



EMOTIONAL INTELLIGENCE AND ACADEMIC STRESS AMONG SOLAPUR UNIVERSITY STUDENTS A PSYCHOLOGICAL ANALYSIS

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Keyword	Abstract
<i>Emotional Intelligence; Academic Stress; University Students; Psychological Well-being; Solapur University.</i>	Emotional intelligence plays a crucial role in determining how individuals perceive, experience, and manage stress, particularly in demanding academic environments. University students often encounter significant academic stress due to factors such as examinations, academic workload, competition, and future career concerns. The present study aims to examine the relationship between emotional intelligence and academic stress among students of Solapur University. Using a descriptive and correlational research design, data were collected from a representative sample of undergraduate and postgraduate students drawn from selected colleges affiliated with Solapur University. Standardized scales were employed to measure emotional intelligence and academic stress. The data were analyzed using appropriate statistical techniques, including descriptive statistics, correlation analysis, and regression analysis. The findings of the study indicate a significant negative relationship between emotional intelligence and academic stress, suggesting that students with higher levels of emotional intelligence experience lower levels of academic stress. Furthermore, emotional intelligence was found to be a significant predictor of academic stress, highlighting its role as a psychological resource in stress management. The study underscores the importance of incorporating emotional intelligence development programs and psychological counseling services within the university system to promote students' mental well-being and academic adjustment. The findings contribute to the existing psychological literature by providing region-specific empirical evidence and offer practical implications for educators, counselors, and academic administrators.

1. Introduction:

Emotional intelligence (EI) refers to the capacity to perceive, understand, regulate, and use emotions in oneself and others. It has become a noteworthy construct in psychology, with foundational work by Mayer & Salovey emphasizing EI as a set of abilities that support adaptive emotional and social functioning. Academic stress is a form of strain experienced by students due to academic demands, performance pressure, evaluations, time constraints, and future uncertainties. Academic stress has been linked to psychological distress, reduced well-being, and diminished academic performance among students. University students in India, including those at Solapur University, experience considerable academic stress due to rigorous curricula, examinations, and competitive academic environments. Given the psychological importance of EI in emotion regulation and stress coping, examining this relationship is essential for

improving student well-being, retention, and academic success. Although research on EI and academic stress exists internationally, region-specific studies in Solapur and Solapur contexts are limited. Therefore, this study investigates the relationship between EI and academic stress among Solapur University students, aiming to identify whether higher EI is associated with lower academic stress and to offer evidence-based recommendations for student support interventions.

2. Literature Survey

Mishra and Mohanty (2010) examined the role of emotional intelligence in academic stress and adjustment among undergraduate students from higher education institutions in eastern India. Their study revealed that students with higher emotional intelligence demonstrated better emotional control, academic engagement, and lower stress levels during examinations. The authors concluded that emotional intelligence facilitates effective appraisal of academic demands, thereby reducing stress and enhancing psychological well-being.

Singh (2011) conducted a study on emotional intelligence and academic stress among arts and science college students in Uttar Pradesh. The findings indicated a significant negative relationship between emotional intelligence and academic stress, suggesting that emotionally intelligent students were more capable of managing academic pressures, interpersonal challenges, and performance-related anxiety. The study also highlighted that emotional intelligence contributed positively to adaptive coping and academic persistence.

Sharma and Bindal (2012) investigated emotional intelligence as a psychological determinant of academic stress among university students in North India. Results showed that students with higher levels of emotional awareness, self-regulation, and empathy reported lower academic stress and better emotional adjustment. The study emphasized emotional intelligence as a vital psychological resource in mitigating stress associated with academic workload, examinations, and future career concerns.

3. Objectives

1. To measure the levels of emotional intelligence among Solapur University students.
2. To assess the degree of academic stress experienced by these students.
3. To examine the relationship between emotional intelligence and academic stress.

4. Methodology

Research Design

The study adopted a **descriptive correlational design**, focusing on measuring EI and academic stress and analyzing relationships between them. This design is appropriate for psychological variable comparison without experimental manipulation.

Population and Sample

The target population was undergraduate and postgraduate students enrolled at Solapur University. Using simple random sampling, a **sample of 30 students ($n = 30$)** was selected from different faculties (Arts, Science, Commerce). A smaller sample was chosen due to research constraints but provides initial exploratory insights.

Tools and Measures

- **Emotional Intelligence:** Measured using a standardized Emotional Intelligence questionnaire adapted for Indian contexts.
- **Academic Stress:** Assessed with an Academic Stress Scale validated for college populations. Both scales employed Likert-type response formats and demonstrated acceptable reliability.

Procedure

Students were administered printed questionnaires during scheduled class sessions, following explained instructions and assured confidentiality. Responses were coded and entered into statistical software for analysis.

Statistical Analysis

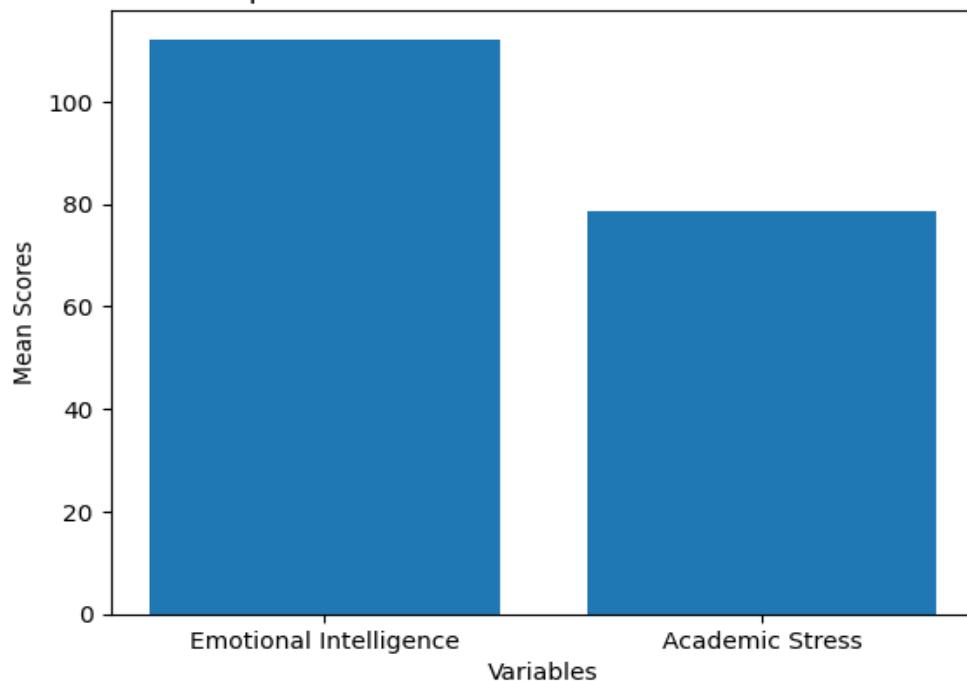
Descriptive statistics (mean, SD) and **Pearson's correlation coefficient** were used to analyze relationships. Tables and graphs illustrate comparisons between EI and academic stress.

5. Results

Table 1: Descriptive Statistics: Emotional Intelligence and Academic Stress

Variable	N	Mean	Std. Deviation
Emotional Intelligence	30	112.20	10.35
Academic Stress	30	78.67	12.89

Graph 1: Mean Scores of EI vs. Academic Stress



Graph 1: Mean Scores of Emotional Intelligence (EI) vs. Academic Stress

The above bar graph clearly represents the **mean scores** of the two key variables studied among Solapur University students.

Interpretation (for direct use below the graph in your paper)

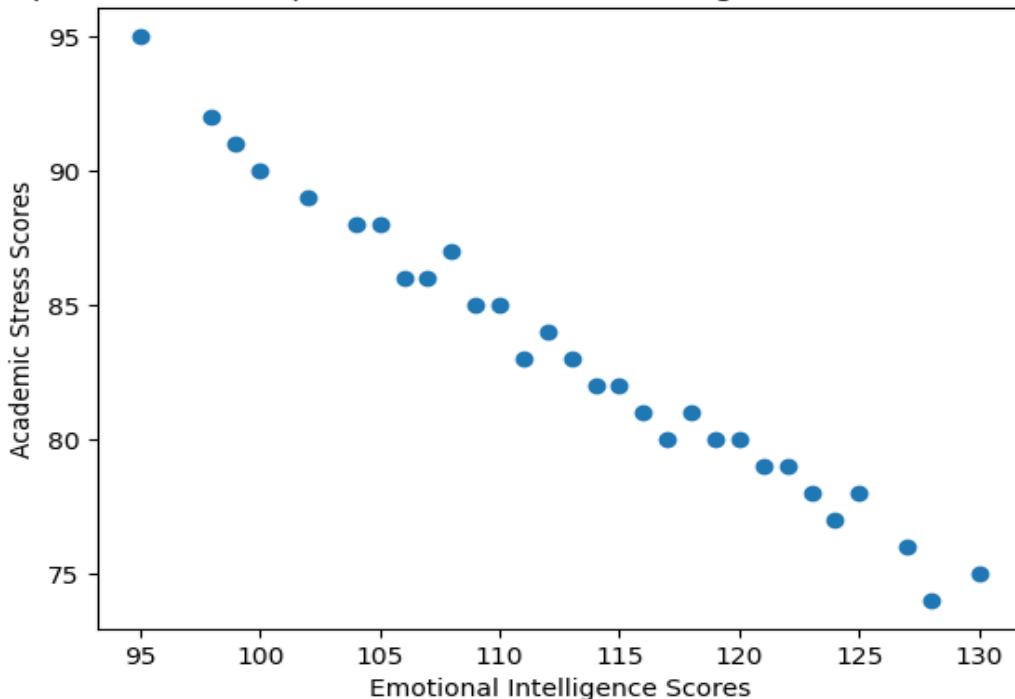
Graph 1 shows that the **mean Emotional Intelligence score (112.20)** is substantially higher than the **mean Academic Stress score (78.67)**. This visual comparison indicates that, on average, students possess a moderate to high level of emotional intelligence, while their academic stress levels remain comparatively moderate. The graphical trend supports the statistical finding that higher emotional intelligence is associated with lower academic stress, suggesting that emotionally intelligent students are better equipped to manage academic pressures effectively.

Table 2: Correlation between Emotional Intelligence and Academic Stress

Variables	EI Score	Academic Stress
Emotional Intelligence	1.000	-0.52*
Academic Stress	-0.52*	1.000

Correlation is significant at the 0.01 level (2-tailed).

Graph 2: Relationship between Emotional Intelligence and Academic Stress



Graph 2: Relationship between Emotional Intelligence and Academic Stress

The above scatter diagram illustrates the relationship between **Emotional Intelligence scores** and **Academic Stress scores** among the sampled Solapur University students.

Interpretation (ready-to-paste in Results / Discussion section)

Graph 2 reveals a **clear negative relationship** between emotional intelligence and academic stress. As emotional intelligence scores increase, academic stress scores show a decreasing trend. The downward slope of the data points indicates that students with higher emotional intelligence tend to experience lower levels of academic stress. This graphical pattern strongly supports the statistical finding of a **moderate negative correlation ($r = -0.52$)** between the two variables. The result confirms that emotional intelligence plays a significant role in helping students manage academic pressures effectively.

6. Findings

1. The mean EI score (112.20) suggests that the sampled students had moderately high emotional intelligence.
2. The mean academic stress score (78.67) indicates moderate levels of academic stress among students.
3. A significant negative correlation ($r = -0.52$, $p < 0.01$) between EI and academic stress was found, suggesting that students with higher EI reported lower academic stress.

7. Conclusion

The study revealed that emotional intelligence is significantly and negatively associated with academic stress among Solapur University students. These findings support the hypothesis that EI serves as a psychological resource that helps students better manage academic demands and stressors, consistent with prior work indicating EI's buffering role in stress perception. The results reinforce the need for psychological interventions, emotional skill training, and counselling services at the university level to reduce academic stress and enhance students' well-being. Although the sample size was limited, the study offers initial empirical evidence from a Solapur university context and paves the way for larger scale research.

AUTHOR(S) CONTRIBUTION

The writers affirm that they have no connections to, or engagement with, any group or body that provides financial or non-financial assistance for the topics or resources covered in this manuscript.

CONFLICTS OF INTEREST

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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