

The Role of Emotional intelligence and its effect on Stress Management – An aspect of Mental Health amongst students.

Ms Sadiya Aamir Fuggawala

Babasaheb Gawde Institute of Management Studies

Dr Navnita Megnani

Mittal College of Arts and Commerce

Corresponding Author: sadiya.razzak@gmail.com

Abstract

Stress has been a synonym in our progressive globally and technological life . COVID 19 has lead to anxiety, stress, hopelessness and fear amongst the people. Our emotions control our behaviour . Controlling ones emotions can lead to self management and regulation . The expertise required is emotional Intelligence. When you have high EI you deal with Stress in a better manner relatively . The pandemic has stressed out the life of students to a larger extent and bombarded them with techno stress along with other stressors,

Keywords:- Stress Management , Mental health, Emotional Intelligence, Self Management, Emotions

Introduction

“You don’t have to control your thought, You just have to stop letting them control you”- Dan Millman

This line explains the impact and importance of a sound mind. In general terms, a persons condition with regard to their psychological and emotional well being is mental health . In other words, mental health influences cognition, perception and social well being. It also helps to determine how an individual handles stress , has a relation bond with one self and others, alongwith ones ability to make decisions and choices.

Emotions are a state of mind. It consists of five categories that encompasses – Sadness, Anger, Enjoyment , Fear and Disgust. The control of ones emotions leads to better performance under distress.

The pandemic has increased tremendously the levels of stress amongst all. The students underwent a life challenging experience in personal life and academic life where they were challenged with new technology - online teaching mode. They have to maintain time for leisure, physical activities studies and family life resulting in consequent increase of their level of stress and risk for illness.

In the current age of modernization, we notice that tension, anxiety, stress and neurosis have become synonyms with the Life.

All individuals face stress to some degree in one or another form in any field of work. Stress can be Good Stress - Eustress or Bad Stress – Distress.

The New Educational Policy 2020 has given impetus to Higher Education in India (12 standard +) and the policy says that all ‘higher education institutions’ (HEIs) shall aim to be multidisciplinary by 2040. By 2030, there shall be at least

one multidisciplinary HEI in or near every district. This will expect the students to give in their best academic performance in healthy yet challenging competitive environment.

It is impetus that students are able to manage emotions and deal with stress.. A stress free environment is required to more productive and focused.

Review of Literature

Stokols (1979) has defined stress as a state of imbalance within an organism that (a) is elicited by an actual or perceived disparity between environmental demands and the organism's capacity to cope with these demands and (b) is manifested through a variety of physiological emotional and behavioural responses (Murphy 1984) According to Lazarus (1984)

Emotional reactions are normally a part of stress response. When person has gone through a prolonged period of stress, he continues to experience unpleasant emotions even when the situation is over. The most common reaction to stress are anxiety, anger and agitation. When these emotions are not allowed to be expressed, a person may experience helplessness and depression. This depression is not of psychiatric nature but has an origin in the realistic response to high stress reaction. When exposure to stress is prolonged and negative emotions have also remained aroused for a long time, individuals stop reacting with emotions. They become cold, indifferent and detached and all these reaction have a detrimental effect on their social behaviour.

The first to actually publish the phrase "emotional intelligence" was Salovey and Mayer in 1990. They defined EI as the "ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (Salovey & Mayer, 1990).

Goleman's model included four main constructs: Self-awareness, Self-management, Social awareness, and Relationship management (Goleman, 2001).

Emotional Intelligence deals with analysis of ones emotions and also manages emotions of others which leads to effective leadership and improved performance. In current scenario Leaders are not just expected to manage but also to lead with sensitive aspect.

The amplified stress levels would necessitate the need of higher levels of emotional intellect in order to effectively manage one self and others .

Bar-On (1997) Emotional Quotient Inventory (Bar-On EQ-to measure the five composite scores (Intrapersonal, Interpersonal, Adaptability, Stress Management, and General Mood) and the 15 subscales of (a) Self-Regard, (b) Emotional Self-Awareness, (c) Assertiveness, (d) Independence, (e) Self-Actualization, (f) Empathy, (g) Social Responsibility, (h) Interpersonal Relationship, (i) Reality Testing, (j) Flexibility, (k) Problem Solving, (l) Stress Tolerance, (m), Impulse Control, (n) Optimism, and (o) Happiness.

The stress is considered as an emotional response (usually negative) to several stimuli present in the immediate environment (Selye, 1956). Emotional intelligence can be appropriately utilized as a tool to manage emotions and develop customized coping mechanisms.

Lazarus (1999) argued that emotions and stress have a kind of interdependent relationship, therefore, it can be said that the presence of stress indicates the presence of emotions (Lazarus, 1999). Studies have established the significance of emotions in dealing with stress and maintaining psychological and physical well being (Spector & Goh, 2001).

EI development has been linked to improved decision-making, risk-taking, interpersonal relationships, commitment, prioritising, problem solving and many other behaviours associated with effective stress management at work. Both the individual and the organisation benefits when focus is placed on developing EI capability.

Bar-On et al (2000) stated that emotional intelligence not only includes the recognition and management of emotions but also include the overall development of employees thereby manageing stress .

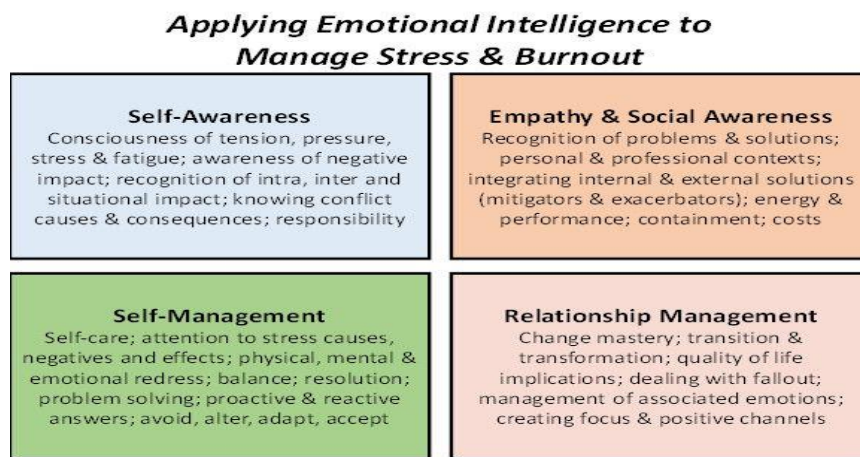


Fig: Emotional Intelligence in Conflicting Situations

Slaski and Cartwright (2002) found that employees with enhanced emotional intelligence experience less organizational stress, had improved psychological wellbeing, manifest satisfactory performance and likely to remain healthy in physical terms too.

The central features of emotional intelligence might have some sort of interaction with resilience and trait of adaptability in stressful environment. The capacity of adapting and coping quickly to the fast changing life is the need of the hour.

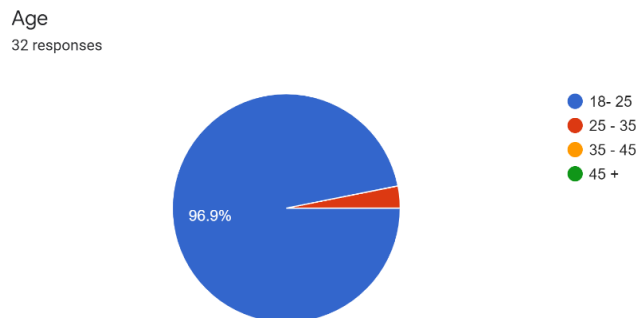
Objectives of the Study:

1. To Study the awareness of the concept of Emotional Intelligence as a competency .
2. To analyse the Demographic , Psychographic and Personal factors that effects Emotional Intelligence.
3. To analyse the relationship between Emotional Intelligence and Stress Management

Research Methodology

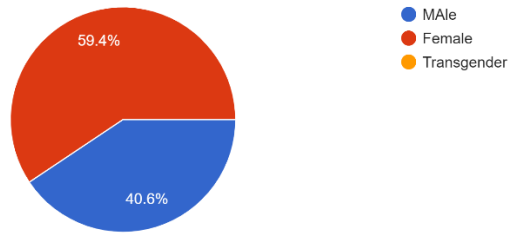
Data and information was gathered using Primary source by means of close ended questionnaire and secondary data was taken from published sources .The primary data was analysed for testing the hypothesis and objectives in statistical manner. Secondary data is used for conceptual purpose.

Findings of Primary Data amongst students



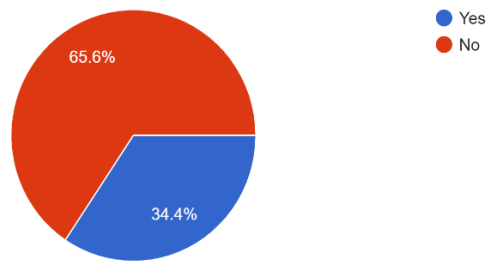
Age of respondents: 18-25 fall under students' category

Gender
32 responses



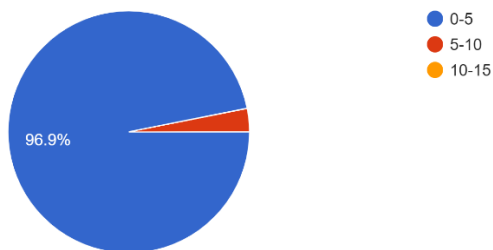
Gender – The respondents were 59.4% Males and 40.6% Females

Employed
32 responses



Employment Status – 65.6 % Respondents were employed and 34.4% were not employed.

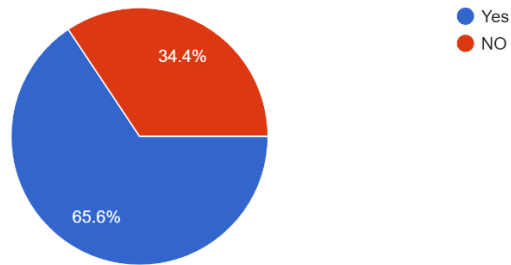
Years of Work experiecn
32 responses



Years of Experience – The respondents had maximum 0-5 years of experience considering they are under graduates , graduates post graduates students

1. Have you heard about Emotional Intelligence.

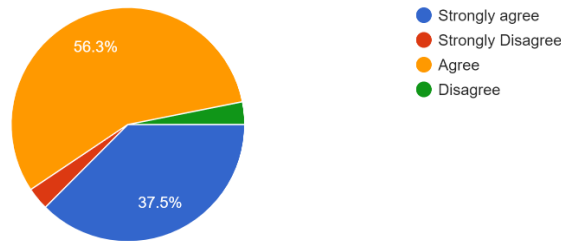
32 responses



65.6% of the respondent students were aware the concept of Emotional Intelligence

2. Mood and emotions are related to each other.

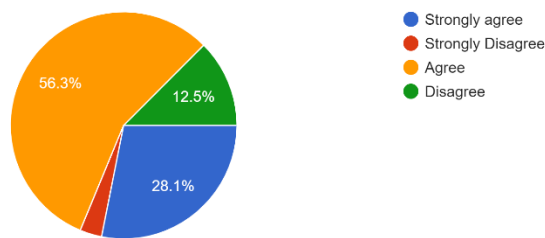
32 responses



56.3% respondents agree and 37.5% strongly agree and that mood and emotions are related to each other.

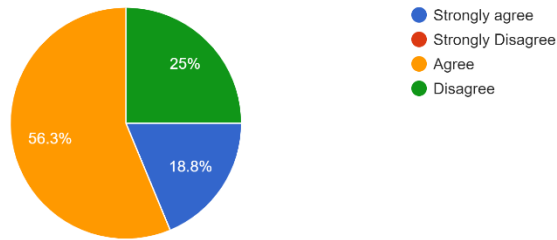
4. Self awareness of ones emotions can help us to communicate with oneselves better.

32 responses



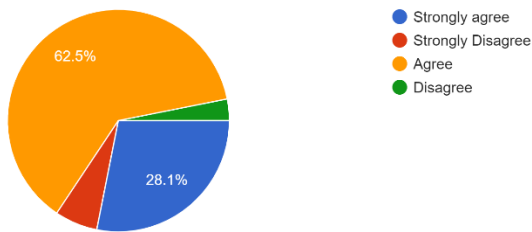
56.3% agree , 28.1% strongly agree that self awareness of ones emotions helps to communicate with oneselves better , however 12.5% disagree.

5. Self awareness of ones emotions can help us to communicate with others better.
32 responses



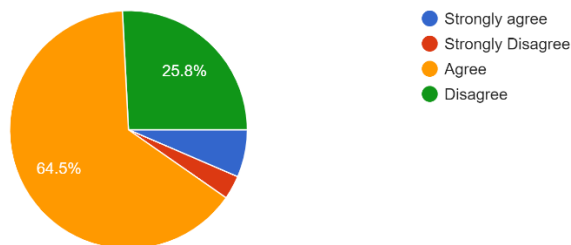
18.8% strongly agree , 56.3% agree and 25% disagree that self awareness of ones emotions help to communicate better with others.

6. Emotional Intelligence helps us to influence others emotions hence create happy environment .
32 responses



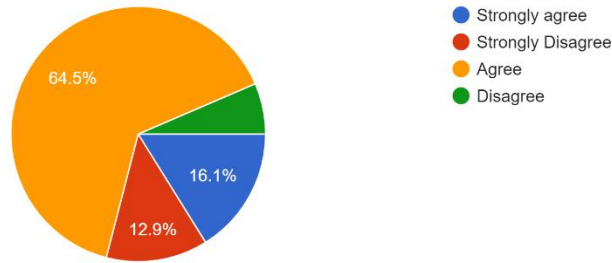
62.5% agree and 28.1% strongly agree that EI helps to influence others emotions therby creating a happy environment.

7. Emotional Intelligence compliments other types of intelligence.
31 responses



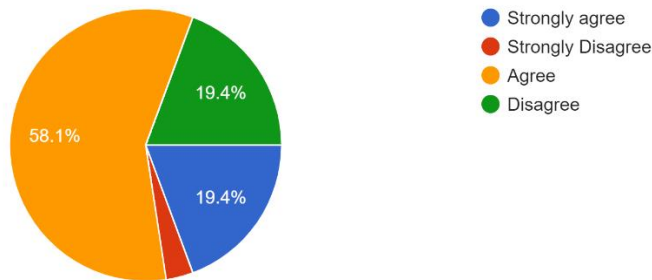
64.5% respondents agree that EI compliments other Intelligence – IQ, AI whereas 25.8% disagree.

8. Emotional Intelligence helps to sense the stressors early .
31 responses



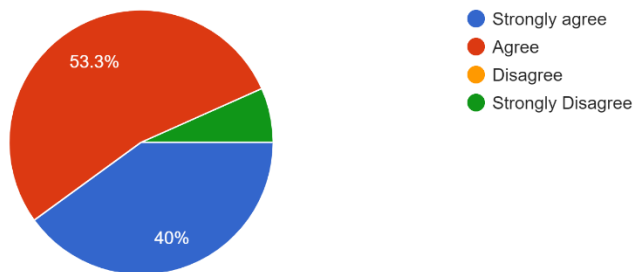
64.5% agree ; 16.1%strongly agree whereas 12.9% strongly disagree that EI helps to sense the stressors way ahead it actual happening.

9.People with higher EI face challenges strongly.
31 responses



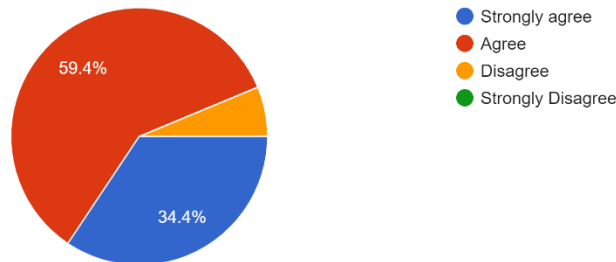
58.1% respondents agree, 19.4% strongly agree , 19.4% disagree that an individual with higher EI faces challenges strongly.

11. Emotional Intelligence helps in self control, self management in terms of unfavourable situations.
30 responses



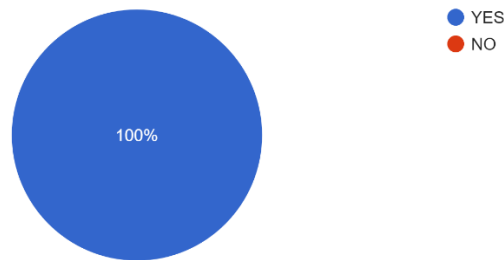
53.3% students responded that they agree and 40% strongly agree that EI helps in self control , self management in terms of unfavorable circumstances (distress)

11. The ability to manage your emotions and stress is an important aspect of Emotional Intelligence.
32 responses



59.4% agree and 34.4% strongly agree to manage emotions and stress is important aspect of Emotional Intelligence.

12. According to you , EI has a positive affect on Human Behaviour
32 responses



100% of the students responded that Emotional Intelligence has positive effect on the behaviour of Humans.

Discussions

Good stress is Eustress and it also motivates behaviour however distress has lead to depression, suicidal attempts, hopelessness and emotional turmoil. The Pandemic has driven stressfull situation across globally and with online teaching the students have been effected with techno stress, personal stress and loss at homes that has effected them negatively.

Close examinations of the respondents reveals –

- Students were aware of the concept of Emotional Intelliegence as an important management aspect.
- Emotional Intelligence is an important aspect that affects the human behaviour in a positive manner.
- Having the knowledge of ones emotions can guide the behaviour and build bond with oneself.
- Analysis of ones emotions constructs a positive way to bond with others and communicate to them .
- EI provides a way to influence the emotions of others and also motivate them and boost their morale.
- EI is positively related to managing and coping with stress.
- There is divergence of view when it comes to applying EI to manage unfavourable situations positively where 19.4 % disagree and a same 19.4 % Strongly agree whereas maximum of 58.1% reveal that EI helps in managing situations strongly.
- EI strongly compliments the other intelligence aspects and is important as a trait or skill.

- 53.3% students responded that they agree and 40% strongly agree that EI helps in self control , self management in terms of unfavorable circumstances (distress)

Conclusion

An attempt to throw light on the less celebrated management competency of “ Emotional Intelligence ” and its significant relationship on the stress management has proved futile. An indept know;edge of the our emotion improves our mental health .Stress is an unavoidable behavioral response of human beings. However, emotional Intelligence directs and control one’s feelings . It requires emotional competency, emotional maturity and emotional sensitivity to manage stress. It makes an individual emotionally strong as to understand owns emotions and also manage emotions of others. Hence, am emotional intelligent person has an overall control over his emotions and is able to perform better amidst eustress or distress.

A model based on the outcome of the research will serve as a guideline to recruit or train individuals on Emotional Intelligence competency where they can deal with Stress – Esutress or Distress positively. Emotional Labour is well celebrated in developed countries.

Bibliography and References

- Abdul, L. A. & Ehiobuche, C. (2011). Emotional intelligence and managerial competence. *Insight to a Changing World*, 4, 41–58.
- Bar-On, R. (1997). *The Emotional Quotient Inventory (EQ-i): A test of emotional intelligence*. Toronto, ON: Multi-Health Systems.
- Bar-On, R. (2000). *Emotional and social intelligence: insights from the emotional quotient inventory*.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004b). *Emotional intelligence: Theory, findings, and implications*.
- Goleman, D. (1995). *Emotional intelligence*.
- Goleman, D. (1998). *Working with emotional intelligence*.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Grandey, A. A. (2000). *Emotion regulation in the workplace: a new way to conceptualize emotional labor*. *Journal of Occupational Health Psychology*, 5(1), 95–110.
- Gross, J. J. (1998a)
- Agarwal A (2011) - Impact of Academic stress upon academic achievement and mental health of the Adolescents – *International Journal of Management and Social Sciences* ,1(1), 41-52
- Bhati, S.H., Parveen, A., & Pujū, J.A. (2012). *Mental health and academic achievement of visually impaired and crippled students*. *Basic Research Journals of Education Research Review*, 1(1) 1-3
- Google form for primary data- <https://forms.gle/31X13pdF2DWH4RAR6>