

Research Paper

## The Relationship of Emotional Intelligence with Anxiety among Students

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### ABSTRACT

Anxiety is an established concept within today's educational setting. From test anxiety to difficulties adapting at school or university, anxiety negatively impacts the performance and mental health of students. Emotional intelligence equips us to manage stress and anxiety effectively in School. At school, there were learners from various social, cultural, and economic backgrounds, resulting in the school atmosphere having diverse effects on their degree of affiliation and interaction. The current research seeks to explore the connection between these two concepts within the school setting. The Schutte Self-Report Emotional Intelligence Test (SSEIT 1998) is used to assess the construct of emotional intelligence. The concept of anxiety was assessed using Beck's Anxiety Inventory (1988). Sixty (60) students from Kalinga University constitute the sample of this study. The gathered data was evaluated using Correlation and t tests via SPSS. The findings indicated a negative relationship between emotional intelligence and anxiety ( $r=-0.34$ ,  $p<.001$ ). The findings indicated that there is no notable difference in emotional intelligence based on gender ( $t=0.790$ ,  $p=.433$ ). However, a notable difference exists in the level of anxiety between genders, with males scoring marginally higher than females ( $t=2.172$ ,  $p=.035$ ). Students with high emotional intelligence demonstrated greater maturity in handling stressful situations compared to those with low emotional intelligence, resulting in lower levels of anxiety.

**Keywords:** *Emotional Intelligence, Anxiety, Examination Anxiety*

### Anxiety

Anxiety is a natural emotional response to situations that are perceived as threatening or challenging. It often involves feelings of worry, nervousness, or fear, and can range from mild uneasiness to intense dread. While occasional anxiety is a normal part of life, persistent or overwhelming anxiety may indicate an anxiety disorder. This condition can interfere with daily activities, relationships, and overall well-being. Common symptoms include restlessness, rapid heartbeat, difficulty concentrating, and sleep disturbances. Anxiety can stem from various sources such as stress, trauma, genetics, or environmental factors. Effective management usually involves a combination of therapeutic approaches, lifestyle changes, and, in some cases, medication. Learning to recognize triggers and developing healthy coping strategies can significantly improve one's ability to manage anxiety.

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## The Relationship of Emotional Intelligence with Anxiety among Students

### **Emotional Intelligence**

Emotional intelligence refers to the ability to understand, manage, and express one's own emotions, as well as recognize and respond appropriately to the emotions of others. It plays a vital role in personal and professional life, influencing how individuals communicate, resolve conflicts, and build relationships. Emotional intelligence consists of several components, including self-awareness, self-regulation, empathy, motivation, and social skills. A person with high emotional intelligence can stay calm under pressure, show compassion, and make thoughtful decisions. Unlike academic intelligence, emotional intelligence can be developed over time through self-reflection, mindfulness, and emotional learning. Cultivating this ability not only enhances interpersonal effectiveness but also contributes to overall mental health and resilience.

The concept of emotional intelligence has its roots in Darwin theory who posited that Emotional expression was important for survival. The term Emotional Intelligent was coined by Salovey and Mayer in 1990 and the concept was popularised in 1995 by Goleman in his popular book "Emotional intelligence why it matters more than IQ"

Those who are high on the emotional intelligence dimension are more likely to experience less negative impacts by anxiety driven events. They have very good understanding of physical, mental and social consequences of negative emotions on the well-being and overall development their relationships of life. Emotional intelligent people are more likely be successful in the workplace because they can understand the emotions of people and also understands why these people behave the way they behave. They are also likely well-adjusted within the social contexts and frameworks whether it's a school, any social group. In such situations, emotionally intelligent people manage their own emotions and understand the emotion of others as well.

On the one side of the quantum people high on the dimension of emotional intelligence experience the healthy balance of feelings like freedom, self-control, friendship, autonomy, appreciation, and contentment. On the other side people low on this dimension don't enjoy such kind of feelings and find them engulfed with the feelings of loneliness, guilt, fear, frustration

### **Objectives**

1. Understand how students' ability to perceive, understand, and manage emotions influences their experience of anxiety.
2. Identify whether emotional intelligence can serve as a protective factor against academic and social stress.
3. To access the relationship between the emotional intelligence and anxiety among the university students.

## **MATERIAL AND METHOD**

The research utilized a descriptive research design to perform the investigation. In this, the researcher seeks to discover the connection between anxiety and the emotional intelligence of students at Kalinga University. The goal was to explore the connection between these constructs within a school/university setting.

### **Participants**

The researcher utilized the simple random sampling technique to gather the data for the research. A total of fifty-nine (59) students enrolled at Kalinga University were contacted for

## The Relationship of Emotional Intelligence with Anxiety among Students

this research. The data was gathered to include both male and female students. The overall count of males and females is 30 and 29 correspondingly.

### *Tools Used*

The Beck Anxiety Inventory (BAI), created by Beck in 1988, was utilized to assess the construct of Anxiety. SAI exhibits strong psychometric characteristics. Reliability characteristics include: Internal consistency for the BAI = (Cronbach's  $\alpha=0.92$ ), Test-retest reliability (1 week) for the BAI = 0.75 (Beck, Epstein, Brown, & Steer, 1988). The BAI's validity features include a moderate correlation with the revised Hamilton Anxiety Rating Scale (.51) and a mild correlation with the Hamilton Depression Rating Scale (.25) (Beck et al., 1988). The emotional intelligence construct was assessed using the Schutte Self-Report Emotional Intelligence Test (SSEIT 1998).

### *Analysis of Data*

The collected data were categorized, organized into tables, and analyzed statistically using SPSS. Mean, standard deviation, and correlation coefficient were computed.

## ANALYSIS AND FINDINGS

Upon analyzing the data, the following results were achieved.

**Table 1: Descriptive**

Variables		Leven's test for equality of variances	T-Test for equality of means							
			F	Sig.	T	Df	Sig(two-tailed)	Mean diff	Std error diff	95% Confidence Interval
										Lower
Emotional Intelligence	Equal Variances not assumed	0.08	.928	.790	57	.433	3.02	3.83	-4.64	10.70
Anxiety	Equal Variances not assumed	7.50	.008	2.15	57	.035	1.64	.762	.115	3.16

In the above table mean and standard deviation of the said variable

		EI	AN
EI	Pearson Correlation Sig.(2-tailed)	1	-.034
	N	59	.798
AN	Pearson Correlation Sig.(2-tailed)	-.034	1
	N	.789	59

In the above table mean and standard deviation of the said variable is given. The table presented above displays the Pearson correlation between emotional intelligence and anxiety levels in students. The correlation coefficient indicates that there is an inverse relationship

## The Relationship of Emotional Intelligence with Anxiety among Students

between students' emotional intelligence and anxiety. The results indicate that students who handle their emotions well are less susceptible to anxiety-provoking situations.

### *Recommendations*

- The implications and suggestions of this paper align with the findings indicating that enhancing emotional intelligence can reduce the likelihood of being overwhelmed by anxiety and other negative occurrences. Individuals who control their feelings
- The implications and suggestions of this paper align with the results indicating that enhancing emotional intelligence can reduce the likelihood of being overwhelmed by anxiety and other negative experiences. Individuals who effectively regulate their emotions in academic and professional settings tend to adapt more successfully to these environments, while those with lower emotional intelligence are more prone to being overwhelmed by negative feelings that can result in stress and anxiety.

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## The Relationship of Emotional Intelligence with Anxiety among Students

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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