

Effect of Emotional Intelligence on Academic Stress of Higher Secondary School Students

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ABSTRACT

The present study aims to investigate the relationship between emotional intelligence and academic stress level of students at the higher secondary level. It is mainly concerned with 300 XII standard students studying in Govt., Aided and Private schools in Thiruvananthapuram district. The Mangal Emotional Intelligence Inventory (MEII) was used for collecting the scores of Emotional intelligences in higher secondary school students. Also, the Academic Stress Inventory (ASI) prepared and standardised by the investigator was used for collecting the scores of academic stresses of the same group of students. The data collected is subjected to statistical analysis, namely, mean, standard deviation, 't'- test and Karl Pearson's Product Moment Correlation Co-efficient 'r'. Results show a negative significant correlation between emotional intelligence and academic stress among the students. Also, it was found that the emotional intelligence of boys is significantly higher than that of girls and the academic stress of higher secondary students is not influenced by gender. The present study proved that the emotional intelligence is the most important psychological variable which determines a student's future and academic progress.

Keywords: *Emotional intelligence, Academic Stress*

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and solve problem on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. Researchers investigated dimensions of emotional intelligence by measuring related concepts, such as social skills, interpersonal competence, psychological maturity and emotional awareness, long before the term 'emotional intelligence' came into use. For Daniel Goleman "Emotional Intelligence" means "abilities such as being able to motivate on self and persist in the face of frustration to control impulse and delay gratification, to regulate one's mood and keep distress from swapping the ability to think to empathize and to hope". Emotional Intelligence is often measured as an emotional intelligence quotient (EQ) describes the ability, capacity or skills to perceive, assess and manage the emotions of one's self, of other and of groups.

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Effect of Emotional Intelligence on Academic Stress of Higher Secondary School Students

The term EQ encompasses the following five characteristics and abilities:

- Self-awareness—knowing your emotions, recognizing feeling as they occur, and discriminating between them.
- Mood management—handling feelings so they are relevant to the current situation and you react appropriately.
- Self-motivation—“gathering up” your feelings and directing yourself towards a goal, despite self-doubt, inertia and impulsiveness.
- Empathy—recognizing feelings in others and tuning into their verbal and nonverbal cues.
- Managing relationship—handling interpersonal interaction, conflict resolution and negotiations.

Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic demands, for example, school examination, answering questions in the class, showing progress in school subjects. Understanding what the teacher is teaching, competing with other class mates, fulfilling teachers and parents academic expectations. As a consequence, they can be under stress, since the demand is related to achievement of an academic goal. The academic stress reflects perception of individual's academic frustration, academic conflict, academic pressure and academic anxiety. It contributes to major mental health hazards, problems both physical and mental stress. Academic Stress is an important factor accounting for variation in academic achievement. Stress makes a significant contribution to the prediction of subsequent school performance and act as a negative predictor of academic performance in higher secondary school children.

Students are the wealth and future of nation. It is essential that they must have good emotional intelligence so that they can have a balanced life. Our educational system should be capable to make our students emotionally balanced so that their academic stress should be made lessen. It is better to have practice such that students' academic problems must be discussed by the teachers as well as parents. Constructive steps should be taken to enhance the emotional intelligence level of the students.

Need for the study

The concept of emotional intelligence in the Indian context is embedded in its highly valued social concerns. The level of emotional intelligence is not fixed genetically nor does it develop in the early childhood. But the components are shaped during the childhood though emotional instances occur throughout our life. It is school year which build up external abilities in a person, so that childhood act as a crucial window of opportunity for shaping life through emotional competencies. The present era, the phenomena of stress is not confined to adult alone but also impact on children and adolescents. Students are experiencing academic stress at predictable times at each level of education. As result of greatest source of academic stress during exams, the students forced to perceive large amount of content to master in a small amount of time. When stress is perceived negatively or becomes excessive, the student experiences physical and psychological impairment method to reduce stress. The best and often method is to practice effective time management. The better emotional intelligence level of students can reduce the stress related problems in their academic matters to a good extent.

Effect of Emotional Intelligence on Academic Stress of Higher Secondary School Students

Objectives of the study

- To find out the level of Emotional intelligence of higher secondary school students.
- To find out the level of academic stress in higher secondary school students.
- To find out whether there is any significant difference between the mean scores of Emotional intelligence of higher secondary school students with regard to:
 1. Gender (Male/ Female)
 2. Locality of students (Rural/Urban)
 3. Type of family (Nuclear/Joint)
- To find out whether there is any significant difference between the mean scores of Academic stress of higher secondary school students with regard to:
 1. Gender (Male/ Female)
 2. Locality of students (Rural/Urban)
 3. Type of family (Nuclear/Joint)
- To find out whether there is any significant correlation between Emotional intelligence and academic stress of higher secondary school students.

Hypotheses of the study

- The level of Emotional intelligence of higher secondary school students is average in nature.
- The level of Academic stress in higher secondary school students is average in nature.
- There is no significant difference between the mean scores of Emotional intelligence of higher secondary school students with regard to:
 1. Gender (Male/ Female)
 2. Locality of students (Rural/Urban)
 3. Type of family (Nuclear/Joint)
- There is no significant difference between the mean scores of academic stress of higher secondary school students with regard to:
 1. Gender (Male/ Female)
 2. Locality of students (Rural/Urban)
 3. Type of family (Nuclear/Joint)
- There is no significant correlation between emotional intelligence and academic stress in higher secondary school students.

METHODOLOGY

A brief description of the methodology adopted for the study given below.

Method adopted for the study

The present study is attempted to investigate the effect of emotional intelligence on academic stress in higher secondary school students. The investigator used normative survey method to collect data.

Tools used for the study

- Mangal Emotional Intelligence Inventory (MEII) for collecting the scores of Emotional intelligences in higher secondary school students.
- Academic stress Inventory (ASI) prepared and standardised by the investigator for collecting the scores of academic stress in higher secondary school students.

Sample used for the study

The present study is mainly concerned with 300 Std XII students studying in Govt., Aided and Private schools in Thiruvananthapuram district.

Effect of Emotional Intelligence on Academic Stress of Higher Secondary School Students

Procedure adopted for the study

The Investigator provides two types of inventories.

First one is Mangal Emotional Intelligence Inventory (MEII). Here the investigator gave instruction about fill the MEII to the students. The inventory consists of 100 statements. All these statements are meant for knowing about the level of emotional intelligence. After reading a particular question and considering what is appropriate for you, you have simply respond to it as 'Yes' or 'No'. The investigator reminded the students that try to provide free and frank responses without any fear, your response will remain quite secret and confidential and may be used for the research purpose. Be careful that no statement should be left unanswered, otherwise you will not be having a complete assessment of your emotional intelligence.

The second one is **Academic Stress Inventory (ASI)**. This is prepared and standardised by the investigator. The ASI consists of 100 statements describing the stress in school life from the various sources and the level of stress in pupil's life from the different sources. The level of stress felt for each statement can be indicated by marking a tick mark in each statement.

Statistical techniques used

Mean, Standard deviation, t-test and correlation analysis were used for analysing the data.

ANALYSIS AND DISCUSSION

Result of Hypothesis 1 and Hypothesis 2

Table 1 Percentage of the classified sample into three groups (Low, average and High) of emotional intelligence and academic stress in higher secondary school students

Variables	Low	Average	High
Emotional Intelligence	26.7	40.0	33.33
Academic stress	11.67	62.33	26

It is inferred from Table-1 that the level of emotional intelligence and academic stress of Standard XII students are average in nature.

Result of hypothesis 3 and hypothesis 4

Table 2 Showing the significant difference between the mean scores of emotional intelligence and academic stress of higher secondary level boys and girls.

Variables	Gender				t Value	Significant at 0.01 level
	Boys (160)		Girls (140)			
	Mean	SD	Mean	SD		
Emotional Intelligence	64.9	10.66	61.5	9.84	2.88	S
Academic stress	62.3	14.97	61.5	15.01	0.46	NS

From Table 2, it is clear that boys scored significantly higher than girls with regard to emotional intelligence and the academic stress is not influenced by gender.

Effect of Emotional Intelligence on Academic Stress of Higher Secondary School Students

Table 3 Showing the significant difference between the mean scores of emotional intelligence and academic stress of urban and rural higher secondary students.

Variables	Locality				t Value	Significant at 0.01 level
	Urban (120)		Rural (180)			
	Mean	SD	Mean	SD		
Emotional Intelligence	66.1	12.85	64.9	10.38	0.89	NS
Academic stress	63.1	12.72	59.2	10.12	2.82	S

Table 3 reveals that the urban students do not differ much from rural ones in the case of emotional intelligence while urban students scored significantly higher than rural students with regard to their academic stress.

Table 4 Showing the significant difference between the mean scores of emotional intelligence and academic stress of higher secondary students belong to nuclear and joint families

Variables	Families				t Value	Significant at 0.01 level
	Nuclear (240)		Joint (60)			
	Mean	SD	Mean	SD		
Emotional Intelligence	62.51	12.13	66.9	10.24	2.86	S
Academic stress	62.9	10.50	59.5	8.32	2.67	s

From the table 4, it is seen that emotional intelligence of students from joint family scored significantly higher than those from nuclear family and with regard to academic stress the students from nuclear family scored significantly higher than those from joint family.

Result of hypothesis 5

Table 5 Correlation of emotional intelligence with academic stress in higher secondary school students.

Comparison of Variables	Sample size	Co- efficient of correlation. (r)	Level of significance
Emotional Intelligence VS Academic stress	300	-0.41	0.01

Table 5 reveals clearly that there is a significant negative correlation between emotional intelligence and academic stress of higher secondary school students.

Findings of the study

On the basis of above discussion on the obtained results, the major findings may be drawn as below.

- The level of emotional intelligence (EI) of higher secondary students is average in nature.
- The level of academic stress of higher secondary students is average in nature.
- The emotional intelligence of boys is significantly higher than that of girls.
- The academic stress of higher secondary students is not influenced by gender.
- The urban students do not differ much from rural ones in the case of emotional

Effect of Emotional Intelligence on Academic Stress of Higher Secondary School Students

intelligence.

- Urban students scored significantly higher than rural students with regard to their academic stress.
- The emotional intelligence of students from joint family is significantly higher than those from nuclear family.
- With regard to academic stress the students from nuclear family scored significantly higher than those from joint family.
- There is a significant negative correlation between emotional intelligence and academic stress of higher secondary students.

CONCLUSION

The study revealed that there is a significant negative correlation between the level of emotional intelligence and academic stress in higher secondary students. It is essential that they must have good emotional intelligence so that they can have a balanced life. It is clear from the findings that students with high emotional intelligence have low academic stress. So, to make the students emotionally balanced, their academic stress should be lesser. Constructive steps should be taken to enhance the emotional intelligence level of the students. Researches proved that the emotional intelligence is the most important psychological variable which determines a student's future and academic progress. An intelligent adolescent who is self-aware and intrinsically motivated will definitely have very high academic performance. Adolescents with high emotional intelligence will also have good relationship with teachers and parents which also help them to perform well in their examinations. The study revealed that emotional intelligence is one of the most prominent variables that can minimize the academic stress level of higher secondary school students.

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Conflict of Interest

The author(s) declared no conflict of interest.

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