

## Emotional Intelligence of Adolescents in Relation to their Test Anxiety and Academic Stress

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### ABSTRACT

Concept emotional intelligence (EI) has roots in discussions that began as early as the late 1930s, when researchers began describing a non-intellective intelligence sometimes described as “social intelligence. In simpler terms, emotional intelligence might be defined as the set of skills people use to read, understand, and react effectively to emotional signals sent by others and oneself. These are skills such as empathy, problem-solving, optimism, and self-awareness which allow people to reflect, react to, and understand various environmental situations. There was strong relationship between the emotional intelligence with the anxiety and the stress. Over the decades there is strong discussion and research going on what happens to the emotional intelligence when there is increased anxiety and academic stress among adolescents. Taking in consideration the above facts, an investigation will be carried out on the “Emotional intelligence among adolescents in relation to their test anxiety and academic stress”. This study was conducted to see the role of the emotional intelligence and its relation with test anxiety and academic stress among adolescents. We seek to test hypothesis that in adolescents at the time of test anxiety and in academic stress, emotional intelligence (EI) decreases. To test our hypothesis, a sample of around 250 adolescents (both boys and girls in equal ratio) in the age range of 18 to 23years with nonclinical history of anxiety and stress was taken from campus of Lovely Professional University located at Phagwara, Jalandhar. The level of emotional was quantified in relation to all variables (test anxiety and academic stress) using emotional intelligence scale by schute et al.scales. Taking in consideration our objective and hypothesis, data collected is analyzed by (one way ANOVA)analysis of variance. After analyzing the data my result showed the significance difference among gender in emotional intelligence as well as in test anxiety.

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Received: August 7, 2017; Revision Received: September 19, 2017; Accepted: September 25, 2017

**Keywords:** *Emotional Intelligence, Adolescents, Test Anxiety, Academic Stress*

**Emotional Intelligence (EI)** is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. Emotional intelligence competencies are typically focused on recognition and regulation of emotions in one's self and social situations, yielding four categories: self-awareness, self-management, social awareness and relationship management. Emotional intelligence is a social intelligence that enables people to recognize their own, and other peoples' emotions. Moreover, emotional intelligence enables people to differentiate those emotions, and to make appropriate choices for thinking and action. It is an intelligence that may be learned, developed and improved. According to Salvoes and Mayer (1990), emotional intelligence includes an "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". A related definition adds the "ability to adaptively recognize emotion, express emotion, regulate emotion and harness emotions". Personal or emotional intelligence has been found to vary by age or developmental level and gender. Emotional intelligence may be defined as the ability to use your awareness and sensitivity to discern the feelings underlying interpersonal communication, and to resist the temptation to respond impulsively and thoughtlessly, but instead to act from receptivity, authenticity and candour. At its best, emotional intelligence is about influence without manipulation or abuse of authority. It is about perceiving, learning, relating, innovating, prioritizing and acting in ways that take into account and legitimize emotions, rather than relying on logic or intellect or technical analysis alone.

Emotional Intelligence is now being considered to be important in organizational factors such as: organizational change leadership, management, performance, and perceiving, occupational stress and life satisfaction. To meet organizational ends it is not uncommon to use emotions and emotion related thoughts and behaviour as the ingredients in an institutionalized recipe of emotional culture. Intelligence (EI) has been recently validated with major skill areas that can influence your career and create abilities that improve your worth at work. A very recent and excellent review of the EI Emotional intelligence is a social intelligence that enables people to recognize their own, and other peoples' emotions. Moreover, emotional intelligence enables people to differentiate those emotions, and to make appropriate choices for thinking and action. It is an intelligence that may be learned, developed and improved. According to Salvoes and Mayer (1990), emotional intelligence includes an "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". A related definition adds the "ability to adaptively recognize emotion, express emotion, regulate emotion and harness emotions". Personal or emotional intelligence has been found to vary by age or developmental level and gender. Emotional intelligence may be defined as the ability to use your awareness and sensitivity to discern the feelings underlying interpersonal communication, and to resist the temptation to respond impulsively and thoughtlessly, but instead to act from receptivity, authenticity and candor. At its best, emotional intelligence is about influence without manipulation or abuse of authority. It is about perceiving, learning,

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relating, innovating, prioritizing and acting in ways that take into account and legitimize emotions, rather than relying on logic or intellect or technical analysis alone.

Emotional Intelligence is now being considered to be important in organizational factors such as: organizational change leadership, management, performance, and perceiving, occupational stress and life satisfaction. To meet organizational ends it is not uncommon to use emotions and emotion related thoughts and behaviour as the ingredients in an institutionalized recipe of emotional culture. Intelligence (EI) has been recently validated with major skill areas that can influence your career and create abilities that improve your worth at work. A very recent and excellent review of the EI literature demonstrates clearly that EI impacts on work success. The subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide ones thinking and actions. It is clear that literature demonstrates clearly that EI impacts on work success. The subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide ones thinking and actions. It is clear that Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from , manage understand and explain emotion. According to Daniel Goleman, in emotionally intelligent includes five characteristics:

1. **Self-awareness**:-The ability to recognize and identify a feeling.
2. **Managing one's emotions**:-Handling fear, anxiety, anger, sadness and worry in an appropriate and proportional way.
3. **Self-motivation**:-Involves emotional control, the ability to delay gratification, and the ability to keep working toward a goal, expecting success.
4. **Empathy**:-Recognition of sensitivity to the emotions of others.
5. **Handling relationships**:-Learning to handle conflict constructively and getting along well with others.

Hence emotional intelligence (EI) refers to the ability to perceive control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is inborn characteristic.

### *Models of Emotional Intelligence*

There is great debate around who is the founder(s) or creator(s) of the field of Emotional Intelligence. Many people passionately debate the merits of one person(s) model as opposed to another, with whole websites dedicated to this subject.

The important thing to note is that this is a young and ever expanding field. As everyone's knowledge on the subject grows, so will our ability to refine and apply the models more effectively. The key is to keep an open mind and to be willing to accept the merits of each of the models, and apply what we can to our lives.

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There are essentially two schools of thought on Emotional Intelligence and how it is defined. The mental “ability” models focus on emotions themselves and their interactions with thought. This is the model used by Mayer and Salovey. The “mixed” models treat mental abilities and a variety of other characteristics, such as motivation, states of consciousness and social activity, as a single entity as in those used by Bar-On and Goleman in their Emotional Intelligence models. Mixed models of Emotional Intelligence tend to be more broad in their definitions as compared to those mental ability models applied by researchers and theorists. A central difference among models is that the mental ability models attempt to focus purely on emotion, whereas mixed models label a multitude of competencies that could be considered emotion or thought based.

DTS International’s and TTI’s Emotional Quotient assessment is based on Goleman’s model of Emotional Intelligence.

Below is a brief summary of the three main models of Emotional Intelligence and how they differ.

### *Mayer/Salovey/Caruso ability model*

John Mayer and Peter Salovey began writing about Emotional Intelligence in late 1980s, acknowledging that emotions and intellect are often thought of as opposites. They considered the consequences of a beneficial interaction between the two. Later, they were joined by David Caruso, a friend of Mayer.

In their mental ability model, they define Emotional Intelligence as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings with thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth." Salovey, Mayer and Caruso have attempted to keep their definition research based to enable them to continue to refine their study in this field.

The Mayer/Salovey/Caruso ability model of Emotional Intelligence looks at two areas of Emotional Intelligence:

1. **Experiential Emotional Intelligence (EEIQ)** – which includes the ability to perceive, respond, and manipulate emotional information without necessarily understanding it.
2. **Strategic Emotional Intelligence (SEIQ)** – which includes the ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them.

These two core areas of Emotional Intelligence are then broken into the “four branch model” These include:

1. **Perceiving Emotion** – is the ability to identify and express emotions and emotional needs accurately to others. It is the ability to decode emotional signals in facial expressions, tone of voice and artistic expression. This is considered an experiential

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component of Emotional Intelligence, as it is about a person's basic ability to process or "experience" emotional information.

2. **Facilitating Thought** – is the ability to use emotion to facilitate thinking, problem solving, reasoning and focus. This is about blending emotion and thinking while being aware of how emotion might be affecting your thoughts. This is also considered an experiential component of Emotional Intelligence.
3. **Understanding Emotion** – is defining complex emotional blends and understanding emotional transitions. This is the ability to understand how emotions might combine, change and manifest over time. This is considered a strategic component of Emotional Intelligence.
4. **Managing Emotions** – is the ability to manage emotions appropriately and successfully. It is the ability to be open to emotional information when important, and closed to it when it is not, then effectively include emotion into thought. This is considered a strategic component of Emotional Intelligence.

Mayer and Salovey (later Caruso) have developed a number of assessments to attempt to validate their theories and refine their thinking. The two most commonly referred to are the "Multibranch Emotional Intelligence Scale" or "MEIS", and later the "Mayer-Salovey-Caruso Emotional Intelligence Test" or "MSCEIT". They continue to develop and research more tools and theories and are considered as some of the most prominent thought leaders in the Emotional Intelligence field. Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationship through his research he showed that emotional intelligence is highly beneficial in the areas of education, work, and mental health. EI should be termed "trait EI" or "emotional self-efficacy" and they defend their application with respect to ability measures (Austin, Saklofske, Huang, & McKenney, 2004). Moreover, Nolen-Hoeksema and her colleagues consider that ruminative coping may be the underlying cause of the relationship between personality variables and emotional disorders such as depression and anxiety (Nolen-Hoeksema, Larson, & Grayson, 1999). He suggested as well as provided research evidences that when it comes to long-term success and success in varied life situations, being high in emotional intelligence is more important than being high in academic abilities. EI individual can keep the strike in the worst circumstances, never surrender and don't fall into panic but react carefully (Goleman, 1998). The EI competencies generate the skill in individual to choose various courses of action to deal stress without collapsing, to be positive to solve a problem, and feel that one can control the situation (Slaski and Cartwright, 2002). Stress is considered to be one of the main themes in the research for last two decades and a significant growth observe in researchers' interest as a concern to both employers and employees (Hochwarter, Perrewe, Meurs & Kacmar, 2007, Cartwright, 2000). The basic root cause of stress in the organization, when employees face difficulties and changes in his daily working routine but always avoid and this condition creates stress, anxiety, fears, worries, tension, etc. (Akinboye, Akinboye & Adeyemo, 2002). Recently studies have shown great researchers' interest in the study of the relationship between EI and stress in the light of organizational performance and several studies investigated the impact of EI competencies on

stress, which report the existence of positive relationship (Gardner, 2005, Spector and Goh, 2001, Ciarrochi, Chan, & Bajgar, 2001).

## METHODOLOGY

### *Research Design*

The course of this study first was to select the sampling group to carry out the study. In this case, sample includes a group of adolescents of the age 18-23 years. The study then included the selection of the appropriate methods like scales to access the variables to be measured. Following the assessment of the variables, a right statistical approach was taken to authenticate the results for their significance. At last, the proposed hypothesis as well as the old literature was crosschecked with the original results to elucidate the purposeful result.

### *Sampling*

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The focus of this investigation included adolescent group of people in the age group of 18 to 23 years. A stratified random sample of about 200 adolescents with equal male to female ratio participated in this study, enrolled in four different schools located across the campus of Lovely Professional University in Jalandhar.

### *Tools*

Keeping in view, our variables, the aims of the study, and the nature of the sample, appropriate tools were selected. In this study we selected the following tools:-

1. **Emotional intelligence scale by Schutte –et-al (1997)** this tool consist of 33 items starting from strongly disagree to strongly agree on a five point scale. Nicola Schutte and colleagues' self-report measure of emotional intelligence. Based on Peter Salovey and John Mayer's model of emotional intelligence, the scale items are designed to assess :-

The appraisal and expression of emotion in self and others. The regulation of emotion in self and others. The utilization of emotion in solving problem self-report scales might even be better viewed as personality assessments rather than as self-estimates of EI.

**Gerald Matthews** and his colleagues note that self-perceptions of EI can be inaccurate because they are vulnerable to a range of response sets, deception, and impression management. Matthews and colleagues conclude that questionnaire measures tend to be deficient in both convergent and divergent validity. In scoring their scale, students should first reverse the numbers (1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1) that they placed in response

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to items 5, 28, and 33, and then add the numbers in front of all 33 items the scale may be useful for individuals.

Who wish to understand their own personal characteristics, so they can better set goals and work toward these goals.

Experience problems in areas related to emotional intelligence, such as difficulties in impulse control.

They are considering entering settings or careers in which emotional intelligence is important. Research has indicated that high scale scores are associated with greater optimism, less depression, and less impulsivity.

**2. FRIED BEN Test Anxiety Scale (FTAS)** developed by **Friedman and Bendas Jacob (1997)**. It is a multidimensional nature of the test anxiety construct (**Friedman and Bendas-Jacob 1997**), test anxiety need to be developed to help identify test-anxious students. The test anxiety scale multidimensional measure of test anxiety. Test score stability and convergent and discriminate validity of the TAS scores were examined. The worry component is the concerns a student experiences about one's test performance and then emotionality component is the autonomic reactions a student experiences in an evaluative situation. The social concerns items were written based on the work of **Friedman and Bendas-Jacob (1997)**. Friedman and Bendas-Jacob introduced the social derogation component in their three-dimensional (social derogation, tenseness, and cognitive obstruction) model of test anxiety. Social derogation is the worries of social belittlement a student expects from others when one fails a test. The cognitive interference component is based on the work of **Wine (1971)** and Friedman and **Bendas-Jacob (1997)**. In **Wine's (1971)** cognitive-attentional model, task-irrelevant thoughts prevent a student from focusing on a test and lowers test performance. The cognitive interference component is similar to the cognitive obstruction component in **Friedman and Bendas-Jacob's (1997)** three dimensional model of test anxiety. It is 23 items self report scale measuring test anxiety on 3 dimensions namely:

1. Cognitive obstruction
2. Social derogation
3. Tenseness

Student academic stress scale (SASS) developed by AO Busari consists of 50 items on 4 dimensions namely.

1. Affective
2. Behavioural
3. Cognitive
4. Physiological

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### Data Analysis

Keeping in view the variables, objectives and hypothesis and in order to signify our results a three variables we will use following techniques.

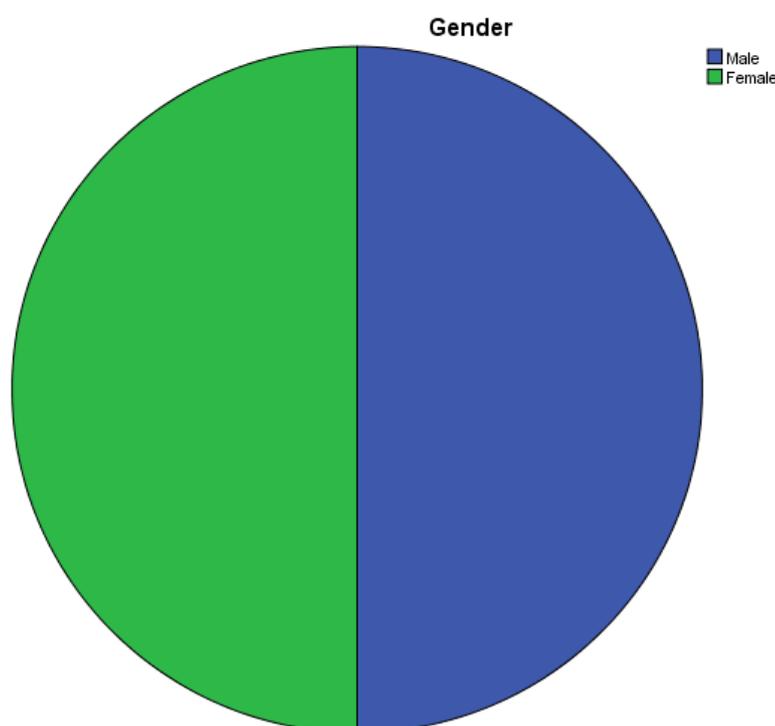
1. PEARSONS PRODUCT MOMENT METHOD – Significant Correlation
2. T-TEST – Significant Difference

## RESULT AND DISCUSSION

*Table 1 Frequency distribution of Gender*

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	100	50.0	50.0	50.0
	Female	100	50.0	50.0	100.0
	Total	200	100.0	100.0	

*Chart 1 gender*



*Table 2 Frequency distribution of Course*

		Course			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LFTS	52	26.0	26.0	26.0
	LFBA	35	17.5	17.5	43.5
	LFED	61	30.5	30.5	74.0
	LFAMS	52	26.0	26.0	100.0
	Total	200	100.0	100.0	

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Chart 2 Course

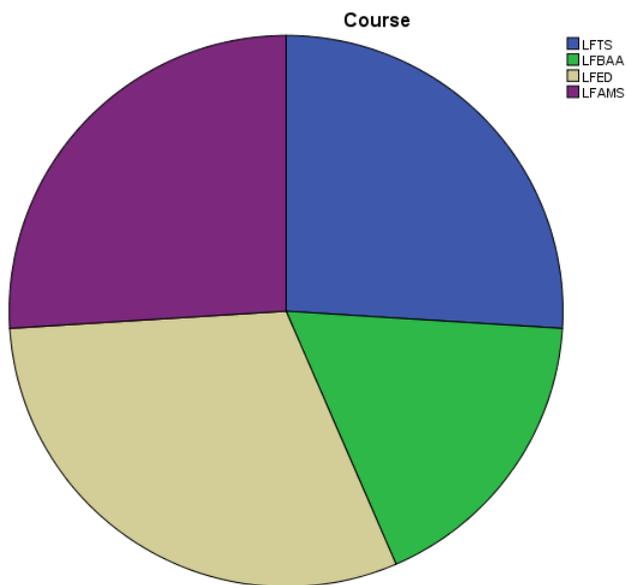
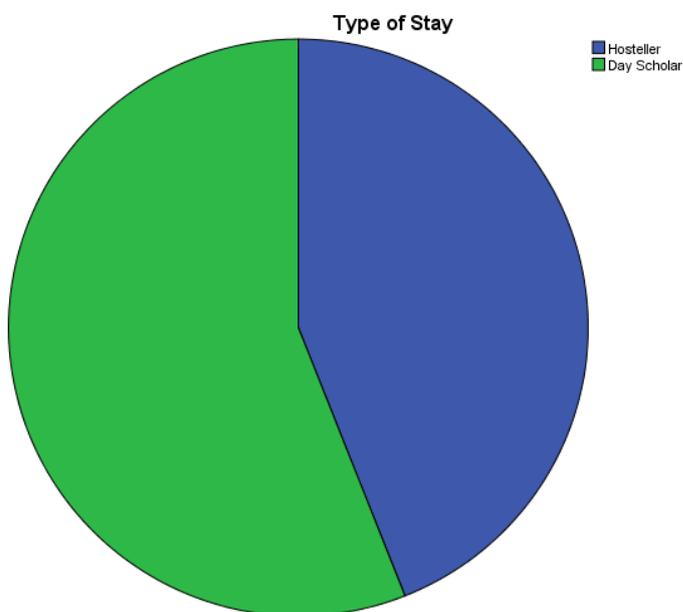


Table 3 Frequency distribution of Type of Stay

		Type of Stay			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hosteller	88	44.0	44.0	44.0
	Day Scholar	112	56.0	56.0	100.0
	Total	200	100.0	100.0	

Chart 3 Type of stay



**Hypothesis 1** Students differ in their emotional intelligence based on their gender.

**Table 4 Differences in emotional intelligence of students based on their gender**

Variable	Gender (N)	Mean	Standard Deviation	t- value
Emotional Intelligence	Male (100)	110.46	19.327	4.480
	Female (100)	121.07	13.692	

It is inferred from the Table (4) that male students have a mean score of 110.46 with standard deviation of 19.327 were as female students have a mean score of 121.07 with the standard deviation of 13.692 which is higher hence calculated t-value of 4.480 clearly displaces the significant differences .Emotional intelligence is generally high in females than males existing literature (Ahmadet.al, 2009) reveals the same information about the emotional intelligence of females. The reason behind increasing levels of emotional intelligence of female may be due to neurological and psychological difference between male and female also our culture equips female children to be more involved in emotional training within the family.

**Hypothesis 2** Students differ in their test anxiety based on their gender.

**Table 5 Differences in test anxiety of students based on their gender**

Variable Test Anxiety	Gender (N)	Mean	Standard Deviation	t- value
Social Derogation	Male (100)	25.05	8.396	0.155
	Female (100)	24.86	8.938	
Cognitive Obstruction	Male (100)	23.14	7.318	1.195
	Female (100)	21.92	7.113	
Tenseness	Male (100)	17.20	6.344	2.708
	Female (100)	19.69	6.654	
Total Test Anxiety	Male (100)	65.39	14.802	0.494
	Female (100)	66.47	16.117	

It is observed from the Table (5) most of the dimensions of test anxiety among students do not significantly differ on the basis of their gender except tenseness. Female students do have more tension and physical rigidity when they face exams existing literature in the field to test anxiety (Lufi et. al, 2009) revealed the possibility of significant differences in the dimensions of the test anxiety based on gender. However, our study revealed the absence of significance difference in most of the dimensions may be considered as an alternative finding. Since test anxiety is dynamic in nature varying from context to context the results seem to be dependent on selection of sample.

**Hypothesis 3** Students differ in their Academic stress based on their gender.

*Table 6 Differences in Academic stress of students based on their gender*

Variable	Gender (N)	Mean	Standard Deviation	t- value
Academic Stress	Male (100)	120.83	24.032	0.737
	Female (100)	118.39	22.797	

It is obvious from Table (6) that there is no significant difference in the academic stress of students based on their gender hence hypothesis (3) is rejected. Studies (Backovic.et.al, 2009) showed that female students have more academic stress than male students, however the present study revealed that there is no significant difference between male and female students on their academic stress. This result may be projecting the equal suffering of students in their academic irrespective of their gender.

**Hypothesis 4** There is a significant relationship among emotional intelligence, test anxiety and academic stress

*Table 7 Relationship among emotional intelligence, test anxiety and academic stress of students*

	Social Derogation	Cognitive Obstruction	Tenseness	Test Anxiety Total	Academic Stress
Emotional Intelligence	-.034	-.433**	-.107	-.267	-.163*
Academic Stress	.141*	.302**	.293**	.346*	

It is inferred from Table (7) that there is a significant relationship among emotional intelligence, test anxiety and academic stress of students and hence hypothesis is excepted.

Several studies showed that there is a strong positive relationship between academic stress of student and their test anxiety also substantial evidence are in abundance to support the inverse relationship between emotional intelligence and test anxiety . Emotional intelligence is said to be perception and regulation of personal as well as others emotions. Test anxiety being a worrisome arousal state is the resultant of emotional intelligence and hence the reported inverse relationship is logical.

## CONCLUSION

This dissertation study introduced emotional intelligence, emotional intelligence model as explanatory of the development of emotional intelligence in young adolescents to the literature. This study contributes to the research evidence an insight about emotional intelligence and gender differences. Study demonstrated that there is a significant relationship between emotional intelligence among male and female sample of young adolescents.

### *Acknowledgments*

The author appreciates all those who participated in the study and helped to facilitate the research process.

*Conflict of Interests:* The author declared no conflict of interests.

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**How to cite this article:** Shah S A, Buhroo A A, Dani V, Mushtaq S, Naseer N, & Wani S A (2017). Emotional Intelligence of Adolescents in Relation to their Test Anxiety and Academic Stress. *International Journal of Indian Psychology, Vol. 4, (4)*, DIP:18.01.128/20170404, DOI:10.25215/0404.128