

# Stress and Emotional Intelligence among Adolescents

Ashika Choudhary<sup>1</sup>, Dr. Roopali Sharma<sup>2</sup>

<sup>1</sup>Post Graduate Student, Amity Institute of Psychology and Allied Sciences, Amity University, Noida, Uttar Pradesh, India

<sup>2</sup>Assistant Professor, Amity Institute of Psychology and Allied Sciences, Amity University, Noida, Uttar Pradesh, India

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## ABSTRACT

This research paper explores the relationship between stress and emotional intelligence among adolescents. Adolescence is a critical developmental stage characterized by increased stressors and emotional turmoil. Understanding how adolescents perceive and manage stress, as well as their emotional intelligence abilities, is essential for promoting their overall well-being. The paper begins by providing an overview of stress and its impact on adolescents, including the various sources and effects of stress during this stage of life. It then delves into the concept of emotional intelligence, examining its components and how it relates to stress management. The theoretical framework of this study is based on the premise that higher emotional intelligence may serve as a protective factor against stress in adolescents. The research methodology employed a quantitative approach, utilizing a survey instrument to collect data from a sample of adolescents. The survey consisted of validated measures of stress levels and emotional intelligence abilities. Statistical analyses were conducted to explore the relationship between stress and emotional intelligence, as well as potential moderating factors such as gender and age. The findings of this study provide valuable insights into the association between stress and emotional intelligence among adolescents. The results indicate that higher emotional intelligence is associated with lower levels of stress in this population. Furthermore, gender and age were found to moderate this relationship, suggesting that interventions and support programs may need to be tailored to specific subgroups within the adolescent population. Implications of these findings for educational institutions, parents, and mental health professionals are discussed in the paper. By recognizing the importance of emotional intelligence in stress management among adolescents, stakeholders can implement targeted interventions to enhance emotional intelligence skills and promote overall mental well-being in this vulnerable population.

*Keywords: stress, emotional intelligence, adolescents, stress management, well-being*

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## INTRODUCTION

Stress is the condition overpowered or unfit to adjust to mental strain. Stress is a condition of physical or real tension. It can arise out of any event or felt that makes you feel disheartened, angry, or restless. Stress is your body's reaction to an interest or interest. In short detonates, stress can be positive, for instance, when it helps you with avoiding risk or satisfying a cutoff time. Everyone experiences pressure somewhat. The manner in which you answer pressure, in any case, significantly affects your overall flourishing.

Stress can show up briefly or long haul. Both can incite a collection of incidental effects, yet relentless pressure can adversely influence the body over a significant stretch and have reliable prosperity influences.

Side effects -

Stress is by and large hard to comprehend, notwithstanding, there are far to perceive a few side effects that you might be experiencing an over the top measure of pressure. Once in while worry can arise of a prominent source, be that as it may, at times, even minimal ordinary weights from work, school, family, and friends can adversely influence your cerebrum and body.

**Mental effect** - for instance, inconvenience concentrating, focusing, strain, and bother reviewing.

**Profound effect** - for instance, being irate, upset, irritable, or disheartened.



**Real signs** - for instance, hypertension, changes in weight, constant colds or defilements, and changes in the ladylike cycle and drive

**Lead signs like awful dealing with oneself** - not having energy for the things you appreciate or contingent upon meds and alcohol to adjust.

A few young people experience pressure over-burden. This can bring about actual affliction, outrage, nervousness, withdrawal, or terrible survival techniques including drug and additionally liquor utilization.

At the point when we experience anything as trying or difficult, our bodies and brains adjust to prepare us to respond to risk. This "battle, flight, or freeze" reaction appears as a fast heartbeat, quick breathing, expanded blood stream to the arms and legs, deadness or dampness in the hands and feet, a resentful stomach, or potentially a sensation of unavoidable fiasco.

The pressure reaction can be switched off by the very component that enacts it. Changes in our bodies and cerebrums that advance unwinding and smoothness could happen when we verify what is going on is done compromising. This "unwinding reaction" is portrayed by a drop in heart and breathing rates as well as a sensation of prosperity. Youngsters who ace the "unwinding reaction" and other pressure decrease procedures feel less weak and have more choices while dealing with pressure.

Sooner rather than later, stress could propel an understudies to study when they like to stay out with peer gatherings. Nonetheless, persevering pressure is unique, like that welcomed on by a pandemic, cultural flimsiness, or savagery. Long haul pressure can be a figure an extensive variety of mental and actual medical conditions on the off chance that it isn't made due. Long haul pressure can prompt numerous issues, for example, raise circulatory strain, compromise immunological capability, and compound circumstances like corpulence and coronary illness. It can likewise bring about emotional wellness issues including wretchedness and nervousness, which are turning out to be exceptionally normal in youngsters now a days.

Significant emotional intelligence (EI) individuals are better able to manage the negative consequences of stress and are more stable. Due to its significance for the mental health of professionals and their practise, EI has been explored more and more in relation to medicine and other fields. EI enables one to forge stronger bonds with others, perform well at work, andrealise professional and personal objectives.

Emotional intelligence requires the capacity for self- and other-awareness, emotional regulation, empathy, and social awareness. These characteristics give a person effective communication ability, which enhance their performance in medical school and aid in the achievement of their professional and personal objectives. EI also takes motivation into account. A motivated person does not easily give in to stress.

The majority of studies revealed a significant link between emotional intelligence and work stress. To put it another way, as emotional intelligence rises, so does a person's capacity to handle stress. As a result, those with higher emotional intelligence are less stressed.

Long haul pressure raises the chance of psychological wellness issues like uneasiness and sadness, as well as issues with substance use, rest issues, distress, and actual side effects like strong strain.

Teenagers' emotions can be quite strong. Their bodies and hormones are undergoing significant change, which frequently results in significant sentiments. Your teen will be better able to navigate the sometimes-turbulent adolescent years if they have the emotional intelligence to detect and manage their emotions.

Being cognizant of being present with your emotions demands awareness, which is a necessary component of emotional intelligence. Teenagers typically still have portions of their brains that are maturing that could limit their awareness. The prefrontal cortex, the area of the brain that controls logic and reason, is still forming. Teenagers tend to lack emotional intelligence and can be emotional and impulsive since they still have not fully formed pre-frontal cortexes.

Teenagers frequently require direction over how to handle their emotions. Some teenagers experience intense emotions and may lack the skills to control them. In worst-case scenarios, an adolescent may use alcohol or drugs as a coping mechanism for their emotions. In other situations, a teen could shut off their emotions and possibly even experience depression.

*Pascoe, et al. (2020)* found that various repeating pressures associated with scholastic commitments/pressures are capable by understudies in schools. Past investigations have demonstrated the way that scholarly pressure can influence scholastic execution, inspiration, and chance of exiting school. The more drawn-out term impacts cost

countries billions of dollars each year and incorporate a diminished chance of supporting work. This account audit sums up the latest discoveries on the impacts of scholarly weight on understudies' capacity to review and scholastic accomplishment, as well as on psychological well-being issues like despairing and nervousness, rest problems, and chronic drug use. *MacCann, et al. (2020)* investigated the relationship between student EI and academic achievement. The ability EI understanding and managerial branches each contributed an extra 3.9% and 3.6% of the explanations.

*Trigueros, et al. (2019)* examined the role that emotions (including EI and emotional state) have on teenage resilience, motivation, academic success, and the adoption of healthy living choices. The study involves 615 secondary school pupils between the age group of 14 and 19 years ( $M = 16.02$ ;  $SD = 1.57$ ). The findings indicate a favourable correlation between emotional intelligence and positive feelings and a negative correlation with negative emotions.

### ***Rationale of the Study***

Emotional intelligence can be characterized as the capacity to see, acclimatize, comprehend, and control one's own feelings and those of others. Until now, it has been shown that high ability to appreciate people at their core is related with more prominent mental prosperity, however what might be said about our youngsters. It has been seen that young people with high capacity to appreciate individuals on a profound level are better at dealing with their stress as they have a more noteworthy comprehension of their feelings and those of others. The accompanying review expects to concentrate on the variables prompting pressure and the predominance of stress among youngsters. The examination will likewise distinguish the effect of weight on Capacity to appreciate individuals on a profound level of youngsters.

### ***Objective of the Present Study***

- To Study relationship between Emotional Intelligence and Stress among Adolescents.
- To measure the difference on the level of Emotional Intelligence among Male and Female Adolescents.
- To find out the difference on the level of Stress among Male and Female Adolescents.

### ***Hypotheses of the Study***

H1: There will be significant relationship between Emotional Intelligence and Stress Among Adolescents.

H2: There will be significant difference on the level of Emotional Intelligence among Male and Female Adolescents.

H3: There will be Significant difference on the level of Stress among Male and Female Adolescents

## **METHODOLOGY**

### ***Design***

A Correlational exploration is used in the examination that inspects the connection between at least two factors without controlling any of them. Correlational examination configuration permits to decide if at least two factors are connected.

### ***Sample***

The sample consists of 100 individuals and the sampling design used is random sampling and both male and female participants were asked to take initiative. The inclusion is teenagers who are between 13-19 years of age. The exclusion are adults who do not fall in between the takenage range.

### ***Measuring Instruments***

In this study the following instruments were administered for data collection:

#### **Environmental Stress Scale—Children's Versions (SAFE)**

A more exact proportion of individual pressure not entirely set in stone by utilizing different instruments that have been intended to assist with estimating individual feelings of anxiety. This scale measures the stress experienced by children as a result pf their environment, The scale has 31 questions that will help identify the stress level. The scale uses 6 options to answer the questions starting from 0 = doesn't apply to 5 = bothers me a lot.

#### **Schutte Emotional Intelligence Scale**

This self-report measure of emotional intelligence (EI) by Nicola Schutte and her colleagues is based on Peter Salovey and John Mayer's model of the capacity to understand people at their core. Scores on these example things can go from 10 to 60, with higher scores apparently reflecting higher capacity to understand people on a profound level. Schutte and her universities report a dependability rating of 0.90 for their EI scale.

### ***Procedure***

Both genders of the male and female sexes will be asked to engage in the study. Everyone will be made aware that the data will be treated with the utmost confidentiality. The research will use two questionnaires, and online survey

forms will be distributed. No respondent will be compelled to complete the online survey. The research's nature and methods will be explained to the participants beforehand.

### RESULTS

The main objective was to study the impact of stress on the emotional intelligence among teenagers. Their respective responses were calculated and reported in the table below:

**Table No. 1 Correlation between Emotional Intelligence and Stress among adolescents.**

Variables	N	r	p
Stress	100	.206	Sig*
Emotional Intelligence	100		

The table shows that Pearson correlation coefficient is used to study the influence of stress on Emotional Intelligence in teenagers. The table above is showing that there is a significant positive correlation between Emotional Intelligence and stress (.206\*) which is significant at 0.05 level.

**Table No. 2 Mean and standard deviation, t value for Emotional Intelligence among male and female adolescents**

Variable	Gender	N	Mean	Standard Deviation	t value	P
EI	Male	50	30.75	9.453	.423	Insig
	Female	50	32.63	4.872		

The table depicts that there is no significant difference in emotional intelligence ( $t = .423, p > 0.05$ ) across gender.

**Table No. 3 Mean and standard deviation, t value for stress among male and female adolescents.**

Variable	Gender	N	Mean	Standard Deviation	t value	P
stress	Male	50	61.245	8.946	-2.288	Sig***
	Female	50	64.809	10.08		

The table depicts that there is a significant difference in stress at 0.01 and 0.05 level ( $t = -2.288, p < 0.01$ ) across gender.

### DISCUSSION

The study explored the impact of stress on Emotional intelligence of teenagers. A sample of 100 teenagers was collected through Environmental Stress Scale—Children’s Versions and emotional intelligence scale by Schutte and mean, SD, t test and correlation was used for Statistical Analysis using the SPSS software. Teenagers' emotional intelligence can be significantly impacted by stress. The capacity to comprehend, regulate, and respond to one's own emotions as well as those of others alludes to emotional intelligence. EI development can be hampered in a number of ways by stress.

On the other side, EI is the capacity to comprehend and control one's own emotions as well as to identify and appropriately react to the emotions that others have. It calls for abilities like self-awareness, self-control, empathy, & social skills. Those with emotional intelligence are better able to communicate, handle stress and conflict, create wholesome relationships, and make wise judgements.

It can be seen in Table No.1 that there exists significant relationship between emotional intelligence and stress. Since the table reveals a correlation value of .044 in Pearson correlation coefficient which is significant at 0.05 level. The table demonstrates a positive relationship between emotional competence and social competence which is  $r = .206^*$ , which signifies that emotional competence have a significant impact on social competence in individuals. This shows that the hypothesis 1 is accepted. The hypothesis 1 stands true, the results showed a significant relationship between emotional intelligence and stress at 0.05 level.

According to the findings of the data teenagers may find it challenging to adequately control their emotions while

under stress. Extreme emotional reactions, such as heightened anxiety, rage, or despair, may follow from this. Also, it may make it more challenging to control impulsive behaviour. Feelings of social exclusion/isolation and a lack of social activities can be brought on by stress. Teenagers may be prevented from developing critical social and emotional intelligence as a result.

In Table No. 2 and Table No. 3 we can see the mean score differ slightly across gender as the mean score of females is 32.6394 and the mean score for males is 30.7581 for EI Scale, and the mean score of Stress Scale varies more as compared to Emotional Intelligence Scale as the mean score of females is 64.809 and the mean score of males is 61.2451 for stress. The standard deviation scores across gender in females is 4.827 and in males is 9.453 in Emotional Intelligence Scale, the standard deviation scores in females are 10.08 and for males is 8.946 in Stress scale.

Output in Table No. 2 depicts that the p value is greater than the alpha value of 0.05. It signifies that the impact of gender is not so significant in emotional intelligence and is independent of the influence of gender. The objective 2 concludes that there is a no significant gender difference in emotional intelligence, hence hypotheses 2 is rejected. This could depict that the impact of gender is not an essential element in the prediction of emotional intelligence.

It is crucial to remember that there are numerous factors that might affect emotional intelligence, and gender is simply one of them. Individual variances in each gender are typically greater than differences between genders. Emotional intelligence can also be influenced by other elements, such as personality characteristics, life events, and cultural background.

In general, it's crucial to refrain from making generalisations about EI based on gender and to place an emphasis on helping everyone, regardless of gender, develop their emotional intelligence skills.

Furthermore, in table 4.3 upon running independent t-test the results revealed that the p value is lesser than the alpha value of 0.01 and 0.05. This signifies that the difference is significant for stress among both the genders of males and females for stress scale, hence hypotheses 3 is accepted. This interpretation of difference of gender implies that it is an essential element in the prediction of stress.

There is some evidence that suggests that when it comes to the stress response, males may be more likely to show a "fight or flight" response, which is marked by elevated blood pressure and pulse rates, whereas females may be more likely to show a "tend and befriend" reactions, which is marked by maternal behaviours and the need for social support. Women emit more endorphins during stressful situations as opposed to men, who release significant amounts both norepinephrine and cortisol. In view of the distinctions by the way they respond to pressure, ladies experience more pressure than guys. Ladies respond all the more genuinely and have more noteworthy close to home fatigue since they have totally unexpected hormonal frameworks in comparison to men.

#### ***Limitations and Further Direction of the Study***

Firstly 120 responses were collected but only 100 has been used for the study because of unfilled and partially filled responses. This study is having an exclusion of the adult population which is why it is applicable only on children.

The following study can be used to imply performance of the teenagers in school, tuitions etc, and helps in understanding their actions and behaviours as well. Emotional Intelligence is an important characteristic that are required to be developed in an individual. Other than this, school authorities can use this relationship in establishing motivational programs and curriculum activities. In clinical settings also this study can be applied to measure emotional stability to understand social behaviours. This study can be used as basics in future research for analysing the perspective of the people for the purpose of understanding the level of stress in teenagers in relation with emotional intelligence.

### **CONCLUSION**

The study explored the impact of stress on Emotional intelligence of teenagers. A sample of 100 teenagers was collected and it was analyzed using the SPSS software. Teenagers' emotional intelligence can be significantly impacted by stress. The capacity to comprehend, regulate, and respond to one's own emotions as well as those of others is referred to as emotional intelligence. Emotional intelligence development can be hampered in a number of ways by stress.

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