

To Study the Emotional Intelligence and Academic Stress among Management and Pharmacy Students in Relation to Location

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Abstract: The present study was carried on “to study the emotional intelligence and academic stress among pharmacy and management students in relation to their location”. This study was descriptive in nature. A sample of 200 students belonging to Pharmacy and Management streams were selected from University in Punjab. The objectives of the study were as (1) To study the emotional intelligence of management and pharmacy students in relation to location (2) to study the academic stress of management and pharmacy students in relation to location. Scale of Emotional intelligence by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) and scale of Academic stress by Kim (1970) have been used to collect the data. The mean, standard deviation and t-test were the statistical techniques used to analyze the data. The results show significant difference between emotional intelligence and academic stress among management and pharmacy students in relation to location.

Keywords: - Emotional Intelligence, Academic Stress, Location, Pharmacy and Management University students.

Introduction

The future growth of any country is in the student's hand. In future the learners of every country are ruling to the country. These days educational stress is highly stressful for all students. Each year so many students did suicide for the reason that of exam and others educational stress. Stress has turn into the chief part of the academic life of students due to the different inner and outer high expectations placed on the shoulders of learners. Young people are mostly connected with academic stress at all levels like social and individual level. This is the time to recognize the main stressors and how we are managing these educational stressors. The present research depicts chief academic stressors and by emotional intelligence how to deal with the academic/educational stress. Emotional intelligence means the capacity to recognize the emotions to assess and form them so that maintain thinking to understand the emotions, knowledge to contemplatively control emotions in order to encourage emotional and intellectual growth.

Emotional intelligence

Emotional intelligence we could say that the capability to perceive, organize and assess the emotions. Emotional intelligence is the capability to be conscious of your emotions, identify what these emotions are telling you, and understand how your emotions have an effect on people around you. Your perception for others also includes in them: when you be aware of how other people feel, this allows you to manage your relationships with other people more efficiently. Emotional intelligence defines as “the ability to examine one’s own and other people’s emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour”. The common factors for emotional intelligence are: perceive the emotions, understand the emotions, using and also manage the emotions. In the present scenario managing and expressing emotions are most important for the students.

Sharma (2018) defined emotional intelligence as” Emotional intelligence is another kind of intelligence, beyond intellectual ability, which enables people to remain balanced in difficult circumstances.

Emotional intelligence defines that “abilities such as being able to motivate one and persevere in the face of frustrations; to control impulses and delay gratification; to control one’s mood and keep distress from swamping the ability to think; to identify with and to hope.” Goleman (1995, 1998) and Mayer & Salovey (1993, 1995)

Emotional Intelligence as “the capacity to monitor one's own and other people's emotions, to differentiate between different emotions and label them properly, and to use emotional information to guide thinking and behaviour.” Peter Salovey and John Mayer (1990)

Sharma S. (2018) found that the working women having high emotional intelligence living in urban areas were having better adjustment than working women with low emotional intelligence living in rural areas.

Sharma S. (2018) investigated the working women living in urban area with high emotional intelligence found better adjustment than their counterparts.

Srivastava , P. S. and Sinha ,D.(2017). has been carried out “A Study of Emotional Intelligence with respect to sex, locality and academic achievement on a sample of 300 secondary school students of which 150 secondary students are female and remaining 150 students are male belonging to urban and rural localities by applying t-test in order to know the level of

significance. The data has been collected with the help of Schutte Self Report Emotional Intelligence Test (SSEIT) developed (2014). It has been concluded that Emotional intelligence of female and male secondary students significantly differ, that of urban and rural students also significantly differ as well as high academic achievers as compared to their counterparts with respect to their emotional intelligence, differ significantly.”

Gurnani P. and Saxena S. s(2015) conducted “a study of emotional intelligence in relation to gender and locality of higher secondary students. The result showed that there was significant difference in the emotional intelligence of boys and girls due to biological factor and between locality due to urban and rural sectors. Hence locality affects student’s behaviour in managing emotional hardship.”

Academic stress

Academic/educational stress is one of the most important stress can be called a kind of distress. An academic mean that takes various differ exams, lettering various different text and finishing assignments. Briefly, academic evaluate what a individual has learned? (Lee & Larson, Lou and Chi (2000) said that academic stress can be described as a pupil’s links with ecological stressors, the student’s intellectual thoughtfulness of and to cope with and emotionally reaction to the educational stressors. All the discussion shows that educational stress is a continual challenge or also a major problem among learners.

Academic stress is predicted by anxiety, ineffective time management and lack of satisfying extracurricular activities (Misra and McKean, 2000).

Academic stress can be defined like a continual stress occurs according to the educational desires environment, was related with harmful physical condition outcome of depression and bodily illness (Mac George and Gillhan, 2005).

Academic stress is demands associated to academic that exceed the accessible resources either inner as well as outer as intellectually appear by the learner included. Educational stresses reflect observation of student’s educational irritation, clash related with education, pressure related with educational work and academic anxiety (Bisht, 1989).

Need and Significance

In the ancient times, students were living a life without any irrelevant academic stress. While in the contemporary education system, there is cut throat competition among students every time. No doubt today students are technically and intellectually very competent but internally some of them are depressed, frustrated and stressed due to lot of burden and different kind of academic and personal problems. To handle such type of problems students' most emotionally balanced.

Sharma (2017) stated that working with high emotional intelligence found to be better adjustment at home and workplace. This study was framed specially to study the emotional intelligence and academic stress of students. This study has great importance as no such research has been under taken earlier on management and pharmacy university students. This study will help the students, teachers, researchers as well as university admin to understand the mental/emotional level of male as well as female university learners. Significance of this research is multifaceted as it would be a grand facilitate for high educational institutions in promotion of value education for valuable learning. Study is also helpful for university teachers to understand the emotional level of management and pharmacy students so that teachers could be develop different pedagogies to manage higher emotions and higher stress in learners. University management could be promote emotional intelligence as well as academic stress coping strategies in students by providing effectual learning culture so that management and pharmacy university learners could become successful future professionals.

Objectives

- To study the emotional intelligence of management students in relation to location.
- To study the emotional intelligence of pharmacy students in relation to location
- To study the academic stress of management students in relation to location.
- To study the academic stress of pharmacy students in relation to location.

Hypothesis

- There is no significant difference in the mean score of emotional intelligence of management students in relation to location.
- There is no significant difference in the mean score of emotional intelligence of pharmacy students in relation to location.

- There is no significant difference in the mean score of academic stress of management students in relation to location.
- There is no significant difference in the mean score of academic stress of pharmacy students in relation to location.

Variables

In the present study researcher used two psychological variables that is emotional intelligence and academic stress and one demographic variable is location (rural and urban).

Methodology

The methodology is the most essential part of any research. Methodologies in fact determine the density of any research. Every steps of research have to be planned and designed carefully. This was a descriptive study designed to compare the emotional intelligence and academic stress among management and pharmacy students in relation to location.

Population

The students of Lovely Professional University, Phagwara belonging to management and pharmacy streams constituted the population of the present research works.

Sample and sampling technique

For the present study a sample of 200 university students belonging to management and pharmacy streams were selected through stratified random sampling technique by giving due weightage to both streams, out of 200 university students (100 pharmacy and 100 from management) in relation to their location (50 rural and 50 urban) from both streams selected.

Tools

For the present study following tools are used to collect data:

1. Emotional intelligence scale by Anukool Hyde , Sanjyot Pethe and Upinder Dhar (2002)
2. Academic stress scale made by Kim(1970) and revised by Rajendran and Kaliappan(1990)

Delimitation of the study

- The present study is delimited to lovely professional university.
- The present study is delimited only with two psychological variables emotional intelligence and academic stress.

- The present study is delimited to Management and Pharmacy streams only.
- The present study is delimited to location only.

Procedure

The data was collected by the researcher by personal interaction with the subjects after making a good rapport with them. Before administration students were well instructed for the given tools.

Results and findings

The data was analysed by using t-test which result as follow

Results pertaining to difference in emotional intelligence score of management students in relation to location.

The objective of the present study is to find out the difference in emotional intelligence score with respect to location

TABLE 1: Mean Difference in Emotional Intelligence Scores of Management students In Terms of location

Emotional Intelligence	N	Mean	Standard Deviation	M _D	t-test
Urban	50	131.16	14.89	0.74	0.25
Rural	50	131.90	14.37		

* $p < 0.05$ ** $p < 0.01$

Table 1 indicate the mean score of urban and rural students is 131.16(SD=14.89) and 131.90(SD=14.37) respectively and the calculated t-value is 0.25 which is not significant at 0.05 level. This indicates that there exists no significant difference between emotional intelligence of management students in relation to locality.

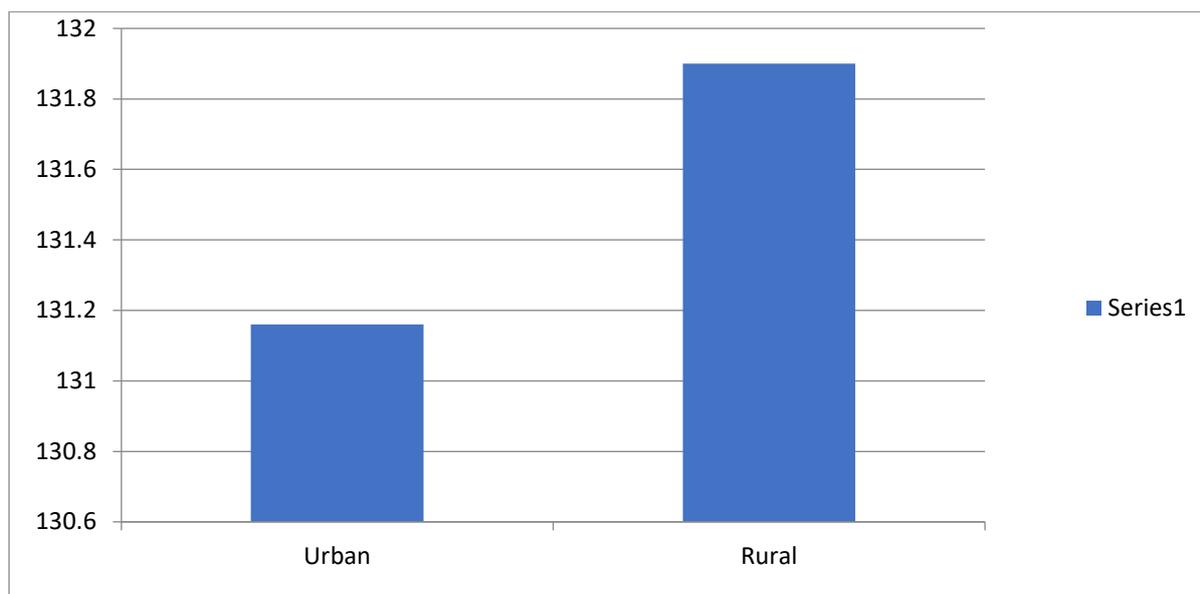


Figure 1 Mean difference of Emotional Intelligence of Management students in term of Location

Thus hypothesis stated that “*There is no significant difference in the mean score of emotional intelligence in relation to location of university students belonging to management stream*” is accepted.

2 Results pertaining to difference in Emotional Intelligence score of Pharmacy students in relation to Location

The objective of the present study is to find out the level of Emotional intelligence of Pharmacy students in relation to Location.

Table 2: Mean Difference in Emotional Intelligence Scores of Pharmacy students In Terms of location

Emotional Intelligence	N	Mean	Standard Deviation	MD	t-test
Urban	50	139.74	14.01	1.04	0.41
Rural	50	138.70	12.03		

* $p < 0.05$ ** $p < 0.01$

Table 2 describe the mean score of emotional intelligence of urban and rural students is 139.74(SD=14.01) and 138.70(SD=12.03) respectively and the calculated t-value is 0.41 which

is not significant at 0.05 level. This indicates that there is no significant difference in Emotional intelligence of Pharmacy students in relation to locality.

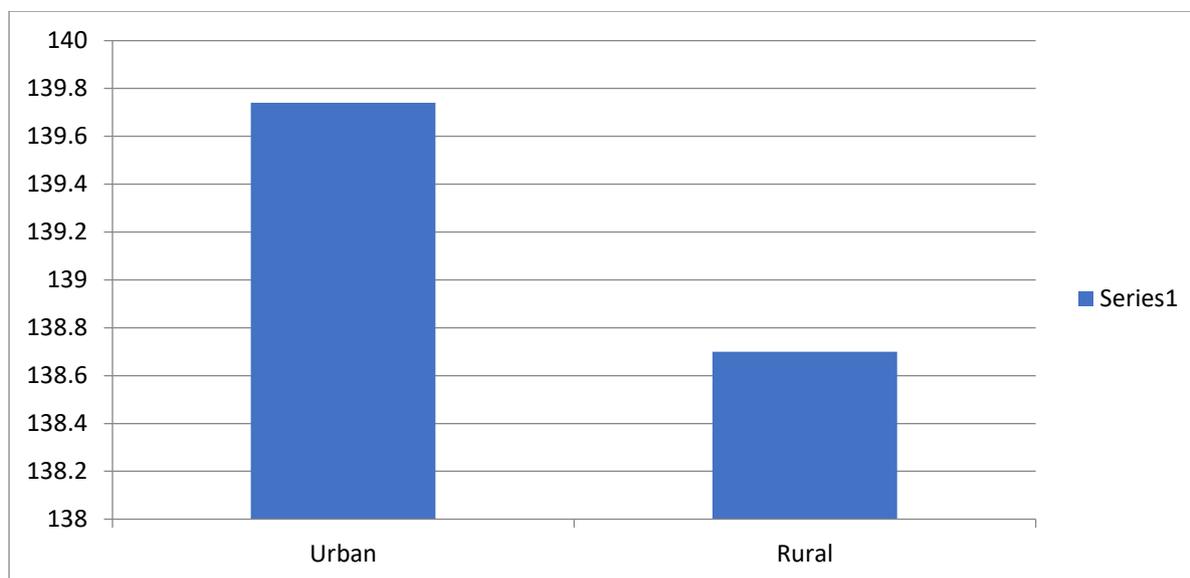


Figure 2 Mean Difference in Emotional Intelligence Scores of Pharmacy students In Terms of location

Thus hypothesis stated as “*There is no significant difference in the mean score of emotional intelligence in relation to location of university students belonging to pharmacy stream*” is accepted.

Results pertaining to difference in Academic stress score of Management students with respect to Location

The objective of present study was to find out the level of academic stress of University students in relation to Location.

Table 3: Mean Difference in Academic Stress Scores of Management students In Terms of location

Academic stress	N	Mean	Standard Deviation	MD	t-test
Urban	50	52.00	24.15	12.76	2.74**
Rural	50	64.76	22.40		

* $p < 0.05$ ** $p < 0.01$

Table 3 draw the mean score of urban and rural students is 52.00(SD=24.15) and 64.76(SD=22.40) respectively and the calculated t-value is 2.74 which is significant at 0.01 level. This indicates that there is significant difference in the academic stress of management students in relation to location.

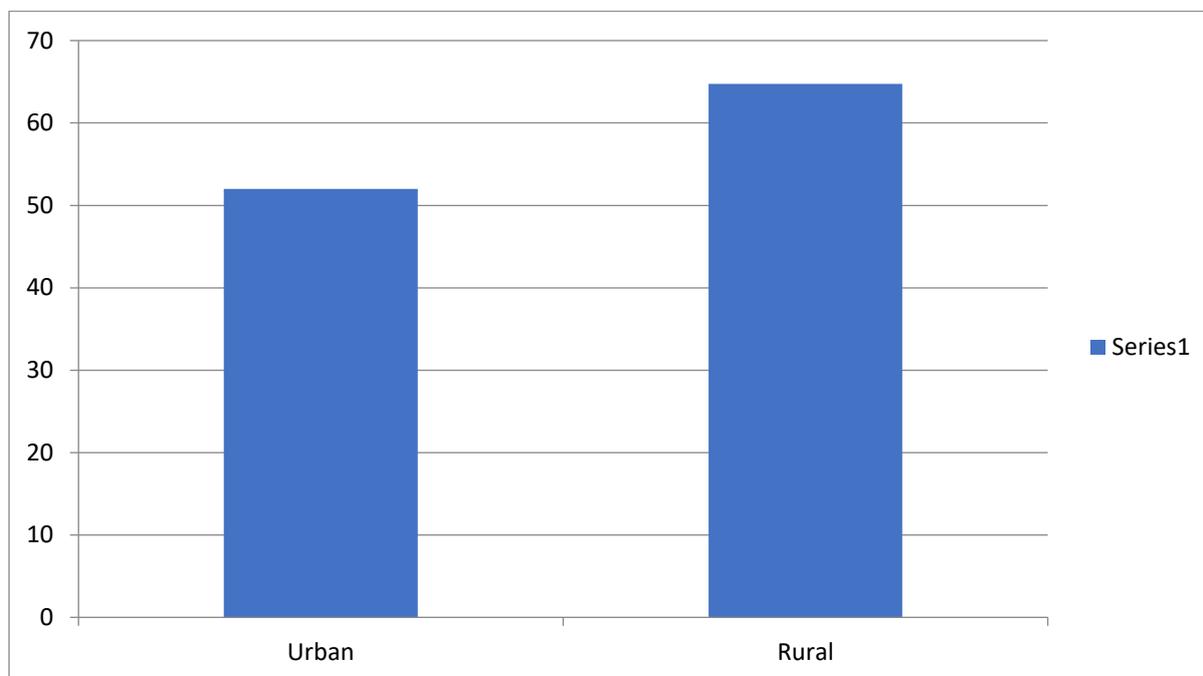


Figure 3 Mean Difference in Academic Stress Scores of Management students In Terms of location

Thus hypothesis stated as “*There is no significant difference in the mean score of academic stress in relation to location of university students belonging to management stream*” is rejected.

4 Results pertaining to difference in Academic Stress score of Pharmacy students with respect to Location

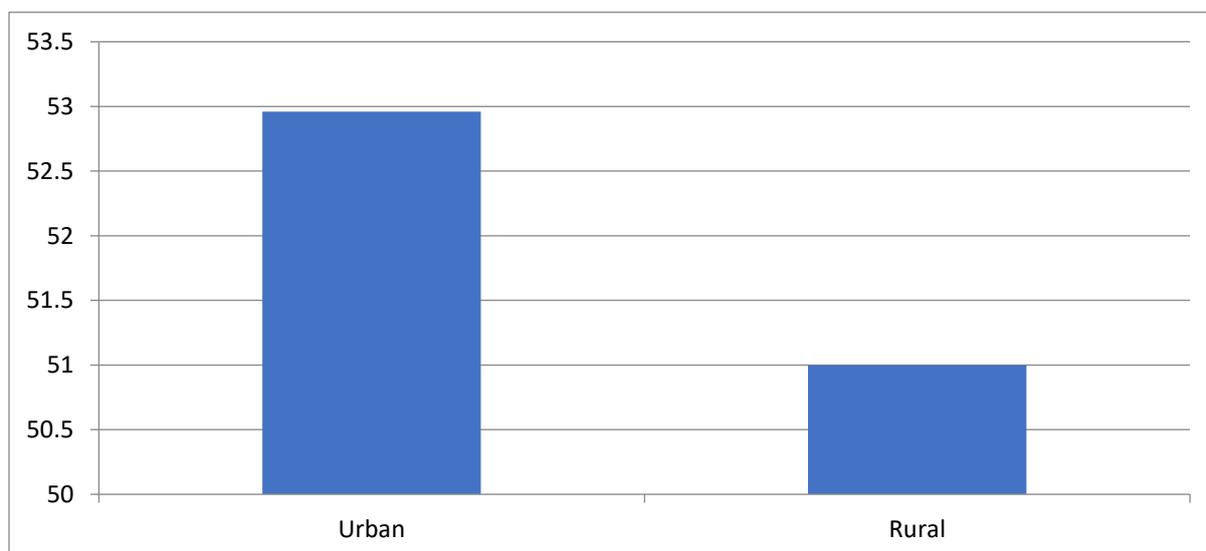
The objective of the present study was to find out the difference in academic stress of university students with respect to Location.

Table 4: Mean Difference in Academic stress Scores of Pharmacy students In Terms of Location

Academic stress	N	Mean	Standard Deviation	M _D	t-test
Urban	50	52.96	23.32	1.96	0.41
Rural	50	51.00	26.14		

***p<0.05**p<0.01**

Table 4 represent the mean score of academic stress of urban and rural students is 52.96(SD=23.32) and 51(SD=26.14) respectively and the calculated t-value is 0.41 which is not significant at 0.05 level. This indicates that there is no significant difference in the academic stress of pharmacy students in relation to location.

**Figure 4 Mean Difference in Academic stress Scores of Pharmacy students In Terms of Location**

Thus hypothesis stated as “*There is no significant difference in the mean score of academic stress in relation to location of university students belonging to pharmacy stream*” is accepted.

Educational implications

- Teachers can aware the importance of emotional intelligence in student's life so that students can may explore hidden emotional intelligence to face the challenges of life.
- This study is imported from guidance and counselling point of view.
- Higher education should be more oriented for training of emotional skills to use in right and effective way.
- Parents too should boost the emotions of their students by understanding their challenges in life.
- By understanding the relationship between emotional intelligence and academic stress the parents and teachers will try to explore their children/ students emotional intelligence in order to lower academic stress.

Suggestions for further research

- The study can be applied on a huge sample to achieve the understanding of variables in better way.
- The present research includes only one university, more than number of universities can also be introduced.
- This research may also be conducted among students studying in different colleges and schools etc.
- This study may also be conducted on others streams like arts, medical, non- medical streams etc.
- Similar study may also be extended by taking more variables like mental health, etc.
- In future present study may be future explored by life, age, caste, socio-economic status of students parents, religion etc

Conclusion

Conclusion is the necessary part of every research. It is important for investigation as they make available finishing touch and a careful review of entire study work.

1 The hypothesis that there is no significant difference in the mean score of emotional intelligence in relation to location of university students belonging to management stream is

accepted. This indicates that rural and urban students of management stream do not significantly different on emotional intelligence.

2 The hypothesis that there is no significant difference in the mean score of emotional intelligence in relation to location of university students belonging to pharmacy stream is accepted. This indicates that there is no significant difference in the emotional intelligence of pharmacy students in relation to location.

3 The hypothesis that there is no significant difference in the mean score of academic stress in relation to location of university students belonging to management stream is rejected. This indicates that rural and urban student of management stream differ significantly. This study indicates us student from rural area face high academic stress as compared to students from urban area in management stream.

4 The hypothesis that there is no significant difference in the mean score of academic stress in relation to location of university students belonging to pharmacy stream is accepted. This indicates that there is no significant difference in the academic stress score of pharmacy students in relation to location.

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