

Emotional Intelligence and Its Relationship with Stress

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Abstract

We are at the beginning of a new century where intelligence and success are not viewed in the same way they were before. New theories of intelligence are introduced and are gradually replacing the traditional theory. The whole student has become the center of concern, not only his reasoning capacities, but also his creativity, emotion and interpersonal Skills. IQ alone is not the measure of success but the emotional intelligence, social intelligence also plays an important role in the individuals success and adjustment (Goleman,1995). The purpose of this study is to see whether there is any relationship between emotional intelligence and stress of Ph.D Research Scholars of different disciplines and Universities. Does the level of Emotional intelligence affect the level of stress of Ph.D Scholars?The present study is an attempt to know the level of stress of scholars to identify the factors affecting it as it is very much important for those who at some stage of their thesis work and for others as well to take steps to lower down the stress.

Keywords:

Emotions, Intelligence, Emotional Intelligence and Stress

Introduction

According to the **etymologically**, the word emotion is derived from the Latin word 'emovere' that means 'to stir up' or 'to exite'. Emotions can thus be understood as an agitated or excited state of our mind and body. **Woodworth (1945)** defines Emotion as a 'moved' or 'stirred-up' state of an organism. It is a stirred-up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity, that is the way it appears to an external observer.

According to the **McDougall (1949)** emotion is an affective experience that one undergoes during an instinctive excitement. For example, when a child perceives a bull coming towards him (cognition) he experiences an affective experience in the form of the arousal of accompanied emotion of fear and consequently tries to run away (co native aspect of ones behavior). **Crow (1973)** defines emotion

is an affective experience that accompanies generalized linear adjustment and mental and physiological stirred-up states in the individual and that shows itself in his overt behavior.

In our day-to-day conversation we often comment that a particular child or individual is very intelligent or is not intelligent. All such comments are based on our observation of the performance or behaviour of the individual concerned in comparison to others of his group. What makes an individual behave or perform well or not well in his group? Interest, attitude, the desire for knowledge communicative skill and similar other attributes contribute towards his performance or behaviour. However, there is something else is also responsible to a large degree. In psychology this is termed intelligence. Some of the definitions of intelligence are:-

A short summary of what is understood by intelligence and the possibility of emotional intelligence. If there is anything close to a consensus in the understanding of intelligence. It is that the intelligence Quotient, Or "IQ" does not wholly account for an individual's success or failure of the world. In fact, most social scientists who study intelligence estimate that IQ accounts for only 20 to 30 percent of outcome. Even if, as proponents assert, IQ is the "best known predictor" of things like financial success, these numbers are not the kind you'd want to wager on. The quest to discover what accounts for the rest of who we are and what we do – the remaining 70 to 80 percent – is now what drives the field.

Domains of Emotional Intelligence

What are the Ingredients that make up *superior performers* in our organizations? Must they be intelligent? Know their stuff? Have unyielding drive? Be likeable? Recent research indicates grey matter and technical/job knowledge are but threshold competencies. Goleman's defines Emotional Intelligence as "the capacity for recognizing our own feelings and those of others for motivating ourselves, and for managing emotions well in ourselves and in our relationships." He devotes two-thirds of the book to laying out in detail 25 competencies, grouped into five domains, the first three reflecting how we manage ourselves and the last two how we handle our relationship with others.

Concept of Stress

With increasing complexity of our life style, the level of stress has been increasing at a phenomenal rate. As early as in 14th century. The term stress was used to denote hardship, strain, adversity and affliction (Lubusclen, 1981). In 17th Century, Hooke used the word stress in the context of physical science (Hinkle, 1973). But its scientific meaning was, in fact, given in early 20th century. Stress is the process that occurs in response to the situations or events (called stressors) that disrupt or threaten to disrupt our physical, or

psychological functioning (Lazarus & Folkman, 1984. : Taylor, 1995; Pestonjee, 1992 ; Baron, 2002). In fact, stress is a many facted process that occurs in relation to events or situations in the environment called stressors. Although we normally think stress to be coming from negative events in our life. Positive events such as getting married or receiving an unexpected job promotion can also produce stress (Brown & McGill, 1989).

Stress is a common phenomenon of everyday life. All of us experience stress to some degree in one or another form throughout lives. However, some forms of stress are pathological and lead to development of wide variety of symptoms and disorders. Prolonged exposure to stress leads to wide variety of physiological stress that may effect our health and functioning.

Literature Review

Sabapathy, T. (1986) examined the relationship between the variables anxiety, emotional, social maturity, socio-economic status and academic achievements of students. He found emotional maturity was positively and significantly related to achievement in individual subjects and academic achievement in particular. **Cherniss, Cary (2000)** in his article on EI he concluded that is there anything new about emotional intelligence? In some ways, emotional intelligence really is not new. In fact, it is based on a long history of research and theory in personality and social, as well as I.Q., Psychology. **Kaur, M. (2001) in his study of emotional maturity of adolescents in relation to Intelligence, academic achievement and environment catalysts** done on a sample of 356 students of XI class. It was found that there is positive significant correlation between general intelligence and emotional maturity. It was found that the students having high I.Q level have high emotional maturity and the vice-versa. It was also found that the high I.Q level students have good academic achievement. The high emotional maturity has positive correlation with Intelligence, academic achievement and environmental catalyst. **Miglani, D. (2001) in his study on "Emotional Intelligence as related to Academic Achievement of adolescents"** found a significant relationship between emotional intelligence and academic Achievement. It means that only I.Q level i.e., the high I.Q doesn't mean the high academic achievement ley the student. Other factors also play a very big role in high academic achievement.

Prasad, D. (2002) in his study on a sample of 540 students studying in VIIth class in the state of Himachal Pradesh found significant positive correlation between the variable of mathematical achievement and mathematical creativity. **Lekhi, V. (2005)** in her study on a sample of 939 adolescents of XIth class studying in Sr. Secondary schools of Punjab state found significant correlation between

intelligence and emotional maturity. It means that when the I.Q level of the students is more then they show high class of emotional maturity and their behavior reflects a balanced personality. In **Gakhar, S.C. E' Manhas, K.D. (2006), study on** "Emotional Intelligence as correlates to Intelligence, creativity and academic achievement." Here reveal significant trends as to the degree an extend of predictability and relationship of Emotional Intelligence, Creativity and academic achievement and will motivate the educationists and curriculum framers to design academic as well as other activities in a way that those will Foster the ability of adolescents to face challenges of life right from the school stage. **Sharma, Manoj (2006)** in his study on relationship between the emotional intelligence and stress among pupil teacher assess the relationship between the stress and the pupil teachers with high emotional intelligence and low emotional intelligence. The result of the research was that there is no relationship between the stress and emotional intelligence of the pupil teachers. In **1968, Cattell and Butcher** tried to predict both school achievement and creativity from ability, personality, and motivation. The authors succeeded in showing the importance of personality in academic achievement however could not link motivation to it. In **1972, Barton, Dielman and Cattell** conducted another study to assess more fully the relative importance of both ability and personality variables in the prediction of academic achievement. One of the conclusions they reached was that IQ together with the personality factor—which they called conscientiousness—predicted achievement in all areas. What was tested under personality was—among others—whether the student is reserved or warmhearted, emotionally unstable or emotionally stable, undemonstrative or excitable, submissive or dominant, conscientious or not, shy or socially bold, tough-minded or tender-minded, zestful or reflective, self-assured or apprehensive, group dependent or self-sufficient, uncontrolled or controlled, relaxed or tense. We can easily see that most of these factors are included in the components of emotional intelligence. In **1983, Howard Gardner** introduced his theory of Multiple Intelligence which opened doors to other theories like Emotional Intelligence. Then the term Emotional Intelligence appeared in a series of academic articles authored by **John D. Mayer and Peter Salovey (1990,1993,1995)**. Their first article presented the first model of emotional intelligence. However, the term "emotional intelligence" entered the mainstream only with **Daniel Goleman in 1995**. He argues in his book that IQ contributes only about 20% to success in life, and other forces contribute the rest. We can infer that emotional intelligence, luck, and social class are among those other factors. He also says that emotional intelligence is a new concept indeed, but the existing data imply that it can be as powerful as IQ and sometimes even more. And, at least, unlike what is claimed about IQ, we can teach and

improve in children some crucial emotional competencies. Emotionally intelligent people are more likely to succeed in everything they undertake.

Objectives of the Study

1. To study the relationship between Emotional Intelligence and Stress of Ph.D Research Scholars .
2. To study the difference between the mean Stress scores of high Emotional Intelligence and low Emotional Intelligence of Ph.D. Research Scholars.

Hypotheses

1. There is no significant relation between Emotional Intelligence and Stress Ph.D Research Scholars.
2. There is no significant difference between the mean Stress scores of high Emotional Intelligence and Low Emotional Intelligence of Ph.D Research Scholars.

Research Design

Sample Size

The sample of 50 Ph.D Research Scholars of different streams of various government and Private Universities was collected through convenient sampling.

Research Procedure

For investigation and collection of data descriptive survey method was used to find out the relationship between emotional intelligence and stress. To ensure better response, co-operation, genuine interest and personal contact, the investigator went personally to each institution. Principals of these institutions were contacted and their help was sought for the administration of the tools and collection of data and dates were fixed for the collection of data. The investigator tried his best to build a rapport with all respondents.

Analysis and Interpretation of the data was done with the help of t-test and product moment correlation. Difference between the Stress scores of high & low E.I. was calculated by t-test and product moment correlation.

Statistical tools used

a. Emotional Intelligence Scale (EIS)

The test scale originally developed by Pethe and Dhar was used for the purpose of the study. Scale consists of 34 items and measures emotional intelligence through ten factors: - Self-Awareness, Empathy, Self-motivation, Emotional stability, Managing relations, Integrity, Self-Development, Value orientation, Commitment, Altruistic Behaviour. The reliability of this test is 0.78 and validity is 0.84. Each item or statement is scored on a five point scale as 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for

strongly disagree.

b. Singh Personal Stress Source Inventory (SPSSI): -

This scale was originally prepared by Arun Kumar Singh, Ashish Kumar Singh and Aparna Singh. It contains 35 items, which measures the level of the stress as High, Moderate and Low. The scoring of SPSSI is very simple. Every item marked as 'Seldom' is given a score of 1, marked as 'Sometimes' is given a score of 2 and marked as 'Frequently' a score of 3. Unmarked items are given a score of Zero. Subsequently, scores earned by the testees on every marked item are added together to form a total score. Higher the score, the higher is the magnitude of personal stress. Likewise, lower the score, lower is the magnitude of personal stress. The maximum score on SPSSI is 105.

Statistical Techniques used

Mean, Median, Standard Deviation and Product moment correlation & significance.

Delimitations

The present study is delimited to the following Areas: -

- (1) The present study is confined to the Ph.D Research Scholars of different streams of Government or Private Universities of

Delhi NCR. The sample of the study is restricted to 50 Scholars only.

- (2) The sample is selected with the help of non-probabilistic purposive sampling.

Analysis & Interpretations of Data

Analysis and Interpretation of the data was done with the help of t-test and product moment correlation. Difference between the Stress scores of high & low E.I. was calculated by t-test and relationship between E.I. & Stress was tested with the help of product moment correlation.

Main findings

On the basis of product moment correlation (r) the following main findings are as under:

H₀₁:- There is no significant relationship between Emotional intelligence and stress of Ph.D Research Scholars..

The obtained 't' value with degree of freedom (48), which is 1.57, is lower than the table value of 't' at 0.05 and 0.01 level of significance, which is 1.96 & 2.58 respectively which shows that the Null hypothesis is accepted i.e. there is no significant relationship between Emotional Intelligence and Stress of Ph.D Research Scholars. It means that it does not affect his/her Stress.

Table-1

S. No.	Relationship between	N (sample size)	Mean (X)	S.Er. $(1-r^2/N-2)^{1/2}$	Calculated 'r' value	Calculated 't' value $(r/S.Er)$	Table 't' value	
							At 0.05 level	At 0.01 level
1	Emotional Intelligence & Stress	50	----	-----	0.22	1.57	1.96	2.58
2	Self awareness and stress	50	17.08	.139	0.27	1.94	1.96	2.58
3	Empathy and stress	50	18.42	0.144	0.033	0.23	1.96	2.58
4	Self-motivation and stress	50	23.50	0.144	0.045	0.31	1.96	2.58
5	Emotional stability and stress	50	15.41	0.144	0.078	0.54	1.96	2.58
6	Managing the relation and stress	50	14.78	0.144	0.094	0.67	1.96	2.58
7	Self-development and stress	50	7.58	0.1437	0.091	0.63	1.96	2.58
8	Value-orientation and stress	50	8.06	0.144	-0.06	-0.42	1.96	2.58
9	Integrity and stress	50	10.96	0.144	-0.075	-0.52	1.96	2.58
10	Commitment and stress	50	8.26	0.1436	0.103	0.72	1.96	2.58
11	Altruistic behaviour and stress	50	7.48	0.143	0.15	1.05	1.96	2.58

• $df = N-2 = 50-2 = 48$

H₀₂:- There is no significant difference between the Stress of high Emotional intelligence and low emotional

intelligence of Ph.D Research Scholars.

Table-2

Pupil Teacher	N	Mean	S.D.	Calculated 'r' value	Calculated 't' value	Table 't' value	
						At 0.05 level	At 0.01 level
High Emotional Intelligence Stress	27	47.44	10.24	2.74	1.46	1.96	2.58
Low Emotional Intelligence Stress	23	48.52	9.10				

On the basis of 't'-test, the Null hypothesis has been accepted at 0.01 level and 0.05 level of significance as the calculated t-value (1.46) is less than the tabulated t-value, which means that there is no significant difference between the mean stress scores of high Emotional Intelligence and the mean stress scores of Low Emotional Intelligence teachers.

Thus, Null hypothesis is accepted, it means that there is no significant difference between the stress of high Emotional Intelligence and low Emotional Intelligence teachers.

Conclusion

This study shows that there is no significant relationship between the Emotional Intelligence and their factor with Stress of Ph.D Research Scholars. This shows that the Scholars of different Ph.D Courses are not mature enough to handle their Stress level despite of their high Emotional Intelligence or Low Emotional Intelligence. This study also shows that there is no significant difference between the Stress scores of high emotional intelligence and low emotional intelligence. It means that Emotional Intelligence does not play any role to lower down the stress level or to enhance the stress level of Ph.D Research Scholars. It means that stress is independent E.I. in case of Ph.D Research Scholars of any Course or University. It also indicates that in case of stress of Ph.D Research Scholar there are some other strong extraneous factors which affect the level of stress compared to EI.

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