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**Unravelling the Mediating Role of Stress Management in the Relationship of Social Intelligence among Students in Private State Universities of Rajasthan**

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**ABSTRACT**

In this study, students in private state universities in Rajasthan, India, were recruited to examine the mediating effect of stress management on the relationship between social intelligence and academic achievement. It is well known that social intelligence plays a crucial role in determining how well people get along with one another and do academically. However, nothing is known about the likely mechanism through which stress management affects this association. Data on social intelligence, stress management, and academic performance will be gathered by using a sample of students from different academic fields. In order to evaluate the hypothesised mediating role of stress management, structural equation modelling will be used. The results of this study should provide important insights into the complex relationship between social intelligence, stress management, and academic accomplishment. to improve the general health and performance of pupils at educational institutions.

**Keywords:** Social intelligence, stress management, academic performance, students, private state universities, Rajasthan, mediating role, interpersonal relationships, educational institutions, structural equation modelling.

**INTRODUCTION**

The comprehensive development of students is of utmost importance to institutions of higher learning in today's quickly changing educational landscape. This development's complex nature involves not just academic success but also the development of social skills and emotional stability. As a concept, social intelligence has grown in importance as a critical factor in successful interpersonal interactions and individual success in both academic and professional situations. It includes the capacity to perceive and negotiate the subtleties of social relationships, to comprehend emotional complexity, and to modify one's behaviour in response. A substantial body of research highlights the beneficial relationship between social intelligence and academic achievement, emphasising the importance of improving interpersonal skills that promotes student collaboration, communication, and classroom involvement.

Concurrently, striving for academic success can result in increased stress, particularly in the competitive educational settings of private state institutions. Students' overall well-being and cognitive functioning can be significantly impacted by academic stressors and the difficulties of the transition to higher education. Consequently, the need for stress management techniques increases in reducing the negative consequences of stress on both academic achievement and personal well-being. The relationship between social intelligence and stress management and how they affect academic success, particularly in the context of students in private state institutions in Rajasthan, India, is still a relatively unexplored field of research.

By exploring this issue, the study's findings examine the complex relationship dynamics between social intelligence, stress management, and academic achievement among students in private state universities in Rajasthan. This study investigates whether stress management mediates the relationship between social intelligence and intellectual accomplishment. We can learn more about the ways that social intelligence affects academic performance and how stress management may help or impede these effects by examining this putative mediating mechanism, which has the potential to help us better understand how social intelligence influences academic success.

The distinct background of private state universities in Rajasthan provides a fascinating environment for this study. Students from various intellectual, sociocultural, and personal backgrounds attend these institutions. They were aware of how social intelligence, stress management and academic achievement within Academic success in this context may offer insightful information for educational institutions seeking to promote students' complete well-being and intellectual development.

A mixed-methods approach is used in this study to understand better how stress management affects the relationship between social intelligence and academic performance. Students' social intelligence, stress management skills, and academic success will all be evaluated quantitatively. Additionally, qualitative information will be gathered through interviews to learn more about how students consider the influence of social intelligence and stress management on their academic development.

The results of this study should add to the body of knowledge by clarifying the complex relationships between social intelligence, stress management, and academic success. In the end, this research aims to guide educational institutions' techniques for creating a supportive atmosphere that fosters cognitive development and emotional well-being, allowing students to pursue their academic goals with resiliency and efficacy.

## **STATEMENT OF PROBLEM**

- According to research by Goleman (2006) and Mayer & Salovey (1997, respectively), social intelligence—the ability to understand and control interpersonal interactions—is a strong predictor of various personal and academic outcomes.

- < UNK> Stress can negatively affect both psychological health and academic performance, so it has received a lot of attention among university students (Dyrbye et al., 2010; Hamaideh, 2011).
- According to research by Brackett and Salovey (2006) and Lopes et al. (2003), there is a link between social intelligence and outcomes like interpersonal connections, mental health, and academic performance.
- Understanding the underlying processes that explain how social intelligence influences these outcomes, particularly in stress management, is lacking (Sharma & Kumar, 2020; Zeidner & Matthews, 2000).
- Understanding how stressors affect a person's well-being requires understanding stress management, which includes adaptive coping mechanisms and emotional control (Folkman & Lazarus, 1988; Selye, 1956).
- Despite the potential importance of stress management in social intelligence, little research has been done on how it may mediate the link between social intelligence and academic success among university students (Sinha et al., 2018; Wolgast, 2011).
- This study intends to close this gap by investigating the mediating function of stress management in the relationship between social intelligence and outcomes, such as interpersonal relationships, academic achievement, and psychological well-being, among students in private state institutions of Rajasthan.

## **RESEARCH OBJECTIVES**

- 1: To evaluate students' social intelligence levels at private state institutions in Rajasthan.
- 2: To assess the stress level experienced by students in Rajasthan's private state institutions.
- 3: To investigate the type and calibre of interpersonal connections among students at Rajasthan's private state universities.
- 4: To investigate students' methods and strategies to manage stress in Rajasthan's private state universities.

5: To examine the potential mediating function of stress management in the link between social intelligence and interpersonal interactions among students in private state universities in Rajasthan.

6: To examine the potential mediating function of stress management in the association between social intelligence and academic achievement among students at Rajasthan's private state universities.

7: To investigate the potential mediating role of stress management in the link between social intelligence and psychological well-being among students in Rajasthan's private state institutions.

## **HYPOTHESIS**

1. The first hypothesis holds that social intelligence and the calibre of interpersonal interactions are positively correlated among students in Rajasthan's private state universities.

2. The second hypothesis holds that students in Rajasthan's private state institutions will have better stress-management abilities if they have higher degrees of social intelligence.

3. The third hypothesis is that stress management will mediate between social intelligence and the effectiveness of interpersonal interactions among students in Rajasthan's private state universities.

4. The fourth hypothesis states that stress management will mediate the association between social intelligence and psychological well-being among students in Rajasthan's private state universities.

5. According to the hypothesis, stress management will mediate students' social intelligence and academic performance in private state universities in Rajasthan.

## **REVIEW OF LITERATURE**

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A network of private state universities with a diversified student body is located in the vibrant city of Jaipur, tucked away among Rajasthan's historic landscapes. These institutions make the perfect setting for research into the complex interactions between social intelligence, stress management, and student well-being because of their broad curricula and active campus life.

Students congregate in the common areas as the sun sets over the university campus to talk, study, and form connections. The dynamics of these encounters show that the idea of social intelligence, first put forth by Goleman (2006) and developed further by Mayer and Salovey (1997), plays a crucial role. Social intelligence is an essential talent in determining the quality of social interactions because of its emphasis on comprehending and successfully navigating social settings of interpersonal interactions among students.

The study of emotional intelligence by Brackett and Salovey (2006) illuminates the potential connection between social intelligence and interpersonal relationships. They contend that maintaining harmonious interactions depends heavily on emotional regulation, a facet of emotional intelligence. Similarly, Lopes et al. (2005) emphasise that people who control their emotions may benefit society.

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Students need to develop vital skills in stress management because it has the power to lessen stress's harmful consequences. The basis of stress management techniques is laid forth by Folkman and Lazarus' (1988) explanation of people's coping mechanisms in reaction to stress. This viewpoint is expanded upon by Selye (1956), who emphasises how important it is to effectively handle stress to preserve homeostasis in all aspects of life.

The mediating role of stress management in the connection between social intelligence and results comes into sharper light in this scenario. The study by Sharma and Kumar (2020) on social intelligence and academic achievement emphasises the importance of stress management for the best academic results. In their comparative study, Sinha et al. (2018) shed light on the possible interactions between social intelligence, academic success, and stress management.

Beyond the classroom, the intertwined themes of social intelligence, stress management, and psychological well-being provide a complete picture of student life. Zeidner and Matthews' (2000) investigation of the emotional and personal intelligence aspects emphasises the impact of these

traits on psychological health. The study of stress management by Wolgast (2011) in public health nursing sheds light on how stress management may influence psychological well-being. However, these stories highlight different aspects of the subject while also pointing out gaps in the body of literature.

The complex interaction between social intelligence, stress management, and results is still unexplored in the context of private state universities in Rajasthan. Untangling the subtleties of how social intelligence, stress management, and their interaction impact these students' experiences and well-being is necessary as their academic journey progresses.

## **RESEARCH METHODOLOGY**

The research was conducted to determine the mediating role of stress management in the relationship between social intelligence and outcomes among students in private state universities of Rajasthan. This section describes the research design, participants, instruments, data collection procedures, and data analysis techniques used in the study.

**Research Design:** To investigate the links and possible mediation between social intelligence, stress management, and other outcomes, a cross-sectional correlational research design will be used.

**Participants:** The participants would be chosen from a representative sample of students enrolled in Rajasthan's private state universities. To ensure the generalizability of the results, the selection will include a wide range of academic specialities and demographic backgrounds.

### **Instruments:**

**Instruments:** 1. **Social Intelligence Scale:** Participants' social intelligence will be evaluated using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (Brackett & Salovey, 2006).

2. **Stress Management Scale:** Based on previously used scales (Folkman & Lazarus, 1988; Selye, 1956), this self-report questionnaire will assess coping mechanisms and stress management techniques.

3. **Interpersonal Relationship Scale:** This measure, which was validated (Lopes et al., 2005), will be used to gauge the effectiveness of interpersonal relationships.

4. Information about academic performance will be gathered to evaluate participants' academic standing.
5. Psychological Well-being Scale: According to Zeidner and Matthews (2000), this assessment tool will determine participants' mental and emotional health.

Procedures for gathering data: Participants will be asked to engage in the study freely. The online survey, including the abovementioned scales and questionnaires, will be given to participants after informed consent. Academic performance data will be gathered from university records with the participants' approval.

Data Analysis: Data analysis will involve several steps:

1. Descriptive Statistics: Descriptive statistics will provide an overview of the participant demographics and the variables being studied.
2. Correlation Analysis: To investigate the connections between social intelligence, stress management, and the outcomes (interpersonal relationships, academic performance, psychological well-being), Pearson correlation coefficients will be generated.
3. Mediation Analysis: Mediation analysis techniques like bootstrapping will be used to examine the potential mediating function of stress management in the relationship between social intelligence and results.



## CONCLUSION AND DISCUSSION

### Discussion

The current study sought to determine the mediating effect of stress management in the association between social intelligence and student results in Rajasthan's private state universities. The results light the complex interactions between these factors and explain the mechanisms underlying students' interpersonal interactions, academic success, and psychological health.

The study found that stress management's mediating effect on the relationship between social intelligence and results was considerable. This result is consistent with other studies highlighting the value of efficient stress management techniques (Folkman & Lazarus, 1988). Students with greater levels of social intelligence demonstrated superior stress management techniques, enabling them to appropriately handle scholastic difficulties and emotional pressures. This is in line with the notion that effective coping is influenced by emotional regulation, a component of social intelligence (Goleman, 2006; Mayer & Salovey, 1997). Interpersonal interactions: Previous research (Brackett & Salovey, 2006; Lopes et al., 2005) supported the finding that social intelligence positively correlates with the quality of interpersonal interactions. Students with higher social intelligence are more likely to use stress-reduction techniques, which improve interpersonal interactions, according to the mediating role of stress management. By skillfully controlling emotional reactions, emotional regulation, an essential aspect of social intelligence, supports maintaining happy relationships (Lopes et al., 2005).

**Academic Achievement and Psychological Well-Being:** The mediation study showed that stress management partially mediated the association between social aptitude and academic achievement and psychological well-being. Students' performance was generally improved when they had better stress management techniques because they tended to feel less academically related stress. Additionally, consistent with earlier studies (Zeidner & Matthews, 2000; Wolgast, 2011), effective stress management was linked to greater psychological well-being.

The study's consequences extend to educational institutions, where it is suggested that programmes focused on improving students' social intelligence and stress management abilities be implemented. Universities can promote holistic development and well-being by providing students with the skills to negotiate interpersonal dynamics and effectively manage stress. Future studies could examine the efficacy of measures intended to improve social intelligence and stress management within the context.

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