

Emotional Intelligence in Relation to Academic Stress and Psychological Well Being among D.El.Ed Students Studying in DIETs of Himachal Pradesh

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ABSTRACT

This study was conducted on 267 D.El. Ed students studying in 12 District institutes of Education and Training in Himachal Pradesh. The aim of study was to assess the effect of emotional intelligence on academic stress and psychological well-being among D.El.Ed students studying in DIETs of Himachal Pradesh. The standardized questionnaires were used to assess the emotional intelligence, academic stress and psychological well-being of the students. Findings reveals that the mean/ average score of emotional intelligence, academic stress and psychological well-being were as 69.12, 75.52 & 187.15 and standard deviations were as 11.12, 17.89 & 31.89 respectively. There was no significant difference in emotional intelligence, academic stress and psychological wellbeing among male and female D.El.Ed students. Similarly there was no significance difference on emotional intelligence, academic stress and psychological well-being among rural and urban D.El.Ed students. Results also reveals that there was a significant and negative correlation between emotional intelligence and academic stress (-.255**) and between academic stress and psychological well-being (-.244**) and a significant and positive correlation between psychological well-being and emotional intelligence (.248**). The results of multiple regression analyses reveal that emotional intelligence was considered for the prediction of academic stress. i.e. emotional intelligence contributes to the regression explaining 6.5% variation ($R^2 = .065$, $F = 18.56$, $p < .001$), and psychological well-being i.e., emotional intelligence contributes to the regression explaining 6.2% variation ($R^2 = .062$, $F = 17.49$, $p < .001$).

Keywords: *Emotional intelligence, Academic stress, Psychological well-being, D.El.Ed students, DIET.*

Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating emotions well in ourselves and in our relationships. It is the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts, an ability to regulate emotions to promote growth. It is also defined as an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressure. According to Goleman

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Received: June 13, 2022; Revision Received: September 28, 2022; Accepted: September 30, 2022

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(1995), emotional intelligence has five elements: self-awareness, self-regulation, motivation, empathy, and social skills.

Emotional intelligence involves some degree of skill in the affective domain, along with some cognitive elements in each ability. The psychometric interdependence of the construct of emotional intelligence and intelligence has been theoretically explored. The intelligence theories grouped into three clusters (Ruisel, 1992) e, g. abstract intelligence (ii) concrete intelligence (iii) social intelligence. Gardner in 1983 includes inter and interpersonal intelligence comprising intelligence in his theory of multiple intelligences (Goleman 1998). Self-awareness (intrapersonal intelligence), empathy and handling relationships (interpersonal intelligence) are essentially dimensions of social intelligence, whereas managing emotions and motivating oneself are from psychomotor domain. Thus, on one hand, emotional intelligence is broader than social intelligence, including not only reasoning about the emotions in social relationships, but also reasoning about internal emotions that are important for personal growth. Emotional intelligence is made up of a set of skills that can be improved through education. School is the place where teachers, students interact with each other and also interact with the surrounding environment.

Emotional intelligence is considered as an arrangement of non-cognitive capabilities, abilities, and skills that dominate person's capacity to success and cope up with external pressures and demands. A person's overall intelligence must be extended by his ability to perceive, understand and regulate his emotions in order to perform effectively (Bar-On 1997). Goleman's emotional intelligence model is the most widely used. Goleman in 1996 stated that when people who are upset emotionally and are not able remember, attend, learn, or make decision clearly it shows that there is a relation among emotional intelligence, decision making and job stress.

Academic Stress:

Stress is viewed as a negative emotional, cognitive, behavioural and physiological process that occurs as a person tries to adjust to or deal with stressors (Bernstein, et al 2008). Stressors are defined as circumstances that disrupt, or threaten to disrupt, individuals' daily functioning and cause people to make adjustments (Auerbach & Grambling 1998). Auerbach and Grambling (1998). regard stress as an unpleasant state of emotional and physiological arousal that individuals experience in situations that they perceive as dangerous or threatening to their well-being.

It is important to note that stress can have both positive and negative effects on people. It means that stress may be a normal, adaptive reaction to threat. Its role is to signal and prepare individuals to take defensive action. Take for instance, fear of things that present realistic threats motivates individuals to deal with them or avoid them. Most psychologists assert that moderate stress motives individuals to achieve and fuels creativity, although stress may hinder individuals from performance on difficult tasks (Auerbach & Grambling 1998).

Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competitions with other students, failures and poor relationships with other students or lecturers (Fairbrother & Warn, 2003). Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it (Carveth et al, 1996).

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When stress is perceived negatively or becomes excessive, students experience physical and psychological impairment. Methods to reduce stress by students often include effective time management, social support, positive reappraisal, and engagement in leisure pursuits (Murphy & Archer, 1996). The pressure to perform well in the examination or test and time allocated makes academic environment very stressful (Erkutlu & Chafra, 2006). This is likely to affect the social relations both within the institution and outside which affects the individual person's life in terms of commitment to achieving the goals (Fairbrother & Warn, 2003).

Psychological Well Being:

Psychological well-being includes for two essential segments, mental and physical. There would a number about variables that impact our inclination about mental success. Variables that can enhance our mental flourishing are strong relationships, good job and additionally acquiring a piece's pleasurable activity. Overall Characteristics that help to flourish our positive well-being incorporate experiencing a meaning in life, feeling regarded and tolerating that we are fulfilling our probability and having a sense of belonging and hopefulness. Components that may reduce our mental thriving, often include issues such as stress, worry and poverty (Bradburn, 1969). Psychological well-being goes beyond the three domains of subjective wellbeing; it integrates hedonic and eudemonic well-being. Psychological wellbeing considers both subjective and objective measures of a broader set of domains. The development of an integral conception of psychological wellbeing that goes beyond emotional indicators (happiness, life satisfaction, affect balance) is the framework on which we base this chapter. Below, we discuss conceptions of psychological well-being that integrate hedonic and eudemonic elements in more detail (Seligman, 2011; Ryff and Keyes, 1995).

Ramya (2014) conducted a study with the aim to ascertain the relationship between psychological wellbeing and emotional intelligence in young adults in the age group of 20-40 years. Mangal's Emotional Intelligence Inventory – to examine the level of emotional intelligence in young adults and the Ryff psychological wellbeing scale- to understand psychological wellbeing in subjects measures were used in the study to collect the data from the participants. The correlation between the two variables was eventually examined using the Pearson's product moment correlation. The study highlighted that there was a significant positive correlation between emotional intelligence and psychological wellbeing among young adults which meant that high levels of emotional intelligence was directly related to high levels of psychological being in this age group.

Kundi(2018) examined the relationship between psychological well-being and emotional intelligence among 160 senior secondary school students in which there were 80 urban students and 80 rural students having 40 boys and 40 girls in each. The results of study reveals that there was a significant positive correlation (.55, $p^{**}<.01$) between emotional intelligence and psychological well-being.

Singh & Kaur (2019) conducted a study to understand the relationship between emotional Intelligence and psychological well-Being among 100 college students from various colleges of Punjab and Chandigarh. The age of the participants ranged between the ages of 19 to 24 years. The participants were from both urban and rural areas with middle class socio – economic backgrounds. Result revealed that there was a positive correlation between emotional intelligence and psychological well being. Kauts(2016) conducted a study on

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Emotional Intelligence and Academic Stress among College Students. A sample of 300 students from six degree colleges of Jalandhar city were selected randomly. The analysis of data significantly concluded that the students from science stream experience high stress as compared to students from humanities and commerce streams. Further it was found that emotional intelligence of students has got significant effect on their academic stress. The students with low emotional intelligence reported high academic stress as compared to the students with high emotional intelligence.

Rehman and Sohail(2018) conducted a study on Perceived Emotional Intelligence and Psychological Well-Being Among medical students. A sample of 142 individuals through convenient sampling technique was selected among 72 males and 70 females. Data was collected with the help of two questionnaires emotional intelligence scale and psychological general wellbeing. There was a moderate negative correlation found between emotional intelligence and psychological well-being among medical students ($r_s = -.016$, $n=142$, $p<.001$).

Tariq and Shazia(2014)examined the relationship between emotional intelligence and psychological well being among Pakistani adolescents. Results showed that Emotional intelligence is positively related to self-esteem and negatively related to depression among Pakistani adolescents.

Gopal Anvita (2011) examined the relationship of wellness, emotional intelligence and job stress-a psycho-management perspective. The results revealed that the organizational health is depends upon the wellness of the individuals working in the organization. Results also revealed that emotional intelligence, which represents wellness of an individual, can help in overcoming job/ occupational stress. The strategy to enhance emotional intelligence by identifying the areas of individual and groups such as communication, self-awareness and interpersonal relationship can assuage stress and make people more healthy and organization more productive.

Baqtayan, Ghafar and Gul(2017) examined the relationship between Stress and Emotional Intelligence among Postgraduate Students: The Case Study at Perdana School, University Technology Malaysia. The data has been collected through online survey that was sent through emails and links on WhatsApp and social networking sites. The accumulated data were then analyzed, and descriptive statistics as well as correlation study were used to interpret and evaluate the respondents' background, academic stress, and emotional intelligence. The key finding of this research is that stress and emotional intelligence are important; both have effects on the physical and mental wellbeing of postgraduate students. Indeed, there is academic stress among postgraduate students of Perdana School caused by academic workload, performance pressure, self- esteem, time management skills, and study-personal life balancing. Consequently, students use emotional intelligence as a coping mechanism to manage stress. Hence, it is highly advisable for the dean of the school, lecturers, and supervisors to look comprehensively at this matter and tackle the consequences of this issue by emphasizing more on students' wellbeing so they can graduate on time and enjoy the study life.

Jassal(2021) examined the relationship between academic stress and emotional intelligence in high school students. A sample of 50 students was taken, 15 students from science stream, 15 students from commerce stream and 20 students from humanities stream. Purposive

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sampling type was used to gain the appropriate data for the research. The result reveals that there was no relationship existed between the academic stress of high school students with their emotional intelligence and result further reveals that there existed gender differences between academic stress and emotional intelligence.

Stevens et.al (2019) exploring the relationship between emotional intelligence and academic stress among students at a small, private college. A moderate negative correlation was found between the amount of academic stress students exhibit and student trait-emotional intelligence. A significant difference was found in average academic stress (USS) between male and female students. A significant difference was also found among the four grade levels for trait emotional intelligence.

Objectives of the study:

Following were the objectives of the study as:

- To know the Emotional intelligence, academic stress and Psychological well being of D.El.Ed students studying in DIETs of Himachal Pradesh.
- To know the difference on Emotional intelligence, academic stress and Psychological wellbeing among Boy and girl D.El.Ed students studying in DIETs of Himachal Pradesh.
- To know the difference on Emotional intelligence, academic stress and Psychological wellbeing among Rural and Urban D.El.Ed students studying in DIETs of Himachal Pradesh.
- To know the relationship of Emotional Intelligence with Academic stress and Psychological well being among D.El.Ed students studying in DIETs of Himachal Pradesh.
- To study how does emotional intelligence determine the levels of academic stress and psychological well being among D.El.Ed students studying in DIETs of Himachal Pradesh?

Hypotheses:

Following were the hypotheses as:

- There would be no difference on Emotional intelligence, academic stress and Psychological wellbeing among Boy and girl D.El.Ed students studying in DIETs of Himachal Pradesh.
- There would be no difference on Emotional intelligence, academic stress and Psychological wellbeing among Rural and Urban D.El.Ed students studying in DIETs of Himachal Pradesh.
- There would be no correlation of Emotional Intelligence with Academic stress and Psychological well being among D.El.Ed students studying in DIETs of Himachal Pradesh.
- Emotional intelligence would not moderate the relationship between academic stress and psychological well being.

METHODOLOGY

Sample:

Present investigation was conducted on 267 D.El.Ed students studying in DIETs of Himachal Pradesh. All district students were taken in the study. The age of the participants

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ranged between the ages of 19 to 26 years. The participants were from both urban and rural areas with middle class socio – economic backgrounds.

Design:

The present investigation based on correlation design. Emotional intelligence was tapped as the predictor variable and academic stress and psychological wellbeing were covered as the criterion variable. Besides, emotional intelligence was used to see its role in the relationship, if any, between academic stress and psychological wellbeing.

Tools/Measures:

The participants were administered the following tools:

- **Emotional Stress:** The emotional intelligence among the participants was measured with Emotional intelligence scale developed by S.K. Mangal and Mrs. Shubhra Mangal (2009). It has 100 items 25 each from the four areas to be answered. For answering two options were provided to each question, Yes and No. The validity for the inventory has been established by adopting two different approaches namely factorial and criterion related approach. For adopting factorial approach inter-correlations among the four areas of the inventory vary from .437 to .716 As far as criterion related validity is concerned, with emotional maturity scale the validity coefficients was found to be -.613.
- **Academic Stress:** Academic stress among the participants was measured with the help of Academic stress scale developed by R.Balaji Rao. This scale consists of as many as 40 items and each item has five alternative responses i.e. “No Stress”, “Slightly Stress”, “Moderate Stress”, “Highly Stress” and “Extremely High Stress”.
Validity and Reliability: The test-retest correlation of 50 students with an interval of 25 days has been found to be 0.82.
- **Psychological Well being:** Psychological wellbeing of the participants measured with the help of Psychological wellbeing scale developed by Dr. Devinder Singh Sisodia and Ms. Pooja Chaudhary. This scale consists of 50 items in a all five areas (10 items in each area). The areas are as: satisfaction, Efficiency, Sociability, Mental Health and interpersonal relationship. Reliability: The reliability of the scale was determined by test-retest method was .87 and internal consistency method was .90. Validity: The sale was validated against the external criteria and coefficient obtained was .94.

Procedure

A Google link form was used in data collection purpose from D.El.Ed students. In order to seek desirable cooperation from the participants, warm rapport was established with them and purpose of the study was also explained to them through Video -conference. They were asked to read carefully the instructions given with questionnaires. Though there was no time limit, yet they were asked to finish the study as soon as possible. All the psychometrics devices were successively administered on the participants.

Statistical Analysis

The scores obtained on different scales were analyzed using SPSS method of computation. The t-test, correlation coefficient and moderated regression analysis were performed to realize the objectives of the study.

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RESULTS

Table.1: To find out the Academic Stress, Psychological well -being and Emotional Stress among D.El.Ed trainees studying in Government DIETs of Himachal Pradesh.

Variables	Mean	S.D.	Std. Error
Academic Stress	75.52	17.89	.09340
Psychological Well Being	187.15	31.89	.94844
Emotional Intelligence	69.12	11.12	.67904

Table.1 shows the mean, S.D. and standard error of academic stress, psychological well-being and emotional intelligence among D.El.Ed students studying in DIETs of Himachal Pradesh. The mean of academic stress, psychological well-being and emotional stress were 75.52, 187.15 and 69.12 respectively while S.Ds. were as 17.89, 31.89 and 11.12 respectively.

Table.2: Comparison on Emotional intelligence, academic stress and Psychological wellbeing among Boy and girl D.El.Ed students studying in DIETs of Himachal Pradesh

Variable	Male Teachers (97)		Female Teachers Teachers(170)		t-value
	Mean	S.D.	Mean	S.D.	
Academic Stress	76.59	18.56	74.92	17.59	.52(Non-significant)
Psychological Well Being	186.73	33.26	187.56	31.20	.143(Non-significant)
Emotional Intelligence	68.18	11.32	69.74	10.98	.784 (Non-significant)

Table. 2: reveals the comparison of male and female D.El.Ed students on academic stress, psychological well being and emotional intelligence , There was no significant difference between boy and girl students on academic stress, psychological wellbeing and emotional stress(t-vales are non-significant).

Table.3: Comparison on Emotional intelligence, academic stress and Psychological wellbeing among Rural and Urban D.El.Ed students studying in DIETs of Himachal Pradesh.

Variable	Rural(227)		Urban(40)		t-value
	Mean	S.D.	Mean	S.D.	
Academic Stress	74.20	17.49	83.05	18.55	2.16*
Psychological Well Being	187.57	32.65	184.73	27.46	.36 (Non-significant)
Emotional Intelligence	69.48	10.92	67.07	12.11	.91(Non-significant)

Table.3: indicates the comparison of rural and urban D.El.Ed students on academic stress, psychological well being and emotional intelligence , There was no significant difference between rural and urban students on psychological wellbeing and emotional stress(t-vales are non-significant). But urban D.El.Ed students significantly differed from rural D.El.Ed students on academic stress(t=2.16, *p<.05).

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Table.4: Relationship of Emotional Intelligence with Academic stress and Psychological well being among D.El.Ed students studying in DIETs of Himachal Pradesh.

Variable	Academic Stress	Psychological Well Being	Emotional intelligence
Academic Stress	1	-.244**	-.255**
Psychological Well Being	-.244**	1	.248**
Emotional intelligence	-.255**	.248**	1

*p<.05, **p<.01, ***p<.001

Table .4 shows the correlation of Emotional Intelligence with Academic stress and Psychological well being. There was a significant negative correlation between emotional intelligence and academic stress (-.255, **p,.01) and a significant positive correlation with psychological well being (.248, **p<.01).

Table.5: Multiple Regression Analysis for Academic Stress and Psychological well being as Predicted by Emotional Intelligence.

Dependent Variables	Independent Variables (Beta Value)	R	R ²	Adjusted R ²	F-value	Significance Level
	Emotional Intelligence					
Academic Stress	-.255	.255	.065	.062	18.561	.001
Psychological Well Being	.248	.248	.062	.058	17.488	.001

*p<.05, **p<.01, ***p<.001

The results of multiple regression analyses with of the indicator of academic stress and psychological well-being predicted by predicted by emotional intelligence among D.El.Ed students are reported in table. It is evident from Table.5 that emotional intelligence was considered for the prediction of academic stress. The t-test for the test of significance of regression coefficient shows that emotional intelligence (t=-4.308, p<.001) has significant regression weight. This means that emotional intelligence contributes to the regression explaining 6.5% variation (R² = .065, F = 18.561, p< .001).

It is also evident from the table that emotional intelligence was considered for the prediction of psychological well being. The t-test for the test of significance of regression coefficient shows that emotional intelligence (t=-4.182, p<.001) has significant regression weight. This means that emotional intelligence contributes to the regression explaining 6.2% variation (R² = .062, F = 17.488, p< .001).

Findings:

Following were the findings of the study as:

- The mean emotional intelligence, academic stress and psychological score of D.El.Ed students were 69.12, 75.52 and 187.57 respectively.

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- There was no significant difference between boy and girl students on emotional intelligence, academic stress and psychological well being studying in DIETs of Himachal Pradesh.
- There was no significant difference between D.El.Ed students belonged from rural and urban background on emotional intelligence and psychological being. But students belonging from urban background significantly differed from rural background students studying in DIETs of Himachal Pradesh.
- Emotional intelligence predicted 6.5% academic stress and 6.2% psychological well being among D.El.Ed students studying in DIETs of Himachal Pradesh.

DISCUSSION

The present aimed to assess the effect of emotional intelligence on academic stress and psychological well being among D.El.Ed students studying in DIETs of Himachal Pradesh. Study results shows that the average of emotional intelligence, academic stress and psychological well being were 69.12, 75.52 and 187.15 respectively, the S.Ds. were 11.12, 17.89 and 31.89 respectively. This results shows that the psychological well being and emotional intelligence were higher among D.El.Ed students due to which they are in position to cope with the academic stress easily. Results also indicates that there was no significant difference among Boy and girl students on emotional intelligence, academic stress and psychological well being. In mean that both boy as well as girl students have same emotional intelligence, academic stress and psychological well being to some extent. Results further also shows that there is no significant impact of rural and urban background on emotional intelligence, and psychological well being but differed significantly on academic stress. ($t=2.16$, $*p<.05$). Students belonging from urban background were with more academic stress as compare to students belonging from rural background.

Results also reveal that there was significant negative correlation between emotional intelligence and academic stress. As emotional intelligence will be increased the academic stress will be decreased or vice versa and there was a significant positive correlation between emotional intelligence and psychological well being i.e., as emotional intelligence increases the psychological well being also be increase or vice versa.

The result of multiple regression indicates that emotional intelligence was considered for the prediction of academic stress($t=-4.308$, $p<.001$) has significant regression weight, which This means that approach mode of coping and organizational support contributes to the regression explaining 6.5% variation ($R^2 = .065$, $F = 18.561$, $p < .001$) and psychological well being ($t=-4.182$, $p<.001$) has significant regression weight, which means that emotional intelligence contributes to the regression explaining 6.2% variation ($R^2 = .062$, $F = 17.488$, $p < .001$).

The findings of this study are supported by several other studies like that of Carmeli, et al. (2009), Augusto Landa et. Al, (2010), etc. Emotionally intelligent young adults were found to be able to better cope with the frustrations and problems of life and could manage their emotions more effectively. When it comes to gender, it was found that there was no significant difference between the correlation of Emotional Intelligence and Psychological Well Being in men and women (Ramya, 2014).

CONCLUSION

The findings of the study suggest that emotional intelligence play important role in predicting academic stress and psychological well being among D.El.Ed students studying in DIETs of Himachal Pradesh. Thus, this study helps in elucidate the role of emotional intelligence in students' mental balance, personal or social relationship, and academic stress and in their overall psychological wellbeing. This study is significant implication for parents, teachers, and counselors and future researchers for revealing how the development of emotional intelligence can lead to enhance the well-being of adolescents and reduce the academic stress in them.

Limitation and Scope of Future Research

In this study only D.El.Ed students were taken as participants, therefore in future study, other studentss should be taken into account. These findings are based on a sample taken from Government DIETs of Himachal Pradesh. Cross-cultural studies should also be conducted for generalization of the results. In future there is need to take more predictor variables which influence the academic stress and psychological well beings effectively and the study can be done with increased samples size.

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Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Sankhyan, P. (2022). Emotional Intelligence in Relation to Academic Stress and Psychological Well Being among D.El.Ed Students Studying in DIETs of Himachal Pradesh. *International Journal of Indian Psychology*, 10(3), 1764-1774. DIP: 18.01.182.20221003, DOI:10.25215/1003.182