

Emotional Intelligence and Test Anxiety among Adolescent Students in Mumbai

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ABSTRACT

The substantive purpose of this study was to identify the relationship between Emotional Intelligence and Test Anxiety among adolescent students studying in Mumbai. There are a lot of studies conducted on Emotional Intelligence and Test Anxiety but the gap identified by the researcher was to study the variables in a particular city and establish deeper analysis. A sample of 104 students out of which 74 were females and 30 were males was randomly selected across Mumbai. The tools used for data collection comprised of two sections; “The Schutte Self Report Emotional Intelligence Test” by Nicola S. Schutte, John M. Malouff and Navjot Bhullar for emotional intelligence, and “Instrument of Test Anxiety” by Daniel Asamoah and Sauri Songnalle for test anxiety. The use of Pearson Product Moment Correlation and t-test was made for testing the hypothesis. The finding of the study suggests that there is no significant relationship between Emotional Intelligence and Test Anxiety amongst adolescent students studying in Mumbai. It was also found that there is no significant gender difference in Emotional Intelligence and Test Anxiety.

Keywords: *Emotional Intelligence, Test Anxiety, Adolescent Students, Mumbai*

Academic achievement is identified with effectively passing every exam. From psychological and educational point of view whatever we learn should be moved from our working memory to long term memory, which should later help us retrieve the information when situation demands to, like in exams or while working. But for some students there is a gap between the knowledge they have gained and their performances in exams, especially for students who experience Test Anxiety (TA), a special case of social phobia. The two established psychological systems DSM (Diagnostic and Statistical Manual of Mental Disorders, American Psychiatric Association (APA) and ICD (International Classification of Diseases, World Health Organization) does not list test anxiety as a distinct category. As per the World Health Organization (WHO) an adolescent is any person between ages 10 and 24. Students with Test Anxiety always remain below their actual potential as far as academic performances are concerned. This poor performance can further link to other psychological concerns like depression, suicidal thoughts, social anxiety etc.

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Test Anxiety

Test anxiety is an overwhelming feeling which can appear in situations like exams, viva etc. These symptoms may include dizziness, nausea, insomnia, uncertainty, agitation and sweating. Wine (1971) presented an intentional model of test anxiety. According to this model, individuals with test anxiety mostly focus on activities which are irrelevant to given assignments. Mostly their mental obsessions go along with nervousness and they suffer from physical depression and self-criticism. Inference model of test anxiety states that recalling of previous information is disturbed by test anxiety and ultimately individual performance suffers. According to (Meichenbaum, 1980) the two models of test anxiety, deficit and dual deficit models, relate performance on test with shortfall of attention and irregular pattern of behaviours. To be successful in tests, it takes more than traditional cognitive intelligence.

Emotional Intelligence

According to (Salovey & Mayer, 1990) Emotional Intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. Goleman (1998) offers the following descriptive definition: 'Emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and always in sufficient frequency to be effective in the situation'. Goleman (1995) and Cooper (1997) presented the mixed model of emotional intelligence by integrating the ability to comprehend and process emotions with various aspects of personality and competencies. (Goleman & Boyatzis, 2017) has expanded Salovey and Mayer's definition of emotional intelligence into four main domains: self-awareness, self-management, social awareness, and relationship management. According to Bar-On (2006), emotional intelligence is composed of several intrapersonal and interpersonal competencies, skills, and facilitators that jointly determine effective human behaviour. Therefore, he labelled this concept as Emotional-Social Intelligence.

Test Anxiety has become highly common amongst students, yet it is so subtle that many fails to identify it and usually call it procrastination, laziness, low IQ etc. One study found that test anxiety led to lower exam performance mediated by more worry and a proneness to be distracted by irrelevant materials (Keogh et al., 2004). When it comes to academic performance, intelligence is not the only important role that is in action. There are many other factors that contribute like: studying skills, time management, self-motivation, adaptability etc. To treat TA, a broad range of cognitive-behavioural and relaxation techniques have been proposed (Green et al., 2016). This suggests us that TA is less of a cognitive or strategic concern and more of an emotion regulation. In the light of this possibility, we wanted to identify the relation between Test Anxiety (TA) and Emotional Intelligence (EI) amongst students.

REVIEW OF LITERATURE

As per the study conducted by (Malik et al., 2013) on Emotional Intelligence and Test Anxiety: A case study of Unique School System. The study was to identify the relationship between emotional intelligence and test anxiety among students studying at higher secondary level in Unique School System. A sample of 150 students was selected randomly. A questionnaire comprised of two scales "Free Java Scripts", provided by The JavaScript Source, to measure emotional intelligence, and "Westside test anxiety scale" to measure level of test anxiety, was used for data collection. Both scales were adapted and translated. Questionnaire was used after pilot testing (with high reliability index, Cronbach alpha=0.97). Results showed negative correlation (correlation coefficient -0.603) between

Emotional Intelligence and Test Anxiety among Adolescent Students in Mumbai

Emotional Intelligence and Test Anxiety among students. In the light of major findings, it was recommended to use strategies to reduce test anxiety and to improve Emotional Intelligence.

Similarly in a study by (Jan et al., 2017) the article, was a part of a larger stud. It reviews the literature on emotional intelligence, and its relationship with the academic and non-academic characteristics of students with an emphasis on the significance of this relationship. The review shows that emotional intelligence of students is a key element for them while handling a stressful situation. It also illustrates that emotional intelligence can be supportive in managing test anxiety among students leading to better academic performance. It is recommended that future research should give more attention to this area(Jan et al., 2017).

A study by (Abdollahi & Abu Talib, 2015) was to explore the relationships between perfectionism, emotional intelligence, and test anxiety among Iranian students. The study also was conducted to test emotional intelligence as a possible moderator between perfectionism and test anxiety. The participants were 520 students from eight high schools in Tehran, Iran. Structural Equation Modelling (SEM) revealed that adaptive perfectionism and emotional intelligence were negatively associated with test anxiety, while maladaptive perfectionism was positively associated with test anxiety. Emotional intelligence moderated the relationship between maladaptive perfectionism and test anxiety. These findings highlight the importance of studying moderating processes that explain how perfectionism effects test anxiety (Abdollahi & Abu Talib, 2015)

Similarly a study by (AHMAD & AZIZ, 2019) was to find the correlation of emotional intelligence and exam anxiety of secondary school students by measuring existing levels of both variables. Four hundred students from 4 colleges located in two towns of Lahore city were selected. Two instruments the Rotterdam Emotional Intelligence Scale and Westside Test Anxiety were adopted to collect data. Data of all respondents were entered to the grid sheet of SPSS version 22. Descriptive statistics, t-test, Spearmen's correlation and multiple regression were applied to find out the results. Majority of students possessed high level of emotional intelligence. Further girls students found to be more emotionally intelligent as compare to boys.

Also a study by (Tom & Ansia, 2017) was done to find correlation between Test anxiety and Emotional Intelligence among adolescents in Kerala. The results showed a negative correlation between these two variables. Also, they discovered that there was relation between type of family and emotional intelligence. It stated that adolescents needed more counselling help to improve their emotional intelligence and their mental health is crucial and very educational institution should be equipped with providing the mental health guidance they need.

METHODOLOGY

The study of emotional intelligence and Test Anxiety among students is a correlational study. It is a quantitative study that establishes the relationship between the variables in the study. The study checks the relationship between Emotional Intelligence and Test Anxiety amongst students. The study also aims at finding any difference in Emotional Intelligence and Test Anxiety among the sample based on their gender.

Emotional Intelligence and Test Anxiety among Adolescent Students in Mumbai

Aim

This study focuses on understanding the relationship between Emotional Intelligence and Test Anxiety among students

Hypotheses

H₀1: There is no significant relationship between Emotional Intelligence and Test Anxiety amongst Adolescent students.

H₀2: There is no significant gender difference in Emotional Intelligence amongst Adolescent students

H₀3: There is no significant gender difference in Test Anxiety amongst Adolescent students.

Sample

The target population for this research was adults falling in the age range of 18 to 25 years. The Sample size consists of 104 adults. Out of these 30 were males and 74 females. The sample was collected via online mode using google form. The method of sampling used in this research was convenient sampling.

Measures

To assess Emotional Intelligence “**The Schutte's Self Report Emotional Intelligence Test**” by Nicola S. Schutte, John M. Malouff and Navjot Bhullar was used. It is a 5 Likert Scale ranging from 1- strongly disagree to 5- Strongly agree with 33 items was used to measure emotional intelligence, Total scale scores are calculated by reverse coding items 5, 28 and 33, and then summing all items. Scores can range from 33 to 165, with higher scores indicating more characteristic emotional intelligence.

To assess test Anxiety “**Instrument of Test Anxiety**” by Daniel Asamoah and Sauri Songnalle, Department of Education and Psychology University of Cape Coast a 4 Likert scale ranging from 1 = almost never to 4 = almost always with 30 items was used to measure level of test anxiety. The Schutte's Self Report Emotional Intelligence Test reported a two-week test-retest reliability of .78 for total scale score and the validity checked the relationship between Assessing Emotions Scale scores and the EQ-i was substantial, at $r = .4$

RESULTS AND DISCUSSION

The results are discussed according to the tests conducted. The first table show the Mean and Standard deviation of the variables. The second table shows the relationship between Emotional Intelligence and Resilience using Pearson correlation. The third table shows the t-test results of Emotional Intelligence among gender. The fourth table shows the t-test results of Test Anxiety among gender.

Table 1 Descriptive Statistics: Mean and Standard Deviation of Emotional Intelligence and Test Anxiety

Variables	N	Mean	Standard Deviation
Emotional Intelligence	104	130.04	13.1
Test Anxiety	104	64.32	11.2

The Mean and Standard Deviation was obtained for Emotional Intelligence and Test Anxiety. The results obtained were to be (N=104, M=130.04, SD= 13.1) for Emotional Intelligence and (N=104, M=64.32, SD= 11.2) for Test Anxiety.

Emotional Intelligence and Test Anxiety among Adolescent Students in Mumbai

Table 2 Correlation between Emotional Intelligence and Test Anxiety

Variables	N	Emotional Intelligence	Test Anxiety
Emotional Intelligence	104	-----	0.097
Test Anxiety	104	0.097	-----

The correlation was calculated for the two variables, emotional Intelligence and Test Anxiety for 104 students which were further divided into 74 Females and 30 Males. The Pearson correlation results showed that there was a negative correlation between emotional intelligence and test anxiety ($r = -0.097$) which was statistically insignificant. It was found there is no significant gender difference in Emotional Intelligence amongst Adolescent students.

Table 3 Independent t test of emotional intelligence among adolescent based on gender

Emotional Intelligence	N	Mean	SD	SE	t	df	p-value
Female	74	130.6	12.1	1.40	0.73	102	0.08
Male	30	128.5	15.4	2.82			

An independent sample t-test was conducted to compare the differences between Emotional Intelligence among adolescents based on gender. The results revealed that the mean and SD for female ($M=130.6$, $SD=12.1$) and male ($M=128.5$, $SD=15.4$) in emotional intelligence indicating that females had more emotional intelligence than male. The obtained t value was 0.73 ($t=0.73$) and the p value was 0.08 which was not statistically significant. It was also found that there is no significant gender difference in Test Anxiety amongst Adolescent students. In a study by Reza Ebrahimi & Hooshang Khoshsiman in 2014 they found no gender or age difference between Emotional Intelligence and Test Anxiety.

Table 4 Independent t test of test anxiety among adolescent based on gender

Test Anxiety	N	Mean	SD	SE	T	df	p-value
Female	74	65.2	11.9	1.38	1.32	102	0.66
Male	30	62.0	9.3	1.70			

An independent sample t-test was conducted to compare the differences between Test Anxiety among adolescents based on gender. The results revealed that the mean and SD for female ($M=65.2$, $SD=11.9$) and male ($M=62.0$, $SD=9.3$) in test anxiety indicating that females had more test anxiety than male. The obtained t value was ($t=1.32$) and the p value was 0.66 which was not statistically significant.

CONCLUSION

The objective of this research was to study the relationship between emotional intelligence and test anxiety and how it would affect males and females individually. 104 participants were chosen from Mumbai. The results of the study showed there is no significant relationship between Emotional Intelligence and Test Anxiety among students in Mumbai. It was also found that there was no significant gender difference in Test Anxiety amongst Adolescent students.

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Emotional Intelligence and Test Anxiety among Adolescent Students in Mumbai

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Conflict of Interest

The author(s) declared no conflict of interest.

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