

Trait Emotional Intelligence and Stress among Students During COVID-19 Pandemic: An Empirical Study in Heis in Delhi NCR

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Abstract

Understanding and managing one's emotions can be regarded as emotional intelligence. As a psychological concept, trait emotional intelligence is evaluated by self-reported questionnaires, and it has been extensively investigated in connection to “stress, coping, positive thinking, and adaptive responses and is responsive to training and development”. It's a unique chance to research stress thanks to COVID-19's confinement and subsequent closure. College students are more likely to get the illness and its social consequences, as well as the stress of online studies, uncertainty about exams and future jobs, and a bad economy. The aim of this paper is to “examine Trait Emotional Intelligence and Stress among students during COVID-19 Pandemic”.

“Keywords: Covid 19, Trait, Emotional Intelligence, Stress”.

Introduction

COVID-19 was swiftly designated a worldwide pandemic when an pandemic occurred in China towards the end of 2019. (World Health Organization, 2020a). February 21, 2020 marked the date of the first recorded case in Lebanon, with the number of cases rapidly rising over the following months. According to a number of authorities, including the “Indian

Ministry of Public Health”, people are being urged to adopt safety precautions, including hygiene-related practises and social distances. Mental health and well-being, particularly stress and anxiety management, were also emphasized to the Lebanese (World Health Organization, 2020b).

Most of the available studies on this outbreak's effects on mental health have focused primarily on the high levels of “anxiety, depression, and stress experienced by various populations as a result of the pandemic, including university students (Wang et al., 2020) and international samples representing a wider age range (Ozamiz-Etxebarria et al., 2020; Rodriguez-Rey et al., 2020; Sood, 2020)”. Fear of the pandemic has been linked to higher levels of anxiety and stress, according to a recent study (Salameh et al., 2020).

As an example, Wong (2011) describes a new kind of positive psychology termed “existential positive psychology (PPP)”. “Positive psychology”, which some consider the “second wave of positive psychology”, includes elements of existential humanism (Wong, 2019). According to Wong (2011), mainstream clinical psychology is moving away from an approach that promotes acceptance of both suffering and pleasure as components of life that are required for development and is moving toward an approach that focuses on reducing psychological discomfort. Positive psychology (Seligman and Csikszentmihalyi, 2000) represents an expansion of this paradigm, which represents a revolutionary perspective on psychological well-being and has been criticised “for being overly focused on positivity while overlooking negative emotions and events or deeming them to be the absence of positive aspects (Wong and Roy, 2018)”. Pandemic, although unwelcome, may act as a catalyst for human growth. This is where this dialectical approach to dealing with the current crisis is critical by embracing both its good and bad aspects.

As a challenge rather than a danger, the pandemic is seen as a chance for development and implies that effective coping may have several good psychological implications, particularly when it comes to our general happiness and well-being. The PERMA model is one of the most comprehensive approaches to well-being and happiness (Seligman, 2011). He characterized well-being as a combination of pleasant mood, involvement, connections, purpose in life, and achievement (PERMA). Well-being and happiness are closely associated in several studies (Butler and Kern 2016, Ryff et al. 2016). On the other hand, how these five aspects of well-being may be maintained under the current global crisis is currently under investigation. People who took part in this study looked at trait “emotional intelligence (EI) and meaning-centred coping (MCC)” to see if they could help people deal with the COVID-19 pandemic.

Emotions and stress are as ancient as human civilization itself as a universal human feature. The discipline of emotional intelligence (EI), which is still relatively new, has made remarkable advances over the last three decades. Several hypotheses, models, and measurement devices show the growing interest in this area. Numerous aspects of work, education, and personal and professional life have been examined in relation to emotional intelligence (EI), and their connections have been explored . Naturally, there's a lot of disagreement regarding what this phrase means and what it should signify, given that there are so many different points of view. There have been several efforts by different academics to define and explain EI since the ground-breaking research of Mayer and Salovey in the early 1990s. Emotional intelligence may be summed up in two ways: self-awareness of one's own emotions or the capacity to regulate one's own negative emotions in favour of more positive ones.

“Mayer and Salovey's ability model, Petrides and Furnham's trait model, and Goleman's and Bar-mixed On's models” are all examples of emotional intelligence theories that have developed into three distinct models. To understand and control one's emotions in a way that promotes progress both emotionally and intellectually, Mayer and Salovey define "emotional intelligence" as "the capacity to sense, access, and produce emotions in order to aid cognition." According to the Goleman model, “emotional intelligence is the ability to recognize and manage one's own and others' feelings and the ability to motivate oneself and others. Bar-emotional On's social intelligence model defines it as those non-cognitive qualities and skills that impact one's capacity to handle social and environmental challenges effectively”. A constellation of lower-level self-perceptions is what the trait model means by "emotional intelligence." Like IQ, Mayer and Salovey claim that the capacity to develop emotional intelligence (EI) stems from an inborn kind of intelligence. According to Goleman and Bar-On, there are several ways to improve your emotional intelligence.

An individual's ability to react to the demands of their situation may be exceeded, resulting in a state known as stress. Stress may be beneficial up to a point, but it becomes harmful to one's health and emotional well-being when it goes beyond that point, causing organ overreaction, adjustment difficulties, and other health issues. Stress may also contribute to social difficulties, such as bad relationships with "classmates and family members, and cognitive impairments or degradation in academic performance".

Anxiety affects the body physically and the mind and the other way around. In Hans Selye's idea, it is helpful for individuals to understand the phases the body goes through while under stress to recognize the physical signs of stress better. When under stress, the body undergoes three stages of physiological change: "(a) an initial shock phase, (b) the resistance stage, and (c) the exhaustion stage, which occurs when the stressor continues and the symptoms of the first stage reassert themselves. The general adaptation syndrome (GAS) is a three-stage process that explains these physiological changes".

"Chronic stress may lead to an elevated heart rate during sleep, disorders such as hypertension, diabetes mellitus, ageing and immunosuppressive effects, and a lack of social connections".

A stressor may fall into one of three categories: Achieving a goal may be a source of frustration, conflict, and pressure, depending on the obstacles that stand in the way of achieving it, as well as the impossibility of doing it.

Literature Review

Petrides and Furnham(2018) distinguish between two types of emotional intelligence (EI) based on the measuring technique they use: ability EI and trait EI. In their view, tests for emotional intelligence (EI) skills and traits are linked to people's theoretical knowledge of emotions and emotional functioning and their self-rated talents and normal emotional behaviours. The term "ability EI measures" refers to measurements based on maximum per-performance rather than self-reported items, and this is the case for all EI tests that use self-reported questions. Conceptually, these two components of EI are regarded as being separate from each other. According to previous research, trait EI has been shown to impact adaptive outcomes than ability EI significantly. In research on self-efficacy, self-esteem, and happiness, the trait of EI has been shown to decrease stress reactivity in cognitive or psychosocial stress tests. On the other hand, Trait EI may be honed via practise, while ability EI is more or less predetermined. Studies and meta-analyses have examined this attribute of EI and found an increase in academic achievement as well as an increase in the organisational effectiveness of managers and leaders as a result of different EI-related training programmes.

Stress during COVID-19

Covid-19 and its subsequent shutdown provide a unique chance to research the effects of stress on a large population. A global pandemic is a constant source of stress, and people from a wide range of socioeconomic, educational, and job backgrounds are likely to have felt some stress because of it.

"COVID-19 was designated a pandemic by the World Health Organization on March 11, 2020". On "March 24, 2020, the government of India" issued a nation wide lockdown. It is only at this point in time that the school system has not been completely reopened that all other sectors have been impacted to varying degrees by the lockdown. Exams, admissions, and placements have all been affected by closing schools, colleges, and universities. The way classes are taught and learned and rules to keep illnesses and uncertainty from spreading can make students more anxious. These things can make it more difficult for them to focus and relax.

Several studies have been published since the coronavirus pandemic began, but only a few of them have focused on the association between EI and stress and coping, which is why this study is so important. An Australian study found that EI contributed significantly to effective coping. Research out of Poland suggests that emotional intelligence may predict pandemic-related dread, despair, and anxiety. Researchers have also taken advantage of this chance to examine stress in various groups using the COVID-19 stress scale. In contrast to the research from Columbia, which just added the phrase

COVID-19 to its questionnaire, a more complete one from Canada examines a wide range of pandemic issues, including the danger of infection or health problems and the failure of preventative efforts.

During the pandemic, the traits emotional intelligence and well-being

As a consequence of external events, “personality and emotion-related predispositions lead to a wide range of actions, psychological states, and life outcomes”. Also in keeping with this, prior research has established a link between trait EI and various coping mechanisms that promote psychological well-being and alleviate misery (Davis, 2018; Keefer et al., 2018). People with high levels of "trait" emotional intelligence (EI) are better able to handle stressful circumstances because they better understand their own emotional states and how to deal with them. "How good we think we are at regulating our own and other people's emotions" is how Petrides et al. (2018) describe trait EI (Emotional Intelligence).

The ability EI notion is distinct from the characteristic EI idea (Brannick et al., 2009). "A constellation of self-perceptions situated at the lowest levels of personality hierarchies" (Salovey and Mayer, 1990) is the best way to gauge a person's capacity to participate in emotional-related cognitive capacities (Petrides et al., 2007).

Numerous studies have shown a substantial link between high levels of trait EI and a variety of positive life outcomes. In terms of stress, persons with stronger trait EI have shown lower levels of psychological and physiological reactivity, lower degrees of melancholy and physical pain (Mikolajczak et al., 2007). Many meta-analyses have been conducted (Lea et al., 2019). Sanchez-Ruiz and Baaklini (2018) found that both the self-control and the emotionality trait EI factors were linked to violent behaviour after an experiment.

TABLE 1 “ The sampling domain of trait emotional intelligence (EI) in adults”.

“Global trait EI”	“High scorers perceive themselves as”
“Wellbeing”	
Self-esteem	: successful and self-confident.
Trait happiness	: cheerful and satisfied with their lives.
Trait optimism”	: confident and likely to look on the bright side” of life”.
“Self-Control”	
Emotion regulation	: capable of controlling their emotions.
Stress management	: capable of withstanding pressure and regulating stress.
Impulse control	: reflective and less likely to give into their urges”.
“Emotionality”	
Emotion perception (self and others)	: clear about their own and other people’s feelings”.
Emotion expression	: capable of communicating their feelings to others.
Relationships	: capable of having fulfilling personal relationships.
Trait empathy”	: capable of taking someone else’s perspective”
“Sociability”	
Social awareness	: accomplished networkers with excellent social skills.
Emotion management (others)	: capable of influencing other people’s feelings”.
Assertiveness	: forthright, frank, and willing to stand up for their rights.
Adaptability	: flexible and willing to adapt to new conditions.

Self-motivation”	: driven and unlikely to give up in the face of adversity”.
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“Developments in Trait Emotional Intelligence Research,” by Petrides et al., 2016”

People's ability to adapt and cope with change, pleasant emotions, and character qualities all play a part in positive psychology's emphasis on trait EI (Allen et al., 2014). The trait of emotional intelligence (EI) has been linked to a variety of positive outcomes, including “happiness (Por et al., 2011), optimism (Bhullar et al., 2012), academic success (Sanchez-Ruiz et al., 2013), goal setting (Spence et al., 2004), prosocial behaviour (Mavroveli and Sánchez-Ruiz, 2011), and overall well-being (Ros-Morente et al., 2018)”. Sánchez-Ivarez et al. (2016) conducted a meta-analysis and found that high EI scores were associated with a variety of good outcomes, including well-being, resourcefulness, significance, and positive affectivity. Furnham and Petrides (2003) found that EI was responsible for more than half of the variance in happiness above and beyond the “Big Five personality characteristics”. Researchers are urged to focus on the probable mediators between the characteristic EI and the well-being of people in the future (Zeidner et al., 2012). Step one in this field of study is to figure out how “trait emotional intelligence (EI) and well-being, especially meaning-centered coping, are linked”.

Meaningful coping and emotional intelligence as a trait

Because of the impact of this pandemic on one's health, coping is a vital issue to keep in mind. People's "coping" is defined by Pearlin and Schooler (1978) as activity that prevents them from being hurt by their "problematic social experiences." To cope, people use various methods, including “avoidance and approach-based models” (Eisenberg et al., 2012), problem and emotion-focused models and models developed by Zeidner and Saklofske (1996) to classify “coping strategies as either adaptive or maladaptive”. A study by Keefer et al. (2018) says that adaptive coping strategies are those that "effectively eliminate the stressor or reduce its negative emotional impact," while maladaptive ones are those that don't change the situation or make it worse, which "leads to prolonged exposure of stress and elevated levels of anxiety and other negative emotions."

There is currently no agreement in the literature that supports one model over another. In addition, it's essential to take into account critiques of different models. As an example, Emotional support may be both a problem-focused and an emotion-focused way to cope with stressors (Carver et al., 1989). Adaptive or maladaptive coping techniques rely on the context in which they are used, as well as the circumstances in which they are employed.

EI and other coping techniques have been explored in a number of research studies. Findings by Enns et al. (2018) demonstrated a link between the trait EI and perceived stress, and adaptive coping was shown to counteract that association. According to Gawali (2012), the characteristic of EI was linked to teachers' ability to deal with stress in a healthy and growth-oriented way. According to a recent study (Zeidner et al., 2012), adaptive coping strategies and the availability of psychosocial resources, such as social support, are linked to trait EI. If you want to change the way you deal with things, you can use "transformational coping." This type of coping has been linked to EI features and instrumental support, as well as "meaning-centered coping."

COVID-19's influence on people's lives necessitates a coping approach that focuses on maintaining a sense of purpose. We describe "meaning in life" as seeing "order, coherence, and purpose in one's existence; striving toward meaningful objectives; and experiencing a corresponding feeling of satisfaction" (Reker and Wong, 1988). Well-being and distress reduction have been linked to this concept (Vos and Vitali, 2018) and other negative psychological consequences, including depression and even suicide (Carreno et al., 2020). Given the factors as mentioned earlier, it is possible to sustain a sense of well-being throughout the pandemic by focusing on reinvigorating one's sense of meaning and purpose. Attitude and behaviour methods like maintaining hope and bravery, positive reframing, appreciating one's life, and participating in meaningful prosocial activities are all considered to be a part of “meaning-centered coping”. Using Frankl's (1984) existential positive paradigm, which Wong (1984) later developed, this coping strategy has its roots in Frankl (Wong, 1993,

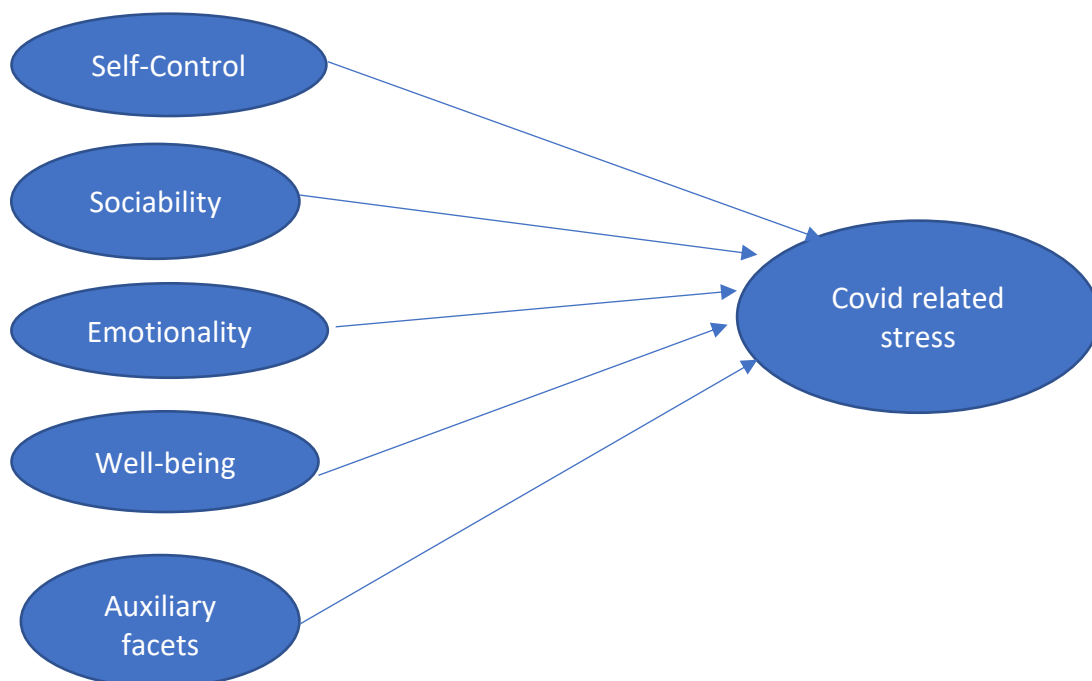
2020; Wong et al., 2006). When we identify with our external circumstances, we get trapped in a cycle of suffering. Instead, we can choose to transcend them and enjoy life's pleasures and pains (Wong, 1993).

People with high trait EI scores are more likely to find meaning and purpose in their lives in stressful situations because they view stresses as challenges rather than threats (Frederickson, 2012; Keefer et al., 2018). It is possible that trait EI and meaning-centered coping are linked. Acknowledging and accepting what is, holding on to hope, and using bravery are aspects of this coping style that demand a firm foundation in emotional perception and regulation, a characteristic EI sample domain.

Objective

The aim of this paper is “ To examine Trait Emotional Intelligence and Stress among HIE’s during COVID-19 Pandemic”.

Conceptual Model



Research Methodology

Sample and procedure

Sample size 300

“Trait emotional intelligence”

“The Trait Emotional Intelligence Questionnaire–Short Form (TEIQ–SF; Petrides, 2009; Polish version: Szczygiel, Jasielska, & Wytykowska, 2015)” was used to measure trait emotional intelligence. In order to evaluate global trait emotional intelligence (e.g. "I typically find it difficult to manage my emotions; "I'm usually able to affect the way other

people feel"), "TEIQ - SF consists of 30 questions. From 1 (totally disagree) to 5 (absolutely agree), the items were assessed on a Likert-type scale (completely agree). The total number of items is divided by the sum of the item scores (after reversing the scoring for negative items) to arrive at an overall trait EI score". In this analysis, the TEIQ-SF reliability was 0.836. Stress

Analysis and Findings

For this, the analysis was performed first by identifying factors and confirming these factor items using EFA and CFA. "Confirmatory Factor Analysis (CFA)" was used to confirm the validity. After establishing the validity, the SEM was run.

Table:2

"KMO and Bartlett's Test"		
"Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.848
Bartlett's Test of Sphericity	Approx. Chi-Square	5812.67
	df	435
	Sig."	0

"Exploratory factor analysis (EFA)"

In this study, the questionnaire was developed with a few modifications from scales of the previously conducted studies. These items have been changed to Indian context especially for the Indian students. This modification has brought in change in wording, and challenges in administering the questionnaire. These challenges were managed with a pilot survey and it was decided, since CFA cannot identify structures, to conduct exploratory factor analysis to find out structures. . "Moreover, in adaptation of scale the changes in the structure can be well understood by performing EFA, therefore it is advisable to perform EFA and CFA in adopted scales (Orcan, 2018)". "As a prerequisite, the KMO and Bartlett's test of sphericity was run to check data suitability for EFA. It is seen that Bartlett's test of sphericity was significant ($\chi^2 (435) = 5812.67, p < .05$ ". "Kaiser-Meyer-Olkin Measure of Sampling Adequacy – This measure varies between 0 and 1, and Kaiser-Meyer-Olkin Measure of Sampling Adequacy value is .848 which is closer to 1 which is good so Kaiser-Meyer-Olkin Measure of Sampling Adequacy is good".

Common Method Variance

Using Harman’s Method Bias Single Factor Test, it was found that the single factor variance was less than 50%, resulting in the finding that there can be other constructs which also account for the variance (Podsakoff et al., 2003). The total variance of all the three constructs were 63.25% with Factor 1: Sociability (27.928 % variance), Factor 2: Emotionality (10.58 % variance) and, Factor 3: Auxiliary facets (10.38 % variance), Factor 4: Well-being (7.95% variance) Factor 5: Self-control (6.40% variance) as shown in table 3. The reliability of the scale was separately assessed through Cronbach Alpha before conducting EFA, which is Sociability 0.899, Emotionality 0.875, Auxiliary facets 0.903 , Well-being 0.855, and Self-control 0.836 , for the five constructs.

Table:3 Construct

"Construct	Item Code	Statement	Factor Loading	Variance (%)	Cronbach Alpha"
Sociability	SO1	"I'm good at getting along with my classmates."	0.782	27.928	0.899

	SO2	“I find it hard to stand up for my rights.”	0.816		
	SO3	“I can make other people feel better when I want to.”	0.778		
	SO4	I would describe myself as a good negotiator.	0.878		
	SO5	“I tend to “back down” even if I know I’m right.”	0.917		
	SO6	“I’m unable to change the way other people feel.”	0.728		
Emotionality	“EM1	“It’s easy for me to talk about my feelings to other people.”	0.705	10.582	0.875
	EM2	“I often find it hard to see things from someone else’s point of view.”	0.461		
	EM3	“I find it hard to know exactly what emotion I’m feeling.”	0.82		
	EM4	“Sometimes, others complain that I treat them badly.”	0.542		
	EM5	“I don’t know how to show the people close to me that I care about them.”	0.565		
	EM6	“I’m able to get into someone’s shoes and feel their emotions.”	0.696		
	EM7	“I pay a lot of attention to my feelings.”	0.897		
	EM8”	“Sometimes, I wish I had a better relationship with my parents.”	0.796		
Auxiliary facets	AF1	“I’m a very motivated person.”	0.88	10.381	0.903
	AF2	“I find it hard to cope when things change in my life.”	0.844		
	AF3	“I find it hard to keep myself motivated.”	0.827		
	AF4	“I’m able to cope well in new environments.”	0.88		
Well-being	WB1	“My life is not enjoyable.”	0.74	7.956	0.855
	WB2	“I’m comfortable with the way I look.”	0.746		

	WB3	“Sometimes, I think my whole life is going to be miserable.”	0.716		
	WB4	“I’m happy with my life.”	0.769		
	WB5	“I feel good about myself.”	0.756		
	WB6	“I believe that things will work out fine in my life.”	0.76		
Self-control	SC1	“I find it hard to control my feelings.”	0.58	6.407	0.836
	SC2	“I change my mind often.”	0.863		
	SC3	“I’m able to deal with stress.”	0.921		
	SC4	“I can control my anger when I want to.”	0.487		
	SC5	“Sometimes, I get involved in things I later wish I could get out of.”	0.69		
	SC6	“I try to control my thoughts and not worry too much about things.”	0.72		

“In this study Cronbach’s alpha test was used to the reliability. For the construct on that this study is concentrated upon, it is necessary to measure the reliability, to test the internal reliability the Cronbach’s alpha are calculated. The above table shows the calculated values of Cronbach's Alpha. The value is above “the cutoff point 0.7” in every case. It indicates that the data is reliable and is having strong internal consistency”.

Table:4 Confirmatory Factor Analysis

Model Fit Measures	
“Measure	Estimate”
“CMIN	1809.395
DF	576
CMIN/DF	3.141
CFI	0.91
SRMR	0.086
RMSEA”	0.05
PClose	0.07

Table:5

Validity Analysis										
	“CR	AVE	MSV	MaxR(ST	SO	EM	AF	WB	SC”

				H)						
ST	0.866	0.517	0.057	0.939	0.683					
SO	0.906	0.619	0.178	0.919	0.142*	0.787				
EM	0.891	0.505	0.207	0.894	0.155*	0.421***	0.711			
AF	0.905	0.706	0.207	0.918	0.110†	0.379***	0.455***	0.84		
WB	0.869	0.54	0.057	0.927	0.239***	0.226***	0.209**	0.222***	0.735	
SC	0.873	0.651	0.16	0.956	0.024	0.172**	0.400***	0.125*	0.162**	0.807

Table:6

HTMT Analysis						
	ST	SO	EM	AF	WB	SC
ST						
SO	0.176					
EM	0.241	0.428				
AF	0.229	0.401	0.453			
WB	0.264	0.228	0.188	0.265		
SC	0.154	0.232	0.497	0.226	0.207	

The “HTMT is a measure of similarity between latent variables. The HTMT is clearly smaller than one in the above case thus discriminant validity can be regarded as established”.

Table:7

			Regression Weights				Standardized Regression Weights
			Estimate	S.E.	C.R.	P	Estimate
ST1	<---	ST	1				0.53
ST2	<---	ST	0.93	0.14	6.88	***	0.48
ST3	<---	ST	0.75	0.12	6.35	***	0.43
ST4	<---	ST	1.02	0.14	7.53	***	0.55
ST5	<---	ST	1.16	0.15	7.92	***	0.59
ST6	<---	ST	1.88	0.19	9.68	***	0.86
ST7	<---	ST	1.97	0.2	9.8	***	0.88

ST8	<---	ST	2.17	0.22	10.03	***	0.94
SO1	<---	SO	1				0.7
SO2	<---	SO	0.91	0.07	13.37	***	0.83
SO3	<---	SO	0.93	0.08	12.23	***	0.76
SO4	<---	SO	0.98	0.07	13.5	***	0.84
SO5	<---	SO	1	0.07	14.01	***	0.88
SO6	<---	SO	0.92	0.08	11.23	***	0.69
EM1	<---	EM	1				0.74
EM2	<---	EM	0.96	0.08	11.43	***	0.68
EM3	<---	EM	1.05	0.08	13.38	***	0.79
EM4	<---	EM	1.13	0.09	12.58	***	0.74
EM5	<---	EM	1.11	0.1	11.67	***	0.69
EM6	<---	EM	1.03	0.09	11.38	***	0.67
EM7	<---	EM	1.05	0.09	11.05	***	0.66
EM8	<---	EM	0.97	0.08	12.12	***	0.72
AF1	<---	AF	1				0.89
AF2	<---	AF	0.9	0.05	18.02	***	0.81
AF3	<---	AF	0.71	0.04	16.06	***	0.76
AF4	<---	AF	0.97	0.05	21.43	***	0.9
WB1	<---	WB	1				0.92
WB2	<---	WB	0.8	0.04	21.94	***	0.87
WB3	<---	WB	0.65	0.04	16.2	***	0.74
WB4	<---	WB	0.48	0.05	8.74	***	0.48
WB5	<---	WB	0.82	0.04	18.6	***	0.8
WB6	<---	WB	0.46	0.06	8.26	***	0.46
SC1	<---	SC	1				0.93
SC2	<---	SC	1.01	0.03	29.53	***	0.96
SC3	<---	SC	0.89	0.04	20.07	***	0.81
SC6	<---	SC	0.44	0.06	7.15	***	0.4

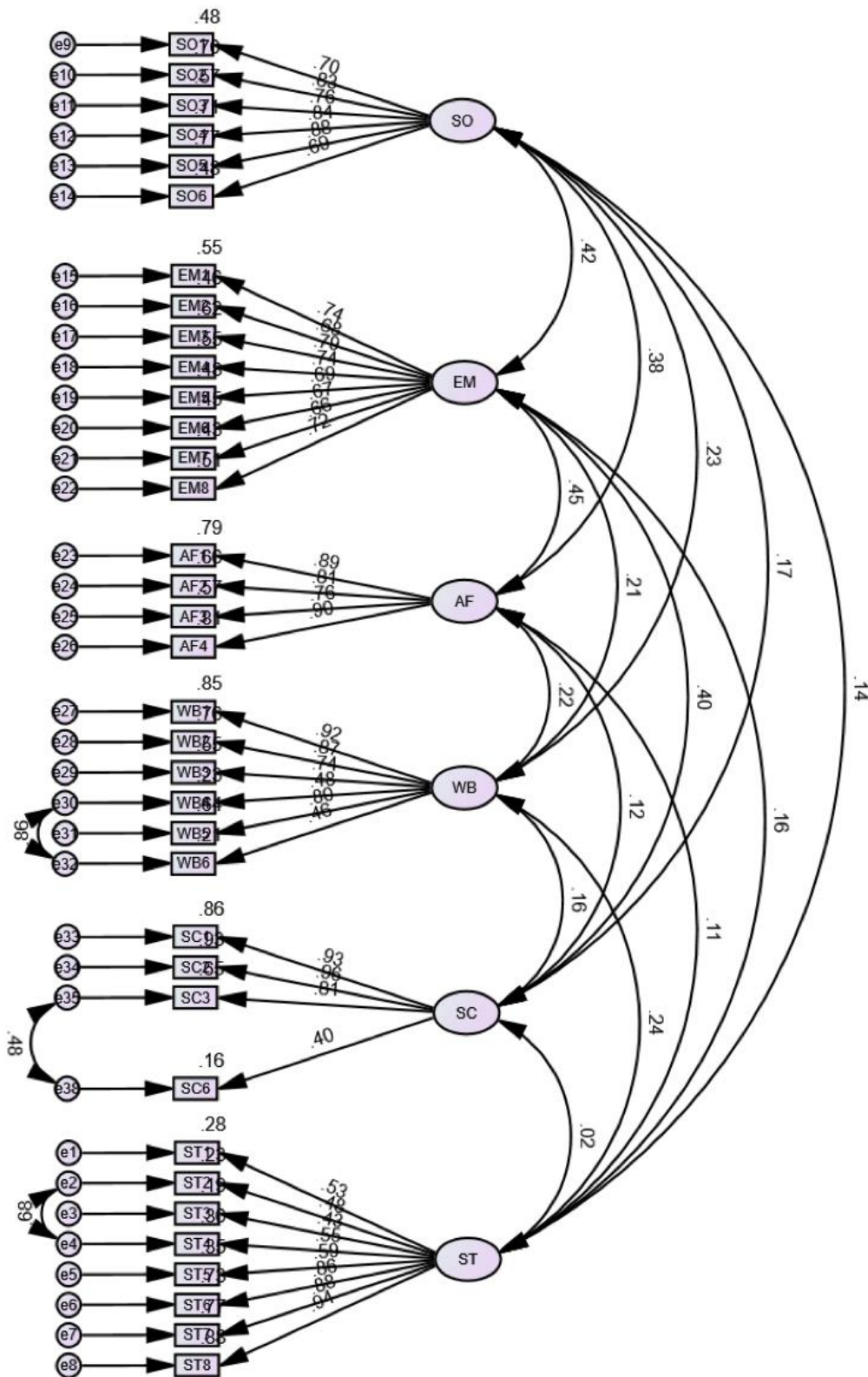


Fig:1 SEM

CFA is used to examine the constructs' confirmation. Constructs are checked for their measurement fit. Latent constructs along with their items are shown in the CFA figure 1. The various fit statistics which are used to examine the model fitness are shown in table 4 (Holtzman and Leich, 2014). As per the model fit table 4, the CMIN/DF is 3.1.41 which is acceptable for the overall performance of the model. CFI is 0.91 which is an acceptable value for the fit of the model. Furthermore metrics of SRMR (0.086), RMSEA (0.05) and PClose (0.07) are showing that the model fits well. It can be observed that there is a good fit between the constructs and their items.

It was found that there is a convergent and discriminant validity in the factors of all three constructs on CR, AVE and MSV are acceptable and are $CR > AVE > MSV$ as shown in table 5. In table 3, the values of Cronbach's α , and CR are given to check for the reliability of the constructs. All CR values are more than 0.7 (Hair et al., 1998). All values of AVE were more than 0.5 and $CR > AVE$ which established the convergent validity of the constructs. The discriminant validity of the constructs were also assessed with the method of Fornell and Larcker (1981). The \sqrt{AVE} of the three constructs were higher than the correlation and AVE values were greater than MSV.

Standardized parameter estimates are provided in table below along with unstandardized estimates. The results show that all items have Beta more than 0.6 and most of the items have B more than 0.7. The unstandardized parameters of all items of all constructs are significant at $p < 0.05$.

“H1: Well-being, Sociability, Self-control, Emotionality, Auxiliary facets has a significant impact on Covid Related Stress”.

Table 8: Regression

“Model	R	R Square	Adjusted R Square	Std. Error of the Estimate”
1	.621a	0.386	0.376	0.40512
a “Predictors: (Constant), Well-being, Sociability, Self-control, Emotionality, Auxiliary facets”				

The value of R-square is 0.621, which implies that 62.1% of the variance depends on the independent variable of model.

Table 9

ANOVA						
“Model		Sum of Squares	df	Mean Square	F	Sig.”
1	Regression	30.343	5	6.069	36.976	0
	Residual	48.252	294	0.164		
	Total	78.595	299			
a Dependent Variable: Covid Related Stress						
b “Predictors: (Constant), Well-being, Sociability, Self-control, Emotionality, Auxiliary facets”						

The F value is 36.976 in this scenario, the P value is 0 and that implies that the above hypothesis is accepted.

Table 10: Coefficients

“Model		Unstandardize d Coefficients		Standardized Coefficients	t	Sig.”
		B	Std. Error	Beta		
1	(Constant)	1.361	0.178		7.638	0
	Auxiliary facets	0.088	0.035	0.132	2.543	0.011
	Emotionality	0.11	0.04	0.153	2.75	0.006
	Self-control	0.079	0.04	0.107	1.986	0.048
	Sociability	0.183	0.036	0.263	5.144	0
	Well-being	0.181	0.032	0.278	5.713	0

a Dependent Variable: Covid Related Stress

“The p values in every case is less than 0.05, when testing the hypothesis for the regression coefficient which means that the above hypothesis is accepted. The hypothesis is thus relevant and accepted which means Well-being, Sociability, Self-control, Emotionality, Auxiliary facets has a significant impact on Covid Related Stress”.

According to the results of this research (H1), wellbeing, sociability, self-control, emotionality, and the auxiliaries have a considerable influence on COVID-related stress. According to Martins et al. (2010) and Schutte et al. (2007) meta-analyses, the “trait EI predicted decreased psychological distress and burnout, as well as greater mental health”. Because trait EI has a favourable impact on almost every aspect of life, including psychological adjustment, this is predicted (Petrides et al., 2016). These findings are critical in the context of the pandemic.

“Well-being, sociability, self-control, emotionality, and auxiliary facets all had a favourable influence on COVID-RELATED SHOCK throughout the pandemic”. This strengthens the idea that finding meaning through pain is linked to difficult situations like the pandemic.

There are several ways in which we might cope with the present pandemic, such as Frankl's (1969, 1984), Wong's (1993, 2020) existential approach to dealing with hardship via meaning and meaningful activity. Existential-spiritual intelligence, including but not limited to the discovery of personal purpose in life and the improvement of transcendental consciousness, may be built on and grown on the basis of emotional competence, which in turn can increase well-being.

Students at HEIs face the same pandemic-related issues as other HEIs throughout the globe, as well as unprecedented and growing financial, social, and political upheaval. These conditions could lead to an "existential crisis," which can cause a lot of people to be worried and stressed out because they don't know what will happen and what the future will be like.

Conclusion and Recommendations

As a result, HEIs are more likely to experience anxiety and despair as a result of their exposure to stressful circumstances. HEI policymakers should consider the difficulties that students face throughout their studies and offer counselling programmes to assist them cope with these stressors, which are vital for students. For students with depression, HEIs and health authorities need to provide early identification, prevention, and treatment programmes and initiatives.

Limitations and Prospects for Future Research

Several limitations must be acknowledged in light of the results of this investigation. Because it is cross-sectional research, it is impossible to draw any causal conclusions. Longitudinal research might be used to address this issue in the future. Reporting bias is risk since the data was acquired using a self-reported questionnaire. As a final point, the research was carried out just in Delhi/NCR, hence the findings may not apply to other areas of India. Clinical evaluations may be used in the future to look for anxiety and depression in students at HEIs.

Larger and more diversified samples could be used in future research along with objective measures to examine how people coped with the pandemic.

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