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## **A Study of Stress, Anxiety and Depression in Secondary School Students in Relation to their Emotional Intelligence**

**Kanchan Pant<sup>1</sup>, N Srinivasan<sup>2</sup>, Mrs Anshu Som<sup>3</sup>**

<sup>1</sup>PhD Scholar, Department of Psychiatry, SGRRIM&H, Dehradun

<sup>2</sup>Psychiatric Social Worker, Department of Psychiatry, SGRRIM&H, Dehradun

<sup>3</sup>Mrs Anshu Som, PSW, DMHP, UP, India

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### **INTRODUCTION:**

Life is becoming complex day by day. In the present circumstances youth as well as children are facing difficulties which are giving rise to many psychometric problems such as anxiety, tension and emotional upsets in day to day life. Emotional pressure is increasing at an alarming rate leading to unrest and frustration which has a negative impact on the mental health. We, human beings, are constantly striving to establish a satisfactory relationship with our environment through the process of adjustment in order to live happily and function effectively.

**Stress** is a term that is commonly used today but has become increasingly difficult to define. It shares, to some extent, common meanings in both the biological and psychological sciences. Stress typically describes a negative concept that can have an impact on one's mental and physical well-being, but it is unclear what exactly defines stress and whether or not stress is a cause, an effect, or the process connecting the two. With organisms as complex as humans, stress can take on entirely concrete or abstract meanings with highly subjective qualities, satisfying definitions of both cause and effect in ways that can be both tangible and intangible.

Stress is simply a fact of nature -- forces from the inside or outside world affecting the individual. The individual responds to stress in ways that affect the individual as well as their environment. Because of the overabundance of stress in our modern lives, we usually think of stress as a negative experience, but from a biological point of view, stress can be a neutral, negative, or positive experience.

Hans Selye, another early scientist who is known to have studied stress, extended Cannon's observations. He included, as part of the body's stress response system, the pituitary gland, a small gland at the base of the brain. He described the control by this gland of the secretion of hormones (for example, cortisol) that are important in the physiological response to stress by the other part of the adrenal gland known as the cortex. Additionally, Selye actually introduced the term *stress* from physics and engineering and defined it as "mutual actions of forces that take place across any section of the body, physical or psychological."

Anxiety is an unpleasant state of inner turmoil, often accompanied by nervous behavior, such as pacing back and forth, somatic complaints and rumination. It is the subjectively unpleasant feelings of dread over something unlikely to happen, such as the feeling of imminent death. Anxiety is not the same as fear, which is felt about something realistically intimidating or dangerous and is an appropriate response to a perceived threat; anxiety is a feeling of fear, worry, and uneasiness, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing. It is often accompanied by restlessness, fatigue, problems in concentration, and muscular tension. Anxiety is not considered to be anormal reaction to a perceived stressor although many feel it occasionally.

The term depression is used in everyday language to describe a range of experiences from a slightly noticeable and temporary mood decrease to a profoundly impairing and even life threatening disorder. Depression is a state of mind, or more specifically, a mental disorder characterized by lowering of individual's vitality, his mood, desires, hopes, aspirations and of his self-esteem. It may range from no more than a mild symptom of tiredness and sadness to the most profound state of apathy with complete psychotic disregard for reality. According to Pestonjee (1999) depression is an emotional state of dejection, feeling of worthlessness and guilt accompanied by apprehension.

Emotions are the root forces in behaviour reactions, maturity in expression and control of emotions seem to play a vital role in the formation of personality pattern. The extent to which an adult gives evidence of mastery over his emotions is rooted in his emotional development, emotional

experiences, parental attitudes, their stimulation and their treatment from early childhood through adolescence. The background at home and emotional atmosphere are important contributory factors towards emotional maturity. According to Modern Dynamic Psychology, emotional maturity is characterized by the ability to become interested in things and persons, to appreciate things for their own sake and to give love to other persons. It is a process in which the personality is continuously striving for greater sense of emotional health, both psychologically and interpersonally. Thus, acquiring emotional maturity is not a simple matter which comes automatically with growing older. The adolescent can learn it much more easily and effectively with the guidance of adults. Hence, family and parents play a very important role in shaping the personality of adolescent.

According to **Daniel Goleman (1995)**: "Emotional Intelligence is the ability of realizing one's own feelings as well as the feelings of others in order to build up self-inducement to manage personal emotions and the emotions aroused from various associations."

**Cooper and Sawaf (1997)** in their book 'Executive EQ' defined Emotional Intelligence as "the personal ability to perceive, understand and apply the power of knowing the mood, as the ground of forces and data to build up associations to influence people." Bryne (2012) made a study on "A study of the relationship between emotional Intelligence and stress management in the Irish workforce" In the midst of recession, this paper examines previous research which indicated that perceived stress may be moderated by emotional intelligence ("EI"), the emotional dimensions of the Big Five personality measures (extraversion and emotional stability), and personality hardiness, and whether EI is a construct distinct from personality. Sharma (2011) made a study on "A Study of Relationship of Emotional Intelligence with Adjustment, Stress and Achievement among Senior Secondary Students". An attempt has been made to study the relationship of emotional intelligence with adjustment, stress and achievement among senior secondary students. The study was conducted on 200 senior secondary students both male and female (17-20 years) from rural and urban area schools located in Delhi region using standardized tests by descriptive survey method. Basic information sheet, emotional intelligence scale, adjustment inventory and stress scale was used to collect the data. For achievement, their previous class scores were used as the data. Data was processed and appropriate statistical analysis was carried out.

**Singh, Dalip (2001)** defined Emotional Intelligence" as knowing what feels good, what feels bad and how to get from bad to good."

The present study aims to find out the Stress, Anxiety and Depression in adolescents. . Not much work has been done on Emotional Intelligence of school going adolescents, who are at a stage when their emotions are controlling their decision making capacity. Therefore there is a great need to work in this area.

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### OBJECTIVES OF THE STUDY:

1. To study the emotional intelligence of secondary school students.
2. To study the stress, anxiety and depression in secondary school students.
3. To study the relationship between stress and Emotional intelligence of secondary school students.
4. To study the relationship between anxiety and Emotional intelligence of secondary school students.
5. To study the relationship between depression and Emotional intelligence of secondary school students.
6. To study the difference in the stress of students scoring high and low on Emotional intelligence.
7. To study the difference in the anxiety of students scoring high and low on Emotional intelligence.
8. To study the difference in the depression of students scoring high and low on Emotional intelligence.

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### HYPOTHESES OF THE STUDY:

1. There exists no relationship between stress of secondary school students and their Emotional intelligence.
2. There exists no relationship between anxiety of secondary school students and their Emotional intelligence.
3. There exists no relationship between Depression of secondary school students and their Emotional intelligence.
4. There exists no significant difference in the stress of students scoring high and low on Emotional intelligence.
5. There exists no significant difference in the anxiety of students scoring high and low on Emotional intelligence.
6. There exists no significant difference in the depression of students scoring high and low on Emotional intelligence.

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### DELIMITATIONS OF THE STUDY

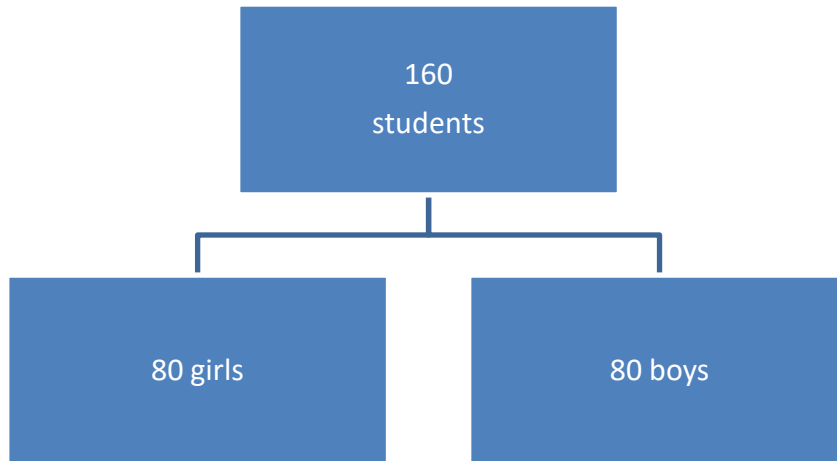
1. The study will be delimited to the schools of Ambala district only.
  2. Number of students will be delimited- to 160 (80 boys and 80 girls).
- The study will be confined to students of Class IX and X only

Research is a purposive, scientific and a deliberate activity. It is well-organized activity and it requires one to proceed in well-defined lines along a definite direction. Numerous are the ways by which a research study can be conducted. Hence choice of appropriate method is a necessary condition for productive research. This is to be done keeping in view the aim of the study and the nature of the problem. The present study has been conducted by employing descriptive survey method of research.

The present study was conducted in schools of Ambala district and all the students studying in IX and X classes in the schools of Ambala form the population of the present study.

A sample is a miniature picture of the entire group of aggregate from which it has been taken. A sample is a small representation of large whole. In studies, which involve a large population, sampling, provides an economical, more efficient and fast method of data collection. In the present study, a sample of 160 students of Class IX and X was chosen randomly from three schools of Ambala viz. M.D.A.V. Public school, Ambala city , Dayanand public School, Ambala city and Ambala Public School, Ambala City .

## DESIGN OF THE STUDY



## TOOLS USED

For testing the hypotheses formulated, available tools which provide relevant data are to be used. Investigator has to carefully select the tools to be used according to nature and scope of research problem. For the present study two standardized tests were used. These are –

**Emotional Intelligence Scale** by Anukool Hyde (Indore), Sanjyot Pethe (Ahmedabad) and Upender Dhar (Indore) (2001).

**Stress, Anxiety and Depression Scale** by Pallavi Bhatnagar (2011).

For the collection of necessary data, firstly an authority letter was taken from the principal certifying the researcher as a bonafide student of the college with the permission to carry on the research.

## STATISTICAL TECHNIQUES USED

The data based upon Emotional Intelligence, Stress, Anxiety and Depression for Class IX and X students was processed statistically for its interpretation and testing the hypotheses. Following statistical techniques were used for analysis of data –

1. Co-efficient of Correlation was calculated to see the relationship between the variables.
2. t-ratio was calculated to see the significant difference between students scoring high and low on Emotional intelligence.

## ANALYSIS OF DATA

**Table 4.1 FREQUENCY DISTRIBUTION OF EMOTIONAL INTELLIGENCE**

CLASS INTERVAL	FREQUENCY
95-110	26
110-125	38
125-140	47
140-155	29
155-170	20
<b>Mean</b>	124.3
<b>SD</b>	4.85
<b>Sk</b>	0.176
<b>Ku</b>	-0.251

**TABLE 4.2**  
**FREQUENCY DISTRIBUTION OF STRESS**

<b>CLASS INTERVAL</b>	<b>FREQUENCY</b>
2-4	26
5-7	48
8-10	57
11-14	29
<b>Mean</b>	8.24
<b>SD</b>	4.2
<b>Sk</b>	1.21
<b>Ku</b>	0.234

**TABLE 4.3**  
**FREQUENCY DISTRIBUTION OF ANXIETY**

<b>CLASS INTERVAL</b>	<b>FREQUENCY</b>
2-4	36
5-7	38
8-10	57
11-12	29
<b>Mean</b>	6.85
<b>SD</b>	5.23
<b>Sk</b>	0.311
<b>Ku</b>	0.266

**TABLE 4.4**  
**FREQUENCY DISTRIBUTION OF DEPRESSION**

CLASS INTERVAL	FREQUENCY
2-4	35
5-7	68
8-10	57
<b>Mean</b>	8.81
<b>SD</b>	4.21
<b>Sk</b>	0.411
<b>Ku</b>	0.251

Tables 4.1, 4.2, 4.3 & 4.4 show the frequency distribution of Emotional Intelligence, Stress, Anxiety and Depression respectively. The value of Mean, Standard deviation, skewness and kurtosis reveal that the distribution curve is nearly normal.

#### **TESTING OF HYPOTHESES**

**4.5 Hypothesis I:** There exists no relationship between stress and emotional Intelligence of students.

**Table 4.5: The coefficient of correlation between Stress and Emotional Intelligence**

Variable	N	df	Pearson's Coefficient of Correlation
Stress	160	318	-0.314(**)
Emotional Intelligence	160		

(\*\*)Correlation is significant at 0.01 levels.

#### **Interpretation**

Table 4.5 shows that the coefficient of correlation between stress and emotional intelligence is -0.314. The calculated value of correlation is more than the table value at 0.01 level of significance. Hence null hypothesis is rejected. Therefore, the relationship between stress and emotional intelligence is negative and significant. This means that high emotional intelligence leads to less stress.

**4.6 Hypothesis II:** There exists no relationship between anxiety and emotional Intelligence of students.

**Table 4.6: The coefficient of correlation between Anxiety and Emotional Intelligence**

Variable	N	df	Pearson's Coefficient of Correlation
Anxiety	160	318	-0.219(**)
Emotional Intelligence	160		

(\*\*)Correlation is significant at 0.01 levels.

**Interpretation**

Table 4.6 shows that the coefficient of correlation between anxiety and emotional intelligence is -0.219. The calculated value of correlation is more than the table value at 0.01 level of significance. Hence null hypothesis is rejected. Therefore, the relationship between anxiety and emotional intelligence is negative and significant. This means that high emotional intelligence leads to less anxiety.

**4.7 Hypothesis III:** There exists no relationship between depression and emotional Intelligence of students.

**Table 4.7: The coefficient of correlation between Depression and Emotional Intelligence**

Variable	N	df	Pearson's Coefficient of Correlation
Depression	160	318	-0.234(**)
Emotional Intelligence	160		

(\*\*)Correlation is significant at 0.01 levels.

**Interpretation**

Table 4.7 shows that the coefficient of correlation between depression and emotional intelligence is -0.234. The calculated value of correlation is more than the table value at 0.01 level of significance. Hence null hypothesis is rejected. Therefore, the relationship between depression and emotional intelligence is negative and significant. This means that high emotional intelligence leads to less depression.

For the comparison, the students were divided into two groups i.e. high and low on emotional intelligence on the basis of their scores and the norms given in the manual of the scale. The analysis is presented in the tables given below:

**4.8 Hypothesis IV-** There exists no significant difference in the Stress of students scoring high and low on Emotional Intelligence.

**Table 4.8**

**Significance of difference between mean scores on stress of students scoring high and low on Emotional intelligence.**

Group	N	Mean	SD	SED	t ratio	Level of Significance
High	48	10.6	4.2	1.38	3.19	0.01
Low	42	6.2	2.3			

Degree of freedom value =  $48+42-2$   
= 88

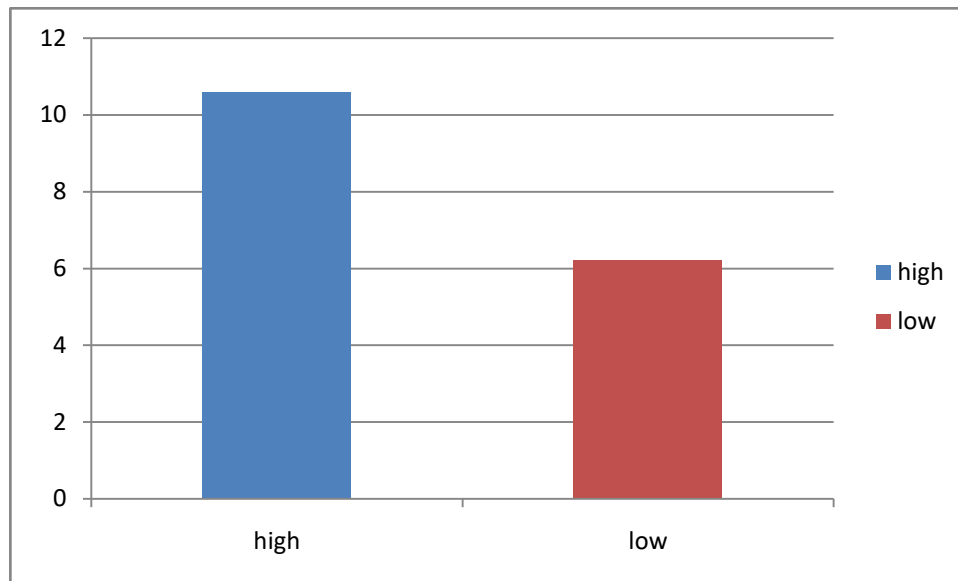
Tabular value of 't' = {1.96. at 0.05 level}  
{2.62 at 0.01 level}

**Interpretation**

Table 4.8 shows that the t-ratio of stress of students scoring high and low on emotional intelligence is 3.19 at 88 degree of freedom. This score is found to be significant at 0.05 level of significance. Hence null hypothesis which states that there exists no significant difference between the stress of students scoring high and low on emotional intelligence is rejected.

**Figure 4.1**

Graph showing mean scores on stress of students scoring high and low on emotional intelligence



**4.9 Hypothesis V-** There exists no significant difference in the anxiety of students scoring high and low on Emotional Intelligence.

**Table 4.9**

**Significance of difference between mean scores on anxiety of students scoring high and low on Emotional intelligence.**

Group	N	Mean	SD	SED	t ratio	Level of Significance
High	48	9.4	3.5	1.21	3.5	0.01
Low	42	5.2	2.3			

Degree of freedom value =  $48+42-2$   
= 88

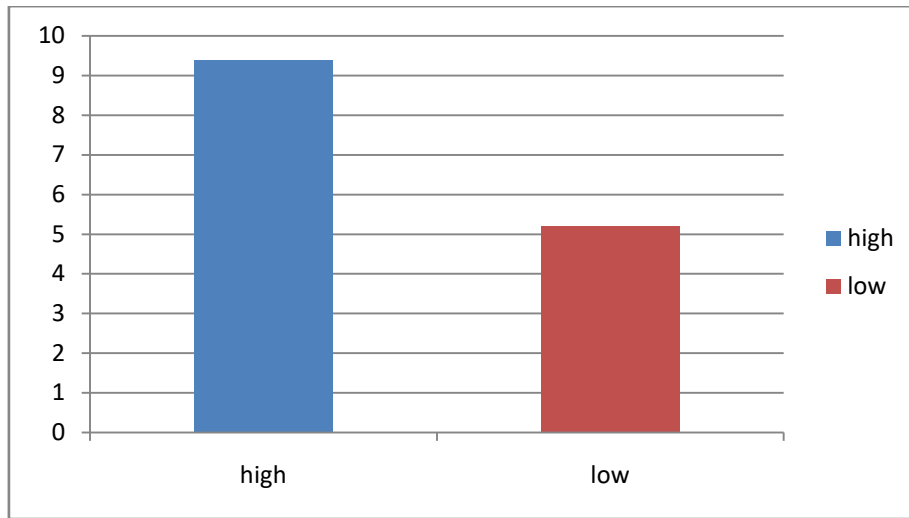
Tabular value of 't' = {1.96. at 0.05 level}  
{2.62 at 0.01 level}

#### Interpretation

Table 4.9 shows that the t-ratio of anxiety of students scoring high and low on emotional intelligence is 3.5 at 88 degree of freedom. This score is found to be significant at 0.01 level of significance. Hence null hypothesis which states that there exists no significant difference between the anxiety of students scoring high and low on emotional intelligence is rejected.

**Figure 4.2**

Graph showing mean scores on anxiety of students scoring high and low on emotional intelligence



**4.10 Hypothesis VI-** There exists no significant difference in the depression of students scoring high and low on Emotional Intelligence.

**Table 4.10**

**Significance of difference between mean scores on depression of students scoring high and low on Emotional intelligence.**

Group	N	Mean	SD	SED	t ratio	Level of Significance
High	48	8.6	3.6	1.22	3.60	0.01
Low	42	4.2	2.5			

Degree of freedom value = 48+42-2  
= 88

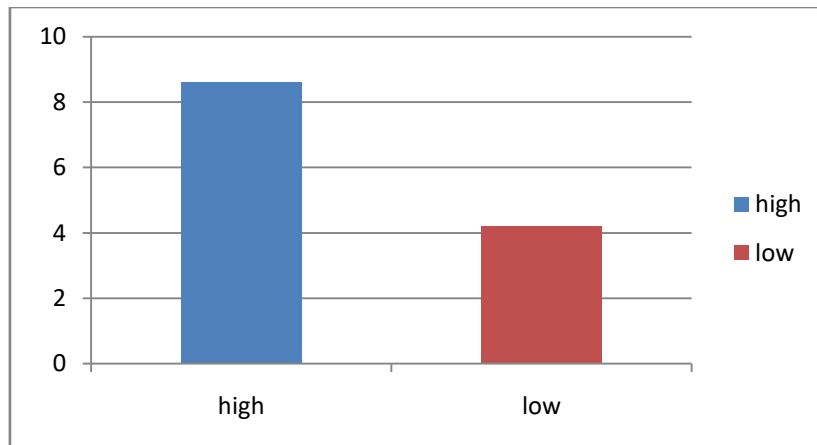
Tabular value of 't' = {1.96. at 0.05 level}  
{2.62 at 0.01 level}

**Interpretation**

Table 4.10 shows that the t-ratio of depression students scoring high and low on emotional intelligence is 3.6 at 88 degree of freedom. This score is found to be significant at 0.01level of significance. Hence null hypothesis which states that there exists no significant difference between the depressions of students scoring high and low on emotional intelligence is rejected.

**Figure 4.3**

Graph showing mean scores on depression of students scoring high and low on emotional intelligence





**Main findings-**

The findings of the study are-

**Hypothesis – I**

There exists no relationship between emotional Intelligence and stress of students. From the findings, it was clear that the coefficient of correlation is significant which means that the relationship is significant and the relationship is negative which means that increase in emotional intelligence leads to decrease in stress. It concludes that the emotional intelligence helps in managing stress.

**Hypothesis – II**

There exists no relationship between emotional Intelligence and anxiety of students. From the findings, it was clear that the coefficient of correlation is significant which means that the relationship is significant and the relationship is negative which means that increase in emotional intelligence leads to decrease in anxiety. It concludes that the emotional intelligence helps in managing anxiety.

**Hypothesis – III**

There exists no relationship between emotional Intelligence and depression of students. From the findings, it was clear that the coefficient of correlation is significant which means that the relationship is significant and the relationship is negative which means that increase in emotional intelligence leads to decrease in depression. It concludes that the emotional intelligence helps in managing depression.

**Hypothesis–IV**

There exists no significant difference in the stress of students scoring high and low on emotional intelligence. The calculated value of t is greater than the table value of t which means that both the groups differ significantly on their level of stress.

**Hypothesis–V**

There exists no significant difference in the anxiety of students scoring high and low on emotional intelligence. The calculated value of t is greater than the table value of t which means that both the groups differ significantly on their level of anxiety.

**Hypothesis–VI**

There exists no significant difference in the depression of students scoring high and low on emotional intelligence. The calculated value of t is greater than the table value of t which means that both the groups differ significantly on their level of depression.

**Educational Implications**

The most outstanding characteristics of any research are that it must contribute something new to the development of the area concerned. So,

The investigator has to give the educational implications of the study.

- Adolescent is an age where child needs more concentration and affection from the family. Therefore parents should treat children as a friend so as adolescents get an open environment to express him /her.
- School environment should be encouraging for adolescents. They should be counseled for their career ahead as teenage is a stage of choosing next upcoming career. This counseling may help a child to get serious for their future.
- Parents should allow children to go for excursion so as they may become more expressive and responsible.
- Adolescents should not be burdened for extra classes other than studies to face competition as this may make a child lack behind others.
- Parents should not compare child's performance with other as every child has an ability which can be harnessed properly if given direction.
- A teenager should be given open family environment where he can think for himself/ herself. This may help a child.

**Suggestions for further study**

- A similar study can be done with students of higher age group.
- A study of stress, anxiety and depression in relation to school environment can be conducted.
- A study of stress, anxiety and depression in relation to social environment can be done.
- A comparative study of stress, anxiety and depression of students of arts and science can be done.

**JUSTIFICATION OF THE STUDY**

Today's school life develops anxieties, tensions, frustration and anger leading to a negative impact on the mental health of students. As a result more and more students are facing adjustment problems in every sphere of life- personal, social and emotional.

The present study aims to find out the Stress, Anxiety and Depression in adolescents. . Not much work has been done on Emotional Intelligence of school going adolescents, who are at a stage when their emotions are controlling their decision making capacity. Therefore there is a great need to work in this area.

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