

## THE RELATIONSHIP BETWEEN ACADEMIC STRESS AND EMOTIONAL INTELLIGENCE AMONG UNIVERSITY STUDENTS

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**Abstract.** Academic stress is a common psychological problem among university students and may negatively affect their mental health and academic performance. Emotional intelligence has been identified as an important psychological factor that helps individuals manage stress more effectively. The aim of this study was to examine the relationship between academic stress and emotional intelligence among university students. A quantitative correlational research design was employed. The sample consisted of 150 undergraduate students selected using convenience sampling.

**Keywords:** academic stress, emotional intelligence, university students, psychology, relationship, analysis

### Взаимосвязь академического стресса и эмоционального интеллекта у студентов университета

**Аннотация.** Академический стресс является распространённой психологической проблемой среди студентов университетов и может негативно влиять на их психическое здоровье и академическую успеваемость. Эмоциональный интеллект рассматривается как важный психологический фактор, помогающий людям более эффективно справляться со стрессом. Целью данного исследования было изучение взаимосвязи между академическим стрессом и эмоциональным интеллектом у студентов университета. В исследовании был использован количественный корреляционный дизайн. Выборку составили 150 студентов бакалавриата, отобранных методом удобной выборки. Данные были собраны с использованием шкалы академического стресса и шкалы эмоционального интеллекта.

**Ключевые слова:** академический стресс, эмоциональный интеллект, студенты университета, психология, взаимосвязь, анализ

Academic stress has become an increasingly prevalent issue within higher education systems worldwide. University students are frequently exposed to a wide range of academic and psychosocial demands, including intensive coursework, examinations, time constraints, academic competition, and uncertainty regarding future employment. Persistent exposure to such stressors may lead to emotional

distress, anxiety, depression, burnout, and diminished academic performance, thereby negatively affecting students' overall psychological well-being.

In recent years, researchers have emphasized the role of personal psychological resources in mitigating the negative effects of academic stress. One such resource is emotional intelligence, which refers to the ability to perceive, understand, regulate, and manage emotions in oneself and others. Emotional intelligence plays a crucial role in adaptive functioning, enabling individuals to cope effectively with stress, regulate negative emotions, and maintain psychological balance under demanding conditions.

Empirical evidence suggests that individuals with higher emotional intelligence demonstrate greater resilience, more effective coping strategies, and better mental health outcomes. In academic contexts, emotionally intelligent students tend to manage academic pressures more effectively, maintain motivation, and demonstrate greater emotional control during stressful academic situations.

Despite the growing body of research on academic stress and emotional intelligence, these constructs have often been examined independently. There remains a need for empirical studies that directly investigate the relationship between academic stress and emotional intelligence among university students. Addressing this gap is essential for informing psychological interventions and educational programs aimed at improving student well-being. Therefore, the present study aims to examine the relationship between academic stress and emotional intelligence among university students.

The study employed a quantitative correlational research design to examine the association between academic stress and emotional intelligence.

The participants consisted of 150 undergraduate students enrolled at a university, aged between 18 and 24 years. The sample included both male and female students and was selected using convenience sampling.

Data were collected using two standardized self-report instruments:

- **Academic Stress Scale**, designed to assess students' perceived academic stress related to academic workload, examinations, and academic expectations.
- **Emotional Intelligence Scale**, measuring key components of emotional intelligence, including emotional awareness, emotional regulation, and emotional management.

Both instruments demonstrated acceptable internal consistency, with Cronbach's alpha coefficients exceeding 0.70, indicating satisfactory reliability in the present study.

Participation in the study was voluntary. All participants were informed about

the purpose of the research and provided informed consent prior to data collection. To ensure confidentiality and anonymity, no identifying information was collected.

Data analysis was conducted using SPSS statistical software. Pearson correlation analysis was used to examine the relationship between academic stress and emotional intelligence. Statistical significance was determined at the  $p < 0.01$  level.

The results of the Pearson correlation analysis indicated a statistically significant negative relationship between academic stress and emotional intelligence ( $r = -0.45, p < 0.01$ ). This finding suggests that university students with higher levels of emotional intelligence tend to experience lower levels of academic stress.

The findings of the present study demonstrate that emotional intelligence is significantly associated with academic stress among university students. Specifically, higher emotional intelligence was related to lower perceived academic stress. This result supports previous research indicating that emotional regulation and emotional awareness contribute to more effective stress management.

Emotional intelligence appears to function as an important psychological resource that enables students to manage academic demands, regulate negative emotional responses, and maintain psychological well-being. Students with well-developed emotional intelligence skills may be better equipped to cope with academic pressures, adapt to challenging learning environments, and prevent stress-related psychological difficulties.

The findings highlight the practical importance of integrating emotional intelligence development into higher education. Universities may benefit from implementing psychological training programs, counseling services, and educational interventions aimed at enhancing students' emotional intelligence and stress coping skills.

The study has several limitations. The use of self-report measures may introduce response bias, and the convenience sampling method limits the generalizability of the findings. Future research should employ longitudinal designs, larger and more diverse samples, and experimental approaches to further explore the causal relationship between emotional intelligence and academic stress.

The present study provides empirical evidence of a significant negative relationship between academic stress and emotional intelligence among university students. The findings suggest that enhancing emotional intelligence may be an effective strategy for reducing academic stress and promoting psychological well-being in higher education contexts. These results contribute to the growing literature on the psychological factors influencing student adjustment and mental health.

The practical part of the present study was aimed at empirically examining the

relationship between academic stress and emotional intelligence among university students through quantitative analysis. Special attention was given to the assessment of students' emotional regulation abilities and their perceived levels of academic stress within the educational environment.

The empirical research was conducted among undergraduate students enrolled in higher education. The study involved 150 participants aged between 18 and 24 years. The sample included students of different academic years and specialties, which allowed for a more comprehensive representation of the student population. Participation was voluntary, and ethical principles such as anonymity, confidentiality, and informed consent were strictly observed throughout the research process.

To obtain empirical data, standardized psychological instruments were administered. Academic stress was assessed using a validated Academic Stress Scale, which measures students' subjective experiences of stress related to academic workload, examinations, time management difficulties, and academic expectations. Emotional intelligence was measured using an Emotional Intelligence Scale that evaluates emotional awareness, emotional control, and the ability to manage emotions in challenging situations. Prior to the main analysis, the reliability of the instruments was examined, and the results confirmed satisfactory internal consistency, indicating that the tools were appropriate for use in the present study.

Data collection was carried out in a classroom setting during regular academic hours. Participants were provided with clear instructions and sufficient time to complete the questionnaires. The collected data were coded and entered into SPSS statistical software for further analysis.

Descriptive statistical analysis was conducted to examine the general characteristics of academic stress and emotional intelligence among students. The results indicated variability in both constructs, suggesting individual differences in students' emotional competencies and stress experiences. Pearson correlation analysis was then applied to determine the relationship between academic stress and emotional intelligence.

The statistical findings revealed a significant inverse relationship between the two variables. Students who demonstrated higher levels of emotional intelligence tended to report lower levels of academic stress. This result suggests that emotional intelligence may serve as an important psychological mechanism that helps students regulate negative emotions and adapt more effectively to academic demands. Emotional awareness and emotional regulation skills appeared to reduce the intensity of stress responses in academic situations.

Overall, the empirical findings provide evidence that emotional intelligence

plays a meaningful role in students' experiences of academic stress. The practical results support the assumption that emotional competencies contribute to more effective coping strategies and psychological adaptation in the context of higher education.

The present study was conducted to examine the relationship between academic stress and emotional intelligence among university students. The findings of the research confirm that academic stress remains a significant psychological challenge within the university environment and is closely related to students' emotional competencies.

The results of the empirical analysis demonstrated a statistically significant negative relationship between academic stress and emotional intelligence. This indicates that students with more developed emotional intelligence skills experience lower levels of academic stress. Emotional intelligence appears to function as an internal psychological resource that facilitates emotional regulation, stress management, and adaptive coping in academically demanding situations.

The study contributes to the understanding of psychological factors influencing students' well-being and academic adjustment. From a practical perspective, the findings highlight the importance of incorporating emotional intelligence development into higher education systems. Psychological training programs, counseling services, and educational interventions aimed at enhancing emotional awareness and emotional regulation may help reduce academic stress and improve students' overall psychological well-being.

Despite the significance of the findings, the study has certain limitations. The use of self-report measures may affect the objectivity of the data, and the convenience sampling method limits the generalizability of the results. Future research should employ larger and more diverse samples, longitudinal research designs, and experimental approaches to further explore the causal mechanisms underlying the relationship between emotional intelligence and academic stress.

In conclusion, the present study demonstrates that emotional intelligence is a crucial psychological factor in managing academic stress among university students. Strengthening emotional intelligence competencies may serve as an effective strategy for promoting mental health, academic success, and psychological resilience in higher education settings.

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