



Discovering The Affiliation Flanked by Sensitive Intelligence and Apprehension in Scholars : A Wide-Extending Assessment

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Abstract- Demonstrative astuteness plays a vital role in shaping an individual's mental health, especially in managing stress and anxiety. This review article explores the relationship between EI and anxiety and highlights that high EI can serve as a protective factor against anxiety-related problems. Various psychological theories suggest that people with high emotional intelligence are better able to identify, understand, and regulate their emotions, allowing them to effectively cope with stressful situations. This research paper provides an in-depth review of existing literature to better understand the nature of this relationship. It investigates the results of studies conducted on different populations, such as students, working professionals, and individuals from different socioeconomic circumstances. The results consistently show that there is a negative relationship between EI and apprehension, meaning that people with higher EI generally have lower levels of anxiety. This is mainly because they are more able to manage emotional distress, develop resilience, and adopt constructive problem-solving strategies. In addition, this research paper explores the role of emotional intelligence (EI) in academic performance, work productivity, and overall mental health, pointing out that it is crucial in both personal and professional fields.

Despite the large number of studies supporting this relationship, there are still some key gaps in the literature. Longitudinal studies are needed to establish causal relationships. Furthermore, further research is needed to investigate the differences in the impact of EI across cultural backgrounds, genders, and socioeconomic groups. Future research should focus specifically on intervention strategies to improve EI among students and young professionals, as these groups are more susceptible to stress-related disorders. The findings of this review suggest that it is essential to incorporate EI training into educational curricula and workplace mental health programs. Schools, colleges, and organizations should prioritize the cultivation of EI through structured programs, workshops, and counselling sessions.

In addition, technological advances can provide potential solutions, such as artificial intelligence-driven emotional health applications that can provide real-time feedback and support to anxious patients. Ultimately, emotional intelligence (EI) will become a key determinant of reducing anxiety and improving mental health outcomes. Enhancing emotional intelligence through education, training, and psychological interventions can significantly contribute to building a psychologically resilient society. This review

highlights the urgent need to incorporate emotional intelligence development into mainstream psychological and educational practices to reduce anxiety and promote overall well-being.

Keywords- Demonstrative Astuteness, Anxiety, Spiritual Security, Mental Health, Stress Management, Self-awareness, Emotional Regulation, Anxiety Disorders, Bearing of EI on Anxiety Level, High School Students, Transitional Apprentices.

The high school and middle school education period is the most important and challenging period in a student's life in terms of psychological, academic and social development. During this period, students experience significant changes in their academic, social and personal lives. At this age, students not only have to make decisions about academic and career, but also have to balance their emotional and mental health. The rapidly changing education system, pressure from school exams, expectations from parents and society, and the highly competitive environment all combine to affect students' mental health. During this stage, most students feel distressed, and anxiety is particularly common.

Anxiety is a natural psychological state, but its long-term existence can seriously affect students' academic performance, social relationships, and overall personality development. On the other hand, emotional intelligence (EI) is a quality that helps students understand, regulate, and maintain emotional balance in their lives. This ability not only helps them cope with stress, but also plays a vital role in their overall personality development. In today's competitive and fast-changing society, it is crucial to pay attention to students' mental health. The pursuit of academic excellence, social comparison, and uncertainty about the future put tremendous pressure on students' mental health. In addition, social and family expectations can also create self-doubt, insecurity, and anxiety in students. In this context, understanding the relationship between emotional intelligence and anxiety is not only of great significance in the field of psychology, but also crucial to improving students' mental health.

This study aims to explore the relationship between anxiety and emotional intelligence (EI) among high school and middle school students. This study will try to understand how emotional intelligence can help students manage anxiety and enhance their mental health. This study on students' mental health will also be helpful to teachers, parents, and policymakers as it will provide guidance for developing policies and strategies to meet the emotional and psychological needs of students.

ASTUTENESS- The public's understanding of intelligence is very different from the definition of intelligence by psychologists. If you observe the behaviour of an intelligent person, you will find that they possess many traits, such as mental alertness, sharpness, the ability to learn quickly, and the ability to understand interpersonal relationships. According to the Oxford Dictionary, intelligence is the ability to perceive, learn, understand, and acquire knowledge. Early intelligence theorists also defined intelligence using these traits. Alfred Binet was one of the first psychologists to study intelligence. He defined intelligence as the ability to make sound judgments, good understanding, and to engage in logical reasoning. Wechsler, whose intelligence test is widely used, defined intelligence from a functional perspective and emphasized its role in adapting to the environment. According to Wechsler, intelligence

is a person's combined ability to think rationally, act purposefully, and respond effectively to the environment. Other psychologists, such as Gardner and Sternberg, believe that intelligent people are not only able to adapt to their environment, but also actively change and improve it.

DEMONSTRATIVE ASTUTENESS- Emotional intelligence (EI) is an important ability that enables a person to understand, express, and regulate their emotions. In 1990, two famous American psychologists, Peter Salovey and John Mayer, wrote a detailed article titled "Emotional Intelligence". Later, in 1997, they co-authored another book, "What is Emotional Intelligence". In 1995, Daniel Goleman wrote a very famous book that made the concept of emotional intelligence known. The book was called "Emotional Intelligence: Why It Can Matter More Than IQ".

Over time, many definitions of emotional intelligence have been given. Some of the most popular definitions are as follows:

Mayer and Salovey (1997) define emotional intelligence as: "The ability to monitor one's own and others' emotions, to distinguish and categorize them appropriately, and to use emotional information to guide thinking and behaviour."

Goleman (1998) defines emotional intelligence (EI) as: "The ability to recognize feelings in oneself and others, to motivate oneself, and to manage emotions appropriately within oneself and one's relationships."

Bar-On (1997) defines emotional intelligence (EI) as: "A set of noncognitive abilities, competencies, and skills that influence an individual's ability to successfully cope with environmental demands and stresses."

From these definitions, it is clear that emotional intelligence is not only about understanding emotions, but also about using them in a positive way to make better decisions and effectively deal with stressful situations.

Emotional intelligence is not only essential to personal success, but also to success in the workplace, relationships, and social interactions. People with high emotional intelligence are more confident, empathetic, and socially aware. They are able to get along well with others and resolve conflicts peacefully. Emotional intelligence directly affects a person's physical and mental health, work efficiency, and the quality of their relationships. Given the complexity of modern life and the rapidly changing environment, emotional intelligence (EI) has become even more important. It is the key to maintaining balance in stressful environments, achieving self-satisfaction, and achieving success in all pieces of life.

APPREHENSION- Apprehension is a psychological state that causes people to feel stressed and insecure. It stems from a reaction to a specific event, situation, or upcoming challenge. While apprehension is a common experience, when it becomes excessive or lasts for a long time, it can have a serious impact on a person's physical and mental health. Today, anxiety has become a common mental health problem faced by people of all ages. If not detected or treated in time, anxiety problems can become more serious. Apprehension can be caused by a variety of reasons, including fear of task failure, uncertainty about the future, family and social pressures, and dissatisfaction with oneself.

All these factors affect a person's psychological balance and force them to live a stressful life.

The effects of apprehension are not only reflected on the psychological level, but also on the physiological level. Common physiological symptoms include headaches, fatigue, lack of sleep, increased heart rate and digestive problems. When it comes to psychological symptoms, they are mainly manifested in frequent negative thoughts, difficulty in making decisions, lack of confidence and emotional instability.

Apprehension affects all aspects of a person's life. It not only reduces efficiency, but also damages their social and interpersonal relationships. People who are in a state of anxiety for a long time often face problems such as loneliness, self-doubt and depression. Apprehension disrupts their daily activities and reduces their quality of life.

To understand the meaning of anxiety more clearly, we can learn the following definitions:

According to the definition of the American Psychological Association, "apprehension is an emotion characterized by physiological changes such as tension, worried thoughts and increased blood pressure."

Apprehension is different from fear, but they are often used interchangeably. Apprehension is considered to be a future-oriented, long-term response to diffuse threats; while fear is a restrained, present-oriented and short-term response to a clearly identifiable specific threat.

Barlow defines apprehension as: "an uncontrollable, diffuse, unpleasant, and determined negative emotional state characterized by apprehensive anticipation of unpredictable and unavoidable impending dangers, accompanied by tense physiological indications and a persistent state of hyperattentiveness."

Literature review- Emotional intelligence (EI) is negatively correlated with anxiety. This means that adolescents with higher EQ tend to have lower anxiety levels. High EQ helps adolescents cope better with stressful situations and improves their mental health [Beydoktiet al., 2021]. Among young people, EQ is negatively correlated with anxiety, which means that people with higher EQ have lower anxiety levels. There are significant gender differences in EQ and anxiety. Males have higher EQ, which helps them cope with anxiety, while females are slightly inferior in this regard [Kumar et al., 2021]. Among female undergraduates, EQ is negatively correlated with academic anxiety, while among male undergraduates, academic anxiety is not related to EQ [Devi, 2021]. There are significant differences in anxiety and EQ between students in vocational and non-vocational colleges. However, there is no significant difference in anxiety and EQ between genders. Among vocational and non-vocational college students, anxiety is negatively correlated with EQ, which means that students with higher EQ have lower anxiety levels [Prashad, 2020]. Students with higher emotional intelligence have less academic anxiety, especially library-related anxiety, while students with lower emotional intelligence experience higher library anxiety, which affects their academic performance. This shows that there is a significant correlation between emotional intelligence, library anxiety, and academic performance [Jan et al., 2020]. Emotional intelligence is negatively correlated with social anxiety. Specifically, factors such as emotion appraisal and expression, emotion regulation, and emotional productivity play a supportive role in reducing social anxiety. Mental health factors such as anxiety and insomnia are positively correlated with social anxiety [Dehghan et al., 2020]. All dimensions of emotional intelligence have been associated with competitive anxiety in student athletes [Ozrudi et al., 2020]. State-trait anxiety is significantly negatively correlated with self-esteem, both anxiety levels are negatively correlated with emotional clarity and emotional

improvement, and trait anxiety is positively correlated with emotional focus [Guil et al., 2019]. Emotional quotient (EI) is negatively correlated with test anxiety. Students with higher emotional intelligence tend to have lower levels of test anxiety [Ahmad et al., 2019]. Both state-trait anxiety and trait anxiety were negatively correlated with emotional intelligence [Castro-Sanchez et al., 2019]. Emotional intelligence was negatively correlated with mental health problems. Specifically, physicians with higher emotional intelligence had lower levels of stress, anxiety, and depression. Emotional intelligence can play a key role in preventing mental health problems, and its incorporation into medical education can be an effective strategy to improve mental health [Kousha et al., 2018]. Students with low emotional intelligence and high rumination experienced more anxiety, while students with high emotional intelligence had no significant relationship between rumination and anxiety. Emotional intelligence can serve as a protective factor to reduce the link between rumination and anxiety. It helps manage students' mental health, especially anxiety, and reduce their psychological distress [Liu & Ren, 2018]. Among students, emotional intelligence was significantly negatively correlated with anxiety symptoms. Students with higher emotional intelligence had fewer anxiety symptoms [Taheri et al., 2018]. Among adolescents, emotional intelligence was significantly negatively correlated with test anxiety. Adolescents with higher emotional intelligence had lower test anxiety [Tom & Ansia, 2017]. Emotional intelligence is negatively correlated with anxiety, meaning that students with higher emotional intelligence have lower levels of anxiety. There is no significant difference in emotional intelligence by gender, but boys have slightly higher levels of anxiety. Students with higher emotional intelligence (EI) are better able to cope with stressful situations and have less anxiety [Bhat & Farooq, 2017]. Community health center nurses have high levels of anxiety but have moderate levels of emotional intelligence. Among these nurses, managing others' emotions was positively correlated with social anxiety, while using emotions was negatively correlated with social anxiety [Wang et al., 2016]. All components of emotional intelligence were significantly negatively correlated with anxiety, except empathy, which was not significantly related to anxiety. Improving emotional intelligence can improve students' mental health and reduce their anxiety. Organizing emotional intelligence-based workshops in colleges may be beneficial in this regard [Rajabpour, 2014]. Test anxiety was negatively correlated with emotional intelligence in high school boys and girls, meaning that students with higher test anxiety tend to have lower emotional intelligence. However, some dimensions of emotional intelligence, such as self-expression, interpersonal relationships, and empathy, did not show significant relationships with anxiety [Farahati et al., 2011].

Investigate Breach- This research gap is even more significant in a culturally diverse society like India.

Most of the studies have been conducted abroad, which is very different from the cultural, educational and social context of India. The emotional and mental health of Indian students is deeply influenced by family values, social pressures and academic opportunities. Therefore, there is a significant lack of research on emotional intelligence and anxiety among students in the Indian context. In addition, factors such as the rural or urban background of students, their socio-cultural environment, and their family dynamics have not been fully studied.

Many questions remain unanswered when it comes to gender differences. Some studies have highlighted differences in emotional intelligence and anxiety levels between male and female students, but these differences have not been specifically analysed among students at the high school and middle school levels. It is crucial to understand how different components of emotional intelligence, such as self-awareness, empathy, and social skills, affect anxiety levels in adolescent boys and girls. In addition, the impact of these gender differences on students' academic performance and mental health remains unclear. Family background and socioeconomic status can also profoundly influence this relationship.

Factors such as parental education, family structure, and family environment play a crucial role in shaping adolescents' emotional intelligence and anxiety levels. However, comprehensive research on these aspects is currently lacking. It is important to determine whether a supportive family environment can improve students' emotional intelligence and reduce their anxiety levels, and if so, how this happens, which is an open question in existing research.

Another key aspect is how emotional intelligence and anxiety evolve over time. It is not yet clear whether emotional intelligence and anxiety levels remain stable or fluctuate during adolescence. In addition, the extent to which improvements in emotional intelligence can effectively reduce anxiety levels remains to be determined.

In the context of test anxiety, it is uncertain whether emotional intelligence only helps to reduce anxiety levels or whether it can also improve students' study skills, time management, and test preparation strategies.

Some studies have shown that emotional intelligence may serve as a protective factor for mental health. However, it is also crucial to understand its effectiveness in adolescents and whether its effectiveness can be enhanced through targeted interventions. Currently, there is insufficient research on the effectiveness of school programs and workshops designed to improve adolescents' emotional intelligence. It is also worth noting that factors that influence the relationship between emotional intelligence and anxiety, such as social support, self-esteem, and access to mental health services, have not been fully researched. Furthermore, most studies on this topic have focused on quantitative research, with a distinct lack of qualitative research. Quantitative research relies on statistical and numerical analysis, which may overlook subtle and deep psychological pieces. Qualitative research, including in-depth interviews, experiential research, and behavioural analysis, is essential to gain a more all-inclusive and in-depth understanding of this topic.

Consequences and Suppositions- The study also highlighted that anxiety can manifest in many forms, such as excessive worrying, nervousness, lack of confidence, and even physical symptoms such as headaches or fatigue. However, students with high emotional intelligence will cope with stress in healthier ways, such as seeking social support, practicing mindfulness, or engaging in problem-solving behaviours.

In addition, emotional intelligence fosters resilience in students, allowing them to cope with failure, difficulty, and high-pressure situations without excessive anxiety. Some studies have shown gender differences in the relationship between emotional intelligence and anxiety, with males generally

demonstrating better emotion regulation, which may lead to lower anxiety levels. However, this relationship has been consistently observed across students of different ages and education levels (from high school to college).

Therefore, it can be concluded that emotional intelligence (EI) plays a vital role in reducing anxiety among students as it provides essential emotional and psychological coping strategies. The ability to identify, understand, and manage emotions not only reduces stress but also enhances self-confidence, decision-making, and mental health. Considering the increasing academic competition, peer pressure, and social expectations, it becomes essential to enhance students' emotional intelligence. Schools, colleges, and parents should adopt structured training programs, psychological counselling, and practical activities such as mindfulness, meditation, and communication skills workshops to promote the development of emotional intelligence. If emotional intelligence is integrated into the academic curriculum, it can help students become more self-reliant, improve academic performance, and lead a healthy, balanced life. Future research should focus on developing practical interventions to enhance emotional intelligence and reduce anxiety so that students can confidently and emotionally stabilize themselves to cope with challenges in their studies and life.

The future of EI and mental health- In addition, the education system needs to take concrete steps to improve students' emotional resilience. Schools and colleges can make mental health awareness programs, workshops, and counselling sessions mandatory to help students identify and manage their emotions. Also, teachers and parents need to be aware of the subject so that they can better focus on students' mental health. In this era of technological advancement, the use of digital platforms and AI-based mental health applications can also be an area of possibility. Various online tools and mobile applications can be developed to help students measure and improve their emotional resilience. For example, smartphone applications that can automatically analyse user behaviour and emotional responses and provide personalized suggestions can provide a new approach to mental health management.

In addition, future research must examine whether interventions aimed at improving emotional intelligence (EI) are actually effective in reducing anxiety. Long-term studies should be conducted to evaluate whether implementing emotional intelligence training programs in schools and colleges can improve students' mental health and whether these effects persist in their professional and personal lives. Another important research direction is to examine the impact of gender, family background, and socioeconomic factors. Do emotional intelligence and anxiety affect boys and girls differently? Are the effects stronger or weaker for students from economically disadvantaged backgrounds? Finding answers to these questions will not only deepen understanding but also help develop better policy interventions.

Ultimately, the results of this study may have significant implications for education systems, mental health professionals, and policymakers. If emotional intelligence is developed as a required skill in the education system, it will not only help reduce anxiety but also enhance students' self-acceptance, confidence, and social skills.

In the future, necessary measures should be taken to make mental health more inclusive in the mainstream education system. This includes incorporating mental health courses, counselling services and

group discussions in schools and universities so that students can better understand their emotions and effectively deal with mental health issues such as anxiety. We need more research and efforts in this regard to build a balanced education system that not only focuses on academic performance but also attaches more importance to psychological and emotional development. Until the education system considers mental health as a basic skill and actively takes measures to cultivate it, effectively dealing with issues such as anxiety will remain a challenge. With further research and intervention in this field, it will be possible to build a mentally healthy society.

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