

Research Paper

The Study of Relationship Between Emotional Intelligence and Anxiety Among Young Adults

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ABSTRACT

Emotional intelligence is defined as “the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words, they can influence the emotions of other people also”. Anxiety is defined as “an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns.” The aim of the study was to assess the relationship between emotional intelligence and anxiety among young adults. The scales used in this study is Mangal Emotional Intelligence Inventory Scale (S. K Mangal and Shubra Mangal 2004) and State-Trait Anxiety Inventory Scale (STAI) (C.D. Spielberg, R.L. Gorsuch, R.E. Lushene (1983). The purposive sampling technique was used for the study and the total sample size is 150. Correlation was used to analyse the data. And the result shows that there is no significant relation between Emotional intelligence and Anxiety, therefore Alternate hypothesis is rejected, and Null Hypothesis is accepted.

Keywords: *Emotional intelligence, Anxiety, Young Adults*

Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps you build stronger relationships, succeed at school and work, and achieve your career and personal goals. It can also help you to connect with your feelings, turn intention into action, and make informed decisions about what matters most to you.

Emotional intelligence is commonly defined by four attributes:

1. Self-management– You’ re able to control impulsive feelings and behaviours, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
2. Self-awareness– You recognize your own emotions and how they affect your thoughts and behaviour. You know your strengths and weaknesses and have self-confidence.

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Received: November 26, 2024; Revision Received: December 05, 2024; Accepted: December 09, 2024

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3. Social awareness– You have empathy. You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
4. Relationship management– You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Researchers suggest that there are four different levels of emotional intelligence including emotional perception, the ability to reason using emotions, the ability to understand emotions, and the ability to manage emotions.

ANXIETY: The American Psychological Association (APA) defines anxiety as “an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure. When an individual faces potentially harmful or worrying triggers, feelings of anxiety are not only normal but necessary for survival. When an individual faces potentially harmful or worrying triggers, feelings of anxiety are not only normal but necessary for survival. Social anxiety disorder, or social phobia: This is a fear of negative judgment from others in social situations or of public embarrassment. Social anxiety disorder includes a range of feelings, such as stage fright, a fear of intimacy, and anxiety around humiliation and rejection. The causes of anxiety disorders are complicated. Many might occur at once, some may lead to others, and some might not lead to any anxiety disorder unless another is present. Possible causes include: environmental stressors, such as difficulties at work, relationship problems, or family issues genetics, as people who have family members with an anxiety disorder are more likely to experience one themselves medical factors, such as the symptoms of a different disease, the effects of a medication, or the stress of an intensive surgery or prolonged recovery brain chemistry, as psychologists define many anxiety disorders as misalignments of hormones and electrical signals in the brain withdrawal from an substance, the effects of which might intensify the impact of other possible causes. Treatments will consist of a combination of psychotherapy, behavioral therapy, and medication.

YOUNG ADULT: A young adult is a person who is in their late teenage years or early twenties, usually between the ages of 18 and 26. Young adulthood is a transitional period when young people develop psychologically and transition from child-focused to adult-focused systems. During this time, young adults are expected to: Become financially independent, establish romantic relationships, become parents, take on new roles and responsibilities, and form an identity.

However, there are different definitions and age ranges for young adulthood, which can cause confusion in healthcare, research, and program development.

Some challenges young adults face include: Low earnings, Part-time work, not being in school or working, and High cost of living independently.

REVIEW OF LITERATURE

Ali Mashhad, Shurbakhorloo (2011) conducted a study on the relationship between emotional intelligence and its components with symptoms of anxiety Journal of fundamentals of mental health 12 (448), 652-667, 2011. The aim of this study is to investigate the relationship between emotional intelligence and its components and anxiety symptoms in students. This descriptive and correlational research was done during 2009-

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2010. The sample consisted of 184 master students from three groups of humanities, technical-engineering and basic science of Shiraz University which was selected randomly. Emotional intelligence and anxiety symptoms were assessed by Trait Meta Mood Scale (TMMS) and Beck Anxiety Inventory (BAI), respectively. Pearson's correlation and multiple regression were used for data analysis. The result says that there was a significant reverse relationship between the general scores of emotional intelligence and anxiety symptoms ($P < 0.001$). There were significant reverse relationships between emotional intelligence components (clarity and repair) and anxiety symptoms too ($P < 0.001$). Multiple regression analysis showed that clarity of feelings and emotional repair could predict anxiety symptoms.

Conclusion: Emotional intelligence is reversely related to symptoms of anxiety and clarity of feelings and emotional repair are capable to predict anxiety symptoms.

Maryam Kosha, Hossein Alizadeh Bagheri, Abtin Hydrazides (2018) conducted study on Emotional intelligence and anxiety, stress, and depression in Iranian resident physicians Journal of family medicine and primary care, this study conducted to determine the relationship between EI and stress, anxiety, and depression in a sample of resident physician in our university of medical sciences. In this cross-sectional study, 245 residents were invited, but only 100 questionnaires were analyzed, and the response rate was 41%. From this, 26 were men and 74 were women. Bar-on EI questionnaire, Depression Anxiety Stress Scales-21, for evaluating the stress, anxiety, and depression and demographic characteristics were used. The result says that the mean score of EI in resident physician was 330.24 ± 38.5 . The mean score of stress, anxiety, and depression was 17.8 ± 8.6 , 10.04 ± 7.99 , and 10.49 ± 8.67 respectively. There was a negative relation between mean score of anxiety ($R = -0.0525$), stress ($R = -0.639$), and depression ($R = -0.644$) with a mean score of EI. **Conclusion:** Higher EI appears to be good predictors of lower stress, anxiety, and depression in resident physician.

Bridget Connor, Sharon Lear (2009) conducted study on Emotional intelligence and anxiety; Emotional intelligence and resiliency. International Journal of Learning 16 (1). This study examined three variables: emotional Intelligence, anxiety, and resiliency. These variables are academic concerns because the literature review indicate that academic achievement improves or deteriorates with the presence or lack of characteristics related to these variables. They are educational concerns because they are fundamental to human development. In this study, the investigation examined the possible relationship of these variables using the following instruments: Mehrabian's (2001) General Emotional Intelligence Scale (GEIS); Spielberger's State-Trait Anxiety Inventory; Connor's (after Wolin & Wolin, 1993) Resiliency Scale. Four graduate classes participated in completing these self-report scales. The data indicates that a positive and significant relationship exists between emotional intelligence and resiliency and a negative and significant relationship exists between emotional intelligence and anxiety. Today, perhaps more than before, education must address these variables.

METHODOLOGY

Aim: The aim of the study is to prove that there is a relationship between Emotional Intelligence and Anxiety among young adults.

Objective: To assess the level of emotional intelligence among young adults. To assess the level of anxiety among young adults. To study the relationship between emotional intelligence and anxiety among young adults.

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Hypotheses:

- **H0:** There is NO significant relationship between Emotional intelligence and anxiety among young adults.
- **H1:** There is an impact of Emotional intelligence on anxiety among young adults.

Variables:

- Independent variable: Emotional intelligence.
- Dependent variable: Anxiety

Research Design:

Correlation research design a type of Non-Experimental research design that lacks manipulation of independent variables by the researcher. Here researcher studies what has naturally occurred and how the variables emotional intelligence and anxiety are related, both are descriptive and inferential. There is no cause and effect that is being studied, therefore the research design is correlation in nature.

Sample:

- **Sample Description:** The sample for the study comprises of 150 adults between the age group of 18 to 25 who has been pursuing/ completed their degree (may be employed or unemployed) from the university or colleges in and around Bangalore.
- **Sampling Method:** Convenient sampling method- a type of non-probability sampling in which people are sampled simply because they are convenient sources of data for researcher is used for the study.
- **Sample Size:** Total of 150 samples were taken.

Inclusion Criteria: Individuals between the age group 18-25. Individuals from in and around Bangalore. Individuals pursuing/ completed their degree. Individuals who are employed / unemployed.

Exclusion Criteria: Unwilling participants. Individuals above or below the age limit.

Socio Demographic Details: Socio demographic details include characteristics of the participants like age, gender, educational qualification are taken into consideration.

Tools For Assessment:

The following tools have been used for the data collection:

a) Mangal Emotional Intelligence Inventory Scale: Mangal Emotional Intelligences Inventory devised by (S.K Mangal and Shubra Mangal 2004) is used. It consists of 100 items of 4 areas as:

- 1) Interpersonal awareness (knowing about other emotions).
- 2) Intrapersonal awareness (knowing about one' s own emotions).
- 3) Intrapersonal management (managing one' s own emotion).
- 4) Interpersonal management (managing others emotion).

Each of this dimension consists of 25 items on the whole inventory contains total 100 items, be answered YES or NO. The higher score in the test indicates the higher level of emotional intelligences. Low score reveals low emotional intelligence.

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b) State-Trait Anxiety Inventory Scale (STAI): State– Trait Anxiety Inventory was developed by (C.D. Spielberger’ s, R.L. Gorsuch, R.E. Lushene (1983) is used. It is a psychological inventory based on a 4-point likert scale and consists of 40 questions on a self-report basis.

The STAI measures 2 types of anxiety– state anxiety, or anxiety about an event and trait anxiety, or anxiety level as a personal characteristic. It is made up of 40 questions and distinguish between a person’ s state and trait anxiety both are given their own 20 separate questions. There are two main forms of inventory, form X and form Y. Higher scores are positively correlated with higher levels of anxiety.

Procedure for Data Collection:

Adults from in and around Bangalore are selected for the study. The data was collected by the researcher in an online platform through google forms. The samples were briefed about the purpose of the study and taking their common consensus to take part in the study. They were administered with Mangal Emotional Intelligence Inventory questionnaire and State-Trait Anxiety questionnaires. The responses of the samples in both the questionnaire were collected, scored, and subjected to further analysis.

Procedure for Data Analysis:

The filled in questionnaire was scored and interpreted according to the norms. Descriptive statistics like Mean and standard deviation were computed. Correlation was used to analyse the scores.

DISCUSSION

This chapter presents the discussion of the findings of the study based on the results and analysis presented in the previous chapter. The aim of the present study was to study the relationship between Emotional intelligence and Anxiety. It consisted of 150 participants ranging from the age of 18 to 25. The research design of the study is non– experimental quantitative research design with a correlation research design. The study focuses on two variables Emotional intelligence and Anxiety. Mangal’ s Emotional Intelligence Inventory scale and State-Trait Anxiety Inventory scale was administered on the participants of this study. Spearman’ s Correlation Coefficient was used to study the relationship between the variables. The results with respect to the objective and the corresponding hypothesis are discussed in detail below. The aim of the study was to study the relationship between Emotional intelligence and Anxiety. Independent variable being Emotional intelligence and the dependent variable Anxiety. The hypotheses say that Emotional intelligence does have an impact on Anxiety. The test result shows that there is no significant relationship between the two variables at 0.05 significance level, hence it is said that Emotional intelligence does not have an impact on Anxiety.

CONCLUSION

The aim of the study was to study the relationship between Emotional intelligence and Anxiety. The study was conducted on the population of 150 individuals. Spearman’ s correlation Coefficient was used for analyses on SPSS. Hypotheses formulated was Emotional intelligence has an impact on Anxiety. The results showed that there is no significant relation between Emotional intelligence and Anxiety, therefore Alternate hypothesis is rejected, and Null Hypothesis is accepted.

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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: Veeramani, T. & Shanmathi, M. (2024). The Study of Relationship Between Emotional Intelligence and Anxiety Among Young Adults. *International Journal of Indian Psychology*, 12(4), 1736-1741. DIP:18.01.164.20241204, DOI:10.25215/1204.164