THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND STRESS LEVELS IN MANAGEMENT STUDENTS OF BANGALORE

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Abstract: Emotional intelligence (EI) is the ability to perceive, understand, and manage one's emotions and those of others. It has been found to be a significant predictor of stress and its management. This study aimed to investigate the impact of emotional intelligence on stress levels in management students of Bangalore. The sample consisted of 60 management students (23 males and 37 females) from various colleges in Bangalore. The data has been collected using the Emotional Quotient Test by Prof. N. K. Chadha and Dr. Dalip Singh and the Perceived Stress Scale by Sheldon Cohen. Through this study we have tried to highlight the importance of developing emotional intelligence skills in management students, as it can have a significant impact on their stress levels. Educational institutions need to incorporate EI training in their curriculum to help students develop these skills, which can be beneficial for their personal and professional growth.

Index Terms - **Emotional Intelligence, Management Students, Perceived Stress.**

I. INTRODUCTION

Understanding the idea of emotional intelligence and coping mechanisms for psychological stress is crucial since these two concepts have a significant impact on an individual's ability to succeed, grow, and develop (Fteiha & Awwad, 2020). Several studies have investigated the relationship between emotional intelligence and stress management in students and managers. Emotional intelligence is often positively associated with problem-solving skills and skills required for getting social support, and it is an effective predictor for each dimension of strategies for coping with stress. EI has been identified as an essential skill for success in personal and professional life. The four components of emotional intelligence include the capacity to accurately identify and articulate emotions; synthesize feelings into thinking; comprehend emotions; and control one's own and other people's emotions (Mayer & Salovey, 1997). Self-regulation and acceptance of the idea that temporarily damaged feelings or emotional constraints are frequently required in the service of a bigger aim are key components of emotional intelligence. As a result, those who possess emotional intelligence are able to recognize their emotions with accuracy and control them while they work towards significant objectives (Salovey & Mayer, 1990).

People with higher levels of EI often experience more favorable life outcomes, including psychological wellbeing, educational success, and career success. It has been proposed that EI may act as a "stress buffer," even if the underlying processes relating EI to those results remain notably unclear (Lea et al., 2019). It has been found to be a significant predictor of stress and its management. The body's general response to any noxious stimulus was the very first definition of stress. Later, the idea was honed by separating the terms "stressor" and "stress response" (Chrousos, 2009). It is possible to conceive of stress as a process that

involves a stimulus, perceptual processing of the information, and behavioral and physiological outcomes (Levine, 2005). Stress is a common problem faced by management students, given the demands and pressures of academic and extracurricular activities. Therefore, it is crucial to investigate the impact of EI on stress levels in management students. This study aims to explore the relationship between EI and stress levels in management students of Bangalore.

Bangalore, the primary intellectual, economic, industrial, and cultural hub of the state of Karnataka (Sudhira et al., 2007), also known as the Silicon Valley of India, is home to many prestigious educational institutions that offer management programs. The city's management students face several challenges, such as academic pressure, competition, job expectations, and maintaining work-life balance. These factors can contribute to increased stress levels and impact their academic and personal life.

The study focuses on management students in Bangalore, given the importance of developing EI skills in the field of management. As managers, they need to be able to manage their own emotions and those of others effectively. EI can help them in developing empathy, communication, conflict resolution, and leadership skills, which are crucial for effective management.

This study aims to investigate the impact of EI on stress levels in management students of Bangalore. It is hypothesized that there is a negative correlation between EI and stress levels, indicating that as EI increases, stress levels decrease. The study's findings can provide valuable insights into the importance of developing EI skills in management students and the role of educational institutions in incorporating EI training in their curriculum.

Significance and Scope of the Study

This study holds significant importance for several reasons. It intends to shed light on how emotional intelligence and stress are related. The findings will add to the body of knowledge already available about how emotional intelligence affects stress management. This information can be useful in designing solutions and strategies that encourage mental health and lessen stress among students studying management. By highlighting the importance of EI for managing stress, this study can encourage educational institutions to incorporate EI training into their management programs. This can equip students with valuable skills for managing stress and achieving success in their academic and professional life.

Management students are future leaders and managers in various organizations. By enhancing their EI, they can become more effective leaders who can manage themselves and others better, leading to improved organizational performance and employee satisfaction. Moreover, the study's focus on Bangalore, an important center of academic and industrial activity, contributes local context and significance to the international discourse on stress management and emotional intelligence.

This study's scope goes beyond Bangalore's immediate context and management education. The understanding gathered from examining the relationship between Emotional Intelligence and stress levels may contribute to more extensive conversations about mental health and well-being tactics in academic environments across the globe. The study's scope also includes curriculum development implications, indicating that incorporating emotional intelligence (EI) training into management education may be a worthwhile investment in promoting holistic student development. The study's scope also includes curriculum development implications, indicating that incorporating emotional intelligence (EI) training into management education may be a worthwhile investment in promoting holistic student development. The study's findings may add to the expanding body of knowledge on emotional intelligence applications and their impact on stress management, which may have an impact on future research and educational practices. The study explores the nuances of emotional intelligence and stress within the particular context of management education.

II. REVIEW OF LITERATURE

2.1 Emotional Intelligence

There has been a significant number of studies in the area of Emotional Intelligence in the past decades. The public, executives, academics, and business experts are all very excited about the possibility that high emotional intelligence can contribute to both personal and professional success. According to conventional wisdom and employee testimonies, emotional intelligence does have an impact on performance (Lam & Kirby, 2002). It is important to understand the implications of the role of EI on one's life and how it can affect the various aspects of their performance and abilities. During the 1990s, a new intelligence, namely the Emotional Intelligence, was popularized by two individuals that suggested that some individuals might be more knowledgeable

about some matters based in the fields of emotion, intellect, psychotherapy, and cognition, unlike others (Salovey & Mayer, 1990). Prior to the recognition of EI, intelligence was largely measured by cognitive tests, such as IQ assessments, which primarily evaluated an individual's ability to process information and solve problems. However, research has consistently demonstrated that cognitive abilities alone do not fully account for an individual's overall success and well-being. In 1995, Daniel Goleman's groundbreaking book, "Emotional Intelligence: Why It Can Matter More Than IQ," brought EI into mainstream consciousness. Goleman argued that EI played a crucial role in personal and professional success, often outperforming IQ in determining an individual's overall effectiveness. He highlighted that people typically convey their feelings through nonverbal cues rather than spoken expressions. The capacity to understand behavioral indicators such as gestures, tone of voice, and facial expressions is essential for determining another person's feelings (Goleman, 2007). This assertion has since been supported by numerous studies, demonstrating the significant impact of EI on various aspects of human performance and abilities. Emotional Intelligence has also been regarded as a predictor in terms of defining the selection, promotion, and development of leaders (Cherniss et al., 2006). It has emerged as a critical factor in leadership effectiveness, surpassing the traditional focus on cognitive abilities alone. A meta-analysis by Bar-On (2004-05) revealed a strong correlation between EI and leadership performance, indicating that leaders with higher EI scores were more effective in motivating their teams, managing conflict, and achieving organizational goals. Empirical studies have indicated that emotional intelligence (EI) empowers leaders to employ effective leadership styles. With regard to such methods, authentic leadership is one that emotionally intelligent leader may display (Miao et al., 2018). A study by (Mayer et al., 2016) suggests that all intelligences, including EI, could be measured as an ability by posing problems for people that they can solve and identifying the level of intelligence using the analysis of the results (Carroll & B, 1993) (Mayer et al., 2012). EI is a multifaceted phenomenon that appears to be influenced in both directions by elements related to family, environment, and cognition. Hence, EI has the capacity to influence how emotional responses are expressed, comprehended, and impacted at all phases of the life experiences (Mayers et al., 2008).

Several studies have highlighted the significant impact of emotional intelligence (EI) on academic performance. For instance, Thomas et al. (2017) found that students with high levels of emotional intelligence tended to achieve higher academic performance over their university careers. Shipley et al. (2010) also revealed that a specific component of EI related to well-being had a significant impact on students' academic performance, with higher scores in this component correlating with better academic performance in terms of GPA. Additionally, the study indicated that emotional intelligence was positively associated with work experience, suggesting that it can be learned and improved over time through real-life experiences. Furthermore, research has shown that emotional intelligence is positively related to compassion and higher levels of commitment, which in turn leads to better academic performance. These findings collectively emphasize the importance of emotional intelligence in academic settings and its potential influence on students' success. In summary, the evidence from Thomas et al. (2017) and Shipley et al. (2010) supports the notion that emotional intelligence, particularly its impact on well-being, is linked to academic performance. Moreover, the positive association between emotional intelligence, work experience, and academic achievement underscores the potential for the development and enhancement of emotional intelligence over time through practical experiences.

2.2 Stress and Management Students

Stress is a very significant phenomenon that is gaining more and more attention in both academic study and organizational practices. It is a prevalent and complex phenomenon that can significantly impact an individual's physical and mental well-being. It is a term used to describe the physiological and psychological response to external or internal demands, known as stressors. Stress refers to a "particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources" (Lazarus & Folkman, 1984), it can be defined as a person–environment relationship (Folkman, 1984). In other words, it is the result of a perceived mismatch between resources and demands, which causes physiological, psychological, and behavioral anguish. Stress is a subjective experience that is shaped by a wide range of variables, such as behavioral patterns, job demands and resources, personality qualities, coping mechanisms, social support, and individual assessments. Several important individual physiological, psychological, and behavioral signs often have a connection to it (Schuler, 1980). Stress is a common experience for students, especially those pursuing a management degree. Numerous ongoing stressors connected to academic demands are experienced by students in secondary and post-secondary environments. Academic stress results from students

experiencing stress because of elements like scholarship requirements, family obligations, peer pressure, course-related stress, and economical burdens (Mishra & Castillo, 2004). For some students, it may also be the result of moving to various locations and picking up different cultural values and languages, besides becoming accustomed to new scholastic standards (Mori, 2000; Essandoh, 1995). Previous studies have shown that academic stress can lower academic performance, diminish motivation, and raise the risk of dropping out (Pascoe et al., 2020). The majority of students report having low self-esteem and having trouble concentrating, both of which have an effect on their academic performance as they experience a high degree of stress brought on by the unprecedented academic pressure (Chandra, 2021). The impact of academic stress extends far beyond academic performance. Chronic stress can lead to a cascade of negative consequences, including physical health issues, such as headaches, sleep disturbances, and weakened immune systems. Additionally, stress can negatively impact mental health, increasing the risk of anxiety, depression, and even burnout.

In the context of management students, stress is a prevalent and intricate aspect of their academic and professional journey. Due to the dynamic and demanding nature of business and management education, students are frequently placed in high-pressure circumstances and given difficult assignments with tight deadlines. The academic environment, coupled with the anticipation of entering competitive corporate landscapes, can create a unique set of stressors for management students. Stress management has thus been explored in the context of management education. It is the process of identifying and reducing or eliminating stressors, as well as developing strategies to cope with stress when it cannot be avoided. Lazarus and Folkman's Transactional Model of Stress and Coping (1984) proposed that stress is not solely determined by external events, but also by an individual's appraisal of the situation. Their model suggested that individuals engage in coping strategies to manage stressors and that effective coping strategies can reduce stress (Biggs et al., 2017). Cognitive-behavioral therapy or CBT is another commonly used stress management intervention that involves identifying and changing negative thought patterns and behaviors. CBT has been found to be effective in reducing stress and improving mental health (Hofmann et al., 2012).

Stress is a complex phenomenon that can be influenced by various factors, including individual appraisals and differences, personality traits, coping styles, social support, job demands and resources, academic environment, and behavioral factors. Stress can be viewed as a response, a stimulus, or a transaction, and how an individual conceptualizes stress determines their response, adaptation, or coping strategies. The nature of stress can be acute, episodic, intermittent, or chronic, and different types of stressors can emerge, such as event, situation, cue, and condition, which then fall into categories based on locus of control, predictability, tone, impact, and duration.

Effective stress management interventions include mindfulness-based approaches and cognitive-behavioral therapy. Cognitive appraisal and coping processes are influenced by personality factors, personal and social resources, characteristics of the situation, and environmental factors. Stress models can be improved by taking into account the reciprocal relationship between individual-level factors such as age and personality, and contextual factors such as the environment in which one lives, current and past exposure to stress, and demographic factors. Moreover, a study explored the factors that could exert facilitative and debilitative influence on undergraduate students' academic performance. The study found that emotional intelligence, cognitive test anxiety, and coping strategies were potential factors that could influence academic performance. These findings suggest that stress management interventions can be beneficial for academic performance, and that emotional intelligence and coping strategies are important factors to consider in this regard.

2.3 EI and Stress Management

Several studies have investigated the relationship between emotional intelligence and stress in management students. Since definitions of EI differ greatly (Matthews et al., 2004) and can include a wide range of constructs, including self-awareness, motivation, optimism, empathy, assertiveness, and happiness; expectations about the relationship between EI and stress tend to rely on the model of EI implemented (Gohm et al., 2005). But there is some preliminary evidence that suggests that certain elements of emotional intelligence may help people adapt more successfully and shield them from stress (Ciarrochi et al., 2002). For instance, a propensity to sustain an experimentally induced positive mood has been linked to an objective measure of emotion management skills (Ciarrochi et al., 2000). EI has emerged as a critical factor in stress management, demonstrating its ability to buffer individuals from the negative effects of stress. While stress is a ubiquitous aspect of life, studies suggest that individuals with higher levels of

EI tend to exhibit greater resilience and adaptability in the face of stressful situations. Research has consistently demonstrated that EI plays a protective role in stress management. Watson and Watson (2016) have investigated how well emotional intelligence and coping skills predicted scholastic stress in first-year college students. These researchers discovered that emotional intelligence substantially moderated the association between coping self-efficacy and academic stress, and that both coping self-efficacy and emotional intelligence were significant predictors of academic stress (Karaman et al., 2019). It has been shown that EI and both physical and mental health are directly related (Slaski & Cartwright, 2003; Tsaousis & Nikolaou, 2005). People who can control their emotions tend to be healthier, and emotional intelligence (EI) could potentially be helpful in lowering stress (Pau & Croucher, 2003; Gerits et al., 2005). Studies also reveal how people with higher EI possess the capacity to manage demanding and nerve-wracking responsibilities without faltering and losing control. Even while working in front-line positions, they can keep their cool and are not impulsive (Morehouse, 2007). Some studies also highlight that EI could be used as a framework, within which someone could learn how to deal with stress and how to regulate, control or manage strong emotions (Nikolaou & Tsaousis, 2002), as stress is primarily thought of as an emotional response (usually negative) to various environmental stimuli (Selye, 1956).

Overall, the study to date indicates that higher levels of EI are linked to more effective stress management and emotional control in both academic and professional settings. In order to effectively manage stress and foster overall wellbeing in people, emotional intelligence (EI) has been highlighted as a key aspect in existing literature. We, hence, feel that the role of EI in managing stress is particularly pertinent in the context of management students, who frequently deal with high levels of stress because of academic pressures and professional ambitions.

Based on an extensive search of academic literature, there appears to be a research gap in the topic "The Impact of Emotional Intelligence on Stress Levels in Management Students of Bangalore." that we have planned to explore. While there are studies on emotional intelligence and stress in various populations, mostly in the fields of nursing, hospitality etc. there are limited studies that specifically focus on the relationship between emotional intelligence and stress levels among management students. The demographic gap, which is India, is also not well explored. We could also see that Bengaluru, one of the largest metropolitan cities in India and an IT hub is also not explored.

The scarcity of research on EI and stress among management students in Bangalore presents a compelling opportunity to delve into this unexplored territory. Management students face unique stressors associated with academic demands, competitive environments, and the anticipation of entering the professional world. Investigating the role of EI in mitigating these stressors can provide valuable insights into enhancing the well-being and resilience of future managers. Bangalore, as a rapidly developing IT hub, offers a dynamic setting for examining the impact of EI on stress levels among management students. The city's vibrant entrepreneurial ecosystem, coupled with its diverse cultural landscape, introduces a complex interplay of factors that may influence stress and EI. Exploring these variables within the Bangalore context can yield valuable insights into the nuances of EI-stress dynamics in a specific cultural and professional context. Moreover, the absence of research on EI and stress in the Indian context highlights the need to address this demographic gap. India's unique cultural and societal norms may influence the expression and management of emotions, potentially impacting the relationship between EI and stress. Examining this relationship within the Indian context can provide valuable cross-cultural perspectives on EI-stress dynamics.

3. Research Methodology

After obtaining ethical approval from the institutional review board, the participants were recruited for the study through a convenience sampling method. The participants were informed about the purpose of the study, and their consent was obtained before they were given the questionnaires. The participants were also informed that their participation was voluntary and that they could withdraw from the study at any time.

The participants were given both questionnaires, EQT and PSS, to complete. The instructions for completing the questionnaires were given in English. The participants were given 30 minutes to complete both questionnaires.

3.1 Population and Sample

The participants in this study were students from management schools in and around Bengaluru. Convenience sampling method was used to select the sample, as it was a convenient and cost-effective way to collect data from many participants. A total of 60 students were selected as the sample for this study.

3.2 Data and Sources of Data

The data collected was primary through research questionnaires (validated). Two questionnaires were used to collect data for this study. The first questionnaire was the Emotional Quotient Test (EQT) by Prof. N K Chadha and Dr. Dalip Singh, which measures emotional intelligence. The EQT consists of 50 items and is designed to measure the five dimensions of emotional intelligence, including self-awareness, self-regulation, motivation, empathy, and social skills.

The second questionnaire used was the Perceived Stress Scale (PSS) by Sheldon Cohen, which measures perceived stress levels. The PSS consists of 10 items and is designed to measure the degree to which individuals perceive their lives as stressful.

The source of data was majorly personal contacts and social media.

3.3 Statistical Tools

The data collected from the questionnaires were entered into SPSS (Statistical Package for the Social Sciences) version 25 for data analysis. Descriptive statistics, including means and standard deviations, were calculated for all variables. Pearson correlation analysis was conducted to examine the relationship between emotional intelligence and perceived stress levels. The study's goal is to explore the relationship between Emotional Intelligence and Stress levels in management students of Bangalore.

The study has three objectives, first being to find out the relationship between Emotional Intelligence and Stress levels in management students of Bangalore. The second being, to determine the level of Emotional Intelligence among management students of Bangalore and the third one being to determine the level of stress among management students of Bangalore. The form was deliberately circulated among the business students of Bengaluru, out of which 60 responses were received. The respondents were asked to fill in two questionnaires: The EQ Test by Professor N.K. Chadha and Dr Dalip Singh and Perceived Stress scale by Sheldon Cohen.

The following section presents the results of the various analyses carried out such as frequency analysis for socio demographic variables, descriptive statistics and inferential statistics.

3.4 Analysis of Socio demographic details of Pretest Data

Table 3.4.1

Frequency table based on age groups of the sample

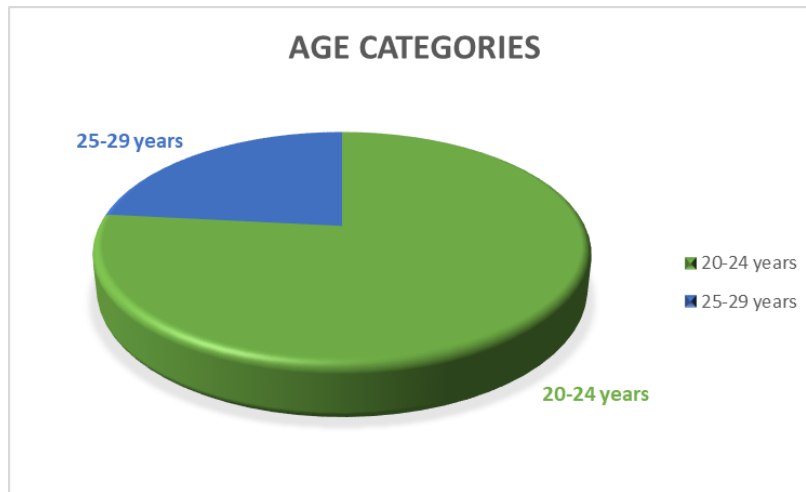| Age Category	Frequency	Percent
20-24 years	46	76.67
25-29 years	14	23.33
Total	60	100

Figure 3.4.1 Graphical representation based on age categories of the sample

Table 3.4.1 and Figure 3.4.1 shows the frequency distribution of the sample within the specified age groups and the corresponding percentages of each age group within the total population. For the age category of 20-24 years, the percentage is found to be 76.67% out of 100. For the age category of 25-29 years, the percentage is found to be 23.33% out of 100. This shows that the majority of the participants from the sample fall into the age category of 20-24 years. This is quite expected since the target population are students from business schools.

Table 3.4.2

Frequency table based on gender of the sample

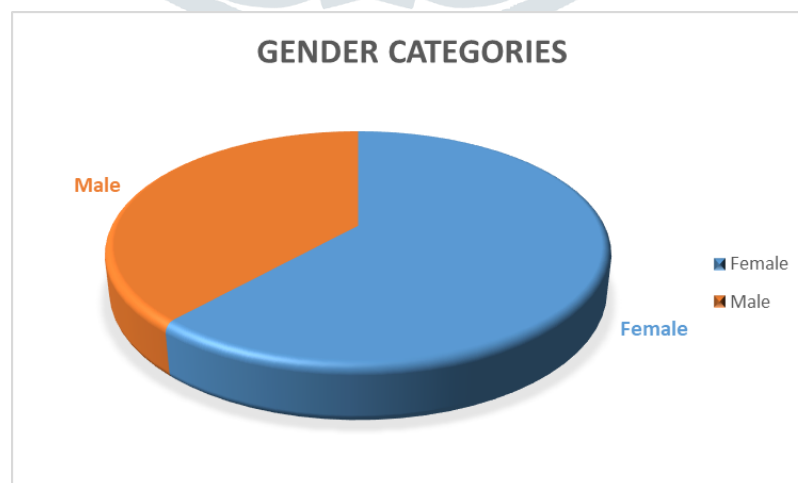| Gender	Frequency	Percent
Female	37	61.67
Male	23	38.33
Total	60	100

Figure 3.4.2 Graphical representation based on age categories of the sample

Table 3.4.2 and Figure 3.4.2 shows the frequency distribution of the sample based on gender within the specified categories (male and female) and the corresponding percentages of each gender category within the total population. For the category of male, the percentage is found to be 38.33 % out of 100. For the category of Female, the percentage is found to be 61.67% out of 100. This shows that a greater percentage of the participants from the sample were female.

Table 3.4.3

Frequency table based on geographical location of the sample

Location	Frequency	Percent
Bangalore	60	100
Total	60	100

Figure 3.4.3 Graphical representation based on age categories of the sample

Table 3.4.3 and Figure 3.4.3 Shows the frequency distribution of the sample based on geographical location and the corresponding percentage. Since all the respondents were from Bangalore, the sample category percentage is 100% out of 100. This shows that all the participants are from Bangalore.

IV. RESULTS AND DISCUSSION

Correlations

		TOTAL PSS	TOTAL EI
TOTAL PSS	Pearson Correlation	1	-.004
	Sig. (2-tailed)		.977
	N	60	60
TOTAL EI	Pearson Correlation	-.004	1
	Sig. (2-tailed)	.977	
	N	60	60

The correlation between Perceived Stress Scale (PSS) and Emotional Intelligence (EI) is 0.004. This is a very weak correlation, and it is not statistically significant (p-value = 0.977). This means that there is no meaningful relationship between PSS and EI in this sample of business school students in Bangalore.

In other words, higher PSS scores are not associated with higher EI scores, and lower PSS scores are not associated with lower EI scores. This suggests that PSS and EI are not related constructs in this population.

It is important to note that this is just one study, and more research is needed to confirm these findings. Additionally, the correlation between PSS and EI may vary depending on the population being studied. For example, it is possible that there is a stronger correlation between PSS and EI in a population of students who are experiencing a lot of stress.

Overall, the findings of this study suggest that there is no meaningful relationship between PSS and EI in a sample of business school students in Bangalore. However, more research is needed to confirm these findings and to determine whether the correlation between PSS and EI varies depending on the population being studied.

Regression Statistics	
Multiple R	0.003761
R Square	1.41E-05
Adjusted R Square	-0.01723
Standard Error	4.377911
Observations	60

ANOVA					
	df	SS	MS	F	Significance F
Regression	1	0.015726	0.015726	0.000821	0.977246
Residual	58	1111.634	19.16611		
Total	59	1111.65			

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Multiple R	0.003761						
R Square	1.41E-05						
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Standard Error	4.377911							
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ANOVA								
	df	SS	MS	F	Significance F			
Regression	1	0.015726	0.015726	0.000821	0.977246			
Residual	58	1111.634	19.16611					
Total	59	1111.65						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	24.01159	5.66953	4.2352	8.26E-05	12.6628	35.36039	12.6628	35.36039
X Variable 1	-0.00046	0.015913	-0.02864	0.977246	-0.03231	0.031398	-0.03231	0.031398

The correlation data shows that there is a very weak positive correlation between the scores of Perceived Stress Scale (PSS) and Emotional Intelligence (EI) among business school students in Bangalore. The Pearson correlation coefficient is 0.004, and the p-value is 0.977. This means that the correlation is not statistically significant.

A positive correlation means that as PSS scores increase, EI scores also tend to increase. However, the correlation is so weak that it is not meaningful. This means that there is no clear relationship between PSS and EI in this sample of business school students.

There are a few possible explanations for this finding. One possibility is that PSS and EI are simply not related constructs. Another possibility is that the relationship between PSS and EI is moderated by other factors, such as age, gender, and academic performance. It is also possible that the correlation between PSS and EI would be stronger in a different population of students, such as students who are experiencing a lot of stress.

Overall, the correlation data we calculated suggests that there is no meaningful relationship between PSS and EI in this sample of business school students in Bangalore. However, more research is needed to confirm these findings and to determine whether the relationship between PSS and EI varies depending on the population being studied.

The interpretation of the regression statistics:

- Multiple R: This value measures the strength of the relationship between the independent variable(s) and the dependent variable. A value of 0.003761 indicates a very weak relationship.

- R Square: This value measures the proportion of the variance in the dependent variable that is explained by the independent variable(s). A value of 1.41E-05 indicates that the model explains a very small portion of the variance in the data.

- Adjusted R Square: This value is a more accurate measure of the model's fit to the data than R Square, as it considers the number of independent variables in the model. A negative value indicates that the model is overfitting the data.

- Standard Error: This value measures the precision of the model's estimates. A large standard error indicates that the estimates are not very precise.

Overall, the regression statistics suggest that the model is not a good fit for the data. This is supported by the fact that the R-squared value is very close to 0 and the adjusted R-squared value is negative. The standard error is also relatively large, which indicates that the model is not very precise.

V. DISCUSSION, SUMMARY AND CONCLUSION

5.1 Implications of the Study

The implications drawn from this study provide valuable insights into the multifaceted relationship between emotional intelligence and stress among management students in Bangalore. Our research reveals a very weak and statistically insignificant correlation between Emotional Intelligence (EI) and Stress levels among management students in Bangalore. This suggests that in the context of the sampled business school students, higher Emotional Intelligence scores do not necessarily correlate with lower stress levels, and vice versa. This finding challenges the assumption that higher emotional intelligence directly contributes to lower stress in this specific population. The weak correlation between Perceived Stress Scale (PSS) and Emotional Intelligence (EI) suggests that future research should explore other factors that may moderate the relationship between these two constructs. Such factors could include age, gender, academic performance, and coping mechanisms.

In accordance with the research, there is a significant gender gap among the participants, with a greater proportion of female responders. The findings' generalizability may be affected by this gender distribution since male and female students may exhibit stress and emotional intelligence in different ways. To reach comprehensive findings on the overall student population, future study may need to guarantee a fairer representation.

These results further imply that not everyone will benefit equally from interventions meant to raise emotional intelligence (EI). It's critical to evaluate each person's needs and design treatments appropriately.

Programs that address both stress reduction and the development of emotional intelligence may be more successful than those that only address one of the two. To assist students in acquiring the abilities necessary to properly manage their emotions and deal with stress, educational institutions ought to think about implementing emotional intelligence (EI) training into their curricula.

Organizations should think about putting programs in place to assist staff members in improving their emotional intelligence (EI), since this could result in a happier and more effective workplace.

5.2 Scope of the Study

The future scope of research in this field holds significant promise for a more comprehensive understanding of the intricate relationship between emotional intelligence and stress among management students. As previously indicated, in the context of our study, additional research should be done to look into potential moderating factors including age, gender, and academic performance that may have an impact on the relationship between stress and emotional intelligence. A more complex understanding of the dynamics at work might be obtained by comprehending how these factors interact. It's worth noting that the current study's findings may not be generalizable to other populations or contexts. Future research should consider utilizing more robust methodological

approaches, including larger sample sizes, and diverse populations. Collaboration between researchers and practitioners is crucial for translating research findings into practical interventions and promoting emotional intelligence development in various settings. The current study was limited to a sample of business school students in Bangalore. Future research should investigate the relationship between PSS and EI in different populations. Moreover, the study used self-report measures of both PSS and EI. Future research could use more objective measures, such as physiological measures of stress or behavioral measures of emotion regulation. It is possible to conduct longitudinal research to track changes in stress levels and emotional intelligence across time. This method could be used for identifying trends, correlations between triggers, and possible treatments that could be used to improve management students' emotional wellbeing. Additionally, conducting comparative studies across different student populations or professional sectors would contribute to a broader understanding of whether the observed relationship holds true across diverse contexts. Furthermore, qualitative research methods could be employed to capture the subjective experiences and perceptions of management students, providing a richer understanding of how emotional intelligence and stress manifest in their daily lives. By expanding the scope of investigation in these directions, future research has the potential to refine existing theories, inform targeted interventions, and contribute to the development of strategies that promote emotional well-being and resilience among management students. Incorporating these expansions and considerations can help reach a more comprehensive and impactful understanding of the relationship between PSS and EI, ultimately contributing to meaningful advancements in stress management and emotional intelligence development.

5.3 Conclusion

This study has offered a valuable glimpse into the complex relationship between emotional intelligence (EI) and stress levels among management students in Bangalore. While the findings reveal a weak and statistically insignificant correlation, they invite a deeper exploration into the nuances of this interplay within the specific context of business school students.

Several factors may contribute to the observed weak correlation. The study's participant pool consisted predominantly of females, potentially limiting the generalizability of the results to the broader population of management students. Additionally, the homogenous geographical distribution within Bangalore raises questions about the applicability of these findings in diverse cultural contexts. It is crucial to acknowledge that factors like gender roles and societal expectations can significantly influence stress responses and emotional expression, potentially impacting the observed relationship between EI and stress.

Furthermore, the study highlights the inherent complexity of both EI and stress as multifaceted constructs. Emotional intelligence encompasses various domains, including self-awareness, self-management, social awareness, and relationship management. Each domain can potentially interact with and influence stress levels in unique ways. Similarly, stress manifests in different forms, with academic pressures, interpersonal conflicts, and financial concerns representing potential sources of stress for management students. Unraveling the specific mechanisms through which each EI domain interacts with different stress sources requires further investigation.

The study underscores the need to consider potential moderators that may influence the relationship between EI and stress. Individual factors like age, gender, and academic performance can potentially moderate this relationship. For example, older students might exhibit higher emotional intelligence due to accumulated life experiences, leading to more effective stress management strategies. Similarly, variations in gender roles and expectations may influence coping mechanisms and stress responses, highlighting the importance of gender-sensitive research approaches.

The absence of a statistically significant relationship in the current study prompts a call for more in-depth longitudinal research. Capturing the temporal dynamics of emotional intelligence and stress over time would offer valuable insights into how these constructs evolve and interact throughout the academic journey of management students. Additionally, comparative studies examining diverse student populations and professions would enrich our understanding of the universality or context-specific nature of these relationships.

Ultimately, unraveling the intricacies of emotional intelligence and stress aims to contribute to the well-being of management students. By understanding the factors that influence their stress response and resilience, we can develop targeted interventions and strategies to equip them with effective coping mechanisms. This can be achieved through workshops, coaching programs, and curriculum modifications that foster emotional intelligence skills and promote stress management techniques.

In conclusion, this study serves as a steppingstone for future research endeavors that aim to unravel the intricate tapestry woven by emotional intelligence and stress. By expanding our understanding of these constructs and their interactions within different contexts, we can pave the way for targeted interventions and strategies that enhance the well-being of management students and empower them to navigate the challenges of their academic and professional lives.

VI. REFERENCES

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