



## A CORRELATION STUDY TO SEE THE EFFECT OF STRESS AND RESILIENCE ON EMOTIONAL INTELLIGENCE.

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### Abstract

The purpose of the current study was to investigate how stress, resilience, and emotional intelligence are related. Stress, resiliency, and emotional intelligence are crucial components of a person's life that help them maintain excellent mental health. For the current study, a total of 100 university students were recruited, 50 of whom were male and 50 of whom were female. Anukool Manish Hyde, Upinder Dhar, and Sanjoy Pethe's emotional intelligence questionnaire was used to measure emotional intelligence. Wagnild, G.M. & Young, H.M. resilience scale was used to assess resilience, and Sheldon Cohen perceive stress scale to evaluate stress. It was shown that emotional intelligence and resilience positively correlated, assisting people in functioning under stress and strain. Stress was also inversely correlated with emotional intelligence and resilience, such that the more stress you experience, the poorer your emotional intelligence and resilience will be.

**Keywords:** emotional intelligence, resilience, stress

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**INTRODUCTION:****EMOTIONAL INTELLIGENCE**

According to the American psychological association emotional intelligence is that which incorporates the capacity to integrate emotional data and apply it to reasoning and other cognitive tasks, in line with recommendations made by American psychologists John D. Mayer and Peter Salovey (1958-). (1953-). It requires four skills, as per the Mayer and Salovey model from 1997: the capacity to accurately perceive and assess emotions; access and evoke emotions when they support cognition; comprehend emotional language and make use of emotional information; and regulate one's own and others' emotions to promote growth and well-being. Understanding the concept of emotional intelligence and effective coping mechanisms for psychological stress is essential since both have a big impact on a person's performance, development, and progress.

**STRESS**

At least as far back as the 14th century, the term "stress," which means difficulty or adversity, can be found, albeit without a programmatic focus. (Lumsden 1981). By being defined in this way, the word "stress" appears to have a bad connotation.

However, Due to its role in adaptation and survival, the stress response is crucial. Our lives are filled with a range of difficulties, from minor inconveniences to major obstacles to really stressful incidents. Although there is a significant intra-individual variance in this reaction, our stress-response permits us to react to a stressor as rapidly and effectively as possible in order to swiftly return our bodies to a homeostatic condition. Stress is divided into two main categories by the American Psychological Association (APA), namely acute stress and chronic stress. There are several ways to characteristic these distinct forms of stress in terms of their traits, duration, symptoms, and methods of treatment.

**RESILIENCE**

The term "resilience" was initially used by Emmy Werner, one of the early pioneers, to describe those kids who were able to adjust successfully (Werner, 1982). Stressful or unfavorable life occurrences are frequently seen as catalysts for transitioning from one set of living circumstances to another. Such events may put a person's capacity for coping with life transitions to the test to the point of psychological discomfort, as evidenced by signs of sadness, anxiety, and stress, for example. Furthermore, having a lot of these experiences can exacerbate anxiety. (1991; Monroe & Simons).

One stressful incident might actually make it harder to handle following ones, leaving one more open to and even more likely to encounter other unfavorable occurrences. Kessler (2007). Transitional healing times might also be fairly long. According to research, major life events frequently continue to have an effect after two years. (Monroe & Simons, 1991). Even though such incidents may be upsetting, each person is affected differently. Some individuals go through chronic trauma. Others experience serious short-term disability. Then there are those who only encounter slight, momentary disturbances. These people are regarded as strong (Bonanno, 2004).

**RESEARCH METHODOLOGY****Objectives.**

- a) To investigate the effect of stress and resilience on emotional intelligence
- b) To investigate relationship between stress and resilience.
- c) To investigate the gender difference

**HYPOTHESES**

- a) Stress will be negatively correlated with emotional intelligence.
- b) Resilience will be positively correlated with emotional intelligence.
- c) There will be a gender difference in all three variables.

**SAMPLE**

100 students were sampled from Lovely Professional University Phagwara, Punjab India

**INCLUSION CRITERIA:**

- The participants should be of age between 19 to 24.
- Participants should be able to read questionnaires in English.
- Willingness to participate in the research

**EXCLUSION CRITERIA:**

- Non university students
- Students going through any medical or psychiatric treatment
- Students with cognitive impairment

**PROCEDURE:**

The students were found, and they were contacted and asked to participate in the study. A self-report questionnaire was given to the students and filled out by them after obtaining their consent and guaranteeing the privacy of their personal information.

**MEASURES**

**Emotional Intelligence Scale**

To determine a subject's emotional quotient "strongly agree" at 5, and "strongly disagree" at 1, the EIS, developed by Hyde, Pethe, and Dhar (2002), was employed. 34 to 170 is the range of potential scores; a higher score denotes better emotional intelligence. There aren't any negatives. The individual sub scale scores are created by adding the scores for each sub-scale. The content validity of the original scale is quite high. The scale has an 88 percent split-half dependability.

**The Resilience Scale**

The Wagnild, G.M. & Young, H.M. resilience scale was used to evaluate the students' level of resiliency. It has 25 statements and 7 potential replies, ranging from "1" for strongly disagreeing on the left to "7" for strongly agreeing on the right. The scale measures several aspects of youths' resilience, from forethought and planning to degree of independence. The ability to adequately manage a range of pressures in life is known as resilience. Highly reliable internal consistency  $\alpha=0.91$  and test-retest  $r=.67-.84$  characterize the reliability of this test. Validity of the test= content validity, construct validity, concurrent validity.

**PERCEIVE STRESS SCALE**

To assess stress of the students, the perceive stress scale was used by Sheldon Cohen it has 10 statements and have 5 responses starting from "0" never "1" almost never "2" sometimes "3" fairly often "4" very often. Scores on the PSS-10 demonstrated adequate internal consistency reliability ( $\alpha = .78$ ); moderate concurrent criterion validity with the amount of stress experienced

during an average week ( $r = .39, p < .001$ ) and the frequency of stressful life events within the past year ( $r = .32, p < .001$ ); and adequate convergent validity as evidenced by expected negative associations with perceived health status ( $r = -.22, p < .001$ ) and positive associations with psychosomatic symptoms ( $rs = .28$  to  $.34, p < .001$ ) and health service utilization ( $r = .22, p < .001$ )

**DATA ANALYSIS**

The data that was collected was examined using SPSS. Demographic information was evaluated using descriptive statistics, such as mean and standard deviation. The t-test was performed to determine whether there was a gender difference, and correlation was utilized to assess the connection between the variables.

**Table 1**

gender	frequency
male	50
female	50
total	100

Table number 1 shows the age groups and the percentage of individual from each age group who participate in the research.

**Table 2**

Age in years	frequency
19-21	29
22-24	71
total	100

Table number 2 shows the category of gender and the percentage of individuals from each gender group who participated in the research

**Table 3**

variable	sex	n	Mean	Std. deviation	Std. error	t	df	sig
Emotional intelligence	Female	50	128.200	14.7275	2.0828	.107	98	.915
	male	50	127.860	16.8983	2.3898			
resilience	Female	50	129.660	16.79	2.3751	2.117	98	.037
	male	50	120.940	23.7894	3.3643			
stress	Female	50	22.04	7.941	1.123	1.849	98	.067
	male	50	19.46	5.856	.828			

Table number 3 compares male and female emotional intelligence, resilience, and stress levels, and an independent sample test was used. There was no significant difference detected in both male and female, in emotional intelligence and stress but there is slight significant difference found in resilience according to the table. The difference in emotional intelligence between men and women was marginally significant ( $t=-.107, p=.91$ ). Males had an emotional intelligence mean score of (M

$=127.86, SD=16.89, SEM=2.38$ ) and females had an emotional intelligence mean score of (M=128.20, SD=14.72, SEM=2.08). The difference between male and female was marginally significant in resilience ( $t=2.11, p=.03$ ). Males had a mean score of (M=120.94, SD=23.78, SEM=3.36) and females had a mean score of (M=129.66, SD=16.79, SEM=2.37) in resilience. The difference between male and female was marginally significant in stress ( $t=1.84, p=.06$ ).

Males in stress had a mean SCORE of (M=19.46, SD=5.85, SEM=0.82), whereas females had a

mean SCORE of (M=22.04, SD=7.94, SEM=0.82).

**Table 4**

		Emotional Intelligence	Resilience	Stress
Emotional Intelligence	Pearson Correlation	1	.323**	-.296**
Resilience	Pearson Correlation	.	1	-.216*
Stress	Pearson Correlation			1

Emotional intelligence and resilience are positively associated, as seen in table number 4. Emotional intelligence and resilience are both adversely correlated with stress.

#### DISCUSSION:

The study's goal was to measure emotional intelligence, stress, and resilience among college students, with a sample age range of 19-24.50 males and 50 females took part in the study, which was conducted on both sexes. The resilience scale, the perceived stress scale, and emotional intelligence were all used in the current study; all three have high reliability and validity and may be applied in social contexts. The following scales' results are used for research purposes. The present study discovered a statistical significance between three variables among both genders who are currently university students. In this result we can see that resilience and emotional is positively co related. This result can be proven by this article which states that the majority of the research in this field demonstrates that people with higher EI (emotional intelligence) also have higher resilience, which has bearing on how resilience and emotional intelligence are related. (2013) Schneider et al. Similar to this, Armstrong et al. (2011) found a connection between EI and psychological toughness. These writers contend that having a higher EI makes one more resilient under pressure. Because they can "accurately perceive and appraise their emotions, know when to express their feelings, and can effectively regulate their mood states," people with higher EI are better able to handle the emotional demands of stressful situations, claim Salovey et al. (1999). The association between resilience and emotion repair is the strongest (among the other EI dimensions), and Cejudo et al. (2016)'s findings support this. It's possible that emotional intelligence and resilience are closely related, making emotionally intelligent conduct in trying situations adaptive. Because they are able to "accurately perceive and appraise their emotions, know how and when to express their feelings, and can effectively regulate their mood states," people with higher EI are able to handle the emotional demands of stressful encounters, according to Salovey, Bedell,

Detweiler, and Mayer (1999). (p. 161). Thus, it is hypothesized that EI can reduce the negative impacts of traumatic events by promoting emotional self-awareness, expression, and control. The second finding of this research, that stress is negatively correlated with both emotional intelligence and resilience, is supported by the article that asserts stress levels, task performance, and effectiveness while working with people are all highly influenced by emotional intelligence, and that EI is significantly correlated with decreased stress and burnout. Because those who have high levels of Emotional intelligence can manage other techniques to successfully deal with stress, we propose that high levels of EI may reduce stress (Por et al., 2011).

#### CONCLUSION

In the present study, university students between the ages of 19 and 24 were assessed for resilience, emotional intelligence, and stress. The study had a total of 50 male and 50 female students. The findings indicated that emotional intelligence and resilience are positively correlated with one another, but stress and emotional intelligence and resilience are negatively correlated. As a result, we may conclude that if a person has a higher degree of emotional intelligence, their level of stress will be relatively lower. And it demonstrated that low emotional intelligence and resilience result from high levels of stress.

#### LIMITATIONS:

- A larger sample might be used to replicate this study
- Could have used sample from more diverse location to prove generalization in result.
- The sample could have been narrowed down to one particular domain.

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