there exists negative and significant correlation ($r = -0.784$) between stress and emotional intelligence (EI). The result shows that emotional intelligence directly influences the stress among secondary school students. As the scores of emotional intelligence increases, the stress scores decreases. High value of stress shows high degree of stress. It means that the students who having high emotional intelligence will show less degree of stress in his/her life.

Therefore, the hypothesis stating “There will be no significant relation between stress and emotional intelligence of adolescents” was rejected.

Educational Implications of the Study

The findings of present study have a bearing for the researchers, educational planners, principals, counsellors, teachers and other personnel related to teaching profession. Therefore, the implications of research findings of present study are mentioned as under.

1. The current investigation provided evidence to support the idea that adolescents with high emotional intelligence seem to possess skills that allow them to cope effectively with stress.
2. Emotional intelligence can be thought of as a set of skills that help learners or students to be successful in school, at work and in relationships.
3. In school teachers, principals and guidance workers should properly plan curricular and co curricular activities keeping in view the needs of the students.
4. The results will contribute to good planning for the centre's programs and for applying new training programs based on Emotional Intelligence skills in the future.
5. The findings of present study will serve as basic data for the research scholars of education and psychology for undertaking research work related to stress, emotional intelligence, personality traits and coping behaviour.
6. The finding of present study will serve as guides to principals, administrator of schools in creative conduce environment for reducing the stress among adolescents by knowing the causes of stress which are directly related to school environment.
7. The findings of present study showed that there is negative correlation between stress and emotional intelligence. Higher the intelligence students, lower is the stress. So the authorities should conduct such types of programmes like workshops and refresher courses for adolescents which are very helpful in enhancing the emotional intelligence
8. The present education programmes in the country are heavily loaded with the theoretical content. It lacks the integration of knowledge with emotional and other human situations. There is strong need of emotional education and emotional and moral training of students.
9. By being aware the teachers can reduce stress by sympathetic handling the situation and adopting the coping strategies to acquire positive and useful goals for growth and motivation of students.
10. One of the causes of stress among students is heavy workload. The school authorities should find ways to lessen heavy workload by lifting individual work into group.

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