

IMPACT OF EMOTIONAL INTELLIGENCE TRAINING ON EMOTIONAL MATURITY IN STRESSED AND ANXIOUS STUDENTS

Gunjan Sharma

Assistant Professor, Department of Yogic science, Uttarakhand Open University, Haridwar, India.

Abstract:

This study investigates emotional intelligence, stress, anxiety, and depression among students, revealing crucial aspects of their psychological well-being. Analysis indicates that while emotional intelligence levels are moderate overall, there is variability, with some students scoring higher. The distributions of stress, anxiety, and depression scores show considerable variation and positive skewness, suggesting that many students experience high levels of these psychological issues. These findings emphasize the need for targeted interventions to address these challenges. Emotional intelligence training is identified as a particularly effective strategy for managing stress, anxiety, and depression. By enhancing emotional intelligence, students can develop better coping strategies and emotional resilience, leading to improved emotional maturity and mental health. This underscores the importance of integrating emotional intelligence training into educational programs to better support students in handling their psychological challenges and fostering overall well-being.

Keywords: Emotional Intelligence, Stress, Anxiety, Depression, Psychological Well-being.

1. Introduction

The impact of emotional intelligence (EI) training on emotional maturity, particularly among stressed and anxious students, has become a critical area of research due to the increasing levels of psychological distress in educational settings. Emotional intelligence, defined as the ability to perceive, understand, and manage emotions effectively, has been linked to improved mental health outcomes and enhanced emotional maturity. This study explores the effectiveness of EI training in mitigating stress and anxiety and fostering emotional maturity among students.

Emotional intelligence training: Emotional intelligence (EI) training focuses on developing skills to understand, manage, and effectively use emotions in various contexts. Such training often involves enhancing self-awareness, self-regulation, motivation, empathy, and social skills. Programs typically include activities like role-playing, feedback sessions, and reflective exercises designed to improve emotional competencies. For instance, participants learn to recognize their own emotional triggers and responses, which helps in managing stress and enhancing personal well-being. They also develop empathy by understanding and responding to the emotions of others, improving interpersonal relationships. Practical applications of EI training are seen in leadership development, where emotional intelligence is crucial for managing teams and resolving conflicts. Organizations benefit from such training by fostering a more collaborative and positive work environment, ultimately enhancing overall productivity and employee satisfaction. Research shows that EI training can lead to significant improvements in emotional regulation, communication skills, and job performance, making it a valuable investment for personal and professional development.

Relevance of Emotional Intelligence: Recent literature underscores the significance of emotional intelligence in managing psychological well-being. Studies by Blanco et al. (2021) and Bermejo-Martins et al. (2021) demonstrate that higher levels of emotional intelligence are associated with reduced stress, anxiety, and depression. Emotional intelligence training helps students develop better coping mechanisms and emotional resilience, which are crucial for navigating the challenges of academic life and personal development.

Impact on Emotional Maturity: Emotional maturity, characterized by the ability to understand and manage one's own emotions as well as respond effectively to others, plays a vital role in academic and social success. Research by Hamid and Hadinoto (2021) highlights that varying levels of empathy and emotional maturity among university students influence their interactions and performance. Similarly, studies by Derksen et al. (2021) and Partido et al. (2021) show that emotional intelligence training can enhance emotional maturity, leading to improved professional behavior and interpersonal skills.

Addressing Stress and Anxiety: The relationship between emotional intelligence and stress management is well-established. Blanco et al. (2021) reveal a high prevalence of mental health issues among students, emphasizing the need for effective interventions. Emotional intelligence training, as highlighted by Bermejo-Martins et al. (2021), provides students with tools to manage stress and anxiety more effectively, fostering a healthier psychological state. This training equips students with skills to recognize and regulate their emotions, thus reducing the impact of stress and anxiety on their well-being.

2. Study Objectives

This study aims to assess the impact of emotional intelligence training on emotional maturity in students experiencing high levels of stress and anxiety. By employing standardized tools such as the Emotional Intelligence Scale and the Stress, Anxiety, and Depression Scale, the study will analyze the correlation between emotional intelligence and psychological distress. The findings are expected to provide insights into the effectiveness of emotional intelligence training in enhancing emotional maturity and reducing stress, thus contributing to better mental health outcomes among students.

3. Literature Survey

The impact of Emotional Intelligence (EI) training on emotional maturity in stressed and anxious students has garnered significant attention. Research highlights various dimensions of EI and its influence on psychological well-being. Duko et al. (2024) and Blanco et al. (2021) emphasize how developmental vulnerabilities and high levels of stress and anxiety impact students' emotional states. Studies by Hamid & Hadinoto (2021) and Derksen et al. (2021) reveal the importance of emotional maturity and empathy in enhancing student interactions and reducing stress. Similarly, Bermejo-Martins et al. (2021) and Peñá et al. (2020) argue that EI training fosters self-care and improves life satisfaction. This review explores how EI training can address these challenges and promote emotional maturity among stressed students.

Table 1 Summary of Research on Emotional Intelligence, Emotional Maturity, and Mental Health

Author Year	Work Done	Findings
Duko et al., 2024	Effects of pre-eclampsia on children's social and emotional development.	Pre-eclampsia increases developmental vulnerabilities.

Hamid & Hadinoto, 2021	Empathy and emotional maturity among university students.	Varying empathy and emotional maturity affect interactions and performance.
Wider & Aziz, 2021	Conceptualization of adulthood among Malaysian students.	Distinct adulthood perceptions influence development and expectations.
Derksen et al., 2021	Clinical empathy in Dutch GP training.	Need for enhanced empathy training for GP-trainees.
Partido et al., 2021	Emotional intelligence and professionalism in dental students.	Higher emotional intelligence improves professionalism.
Blanco et al., 2021	Depression, anxiety, and stress in female university students.	High prevalence of mental health issues with specific predictors.
Stathopoulou et al., 2021	COVID-19's impact on Greek and international students' well-being.	Differential impacts require targeted support.
Amen, 2021	Managing psychological factors affecting happiness.	Strategies for controlling internal factors influencing well-being.
Bermejo-Martins et al., 2021	Emotional intelligence and self-care during COVID-19.	Crucial role of emotional intelligence and self-care in stress management.
Brown, 2021	Mapping meaningful connections and human experience.	Language and connection impact emotional understanding.
Butakor et al., 2021	Emotional intelligence and job satisfaction among Ghanaian teachers.	Positive correlation between emotional intelligence and job satisfaction.
Deshmukh, 2020	Emotional maturity and narcissism in college students.	Emotional maturity affects social and academic interactions.
Jusoh & Md Zain, 2020	Emotional maturity and leadership skills in university students.	Emotional maturity enhances leadership abilities.
Puspita & Hidayah, 2020	Emotional and career maturity in vocational students.	Emotional maturity improves career maturity.
Adasi et al., 2020	Gender differences in stress and coping among teacher students.	Gender impacts stressors and coping strategies.
Fleming, 2020	Emotional intelligence and personality in counselor students.	Emotional intelligence affects counselor performance.
Craven, 2020	Stress and COVID-19 effects on college students' mental health.	Significant mental health impacts from stress and COVID-19.
Odrizola-González et al., 2020	Psychological effects of COVID-19 on Spanish students and workers.	Significant psychological impacts observed.
Peña et al., 2020	Emotional intelligence's role in life satisfaction and physical activity.	Mediates between physical activity and life satisfaction.
Rey et al., 2020	Emotional intelligence and peer cybervictimization in adolescents.	Emotional intelligence affects cybervictimization, moderated by gender.

Son et al., 2020	Impact of COVID-19 on U.S. college students' mental health.	Increased stress and anxiety reported.
Tortella et al., 2020	Health promotion program in Italian primary schools.	Effective health education and promotion.
Wathelet et al., 2020	Mental health disorders among French university students during COVID-19.	Multiple factors affect mental health.
Wei et al., 2020	Emotional intelligence and job performance in finance.	Positive correlation with job performance.
Abitabile, 2020	School leadership's impact on teacher retention.	Effective leadership improves retention.
CahayaSanthi et al., 2020	Role ambiguity's effects on stress and job satisfaction.	Increases stress, decreases satisfaction.
Tuasikal & Handayani, 2019	Emotional maturity, coping, and depression in college students.	Maturity and coping influence depression.
Lewis, 2019	Emotional intelligence's role in counseling efficacy.	Moderates the effect of field work on counseling efficacy.
Extremera et al., 2019	Validation of Wong Law Emotional Intelligence Scale in Spanish.	Valid for measuring emotional intelligence.
Lew et al., 2019	Links between mental health and suicide risk among Chinese students.	Depression and anxiety linked to suicide risk.
Shanafelt et al., 2019	Burnout and work-life satisfaction trends among U.S. workers.	Increased burnout and decreased satisfaction over time.
Amado-Alonso et al., 2018	Self-concept and sports practice in elementary education.	Sports practice enhances self-concept.
Nehra & Rangnekar, 2018	Emotional maturity and self-disclosure in Indian organizations.	Greater maturity linked to higher self-disclosure.
Waghmare, 2018	Emotional maturity in urban vs. rural college students.	Variations between urban and rural students.
Zysberg, 2018	Emotional intelligence's impact on anxiety and emotional eating.	Influences both anxiety and eating behaviors.
Baqtayan et al., 2018	Gender differences in stress and emotional intelligence.	Stress and emotional intelligence vary by gender.
Bloom et al., 2018	Empathy and sympathy among counselors-in-training.	Higher empathy in counselors-in-training.
Cavanagh & Cavanagh, 2018	Emotional and cognitive competencies in MBA programs.	Enhances emotional and cognitive skills in managers.
Creswell & Creswell, 2018	Research design methodologies overview.	Guide on qualitative, quantitative, and mixed methods.

Hajibabae et al., 2018	Empathy and emotional intelligence among nursing students.	Positive link between empathy and emotional intelligence.
Karaman et al., 2018	Predictors of self-efficacy in counseling trainees.	Identifies key self-efficacy predictors.
Leonard et al., 2018	Empathy, mindfulness, and therapeutic alliance.	Empathy and mindfulness enhance therapeutic alliance.
Petrides & Mavroveli, 2018	Trait emotional intelligence theory and applications.	Overview of trait emotional intelligence.
Bruffaerts et al., 2018	Mental health in college freshmen.	Mental health issues affect academic performance.
Hewett et al., 2018	Yoga's effect on stress and quality of life.	Yoga improves stress and quality of life.
Liu et al., 2017	Mental health and help-seeking in Chinese freshmen.	High mental health issues; varied help-seeking.
Kim & Bolger, 2017	Emotional learning in multicultural art education.	Enhances social and emotional skills.
Rai & Khanal, 2017	Emotional intelligence, maturity, and academic achievement.	Higher emotional intelligence linked to better grades.
Clemons, 2017	Clinical experience, emotional intelligence, and resilience.	Emotional intelligence and experience affect self-efficacy; resilience moderates.
Gutierrez et al., 2017	Emotional intelligence in counseling trainees.	Crucial for effective counseling.
Ravikumar et al., 2017	Emotional intelligence in medical students.	Varies among students.
Arasteh & Seyedoshohadaei, 2017	Emotional maturity and stress management.	Maturity aids in stress management.
Hayes et al., 2017	Adolescent personality and mental illness risk.	Personality traits linked to mental illness risk.
Greenberg, 2016	Stress management through mindfulness and neuroplasticity.	Techniques reduce stress.
Hodges, 2016	Counseling practicum manual.	Guide for counseling students.
Farrer et al., 2016	Predictors of depression and anxiety in students.	Demographic and psychosocial factors predict mental health issues.

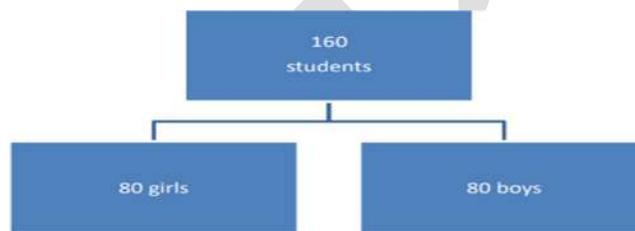
4. Methodology

The study aimed to examine the impact of emotional intelligence training on emotional maturity among stressed and anxious students. To achieve this, two standardized tools were employed: the Emotional Intelligence Scale and the Stress, Anxiety, and Depression Scale. The researcher first obtained authorization from the school principal to conduct the study, ensuring ethical compliance and access to the student population. The study focused on Class IX and X students, who were assessed using the scales to measure their levels of emotional

intelligence, stress, anxiety, and depression. Participants were identified based on their stress and anxiety scores, and those who met the criteria were selected for the intervention. The Emotional Intelligence (EI) training program was then implemented, targeting key areas such as self-awareness, self-regulation, empathy, and social skills. The training was conducted over several weeks and included interactive activities designed to help students apply emotional intelligence concepts in their daily lives. Throughout the intervention, additional support, such as counseling and peer groups, was provided to reinforce the learning process.

Pre- and post-training assessments were conducted to measure changes in emotional maturity, stress, anxiety, and depression. The data collected were analyzed using the coefficient of correlation to assess the relationships between emotional intelligence and the levels of stress, anxiety, and depression. Additionally, t-ratio calculations were performed to determine significant differences between students with high and low emotional intelligence. The results of the analysis were used to evaluate the effectiveness of the EI training program in enhancing emotional maturity and reducing stress and anxiety among the participants. Findings from the study were reported to stakeholders, providing insights into the benefits of emotional intelligence training for improving students' emotional well-being.

Design of the Study



5. Result and Discussion

Table 2 presents the frequency distribution of emotional intelligence scores among the study participants. The data are categorized into five class intervals: 95-110, 110-125, 125-140, 140-155, and 155-170, with frequencies of 26, 38, 47, 29, and 20, respectively. The mean emotional intelligence score is 124.3, indicating the average level of emotional intelligence within the sample. The standard deviation (SD) of 4.85 suggests that there is a moderate spread of scores around the mean, reflecting variability in emotional intelligence among the participants. The skewness (Sk) value of 0.176 indicates a slight positive skew, meaning the distribution has a longer tail on the higher end of the scale. The kurtosis (Ku) value of -0.251 shows a slightly platykurtic distribution, suggesting that the data are less peaked and more evenly spread around the mean compared to a normal distribution.

Table 2 Frequency Distribution of Emotional Intelligence

CLASS INTERVAL	FREQUENCY
95-110	26
110-125	38
125-140	47
140-155	29
155-170	20

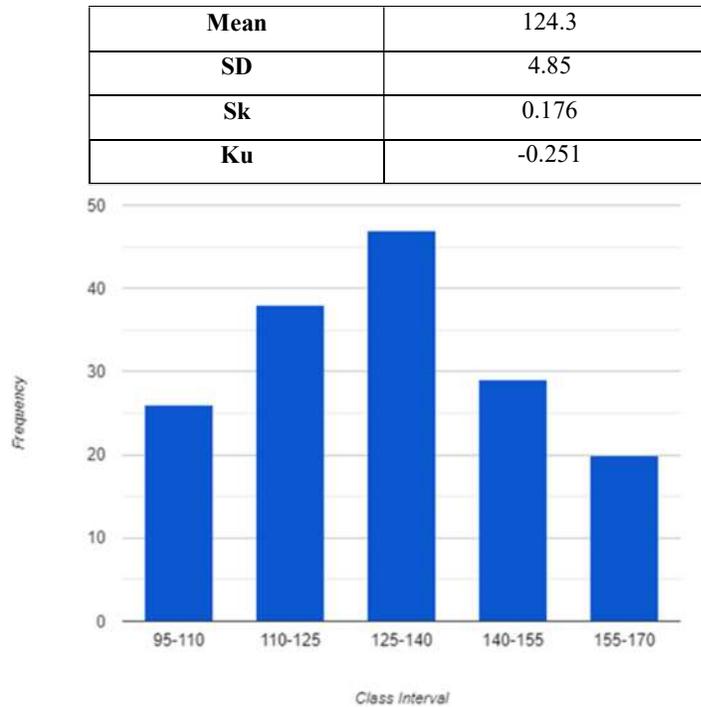


Fig. 1 Frequency Distribution of Emotional Intelligence

Table 3 shows the frequency distribution of stress scores among the participants, categorized into four class intervals: 2-4, 5-7, 8-10, and 11-14, with frequencies of 26, 48, 57, and 29, respectively. The mean stress score is 8.24, indicating the average level of stress experienced by the participants. The standard deviation (SD) of 4.2 reflects a substantial dispersion of stress scores around the mean, suggesting considerable variability in stress levels. The skewness (Sk) value of 1.21 indicates a positive skew, meaning that the distribution has a longer tail towards higher stress scores, implying that a larger number of participants have higher stress levels. The kurtosis (Ku) value of 0.234 indicates a relatively normal distribution, with a slight tendency towards a flatter peak compared to a standard normal distribution.

Table 3 Frequency Distribution of Stress

Class Interval	Frequency
2-4	26
5-7	48
8-10	57
11-14	29
Mean	8.24
SD	4.2
Sk	1.21
Ku	0.234

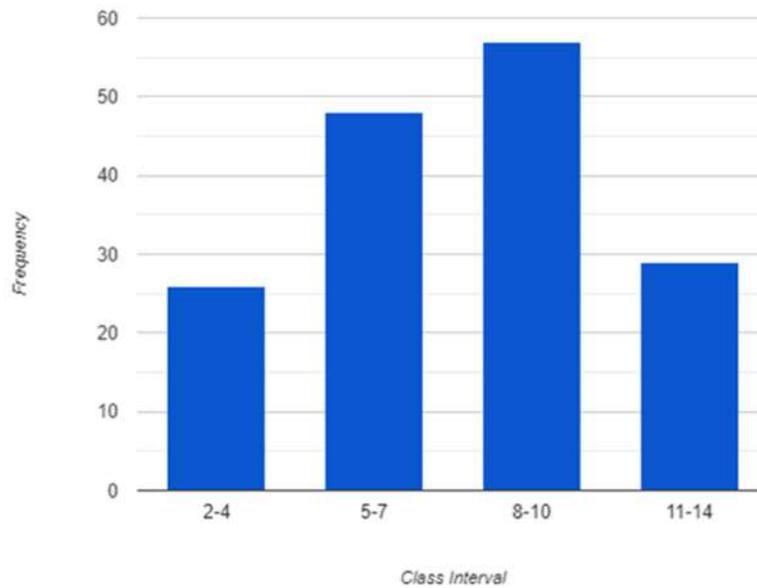


Fig. 2 Distribution of Stress

Table 4 presents the frequency distribution of anxiety scores across different class intervals: 2-4, 5-7, 8-10, and 11-12, with frequencies of 36, 38, 57, and 29, respectively. The mean anxiety score is 6.85, suggesting that, on average, participants experience a moderate level of anxiety. The standard deviation (SD) of 5.23 indicates a wide spread of anxiety scores around the mean, reflecting significant variability among participants. The skewness (Sk) value of 0.311 signifies a slight positive skew, meaning that the distribution is slightly skewed towards higher anxiety scores, with more participants reporting higher levels of anxiety. The kurtosis (Ku) value of 0.266 indicates a distribution close to normal, with a marginally flatter peak compared to the standard normal distribution.

Table 4 Frequency Distribution of Anxiety

Class Interval	Frequency
2-4	36
5-7	38
8-10	57
11-12	29
Mean	6.85
SD	5.23
Sk	0.311
Ku	0.266

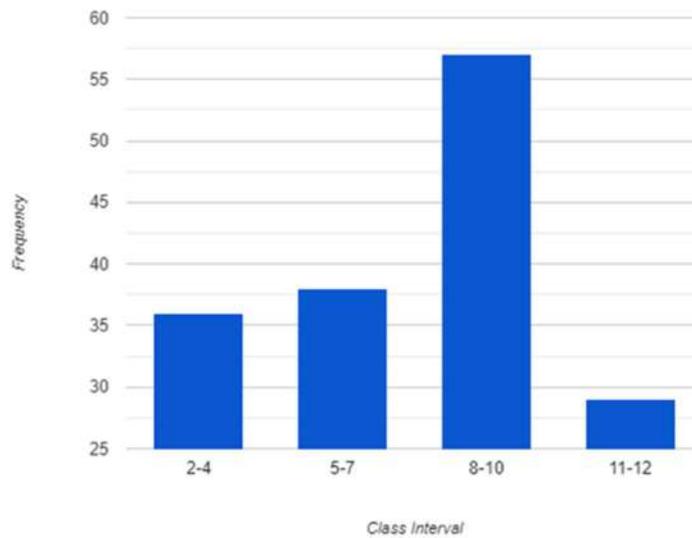


Fig. 3 Distribution of Anxiety

Table 5 shows the frequency distribution of depression scores across class intervals: 2-4, 5-7, and 8-10, with frequencies of 35, 68, and 57, respectively. The mean depression score is 8.81, indicating a moderate level of depression among the participants. The standard deviation (SD) of 4.21 reflects considerable variability in depression scores, suggesting that individuals experience a range of depression levels. The skewness (Sk) value of 0.411 indicates a slight positive skew, implying that the distribution leans towards higher depression scores, with a tendency for more participants to report higher levels of depression. The kurtosis (Ku) value of 0.251 suggests that the distribution is relatively normal with a slightly flatter peak, showing that the scores are distributed in a pattern close to the normal distribution but with minor deviations.

Table 5 Frequency Distribution of Depression

CLASS INTERVAL	FREQUENCY
2-4	35
5-7	68
8-10	57
Mean	8.81
SD	4.21
Sk	0.411
Ku	0.251

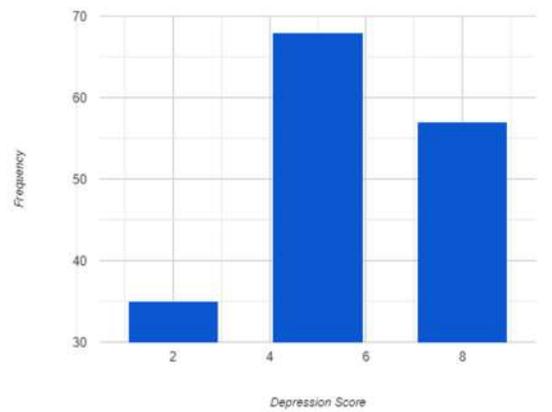


Fig. 4 Frequency Distribution of Depression

6. Conclusion

The analysis of emotional intelligence, stress, anxiety, and depression among students reveals significant insights into their psychological well-being. The moderate levels of emotional intelligence, with a tendency towards higher scores in a subset of students, suggest that while most students exhibit average emotional capabilities, there is potential for enhancement. The considerable variability in stress, anxiety, and depression scores, along with positive skewness in these distributions, indicates that a substantial number of students experience elevated levels of stress, anxiety, and depression. The findings underscore the importance of addressing these psychological issues through targeted interventions. Emotional intelligence training, in particular, emerges as a valuable tool for managing and mitigating stress, anxiety, and depression. By enhancing emotional intelligence, students may develop better coping mechanisms and emotional resilience, potentially leading to improved emotional maturity and overall mental health. These conclusions highlight the need for incorporating emotional intelligence training into educational programs to support students in managing their emotional and psychological challenges effectively.

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