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Stress, emotional intelligence and self-esteem among college students during 2nd wave COVID-19

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Abstract--The present study is to investigate relationship between Stress, emotional intelligence and self-esteem among college students during COVID-19. Method: Cross sectional design was used in this study. The sample size would be 100, age group between 18-28 years. Random sampling technique was used. This study used tools like Sheldon Cohen's Perceived Stress Scale (PSS), Mangal's Emotional intelligence inventory & Rosenberg's Self-esteem scales. Result revealed that stress has significant positive correlation between emotional intelligence and self-esteem. The coefficient correlation of stress is negatively correlated with intrapersonal awareness, interpersonal awareness, interpersonal management, and emotional intelligence and positively correlate with self-esteem and intrapersonal management. And result depicts that there are no differences in stress, Emotional intelligence, and self-esteem variables with respect to age group (18-21,22-26) Stress has an impact in variable like self-esteem and emotional intelligence on COVID-19. COVID-19 has play major role in stress of college students. There are many other factors that are affected by covid-19. However, many precaution have been emerged which has controls on the effect that causes physiological problem. Psychological problems should also be kept in mind.

Keywords---stress, emotional intelligence, self esteem.

Introduction

Coronavirus disease (COVID-19) is an infectious sickness because of a newly found coronavirus. the public inflamed with the COVID-19 virus will experience

mild to mild breathing infection and recover without requiring special treatment (WHO,2019). The COVID-19 pandemic has had a high effect on our lives. Several of us are going through challenges that can be disturbing, overwhelming, and purpose sturdy emotions in adults and kids. Public fitness actions, inclusive of social distancing, are important to reduce the spread of COVID-19, however they could make us sense remoted and lonely and may growth strain and anxiety (WHO,2019). Many countries have been announced lockdown for better health of people. Schooling or teaching system have been changed from offline to online classes. The COVID-19 pandemic is related with exceptionally critical degrees of mental trouble that, much of the time, would meet the limit for clinical importance. Moderating the dangerous impacts of COVID-19 on psychological well-being is a global general wellbeing need (Xiong et al.,2020). Lockdown makes significant risk to health and wellbeing of students in India. It is common among students for having high level of stress, anxiety, confusion, and anger among youth. Psychological well-being and physical health have been affected largely in youth in India. Public health and experts and GOVT officers have taken many ideas and measures including the implementation of social distancing, lockdown, and self-isolation for managing COVID 19. Youthful grown-ups have encountered various pandemic-related outcomes, for example, terminations of colleges and loss of pay that might add to poor psychological well-being. During the pandemic, it is found that psychological well-being of adolescence has been affected in high range (Panchal et al., 2021). The public authority's National Mental Health Survey found in male self-destruction, and self-destruction has been the main source of death in youthful Indians. (Patel and Balaji, 2020).

Emotional Intelligence

Emotional intelligence (otherwise referred to as emotional quotient or EQ) is the capability to recognize, use, and manage your personal emotions in high quality ways to alleviate strain, speak effectively, empathize with others, conquer challenges, and defuse war. Emotional intelligence facilitates you build more potent relationships, succeed at faculty, and work, and acquire your profession and private desires. It can also help you to connect with your feelings, turn intention into action, and make informed decisions about what matters most to you (Segal et al., 2019). This is essential skill to helping students for improvement in work life and school life. Emotional intelligence is a skill that can be taught and cultivated, and outlines methods for incorporating emotional skills training in school curriculum (Goleman, 1995). Due covid outbreak students can't attend offline class. Students were facing so many psychological issues due to COVID-19. EI is the skill that overcome those problems of students. Pandemic is not over yet, many of psychological and physiological problems are not discovered by health care organizations. Health care organizations must promote emotional intelligence (Rossettini.G., et al., 2021).

Stress

Stress has been known as the 'extremely good cutting-edge sickness' and it causes many terrible effects for societies, organizations, and individuals. Stress may also be responsible for psychological disorders which includes depression, anxiety, and burnout. Certainly, strain and its results had been described within

the literature because the nineteenth century with William James and Carl Lange's paintings (Palmer & Gyllensten, 2004). As lockdowns and contact limitations presently forestall face to face gatherings, laid out pressure acceptance ideal models are frequently challenging to utilize. Notwithstanding these difficulties, stress research is of essential significance as the pandemic will probably build the commonness of stress-related mental issues (Pfeifer et al., 2021). All colleges and universities provide online platform to teach students. It causes mental distress among students. The absence of classrooms, academic pressure and fear of contagion provides negative impact on students. Research and studies show that pandemic bring significant distress and anxiety among youth (salari et al., 2020).

Self esteem

Self-esteem is a character's subjective evaluation in their very personal well worth. self-esteem encompasses ideals approximately oneself (as an instance, "I'm unloved", "I am worthy") as well as emotional states, which includes triumph, depression, pleasure, and disgrace (Hewitt, John P,1999). self-esteem is one's positive or negative attitude toward oneself and one's evaluation of one's own thoughts and feelings overall in relation to oneself (Rosenberg,1965). self-esteem will in general be most reduced in youth and increments during puberty, as well as adulthood, in the long run arriving at a genuinely steady and persevering level. This makes confidence like the solidness of character qualities after some time (Trzesniewski et al., 2003). Due to insufficient self-esteem leads to depression and other psychological wellbeing (Fatima et al., 2022). In the light of the specified and related, we identify of the objective of the study. Objective of the study are given below in methodology.

Methodology

Objectives

- To examine the stress and Emotional Intelligence among college students during COVID-19
- To examine the self-esteem among college students during COVID-19
- To examine relationships stress, emotional intelligence, and self-esteem among college students during COVID-19

Hypothesis

- H 01 There will be no significant difference between emotional intelligence and stress among college students during COVID-19
- H 02 There will be significant difference between emotional intelligence and stress among college students during p COVID-19
- H0 3 There will be significant relationship between emotional intelligence, stress & self-esteem among college students during post COVID-19

Design

Cross sectional design was used

Sample

The sample consistent total 100 (50 male and female 50) in the age range between 18-28 years and subject was collected from Kerela, South India. Simple random sampling technique was used.

Procedure

All the three inventories are piled up in a google form and asked to answer along the personal details like name age and family type (nuclear or joint). The subjects will be told to answer all the questions and not to skip any if so, the assessment would not give any accurate results. The subjects would be informed that there are no right or wrong answers and would not be judged on any bases.

Tools

- The Perceived Stress Scale (PSS, Cohen, 1983): PSS test was developed by Sheldon Cohen This scale consists of 10 items. This scale question contains feelings and thoughts that happen in last month. Coefficient alpha reliability of the test is .86.
- Mangal Emotional intelligence inventory (Mangal,2009): MEII was developed by Dr. S. K. Mangal & Mrs. Shubhra. Mangal. Scale consists of 4 areas and 100 items.it is a standardized test with criterion related validity of 0.62 and reliability of 0.90

Self-esteem scale (RSE, Rosenberg, 1965): RSE was developed by Rosenberg. The scale consists of 10 items. Internal consistency for the RSE range from 0.77 to 0.88. Test-retest reliability for the RSE range from 0.82 to 0.85

Result and Discussion

Table 1
description of respondent of emotional intelligence regarding age group

	AGE	N	MEAN	S. D	t	df	P
EMOTIONAL	18-21	49	66.45	8.744	.338	122	.654
INTELLIGENCE	22-26	75	65.91	8.729			

The age-range (22-26, 18-21) of the subject mean score higher 18-21(66.45) than 22-26(65.91) on emotional intelligence. The age group is no significant difference on emotional intelligence. It means result shows that Emotional intelligence is no differences on age.

Table 2
description of respondent of emotional intelligence sub variables regarding age group

	AGE	N	MEAN	S. D	t	df	P
Intrapersonal	18-21	49	16.78	3.393	.285	122	.175

awareness	22-26	75	16.59	3.735			
Interpersonal awareness	18-21	49	16.78	2.845	-.018	122	.052
awareness	22-26	75	16.79	3.786			
Intrapersonal management	18-21	49	16.22	2.710	-.449	122	.736
management	22-26	75	16.45	2.815			
Interpersonal management	18-21	49	16.67	2.764	.970	122	.132
management	22-26	75	16.08	3.653			

The tables 2 showed comparative score obtained by different age groups on 4 dimensions of emotional intelligence variable. The age-range (22-26, 18-21) of the subject mean score higher 18-21(16.78) than 22-26(16.59) on intrapersonal awareness. The age group is no significant difference on intrapersonal awareness, it means result shows that intrapersonal awareness is no differences on age. The age-range (22-26, 18-21) of the subject mean score higher 18-21(16.78) than 22-26(16.79) on interpersonal awareness. The age group is no significant difference on interpersonal awareness, it means result shows that interpersonal awareness is no differences on age. The age-range (22-26, 18-21) of the subject mean score higher 18-21(16.22) than 22-26(16.45) on intrapersonal management. The age group is no significant difference on intrapersonal management, it means result shows that intrapersonal management is no differences on age. The age-range (22-26, 18-21) of the subject mean score higher 18-21(16.67) than 22-26(16.08) on interpersonal management. The age group is no significant difference on interpersonal management, it means result shows that interpersonal management is no differences on age.

Table 3
description of respondent of stress regarding age group

	Age	N	Mean	Std. Deviation	t	df	p
Stress	18-21	49	20.49	5.108	1.013	122	.161
	22-26	75	19.43	6.072			

The age-range (22-26, 18-21) of the subject mean score higher 18-21(Mean=20.49) than 22-26(Mean=19.43) on Stress. The age group is no significant difference on stress, it means result shows that stress is no differences on age.

Table 4
description of respondent of self-esteem regarding age group

	Age	N	Mean	SD	t	df	p
Self Esteem	18-21	49	26.14	2.475	.638	122	.127
	22-26	75	25.83	2.835			

The age-range (22-26, 18-21) of the subject mean score higher 18-21(26.14) than 22-26(25.83) on self-esteem. The age group is no significant difference on self-esteem, it means result shows that self-esteem is no differences on age.

Table 5
shows Relationship between independent and dependent variable

	Stress	Self-esteem	Intrapersonal awareness	Interpersonal awareness	Intrapersonal management	Interpersonal management	Emotional intelligence
Stress	1	.379**	-.053	-.037	.070	-.003	-.015
Self esteem		1	.062	.065	.059	.165	.133
Intrapersonal awareness			1	.423**	.228*	.175*	.718**
Interpersonal awareness				1	.216*	.132	.687**
Intrapersonal management					1	.333**	.625**
Interpersonal management						1	.613**
Emotional intelligence							1

** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed)

The coefficient of correlation from above given table 5 infers that stress is significantly correlated with self-esteem ($r=.37, p>0.01$), intrapersonal awareness ($r=-.05, p>0.01$), interpersonal awareness ($r=-0.37, p>0.01$), Intrapersonal management ($r=0.07, p>0.01$), interpersonal management ($r=-0.03, p>0.01$). The relationship of self-esteem on intrapersonal awareness ($r=.062, p>0.01$), interpersonal awareness ($r=.065, p>0.01$), intrapersonal management ($r=.059, p>0.01$), interpersonal management ($r=.165, p>0.01$) shows there is no significant difference. Relationship of dimension intrapersonal awareness on interpersonal awareness ($r=.423^{**}, p>0.01$), intrapersonal management ($r=.228^*, p>0.01$), interpersonal management ($r=.175^*, p>0.01$) and emotional intelligence ($r=.718^{**}, p>0.01$) show that there is significant correlation. Relationship of dimension Interpersonal awareness on intrapersonal management ($r=.216^*, p>0.01$), emotional intelligence ($r=.687^{**}, p>0.01$) shows there is significant correlation. Relationship of dimension intrapersonal management on interpersonal management ($r=.333^{**}, p>0.01$), emotional intelligence ($r=.625^{**}, p>0.01$) shows significant difference. Relationship of interpersonal management of emotional intelligence ($r=.613^{**}, p>0.01$) shows significant difference. The coefficient correlation of stress is negatively correlated with intrapersonal awareness, interpersonal awareness, interpersonal management, and emotional intelligence and positively correlate with self-esteem and intrapersonal

management. There for it is verified that stress is significantly correlated with self-esteem and emotional intelligence.

Discussion

The coefficient of correlation from above given data infers that stress is significantly correlated with self-esteem, intrapersonal awareness, interpersonal awareness, Intrapersonal management, interpersonal management. The significant correlation reveals that there is a significant correlation among these variables. Relationship of stress on self-esteem, intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal awareness shows that there is no significant correlation. The relationship of self-esteem on intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management shows there is no significant difference. Relationship of dimension intrapersonal awareness on interpersonal awareness, intrapersonal management, interpersonal management, and emotional intelligence show that there is significant correlation. Relationship of dimension Interpersonal awareness on intrapersonal management, emotional intelligence shows there is significant correlation. Relationship of dimension intrapersonal management on interpersonal management, emotional intelligence shows significant difference. Relationship of interpersonal management of emotional intelligence shows significant difference. There for it is verified that stress is significantly correlated with self-esteem and emotional intelligence. These finding also goes hand in hand with research finding by Liébana-Presa et al (2020).

Conclusion

Stress has an impact in variable like self-esteem and emotional intelligence on COVID-19. COVID-19 has play major role in stress of college students. There are many other factors that are affected by covid-19. however, many precaution have been emerged which has controls on the effect that causes physiological problem. psychological problems should also be kept in mind. Few studies shows that the mortality rate is high recent being psychological factors impacting more comparatively physiological factors.

Limitation

- Age limit was taken from 18-30.
- Sample is consisted of college students.
- Don't consider another variable apart from this.
- Sample consist of 126 from Kerala and Punjab state

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