

Effect of Emotional Intelligence on the Management of Perceived Stress Among Professionals*Khagendra Nath Gangai* Gopal Chandra Mahakud*****Abstract**

The goal of the current study is to comprehend and examine how stress and emotional intelligence relate to working professionals in the Delhi-NCR area. Emotional intelligence is one of the interesting topics in recent times to find out the relationship with some other factors. So nowadays the stress part is also an important factor that are growing day by day in every employer and employees. This study looks into the association of stress and emotional intelligence in working people. An analysis of the literature shows how important it is to look into how working professionals' daily stress levels and emotional intelligence relate to one another. Stress and emotional intelligence, as well as the study's sample size of 100 individuals, are the two contributors. A series of surveys covering stress and emotional intelligence were employed. The Schutte Self-Report Emotional Intelligence Test is the first tool, and the Perceived Stress Scale is the second. The findings show that stress there is a negative association established between emotional intelligence and level of perceived stress of working professionals. Emotional intelligence is found to have a major impact on marital status. It was discovered that emotional intelligence and stress were not significantly correlated with other demographic factors.

Keywords: *Emotional Intelligence, Stress, Perceived stress, Emotional and Social Control, Working Professionals.*

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Introduction

In the recent time, lots of stress in the job these days in many different types of enterprises is very common. Workers were under a lot of stress because of a variety of things, including a heavy workload, strict deadlines, lofty goals, the nature of the work, a poor job satisfaction, long hours, performance pressure, etc. (Padmanabhan, 2021). A further source of stress was interpersonal problems at work, such as those involving peers and superiors (Javaid, Mahmood, and Ali, 2023). According to experts, stress's dysfunctional elements may have an immediate negative effect on an organization's performance as well as the wellbeing of its workers (Shih, Yeh, and Hsu, 2023). Workplace stress has been connected to lower productivity, increased attrition, and absenteeism (Cohen et al., 2023). Fatigue, irritation, poor communication, and errors or difficulties with quality are all caused by stress. Elevated levels of stress also had an impact on employees' motivation and morale. Extended periods of stress exposure without appropriate coping strategies may result in a variety of mental and physical health issues (Lazarus, 2020). For instance, stress can cause

heart disease, depression, acid reflux, irritable bowel syndrome, stomach problems, and sleeplessness. Furthermore, stress may encourage the victim to engage in high-risk activities like drinking, smoking, or abusing drugs (Shin, 2021). Stress-related illnesses increased absenteeism and attrition, which had an impact on the companies' profitability (Ashhar, 2023). In addition to having a deleterious impact on an individual's performance at work, stress can also have an adverse influence on teams and entire enterprises. People who are under stress may find it difficult to concentrate, which results in subpar service delivery. They might feel worn out or unmotivated, which would lower morale and reduce output.

Stress may result in more spontaneous sick days being taken as well as prolonged absences due to illnesses linked to stress that have been medically diagnosed (Woo, & Postolache, 2008). This has a detrimental effect on employee morale on an individual basis in addition to the organization as a whole. It is necessary to take on additional work, divide up sales territories or locations, and assign temporary workers—often without

proper training or an explanation of expectations or objectives. This may lead to bitterness, tension, and exhaustion, which will impair productivity at work.

Over the past 20 years, stress has emerged as a prominent subject in study, with a notable increase in researchers' attention as a worry for both employers and employees. According to Stranks, (2005), stress is the harmful physical, mental, and emotional response that arises from a mismatch between job requirements and people' abilities to handle pressure at work or their competences. It is a condition brought on by suffering from physical, emotional, psychological, or social issues stemming from an inability on the part of the individual to react to unforeseen circumstances (Stranks, 2005). Employees who experience challenges or changes in their regular work routine but consistently avoid them are the fundamental cause of stress in the workplace. This state leads to stress, worry, worries, tension, and other negative emotions. Employee morale is suffering and productivity is being destroyed by stress (Chesler, 2014). Even though stressful situations can't always be avoided, we can provide staff members with the resources they need to handle difficult situations. Workplace stress can be caused by a number of clear or well-known factors, such as excessive workloads, subpar management, and a lack of job security. However, understanding the sources of stress does not make it go away (Stranks, 2005, Chesler, 2014).

The association between Emotional Intelligence (EI) and stress in relation to organizational performance has garnered significant attention in modern research. A number of studies have examined the influence of EI competencies on stress and have found a positive correlation (Alsulami et al, 2023, Darvish and Nasrollahi, 2011). Emotional intelligence (EI) is one of the important predictors for individual's ability to more effectively manage stress at work (Cherniss, 2001). The EI abilities give people the ability to feel in control of the situation, stay optimistic and find solutions to problems, and select different strategies for managing stress without losing their cool. Positive expression of unpleasant emotions can be handled by EI individuals in a way that facilitates positive interaction and collaboration towards shared goals (Cox, Khagendra Nath Gangai, Gopal Chandra Mahakud

2011). This skill makes it easier for the person to identify in a timely manner and refocus their negative stress reactions, feelings, and impulses. It is the capacity to dissuade and consider their responses to situations before acting. An individual with emotional intelligence (EI) is a reliable and committed worker who is receptive to new experiences, especially in the face of unknown circumstances and abrupt shifts. They tend to view these events as opportunities rather than threats to their personal safety and experience stress. In the harshest situations, EI people may maintain their composure, never give up, and react calmly rather than frantically (Goleman, 1998). According to Daniel Goleman's EI, the main components of human success are social skills, self-awareness, motivation, empathy, and self-regulation (Goleman and Boyatzis, 2017).

Review of Literature

Abraham (2000) examined the connection between the social skills part of emotional intelligence and wholesome interpersonal interactions in his research work. These connections help to lower occupational stress and increase job satisfaction. Abraham said that having these social abilities encourages the growth of social networks, which in turn increases workers' loyalty to the organization. Ciarrochi (2000) looked into how emotional intelligence is distinct and used to understand the relationship between stress and mental health. It was discovered that those with strong emotional regulation skills, both their own and those of others, would be better able to guard against the negative impacts of stress and report lower levels of hopelessness and sadness.

In the organisational setting, assessment of the emotional quotient, subjective perceived stress, general health and morale, quality of working life, and management performance were examined by Slaski and Cart Wright (2002) in relation to a group of retail managers. Significant connections found in the predicted directions indicated that managers with higher emotional calm scores had better management performance, more health and well-being, and reduced subjective stress. Organizational stress is widely recognized as a crucial issue for managers of manufacturing organizations, as Shahu and Gole (2008) pointed out. Their study looked at

the correlation between 100 managers' work happiness, performance, and job stress. The study's conclusions imply that while more job satisfaction is associated with higher performance, higher stress levels are linked to lower performance.

In their research Sunil and Rooprai(2009) noted that successful professionals in a variety of fields, including banking, psychology, management, law, medicine, and engineering, are more than just skilled workers. They are cheerful, adaptable, and laid back. Put differently, success in the workplace requires more than just standard cognitive abilities. Furthermore, there is the requirement of emotional intelligence, which is the capacity to suppress unpleasant emotions like stress, worry, wrath, and self-doubt in favor of conciliatory, empathetic, and confident ones. The approach Tannous and Matar (2010) offered was crucial for the majority of the most recent studies on childhood depression. Children who are depressed are shown to be less loved, to have fewer friends, to be more socially awkward, and to find it more difficult to build relationships with other kids. They exhibit a gloomy irritability, impatience, and rage instead of being able to appropriately name their feelings, especially toward their parents. Poor academic performance, including difficulty focusing, abandoning homework assignments and resulting in lower grades, losing interest in activities, incomplete tasks in class, avoiding homework, and disruptive behavior, is another effect of melancholy in these kids. Specifically, there may be a higher chance of subpar academic results, lower productivity, weariness, and compromised social functioning.

Cherniss (2010) revealed that there has been a great deal of confusion and debate surrounding the notion of emotional intelligence (EI). The third area of contention relates to the significance of EI for outcomes, such as appropriate authority or effective work execution. Recent research that was unavailable to earlier commentators suggests a strong link between execution and emotional intelligence. However, some Emotional and Social Control (ESCs) will likely be more grounded performance indicators than EI overall. Furthermore, EI is likely to become more important under some types of conditions, such as those involving social

cooperation or noticeably high levels of stress (Cherniss, 2010).

Rahim (2010) conducted research on stress and emotional intelligence. According to a bank study, stress has an indirect impact on an organization's ability to survive because it makes employees less productive and unable to work at their best for their companies. This can lead to a loss of market share in a more competitive market as well as an impact on the organization's overall performance. Thus, it is imperative that management take appropriate action to stop this suffering. It is crucial to examine the connection between stress and emotional intelligence (EI). Darvish and Nasrollah (2011) stated that the relationship between the two demonstrates that we can improve employee work and reduce occupational stress by raising emotional intelligence within the organization. Employees of various organizations have personally experienced the effects of emotional intelligence, and this research has shown that these effects can have a significant impact on employees' occupational stress and play a role in the organization's operations.

Similarly, Vembar and Nagaraja (2011) stated that the psychological consequences of stress have both immediate and long-term reactions, which has an indirect financial cost to the firm. The ability to fairly and accurately perceive, appraise, and interpret emotion in oneself and in others is known as emotional intelligence, and it has been found to have a substantial correlation with stress among many other personality factors. Thus, the main focus of this research is to determine whether stress and emotional intelligence are related. Many see stress as the result of having too many demands made of their resources. They conclude from this that stress is brought on by outside variables.

According to Kant and Sharma (2012), emotion is a heightened state of feeling that only the individual experiencing it perceives as such. To an outside spectator, it appears to be a disordered muscle and glandular activity. It is an emotive experience that manifests in the person's overt conduct together with generalized linear adjustment and mentally and physiologically aroused states. Through a non-systematic narrative analysis of the body of current literature, Kazi (2013) reviewed the empirical evidence supporting the association between Occupational Stress, Performance,

and Emotional Intelligence in their study. It was discovered that the three notions had undergone various stages of development throughout history. Furthermore, the empirical data demonstrates that they are connected in intricate, multifaceted ways. In order to assure the efficient and effective management of occupational stress, performance, and emotional intelligence, it has been determined that businesses should actively seek out the relevant variables.

Ebrahimi (2013) defined emotional intelligence as a person's verbal and nonverbal abilities to perceive, understand, utilize, and manage their own emotions as well as those of others. In this regard, Emotional intelligence (EI) can be defined as a quality or aptitude that helps people successfully adjust to the demands and challenges of their surroundings. This covers the appropriate handling, interpretation, expression, and application of one's own emotions. It also involves interpreting other people's emotions accurately. Batool (2013) investigated the connection between effective leadership and emotional intelligence in order to assess the likelihood of working-class managers, both male and female, to exercise emotional control in Pakistan's public and commercial sectors, particularly the banking industry. Distribution is used to conduct a survey with 50 participants. Utilizing a random sample method, the study's instrument is answered. Using descriptive statistics (mean, standard deviation, and percentage), the data was examined using SPSS software. The outcome shows a strong and favorable correlation between emotional intelligence and leadership style.

The function of emotional intelligence in reducing employee stress at work was investigated by Gangai and Agarwal (2013). They discovered that workers' stress levels at work are significantly impacted by emotional intelligence. The aim of the research was to comprehend and examine the connection between stress and emotional intelligence, as well as the consequences it has on workers. Researchers are becoming more interested in emotional intelligence as they look at how people's behaviors, moods, and other factors affect the different types of social interactions they have at work. Di Fabio and Saklofske (2014) examined the relationships between self-efficacy, career indecision, and

indecisiveness and trait emotional intelligence (EI), fluid intelligence, and personality traits. The results showed that decisions about jobs may be significantly influenced by self-reported EI.

Holinka (2015) looked into the connections between emotional intelligence and happiness in life as well as between emotional intelligence and stress. The association between the impact of stress and life satisfaction was mediated by emotional intelligence; however, the research literature has not yet thoroughly examined this relationship. The results of the current meta-analysis demonstrated a significant overlap between the content of mixed EI measures and a variety of well-known psychological variables, according to a study by Joseph, Jin, Newman, and O'Boyle (2015). The findings lend further credence to the intuitive theoretical explanation of the extremely high correlation between work performance and mixed EI and support the construct validity of mixed EI measures. Self-perceptions, cognitive capacity, ability EI, and personality are all assessed using mixed EI tools.

Extremera, et. al. (2018) found that multiple mediation was used for each EI dimension. The study expands our knowledge of the mechanisms underlying the upkeep and growth of positive attitudes at work and offers the first encouraging evidence that work engagement plays a role in the relationship between emotional intelligence and job happiness. Our findings contribute to the literature on emotional intelligence (EI) by clarifying the mechanisms by which EI is connected to favorable employee attitudes and by indicating that work satisfaction may rise as a result of intervention programs aimed at enhancing EI. It was shown by Muhammadi & Yekta (2018) that in the post-test stage, the average emotional intelligence scores, similar to the activity fulfillment scores, of medical caregivers employed in the exceptional segments of the experimental group, increased. Final thought: Emotional intelligence Instructional sessions can be a vital educational component for the psychological wellbeing of medical attendants, as they have been shown to increase emotional intelligence and attendants' sense of fulfillment from their activities.

Robert (2018) discusses the effects of workplace bullying on job performance and stress in his research article. Bullying in the workplace has been shown to be a very important problem that affects all organizations. Bullying can take many different forms, with its manifestations ranging from overt to covert. Victims of workplace bullying may experience several forms of abuse. The primary focus of this study is the impact of workplace bullying on job performance and job stress. The results show that bullying at work is strongly correlated with job stress, but that bullying at work is very weakly correlated with job performance. The association between workers' stress levels and safety practices and emotional intelligence (EI) was examined by Alsulami et al. (2023). In a well-known Jeddah building site ($n = 5\ 265$). The results show that EI is critical for both lowering working stress and improving safety measures among CWs. It has also been found that stress levels among employees negatively impact their safety practices. This implies that any reduction in workplace stress may also boost workers' adherence to safety guidelines. The study conducted by Senćanski et al. (2024) sought to evaluate the psychological and emotional intelligence levels of pharmacists who had successfully finished the post-graduate specialized program versus those who had not (the Control group). Pharmaceutical sales and marketing experts had the highest EI values, whereas clinical pharmacy practitioners had the lowest. The significant inverse connection ($r = -0.543$) found between EI and PS raises the possibility that raising EI can help guard against stress. In this context, it can be said that numerous issues are very common in today's workplace. All issues can put all individuals down in pressure malady in little amounts, stress is acceptable (Lloyd, King, and Chenoweth, 2002). It can spur and help individuals become increasingly profitable. Be that as it may, a lot of pressure or solid reactions to push are unsafe. Especially, in administration associations now and again called direct individual-related occupations for example banks, schools, and so on in those occupations the essential errand is to change the customers/understudies genuinely or mentally. In human resources management, the execution of administration occupations is

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natural to strain and feelings which may prompt feelings of pressure (Kapoor & Chhabra, 2022). Therefore, the purpose of this study was to determine how stress and emotional intelligence related to working professionals in Delhi NCR to get the exact information on how age, gender, and educational qualification impacted our emotional intelligence and stress, and how we can get the relationship among these two things.

Objectives of the Study

- To ascertain how stress and emotional intelligence relate to working professionals in Delhi-NCR.
- To investigate the effect of emotional intelligence on stress among working professionals in Delhi-NCR.
- To study the demographic impact of emotional intelligence on stress among working professionals in Delhi-NCR.

Hypotheses:

This study aims to observe the association between emotional intelligence and perceived stress of the working professionals.

As a result, numerous hypotheses have been established in order to achieve this goal. These hypotheses aim to explore the possible beneficial and negative associations between stress and emotional intelligence. The list of theories is displayed in the followings:

H1: There would be a positive significant relationship between emotional intelligence and stress among working professionals in Delhi-NCR.

H2: Emotional intelligence would have a significant impact on stress among working professionals in Delhi-NCR.

H3: Gender would have a significant difference in emotional intelligence and stress among working professionals in Delhi-NCR.

H4: Marital Status would have a significant difference in emotional intelligence and stress among working professionals in Delhi-NCR.

H5: Educational qualification would have a significant difference in emotional intelligence and stress among working professionals in Delhi-NCR.

H6: Age would have a significant difference in emotional intelligence and stress among working professionals in Delhi-NCR.

H7: Work Experience would have a significant difference in emotional

intelligence and stress among working professionals in Delhi-NCR.

Methods

The current study used a basic random sampling strategy to collect 100 samples. Working professionals in the Delhi and NCR area provided the data. This project's research design is primarily descriptive. The emotional intelligence and stress levels of working professionals in Delhi-NCR were measured using the following instruments. (a) One instrument for assessing general emotional intelligence (EI) is the Schutte Self-Report Emotional Intelligence Test (SSEIT). It is composed of four subscales: emotion perception, emotion management of others, and regulating emotions important to oneself. Salovey and Mayer's EI model served as the foundation for the development of the SSEIT (1990). The SSEIT model and the EQ-I model, which measures emotional intelligence, are related. A 33-item self-report on a response scale of 1 (strongly agree) to 5 (strongly disagree) is part of the SSEIT. The participant's final score is the sum of the graded answers from each subtest. Schutte and colleagues claim that their emotional intelligence measure has a reliability value of 0.90. (b) Perceived Stress Scale, or PSS: A common tool for measuring stress that assesses subjective stress is the PSS. (Cohen, Kamarck, and Mermelstein, 1994) is still a well-liked option for assisting us in comprehending how various circumstances impact our emotions and anxiety levels. On this scale, you will be given questions concerning your thoughts and feelings throughout the past month. For each question, select a response from the list below: If 0 is never, then 1 is very seldom. 2-infrequently 3.

a lot of the time 4. Frequently. The questionnaire consists of ten items in total. The PSS-10 demonstrated strong test-retest reliability and internal consistency, as seen by its 0.79 Cronbach's alpha and 0.91 intraclass correlation coefficient, respectively. Data were gathered via a Google Form. Participants received the URL at random. The research survey's goal and the questionnaire were discussed over the phone in order to build rapport before the questionnaire link was sent via email. Out of 500 hundred participants, 100 people answered the survey. The instruments for standard research were employed to gather data. SPSS software 16.0 and an Excel sheet were used to examine the data. For the purpose of testing the hypothesis, the mean, SD, t-test, ANOVA, correlation, and regression analysis were employed.

Result and Discussion

The present study is based on 100 samples from working professionals in Delhi & NCR. The data were collected online with help of Google from link. The emotional Intelligence and perceived stress are important aspects of modern first moving life. The table-5.1 indicates that the demographic profile of the participants where reflects that gender (male-59 and female-41), Marital Status (unmarried -83 and married -17), educational qualification (Graduate-54 and post-graduate-46), Age (20-30 years -92 and 31-40 years-8), Work experience (1-3 years -72, 4-7 years -18, 8-11 years-8, 12 years and above-2). The representation of data affirmed that most of the participants are in the learning phase. The age group of 20 to 30 years not married and less experience like 1-3 years that means they are in the initial phase of their career. The data is homogeneity in nature.

Table -1 Demographic Profile of the Participants

Demographic Profiles	Category	Frequency	Percent
Gender	Male	59	59
	Female	41	41
Marital Status	Unmarried	83	83
	Married	17	17
Educational Qualifications	Graduate	54	54
	Post Graduate	46	46
Age	20-30 Years	92	92

	31-40 Years	8	8
Work Experiences	1-3 Years	72	72
	4-7 Years	18	18
	8-11years	8	8
	12 Years and Above	2	2
	N=100		

Source: Researchers Compilation

The intercorrelation between working professionals' perceived stress and emotional intelligence in Delhi and NCR is seen in Table 2. To examine the relationships between two variables, the Pearson intercorrelation was computed for this purpose. The findings showed a reversed association between stress and emotional intelligence. There is no positive significance between emotional

intelligence and stress ($r = -.035, P > 0.05$). The hypothesis-1 is stated that *H1: There is a positive significant relationship between emotional intelligence and stress among working professionals in Delhi-NCR.* Therefore, the null hypothesis (H01) is accepted here and alternative hypothesis (H1) is rejected.

Table 2 Inter-Correlation between Emotional Intelligence and Perceived Stress

Correlations				
Parameters	Mean	Std. Deviation	Emotional Intelligence	Perceived Stress
Emotional Intelligence	75.46	12.57	1	
Perceived Stress	52	14.56	-0.035	1
N=100, P<0.05*, P<0.01**				

Source: Researchers Compilation

Table3 reveals that emotional intelligence impacts perceived stress by working professionals in the Delhi & NCR region. The regression analysis has been used to check emotional intelligence impact on perceived stress. The results found that $R = .035$, $R^2 = .001$, Adjusted $R^2 = -.009$, $F = .122 (df = 99)$, $t = -.350$. Finally, coefficient value is $\beta = -.035 (P > 0.05)$. The results show

that emotional intelligence has no significant impact on perceived stress among working professionals. The hypothesis-2 "*Emotional intelligence would have a significant impact on stress among working professionals in Delhi-NCR.*" The hypothesis (H2) is rejected and the null hypothesis is accepted. This may be a case of homogeneity of the data; the result was not significant.

Table-3 Emotional Intelligence impact on Perceived Stress

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	ANOVA	Sig.
	B	Std. Error	Beta				
(Constant)	55.090	8.949		6.156	.000	.122 (df=99)	.727 ^a
Emotional Intelligence	-.041	.117	-.035	-.350	.727		
(R = .035, R Square = .001, Adjusted R Square = -.009) (N = 100) P < 0.05*, P < 0.01**							
a. Predictors: (Constant), Emotional Intelligence							
b. a. Dependent Variable: Perceived Stress							

Source: Researchers Compilation

The impact of gender on perceived stress and emotional intelligence is seen in Table 4. There are 41 females and 59 males in the results table. The final result is represented by the mean, standard deviation, and t test. Males (74.31±13.33) and females (77.10±11.33) had the highest emotional intelligence, with a t value of 1.090 (P>0.05). Thus, it may be concluded that there is no discernible difference in emotional intelligence based on gender. In a similar vein, Perceived Stress reveals that t =.514 (P>0.05), Males

(52.62±14.86), and Females (51.09±14.26). Hence, gender has no discernible impact on how stress is experienced. Stress and emotional intelligence are not significantly different in men and women. In this instance, it may be claimed that women outperform men in terms of emotional intelligence. The hypothesis-3 “Gender would have a significant difference in emotional intelligence and stress among working professionals in Delhi-NCR is accepted

Table 4: The Effect of Gender on Perceived Stress and Emotional Intelligence

	Gender	N	Mean	Std. Deviation	t	Sig. (2tailed)
Emotional Intelligence	Male	59	74.3195	13.33566	1.090	.278
	Female	41	77.1027	11.33958		
Perceived Stress	Male	59	52.6271	14.86595	.514	.608
	Female	41	51.0976	14.26369		
P<0.05*, P<0.01**						

Source: Researchers Compilation

The impact of marital status on perceived stress and emotional intelligence is seen in Table 5. According to the results table, there are 83 single people and 17 married people. The final result is represented by the mean, standard deviation, and t test. Regarding Emotional Intelligence, the unmarried score is 76.86±9.34, whereas the married score is 68.59±21.68. The t-value is 2.540 (P<0.05). Thus, there is a substantial emotional intelligence difference based on marital status. Further, Perceived Stress shows that unmarried (52.22±14.84), Married (50.88±13.51) and the t =.346 (P>0.05). Therefore, it can be said that marital status has no significant difference on perceived stress.

There is much difference between unmarried and married emotional intelligence, which shows that married persons are more emotionally mature than unmarried persons. Similarly, in the case of perceived stress, married people are less stressed than unmarried persons; this may be due to job pressure at work. Here, unmarried persons face more stress and have less intelligence but in case married persons less stress due to having high emotional intelligence. The hypothesis-4 is stated that “Marital Status would have a significant difference in emotional intelligence and stress among working professionals in Delhi-NCR.” The hypothesis is accepted.

Table 5 Marital Status impact on Marital Status of Emotional intelligence and stress

	Marital Status	N	Mean	Std. Deviation	t	Sig. (2tailed)
Emotional Intelligence	Unmarried	83	76.86	9.34	2.540**	.013
	Married	17	68.59	21.68		
Perceived Stress	Unmarried	83	52.22	14.84	.346	.730
	Married	17	50.88	13.51		
P<0.05*, P<0.01**						

Source: Researchers Compilation

The impact of educational qualifications on perceived stress and emotional intelligence is seen in Table 6. Graduates (n=54) and post-graduates (n=46) are displayed in the results table. The final result is represented by the mean, standard deviation, and t test. The t value is .778 (P>0.05) for Emotional Intelligence Graduates (74.55±13.02) and post-graduates (76.52±12.07). It can be concluded that emotional intelligence is not much affected by educational background. Likewise, Graduates (53.28±11.75), post-graduates (50.48±17.31), and t = .957 (P>0.05) are the results of Perceived Stress. Therefore,

it can be said that educational qualification is no significant difference on perceived stress. There is not much difference between Graduates and Postgraduates of emotional intelligence and stress. Here, it may be said that post-graduate is better than Graduates' parts of emotional intelligence and stress level is higher in case of graduates comparably with post-graduates. The hypothesis-5 is stated that "Educational qualification would have a significant difference on emotional intelligence and stress among working professionals in Delhi-NCR" is accepted.

Table 6 Educational Qualifications impact on emotional Intelligence and Perceived stress

	Education	N	Mean	Std. Deviation	t	Sig. (2tailed)
Emotional Intelligence	Graduate	54	74.55	13.02	.778	.439
	Post Graduate	46	76.52	12.07		
Perceived Stress	Graduate	54	53.28	11.75	.957	.341
	Post Graduate	46	50.48	17.31		
P<0.05*, P<0.01**						

Source: Researchers Compilation

Age effects on perceived stress and emotional intelligence are seen in Table 7. Twenty-30 Years (n=92) and 31-40 Years (n=8) are displayed in the results table. The final result is represented by the mean, standard deviation, and t test. The results for Emotional Intelligence were as follows: t=0.001 (P>0.05), 20-30 Years (75.46±12.95), 31-40 Years (75.45±7.36). As a result, it may be concluded that emotional intelligence does not significantly vary with age. Similarly, Perceived Stress shows that 20-30 Years (52.17±14.95), 31-40 Years (50.00±9.44) and

t =0.403 (P>0.05). Therefore, it can be said that age is no significant difference on perceived stress. There is not much difference between 20-30 Years and 31-40 Years of emotional intelligence and stress. Here, it may be said that 31-40 Years is better than 20-30 Years counter parts of emotional intelligence and stress level is higher in the case of 20-30 Years compared with 31-40 Years. The hypothesis-6 is stated that "Age would have a significant difference in emotional intelligence and stress among working professionals in Delhi-NCR" is accepted.

Table 7 Age impacts on Emotional Intelligence and Perceived Stress

	Age	N	Mean	Std. Deviation	t	Sig. (2tailed)
Emotional Intelligence	20-30 Years	92	75.46	12.95	.001	.999
	31-40 Years	8	75.45	7.36		
Perceived Stress	20-30 Years	92	52.17	14.95	.403	.688
	31-40 Year	8	50.00	9.44		
P<0.05*, P<0.01**						

Source: Researchers Compilation

Table 8 represents that work experience impacts emotional intelligence and perceived stress. The majority of the participants belong to work experience of 1-3 years. The ANOVA

is used to find the results. The emotional intelligence shows that there is no significant difference (F=0.999, df=99, P>0.05). Similarly, in case of perceived stress

($F=1.574$, $df=99$, $P>0.05$). The Hypothesis -7 stated that “Work Experience would have a significant difference in emotional intelligence and stress among working professionals in Delhi-NCR” is accepted.

This may have occurred due to the homogeneity in the data and it may be a biased sample. It is difficult to generalize the actual finding of the research.

Table 8 Work Experience impact on Emotional Intelligence and Perceived Stress

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Emotional Intelligence	Between Groups	470.438	3	156.813	.992	.400
	Within Groups	15175.105	96	158.074		
	Total	15645.543	99			
Perceived Stress	Between Groups	985.069	3	328.356	1.574	.201
	Within Groups	20027.431	96	208.619		
	Total	21012.500	99			

P<0.05*, P<0.01**

Source: Researchers Compilation

Due to a homogeneous sample consisting primarily of single people, those in their 20s to 30s, and work experience ranging from one to three years, emotional intelligence was found to have a negative connection with stress and to have no effect on stress. Second, except from marital status, no demographic factor was observed to significantly differ between emotional intelligence and stress.

Conclusions

A hypothesis that is directly related to the research topics guided the study's conduct. Secondary data provides context for the information gathered from employee questionnaires. Numerous factors have also been identified as contributing to the perception of stress in the workplace, such as a lack of job security, excessive work hours, personal issues, and organizational culture. Stress and emotional intelligence were also ascertained by the data that was gathered, displayed, and examined. Based on 100 samples from working professionals in Delhi and NCR, the current study was conducted. Online data collection was done with the use

of a Google link. Two crucial facets of the current first-moving life are perceived stress and emotional intelligence. A five-point Likert scale was used to measure both the dependent variable, stress, and the independent variable, emotional intelligence. It is acknowledged that there is a negative relationship between stress and emotional intelligence. Emotional intelligence and stress do not connect favourably. It was supported by both the regression test findings, which show how emotional intelligence affects stress, and the correlation test results, which point to a weak relationship between the two. Furthermore, there is a gender-specific negative association between stress and emotional intelligence. Therefore, gender is irrelevant to this study's goal of determining the relationship. The subject of an employee's marital status has a big influence on both their stress level and emotional intelligence. Therefore, a married person has significantly more emotional intelligence than an unmarried person, according to the results. Perhaps the burden of work and general responsibilities is to blame. The next is

educational background, yet my research shows that this has no appreciable effect on stress or emotional intelligence. Consequently, neither emotional intelligence nor stress are influenced by education. Graduates and postgraduates in emotional intelligence and stress do not differ significantly. In this instance, it might be argued that post-graduates have more emotional intelligence than graduates, and graduates have higher stress levels when compared to post-graduates. Additionally, age is not a big influence in stress. However, in comparison to younger generations, they possess a great deal of emotional intelligence at a later age. The next element was work experience, however it's possible that the data was uniform in this regard, meaning that stress and emotional intelligence were not affected. As a result, it is difficult to extrapolate the study's general conclusions. However, given the data do not show a correlation between emotional intelligence and stress, we can draw the conclusion that there is none.

The results of the investigation demonstrate that stress and emotional intelligence are negatively correlated and that stress levels may be a reliable predictor of emotional intelligence. The results of the study suggest that there may be some correlation between stress and emotional intelligence, both high and low. Given the negative correlation between emotional intelligence and stress, emotional intelligence can be a useful strategy in managing stress at work. Similar findings are also found in studies conducted by Oginska et al. (2005), Matthews et al. (2002), Montes-Berges et al. (2007), Naidoo et al. (2008), and others. Therefore, emotional intelligence might be defined as the capacity to suppress unpleasant emotions like stress, worry, anger, and self-doubt in favor of conciliatory, empathetic, and confident feelings. Therefore, it is important to prioritize the development of emotional intelligence in order to succeed in life and manage stress at work. My understanding of the value of emotional intelligence, the impact of stress on both work and life, and the part that sensitivity, maturity, and competency play in a person's development of emotional intelligence have all improved as a result of this study.

As a result, the two factors in our life ought to be in harmony. As a result, I would like to

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suggest that employers and employees take the initiative to support the development of emotional intelligence inside the workplace. Organizations should make an effort to host seminars and sessions where staff members can consider the connection between stress and emotional intelligence as well as the advantages of emotional intelligence over stress. Staff members need to be encouraged to participate in these kinds of activities. For processes to run smoothly and strategies to be developed, organizations need to employ emotionally intelligent people. Employees who possess emotional strength will be more equipped to manage stressful situations and make independent judgments in both their personal and professional life. Having individuals with high emotional intelligence is essential since it will aid in the overall development of employees.

Implications

The ramifications of these findings for research and practice are highly significant, despite the fact that generalizations are not permitted due to the nature of the study and the research design. Employees with EI competences and skills are desirable for any organization. Managers that possess emotional intelligence are more adept at handling stress at work due to their enhanced self-awareness and self-regulation. The ramifications of these findings for research and practice are highly significant, despite the fact that generalizations are not permitted due to the nature of the study and the research design. Employees with EI competences and skills are desirable for any organization. Managers that possess emotional intelligence are more adept at handling stress at work due to their enhanced self-awareness and self-regulation. The ramifications of these findings for research and practice are highly significant, despite the fact that generalizations are not permitted due to the nature of the study and the research design. Employees with EI competences and skills are desirable for any organization. Managers that possess emotional intelligence are more adept at handling stress at work due to their enhanced self-awareness and self-management. from a pragmatic standpoint. The ramifications of these findings for research and practice are highly significant, despite the fact that generalizations are not

permitted due to the nature of the study and the research design. Any firm wants its workers to be emotionally intelligent and stress-tolerant. Those with emotional intelligence are more adept at managing their own emotions, which helps them deal with the pressures of the workplace. From a practical standpoint, it is evident that individuals with stronger emotional intelligence (EI) are better able to handle stress in the workplace and in later life. This is because they have a greater sense of responsibility at work and exhibit maturity in both their personal and professional lives. Work-life balance is therefore a useful instrument that we can use to accomplish our goals. In order to tackle all of these organizational issues, this organization needs set up a variety of training programs in addition to webinars. Due to the importance of both the employee and the employer, we must consider the emotional and stressful aspects of hiring and performance reviews. As a result, it can raise staff morale and allow them to use their efficiency and production for a longer amount of time.

Employers may benefit from hiring people with high EI since they will be better able to handle stress on the job. This is especially true for extremely stressful positions. EI is measured during the recruitment and selection process. Stress is not affected by the younger generation or those with less work experience. Those who are single experience less stress than those who are married. As a result, the company will choose and oversee staff members with improved mental health. Researchers and professionals working in the field will learn more about the greater levels of emotional intelligence found in younger working professionals. During any type of crisis, the demographic factors aid in the management of people's mental health and wellbeing.

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