

Original Article

A Correlational Study of College Students' Emotional Intelligence, Stress, and Self-Esteem

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Abstract

The present study was to investigate the relationship between emotional intelligence, self-esteem and stress their relations in science, commerce and social science college students were systematically measured separately and combining were also studied. For this, purpose 50 science, 50 commerce and 50 social science college students college students of Bihar were availability selected and they were administered emotional intelligence scale (The Schutte Self-Report Emotional Intelligence Test), Self-esteem scale and Perceived Stress Scale (PSS). The Pearson's product moment were applied to analyze the data. The results as follows: Significant negative relationship between emotional intelligence and self-esteem of science, commerce and social science college students was obtained. Significant negative relationship between emotional intelligence and stress of science, commerce and social science college students was work out. Significant positive relationship between emotional intelligence and self-esteem of science, commerce and social science college students was work out. The study aims in making the college students aware of the various stressors and the different coping strategies that can help them deal with the stress in a better way, and thus maintaining their emotion. The review concludes with a summary of major research findings, as well as a consideration of future directions and implications for practice and policy.

Key words: Emotional intelligence, Stress Male & Female college students.

Introduction

College life is a very critical and important phase associated with, psychological, cognitive and socio-emotional changes. At this time of life, persons are required to act in accordance with social roles, engaging with peers and members of the opposite sex and to accomplish the requirements of college and making important decisions regarding their future career. These pressures work as a form of stress bringing difficulty for persons to cope with the demands of daily living, thus having negative physical and emotional effects (Chandra & Batada, 2006). Effects of stress in a student life could lead to poor well-being. Therefore, understandings how they experience, react to, think about and cope with stressful life events provide a foundation for enhancing happiness in their life.

Emotional Intelligence

Psychologists who are concerned with predicting behaviour have realized that prediction of behaviour is possible only when information about motivational and psychological factors are taken into consideration. It has been seen that sometimes we are hired for the technical skills but fired for the lack of soft skills. Goleman (1995) asserted that success depends on several intelligences and on the control of emotion. Castella (2017) stated that what really matters for success character, happiness and the life-long achievement is a definable set of emotional skills." Low and Nelson (2004) study also reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students. But now a days, we strongly feel that in India education put more emphasis on the learning of knowledge rather than on student's frame of mind. Things are loaded on mind which learner cannot digest, this type of learning at the end will put him in the struggle for the success in life.

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Sometimes it has been established that despite an individual having the intellectual potential to succeed at institution of higher education, he/she may experience difficulty in dealing with emotional issues, behave poor relationships and may be ineffective in his/her decision making. On the other hand emotional intelligence skills help to maintain a state of harmony in oneself and finally one become more self confident in dealing with the challenges of living and learning in educational institution. But without it even the most dedicated, technically proficient employee can be sabotaged by inadequate interpersonal skills. This lack of emotional intelligence, is one of the main causes of poor performance in The Workplace, And Stress Among Otherwise Gifted People (**Wall, 2007**).

Self-Esteem

Healthy self-esteem is among school going adolescents in terms of perceived the experience of being competent to cope with the basic stress challenges of life, stress and being worthy of happiness. Stress is the major source of many problems among adolescents and it may solving ability. Many psychological problems such as depression and suicide occur as a result of low self-esteem. It is now quite widely accepted that adolescence is a time of involving multi-dimensional changes: biological, psychological (including cognitive) and social. Biologically, adolescents are experiencing pubertal changes, changes in brain structure and sexual interest, as a start. Psychologically, adolescents' cognitive capacities are maturing. And finally, adolescents are experiencing social changes through school and other transitions and roles they are assumed to play in family, community and school (**National Research Council [NRC], 2002**). These changes occur simultaneously and at different paces for each adolescent within each gender, with structural and environmental factors often impacting adolescents' development.

Self-esteem can be important in terms of how one thinks, feels, and responds to stressful life events. Research has also shown a relation between lower self-esteem and feelings of depression and hopelessness in adolescence. Females with low self-esteem are twice as likely to develop depression following a stressful life event than those with average or high self-esteem. During adolescence, a person may experience increased stress in relation to school, friends, and family, as well as new responsibilities and interests. One step in the development of emotional autonomy is the de-idealization of parents (Steinberg, 1993). The individuals who achieve emotional autonomy handle criticism, hurdles, and setbacks constructively by developing their own inner strengths and self-esteem (**Atwater, 1992**).

Stress

Experiencing high levels of stress or chronic stress can undermine physical health, for example, by increasing the likelihood of a weakened immune system, heart disease, obesity and diabetes (**Rosmond, 2005**). Other negative outcomes include anxiety, depression, low self-esteem poor memory and language skills, and lower academic achievement (**Evans, & Schamberg, 2009**).

Literature review indicates that a number of studies were carried on different dimensions of life of college students with special reference to risk behaviour in the developed countries. However, very few studies have been carried out in the developing countries especially in India in this regard. Literature unfolds the fact that college students are prone stress and emotional problem and various linking factors have also been discovered. Stress beget other psychological problem. The fact that college students stress often co-occur makes engaging in any one risky behavior a risk factor for engaging in another. The present study findings would help to understand the dynamics of the psychological problem among the college students and probe into the various dimensions of those. The study would attempt to understand the nature of stress of college students, and spot the relation of the self-esteem variables with the college students' psychological problems. Those would definitely help to understand these young minds and help the society to better interact with them and provide them with a healthy platform where they can express themselves fully and live a healthy and peaceful life. Hence, the findings of the study would help to understand the why of the disturbed minds of the college students and what makes them deviate from their normal chores of life and get for themselves a life that was never wanted. The findings would further help to suggest need-based measures for college students parents and teachers can take timely intervention measures for the college students. Literature review indicates that a number of studies were carried on different dimensions of life of college students with special reference to stress in the developed countries. However, very few studies have been carried out in the developing countries especially in India in this regard. Literature unfolds the fact that college students are emotional intelligence, prone stress, self-esteem involvements and various linking factors have also been discovered.

Rational of the study

In the review of literature studied the researchers have published about emotional intelligence and how they have linked it to stress and self-esteem. The researches have also highlighted that how important Emotional Intelligence has become nowadays in the workplace where maximum stress can be caused due to the lack of self-esteem, levels of competition and higher achievements. Hence it is essential to explore the possibility of any relation between 'emotional intelligence and stress', 'emotional intelligence and self-esteem' and stress and self-esteem.

The focus of the present research was on emotional intelligence, self-esteem, and stress among college students. The present study would endeavor to society, educational institutions, students at large, and their parents. In the present study science, commerce, and social science college students were taken from Bihar to find out the significant difference between emotional intelligence, self-esteem, and stress and the relationship between two variables

respectively in science, commerce, and social science college students. That is why the present study was endeavor to examine the emotional intelligence, self-esteem, and stress of science, commerce, and social science college students.

Hypotheses

The following hypotheses were formulated to empirically validate the above objectives:

1. There would be significant relationship between emotional intelligence, self-esteem, and stress of science, commerce, and social science college students.
2. There would be significant relationship among emotional intelligence, self-esteem, and stress of total sample.

Sample

Data were collected on a total of 150 college students from different college of Bihar. Out of which 50 were science students, 50 were commerce students and 50 were social science students. Further the age group of the students was 18 to 25 years of age. A random sampling technique was used to select the respondents of the study.

Research Design

In the present study a correlational design was used. Present study was to examine the difference on emotional intelligence, self-esteem and stress among different stream of college students and also to find out the relationship among emotional intelligence, self-esteem and stress of different stream of college students separately. A correlational research design was used because it gives the measure of a relationship among variables and there is no control over them. So, Therefore, a correlational research design was suitable in this research.

Tools Used For Data Collection:

There were three tools used for data collection.

1. The Schutte Self-Report Emotional Intelligence Test (Sseit)

Schutte et al. (1998). The SSEIT is a 33-item, three of which are reverse scored. It is a self-report on a 5-point Likert scale, scored as 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree. The scores ranged from 33 to 165, with the higher scores indicating more characteristic EI (Schutte et al., 1998). The mean EI score is 124; scores below 111 or above 137 are considered unusually low or high. Schutte and her colleagues report a reliability rating of 0.90 for their emotional intelligence scale. The scale also showed evidence of predictive and discriminant validity. The EI score, overall, is fairly reliable for adults and adolescents.

2. Rosenberg Self-Esteem Scale:

Rosenberg self-esteem scale (Rosenberg, 1965) is a unidimensional adequate test to measure global self-esteem. It was designed on the pattern of Guttman scale, and the RSE items were designed represent a continuum of self-worth statements ranging from statements that are endorsed even by individuals with low self-esteem to statements that are endorsed only by persons with high self-esteem. i Rosenberg (1965) scored his 10-question scale that was presented with four response choices, ranging from strongly agree to strongly disagree, as a six-item Guttman scale. The first item included questions 1 through 3 and received a positive score if two or three of its questions were answered positively. Questions 4 and 5 and questions 9 and 10 were aggregated into two other items that were scored positively, if both questions in the item had positive answers. Questions 6 through 8 counted individually formed the final three items. For the negatively worded RSE questions, responses that expressed disagreement and, hence, were consistent with high self-esteem, were considered positive or endorsed. Five items were reverse scored, items ratings are simimed. Scores of a subject can range fi-om 0-30; higher scores indicate higher self-esteem (Wylie, 1989). Rosenberg (1965) demonstrated that his scale was a Guttman scale by obtaining a high enough reproducibility and scalability coefficients. Multiple studies have been conducted to investigate the validity and reliability of the RSE. Wylie (1989) reported coefficient alphas ranging from 0.74 to 0.87 and test-retest reliabilities ranging from 0.63 to 0.91 across studies.

Perceived Stress Scale (Pss) (Sheldon Cohen ,1988)

It is the most widely used tool to measure the perception of stress. It has been developed by Sheldon Cohen (1988). This tool contains 10 statements on a 4 point rating scale. A total score ranging from 0 to 40 is computed by reverse scoring the four positively worded items and then summing all the scale items. Higher score indicate greater levels of perceived stress, Subscale scores were computed by summing the six negatively worded items (items 1, 2, 3, 6,9 and 10) for factor 1 (Negative) and the four positively worded items (items 4, 5,7 and 8) for factor 2 (Positive) with higher score indicating greater negative distress/stress feelings and greater positive stress feelings and coping abilities, respectively. PSS-4 is based on psychometric principles and is considered to be sound. However, the limited four-item abridged scale suffers in internal reliability ($r=.60$). It provides a less adequate approximation of perceived stress levels than the larger scales. Test-Retest reliability and predictive validity is strongest for shorter time periods. The 10 and 14 items self-report instruments have established reliability and validity ($r=0.85$).

Procedure Of Data Collection

To begin with the research, the researcher contacted the different colleges of Bihar. Permission was sought from the institute authorities by approaching and explaining details of the study i.e. purpose and benefits for the students, the institute and the parents. Also verbal consent of the college students regarding data collection was taken and they were assured of confidentiality. College students who were not willing to give information were not forced to do so and were

not included in the sample for the study. First, they were explained briefly about the purpose and the importance of research, which helped in establishing rapport with them. The scales were administered on them one after the other in the same Order. After collecting the relevant data researcher extended thanks to the participants for contributing their valuable time and helping the researcher in her research pursuit

Results And Discussion

Hypothesis-1: There would be a significant relationship between emotional intelligence and esteem of science, commerce, and social science college students.

Variables	Correlation	Significance level
Emotional Intelligence	0.037	>.05
Self-Esteem		

Table no. 1: Results of Correlation between emotional intelligence and self-esteem of science college students.

Variables	Correlation	Significance level
Emotional Intelligence	0.84	< .01
Self-Esteem		

Table no. 2: Results of Correlation between emotional intelligence and self-esteem of commerce college students

Variables	Correlation	Significance level
Emotional Intelligence	0.36	< .01
Self-Esteem		

Table no. 3: Results of Correlation between emotional intelligence and self-esteem of social science college students

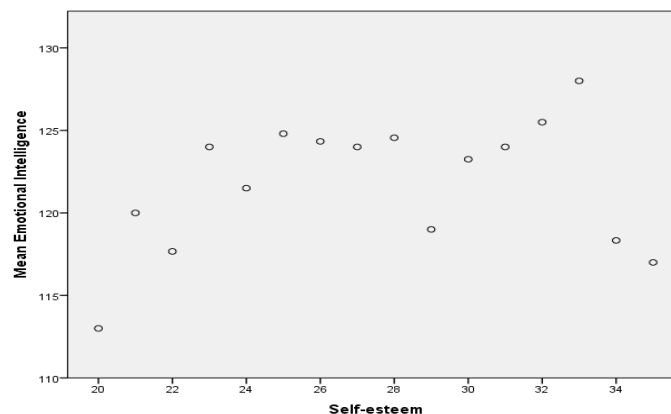


Figure 1: Graphic representation of correlation between emotional intelligence and self-esteem of science college students.

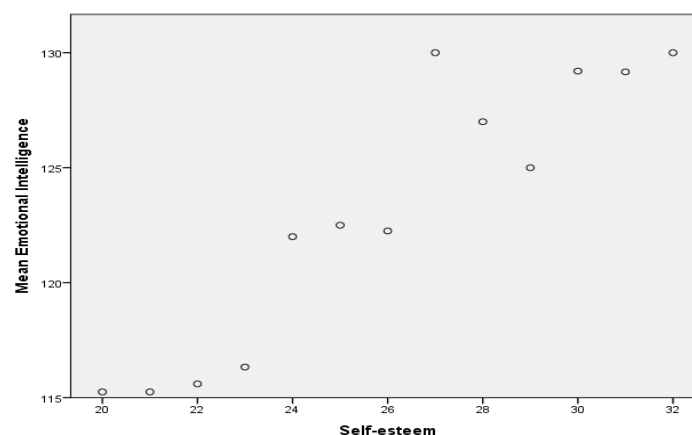


Figure 2: Graphic representation of correlation between emotional intelligence and self-esteem of commerce college students.

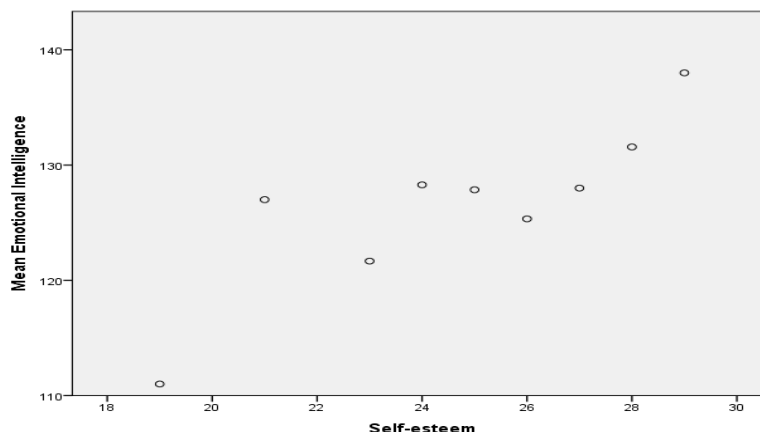


Figure 3: Graphic representation of correlation between emotional intelligence and self-esteem of social science college students.

If we look table- 1 we will find that coefficient of correlation between emotional intelligence and self-esteem score of science students was found as 0.037 which was not found statistically significant at any level of significance. The value of coefficient of correlation was positive meaning thereby that the two variables are correlated, but intensity of the correlation was weak therefore, it was not found statistically significant at any level of significance. In the same way a look at table 2 reveals that coefficient of correlation between emotional intelligence and self-esteem scores of commerce students was found as 0.84 which was found statistically significant at 0.01 level of significance. The value of coefficient of correlation was positive meaning thereby that the two variables are directly correlated. It means increase in emotional intelligence there will increase self-esteem in the same direction. In the same way a look at table 3 shows that coefficient of correlation between emotional intelligence and self-esteem score of commerce was found as 0.36 which was found statistically significant at .01 level of significance. The value of coefficient of correlation was positive meaning thereby that the two variables are directly correlated. It means will increase in emotional intelligence there will increase in self-esteem in the same direction. So, the hypothesis-1 that says that “there would be a significant relationship between emotional intelligence and esteem of science, commerce, and social science college students” was partially accepted.

The fourth hypothesis of the current study was “there would be a significant relationship between emotional intelligence and esteem of science, commerce, and social science college students”. The Pearson’s product moment correlation was used to test the hypothesis. The results showed that correlation is significant at 0.01 level for two-tailed prediction and it indicates that emotional intelligence is positively correlated with self-esteem. The obtained results were in line with the findings of studies reported by Country & Chester (2005) study on emotional intelligence and self-esteem and revealed that there is a positive relationship between the emotional intelligence and self-esteem in both science and social science students.

Hypothesis-2: There would be a significant relationship between emotional intelligence and stress of science, commerce, and social science college students.

Variables	Correlation	Significance level
Emotional Intelligence	-0.10	>.05
Stress		

Table no. 4: Results of Correlation between emotional intelligence and stress of science college students.

Variables	Correlation	Significance level
Emotional Intelligence	-0.40	< .01
Stress		

Table no. 5: Results of Correlation between emotional intelligence and stress of commerce college students.

Variables	Correlation	Significance level
Emotional Intelligence	-0.28	< .05
Stress		

Table no. 6: Results of Correlation between emotional intelligence and stress of social science college students.

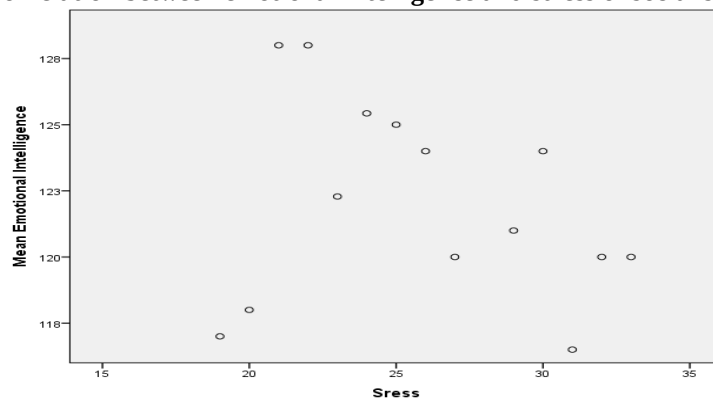


Figure 4: Graphic representation of correlation between emotional intelligence and stress of science college students.

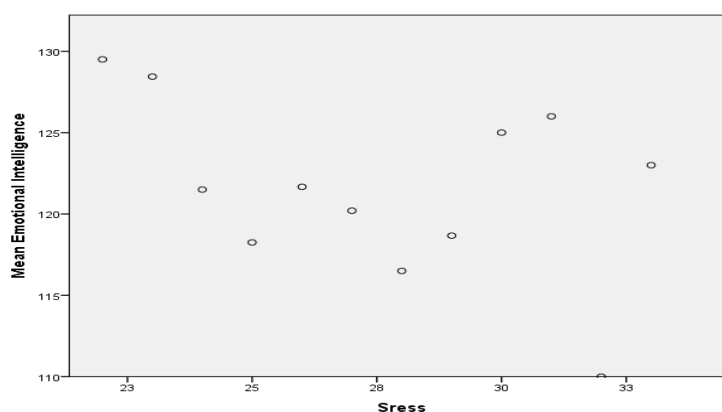


Figure 5: Graphic representation of correlation between emotional intelligence and stress of commerce college students.

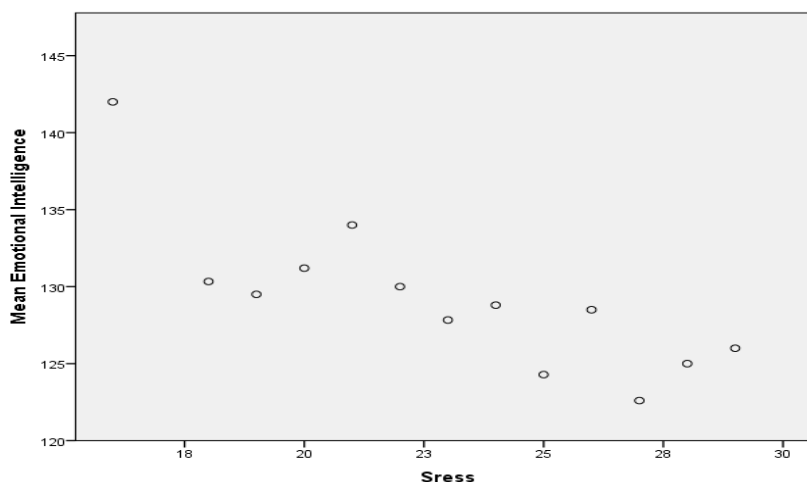


Figure 6: Graphic representation of correlation between emotional intelligence and stress of social science college students.

If we look table- 4 we will find that coefficient of correlation between emotional intelligence and stress score of science students was found as -0.10 which was not found statistically significant. The value of coefficient of correlation was negative and weak therefore' in the same way a look at table 5 reveals that coefficient of correlation between emotional intelligence and stress score of commerce was found as -0.40 which was found statistically significant at 0.01 level of significance. The value of coefficient of correlation was negative meaning thereby that the two variables are inversely correlated. It means that increase in emotional intelligence will decrease stress and vice versa. In the same way a look at table 6 shows that coefficient of correlation between emotional intelligence and self-esteem scores of social science students was found as -0.28 which was found statistically significant at .05 level of significance. The value of coefficient of correlation was negative meaning thereby that the two variables are inversely correlated. It means that increase in emotional intelligence will decrease stress and vice versa. So, the hypothesis-5 that says that "there would

be a significant relationship between emotional intelligence and stress of science, commerce, and social science college students” was partially accepted.

The result of this study showed a significant negative relationship between emotional intelligence and Stress in both commerce and social science students. When Emotional Intelligence is high, Stress is low and when Emotional Intelligence is low, Stress is high. So it can be said that there is a negative correlation between Emotional Intelligence and Stress which supports the findings of different previous studies by Salovey and Mayer's (1990) , Goleman's (1998), Upadhyaya (2006), Lorenzo Fariselli, Joshua Freedman, (2008), Kalyoncu et al. (2012), Bartwal and Raj (2014). With respect to the influence of EI on health, Ciarrochi, Deane, & Anderson (2002) indicate that EI has a mediating role in the relationship between psychological health and stress. It means people with high EI are able to deal with environmental demands better than people who score low in this variable. A number of links between coping and health have been established. Emotion-focussed coping has been found to be related to distress and worry (Saklofske, Austin, Galloway, & Davidson, 2007). Successful students scored significantly higher on total emotional intelligence, and on the sub-scales of Self-Actualization, Problem Solving, Reality Testing, Stress Tolerance, Happiness, and Optimism (Newsom, Day, & Catano, 2000).

Conclusion

the presents study examine the relationship between ‘emotional intelligence and self-esteem’, ‘emotional intelligence and stress’, ‘self-esteem and stress’ of science, commerce and social science college students. for this purpose 50 science students 50 commerce students and 50 social science students (total=150) students were selected from different police stations of Bihar. they were administrated the schutte self-report emotional intelligence test (SSEIT) measuring emotional intelligence of the students, rosenberg self-esteem scale for measuring self-esteem of students and perceived stress scale (PSS) for measuring level of stress. Pearson correlation was applied to find out relationship between ‘‘emotional intelligence and self-esteem’, ‘emotional intelligence and stress’, ‘self-esteem and stress’ of science, commerce and social science college students separately. The following results were obtained:.

1. Positive and significant relationship between emotional intelligence and esteem of science, commerce, and social science college students.
2. Negative and significant relationship between emotional intelligence and stress of science, commerce, and social science college students.
3. Negative and significant relationship between self-esteem and stress of science, commerce, and social science college students.

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