

Relationship between Academic Stress and Emotional Intelligence of senior secondary students

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ABSTRACT

Current research paper aims to investigate the relationship between senior secondary school students' academic stress levels and their emotional intelligence. It mostly concerns 400 male and female students in the 12th standard who attend government and private schools in gautambuddh nagar district. Students in intermediate classes had their emotional intelligence scores taken using the Mangal & Mangal emotional intelligence Inventory and the same set of students' academic stress scores were also gathered using Dr. Uday K. Sinha Assessing Academic stress scale. The collected data is subjected to various statistical analyses, including the t-test, mean, standard deviation, and Karl Pearson's product moment correlation coefficient (r). The students' emotional intelligence and academic stress have no discernible relationship, according to the results. Additionally, it was shown that girls and boys have quite different emotional intelligence and that gender has no bearing on upper secondary students' level of academic stress. The current study has shown that the main psychological component influencing a student's academic achievement and chances for the future is emotional intelligence.

Key Words – Emotional Intelligence, Academic Stress, Senior Secondary Students

Introduction

The level of education that a country's population gets determines its overall quality. The growth of the individual is the main goal of education. Education is viewed as a catalyst for social change, rebuilding, and the renaissance. It is crucial to understanding the main aspects of the country's development. It is useful tool for raising social and economic productivity, expanding choices and quality of life, and starting the empowerment process. The foundation of success in the realm of education is a child's academic performance. In the sphere of education, academic achievement is deemed vital and is regarded as an exceptional catalyst for personal growth which makes them emotionally intelligent.

The ability to understand and interact with people, as well as the capacity of teenagers to cope with daily stressors, are all influenced by a composite of interrelated emotional and social competences, abilities, and enablers known as emotional intelligence (Baron, 2006). The modern curriculum overwhelms pupils with information and places an extreme amount of pressure on them to complete an excessive number of assignments. With few reserves and no clear support networks, students are under excessive strain, which exacerbates their everyday stress. Their pressure may be increased by peer and teacher pressure, cultural expectations for academic success, and parental expectations.

In this era our youth especially teenage students faces so many problems in their life to attain success like formative and summative evaluations, good classroom behavior, a commitment to continuous academic improvement, the ability to work quickly on competitive exams, meeting the high educational desires of parents & teachers, these expectations frequently put a strain on or surpass the pupils' capacity. Thus accumulation of stress and mounting academic stress may have an impact on students' academic achievement.

If proactive strategies are created to assist kids in reducing stress associated with school by teaching those coping skills, cultivating social networks, and encouraging extracurricular activities, young brains will naturally develop. Support during the learning process can be advantageous for a student who possesses strong emotional intelligence (Goldman, 1996; Svetlana, 2007). The notion of emotional intelligence is

multidimensional, involving personal abilities and perceptions of variables affecting an individual's competency profile (Caruso, 2004). The current study's objective was to look into the connection between senior secondary students' academic stress and emotional intelligence.

Need for the study

In India, idea of emotional intelligence is deeply ingrained in the country's highly esteemed social issues. Emotional Intelligence does not develop in early childhood and is not genetically determined. However, even though we experience emotional moments all throughout our lives, the components are formed throughout childhood. The school year is the time when a person develops their outward skills, making childhood a critical time for forming lifelong emotional competence. Stress is not just an adult phenomenon in the modern era; children and adolescents are equally affected by it. Stress at regular intervals across all educational levels. Exams are the biggest source of academic stress for students since they require them to learn a lot of material in a short period of time. Students who endure negative or excessive stress experience both physical and psychological impairment as a means of coping with the stress. The most effective and popular approach is to learn good time- management techniques. Students with higher levels of emotional intelligence can mitigate stress related issues in their academic pursuits to a considerable degree.

Review related literature

According to Wilfredo Meza et al.'s 2022 study, substantial relation found in ability to managing emotional intelligence and A.S. This is because teenagers who possess higher emotional intelligence are more adept at communicating and have better self-control, perseverance, and self-motivation, similarly In 2018, Kiran Narwal and colleagues investigated the connection between visually impaired students' emotional intelligence and academic stress. They proposed that emotional intelligence encompasses a variety of abilities that support effective stress management and achievement in life, whereas in her 2020 study, Yamin Chandra examines how Indian students' perceptions of academic stress, coping mechanisms, and emotional intelligence relate to the COVID-19 epidemic. According to their findings, during a pandemic, kids with high emotional intelligence exhibit better coping mechanisms and less academic stress. According to Kauts (2016) study on learning pressure and mental ability in college students, students in the science stream were noticeably more anxious than those in the arts & business streams. Additionally it was discovered that the degree of stress students feel in relation to their academic achievement is greatly influenced by their capacity for emotional intelligence. When compared to students with poor mental abilities, individuals with high emotional intelligence showed reduced levels of academic stress. Emotional intelligence encompasses a range of abilities that support everyday people in accepting life as it is, resolving emotional conflicts, maintaining improved mental and physical health, and coping with stress and emergencies. Consequently, it is evident that positive psychology may incorporate emotional intelligence. Bartwal Raj (2014) conducted a study on the association between academic strain and social skills among teenagers enrolled in school. The result of the study demonstrated that both girl and boy learners suffered from academic pressure to the same extent and that a greater level of social intelligence would be linked to a higher capacity for coping with academic stress. Previous study showed that test anxiety among students was positively correlated with academic stress, while test performance was adversely correlated with academic stress. Performance on tests was negatively correlated with test anxiety. Active emotional regulation was not observed to regulate the connections among the academic pressure, anxiety about tests, and academic achievement; but regulated by considering parent support as well as other support.

Statement of the Problem-

Students' academic stress is more closely correlated with emotional intelligence. An emotionally intelligent learner may comprehend issues and come up with answers more effectively. Students in their senior year of secondary school who maintain their emotional intelligence grow healthier and lead better, less stressful lives. Stress during school is less common in students who have high psychological abilities than in those who have low mental abilities. So the problem for present research was undertaken as -----

“Relationship between Academic Stress and Emotional Intelligence of senior secondary students.”

Operational Definition of key terms

Emotional Intelligence

Emotional awareness is the capacity to identify and communicate one's own sentiments while taking into consideration those of others. The majority of definitions state that emotional intelligence is comprised of at least three skills; emotional regulation, which is the ability to control emotions and help others do the same; and emotional awareness, which is the ability to take a advantage of recognize and label one's own emotions.

Academic Stress

Academic stress pertains to disagreeable psychological scenarios that primarily arise from external reasons, like the weight of schoolwork, pressure to perform well academically, and expectations about education from peers, parents, instructors and other family members. In the presented paper, academic stress is defined as emotional pain related to the expectation of being disappointed by a lack of success in school. Students face a lot of pressure to do well academically for a variety of reasons, including passing tests, moving forward in courses, answering questions in class, working hard in tutoring sessions to earn good grades, competing with classmates, and living up to expectations from parents and teachers.

Senior secondary students

Senior secondary students typically refer to students in the last few years of high school of ages 15 to 18 years. Senior secondary students are usually expected to demonstrate greater independence in their learning, taking on more responsibility for their future choices. They may engage in extracurricular activities, leadership roles, or community service to enrich their experiences and develop well round skills.

Objectives of the study

- 1) To study the relationship between emotional intelligence and academic performance of senior secondary students
- 2) To compare the emotional intelligence of government and private senior secondary class students.
- 3) To compare the emotional intelligence of male and female students of the senior secondary class.
- 4) To compare the academic stress of government and private senior secondary class students.
- 5) To compare the academic stress of male and female students of the senior secondary class.

Hypotheses of the study

H₀₁: There is no significant association between emotional intelligence and academic stress of senior secondary class students.

H₀₂: There is no significant difference in the emotional intelligence of government and private senior secondary class students.

H₀₃: Emotional Intelligence scores do not differ significantly between male and female senior secondary class students.

H₀₄: There is no significant difference in the academic stress of government and private senior secondary class students.

H₀₅: There is no significant difference in the academic stress of male and female senior secondary class students.

Method of Research

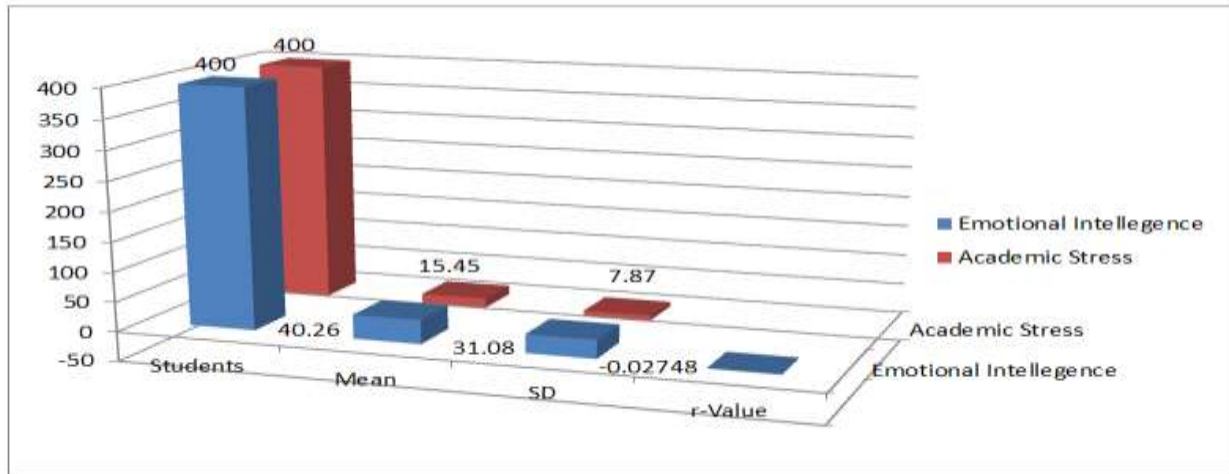
The researcher applied the descriptive survey method for collecting the data of senior secondary students. To test the hypothesis in the present research study, the researcher completed the study in the following three phase-

1. In order to measure (EI) 'Emotional Intelligence Inventory' developed by Mangal and Mangal (2014) and to study the academic stress of students assessing academic stress scale (2009) by dr.Uday k. Sinha was used.
2. samples of four hundred sen. Sec. class students i.e., 200 students from Government senior secondary schools (100 male, 100 female) and 200 students from private senior secondary schools (100 male, 100 female) was taken.
3. Following statistical techniques were used for the analysis of the data For descriptive analysis-Mean, and standard deviation, for co-relational analysis- Pearson's product-moment correlation method, and for differential analysis- t-value were used.

Analysis and Interpretation of Data

Table1: Relationship between Emotional Intelligence and Academic stress of Senior Secondary Class Students

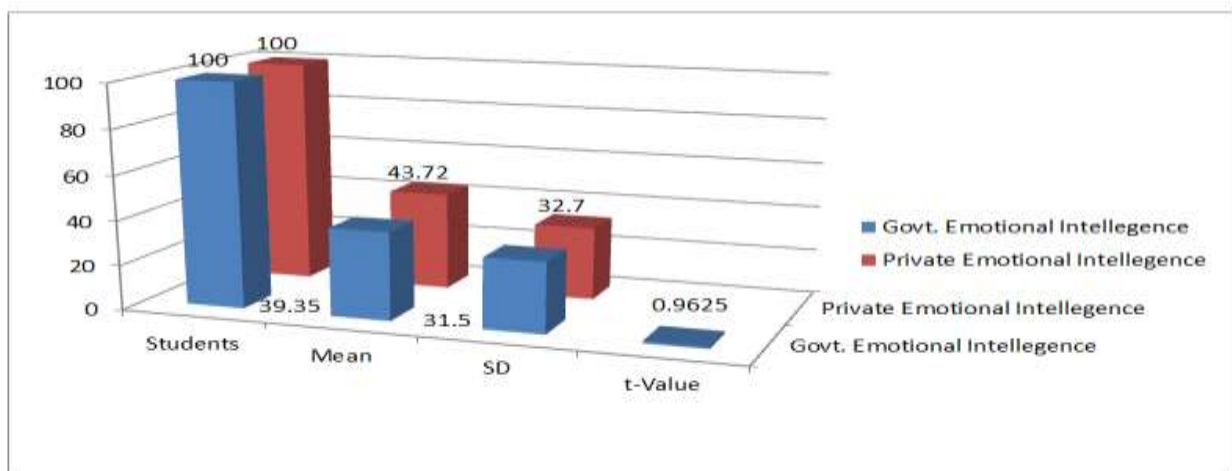
	N	Mean	S.D.	r-value	Significance
Emotional Intelligence (400 students)	400	40.26	31.08	-0.02748	Not significant
Academic Stress (400 students)	400	15.45	7.87		



As indicated by the r value of -0.0275 in Table No. 1, the coefficient of association did not find any correlation between senior secondary students' academic stress and emotional intelligence. It implies that there is a negligible, even at a confidence level of 0.05, thus, hypothesis (H₀₁) is accepted: there is no meaningful correlation between academic stress experienced by senior secondary pupils and emotional intelligence. It suggests that academic stress is unaffected by emotional intelligence.

Table2: Emotional Intelligence of Government and Private Senior Secondary Class Students

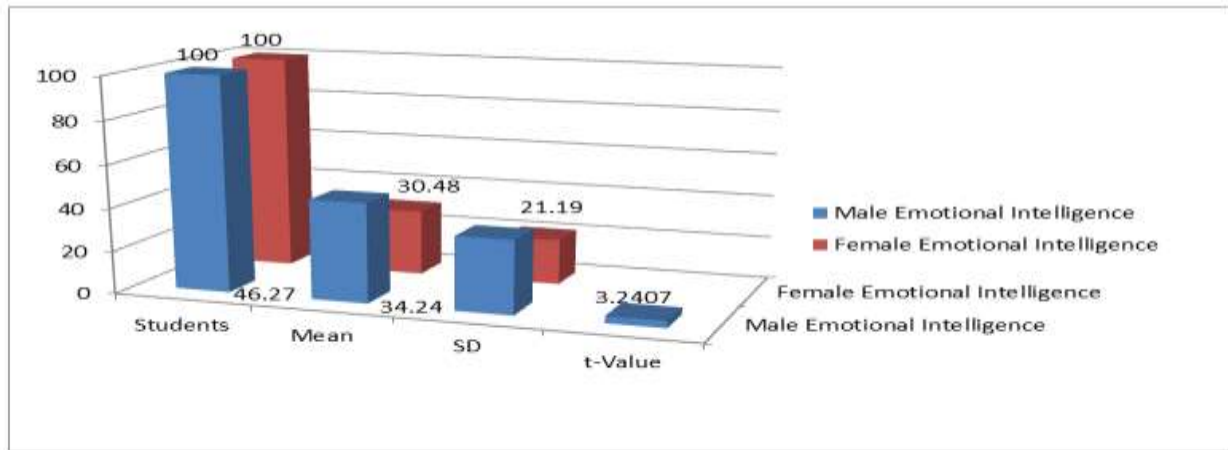
	N	Mean	S.D.	t-value	Significance
Govt. Emotional Intelligence (100 students)	100	39.35	31.50	0.9625	Not Significant
Private Emotional Intelligence (100 students)	100	43.72	32.70		



The two groups' mean scores were determined to be 39.35 and 43.72, respectively, and their SDs to be 31.50 and 32.70. The t-value between the two categories was found to be 0.9625, indicating statistical insignificance at the 0.05 level of confidence. The computations show that there is no difference in the Emotional Intelligence between senior secondary government students and private students. This shows that senior secondary students in government and private schools do not significantly differ in emotional intelligence. Therefore, Hypothesis (H₀₂), which claims that there is no discernible difference in emotional intelligence between senior secondary pupils in government and private schools, is accepted.

Table 3: Emotional Intelligence of Male and Female Senior Secondary Class Students

	N	Mean	S.D.	t-value	Significance
Male Emotional Intelligence (100 students)	100	46.27	34.24	3.2407	Significant
Female Emo. Intel. (100 students)	100	30.48	21.19		



Based on Table 3, the t-value for both groups is 3.2407, which is significant at the 0.01 and 0.05 confidence levels. This means that the null hypothesis (H₀₃), which claimed that there was no appreciable emotional intelligence difference between male and female senior secondary students, is not supported. There is a significant disparity in emotional intelligence between the two groups of senior secondary school pupils, demonstrating that emotional intelligence varies significantly between male and female students.

Table 4: Academic Stress of Government and Private Senior Secondary Class Students

	N	Mean	S.D.	t-value	Significance
Academic Stress-Government (100 students)	100	14.97	7.29	0.1785	Not Significant
Academic Stress-Private (100 students)	100	15.15	8.51		

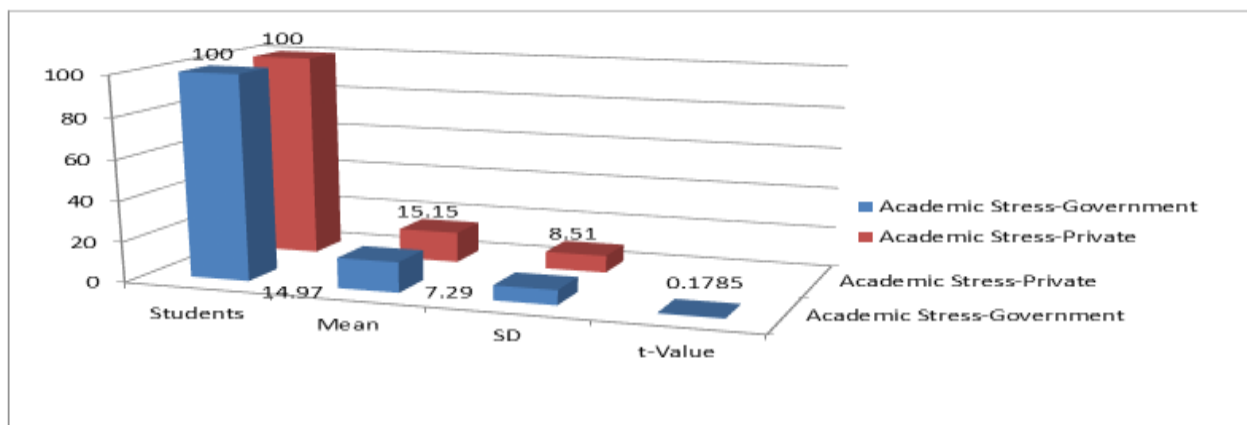
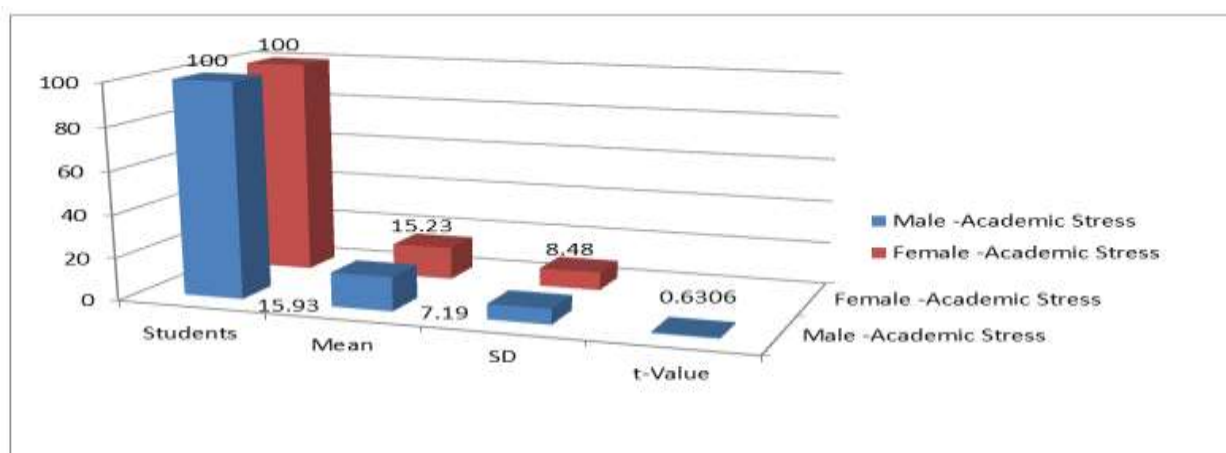


Table 4 indicates that the two groups' mean scores are 14.97 and 15.15, respectively, with respective SDs of 7.29 and 8.51. The t-value is 0.1785, indicating lack of significance at the confidence level. Demonstrating that senior secondary students in government and private schools experience around the same amount of academic stress. Hypothesis (H_{04}), states that there are no appreciable variations in academic stress levels between senior secondary students enrolled in government and private schools.

Table5: Academic Stress of Male and Female Senior Secondary Class Students

	N	Mean	S.D.	t-value	Significance
Male -Academic Stress (100 students)	100	15.93	7.19	0.6306	Not Significant
Female -Academic Stress (100 students)	100	15.23	8.48		



The t-value of 0.6306 is negligible when considering the mean values of male and female students, which are computed to be 15.93 and 15.23, respectively, and the SD of both groups, which is calculated to be 7.19 and 8.48 at the 0.05 level of confidence. As a result, it has been found that senior secondary pupils, both male and female, have similar levels of academic stress. Consequently, it can be said that there isn't a statistically significant difference in senior secondary school stress levels between male and female students (H_{05}).

Findings of the study

- The findings indicated that there was no discernible link between secondary school pupils' stress levels and their emotional intelligence.
- There was no discernible difference between senior-level government and private school students' emotional intelligence.
- A notable disparity in emotional intelligence was discovered between senior secondary schoolboys and girls.
- There was no discernible difference in the academic stress experienced by senior secondary government and private students.
- The results show that there was no discernible difference between male and female senior secondary pupils' levels of academic stress.

The result showed that among higher secondary pupils, academic stress and emotional intelligence not correlated with each other it indicates that increase or decrease of academic stress has no effect on emotional intelligence; According to the study, there is no discernible variation in secondary pupils' levels of academic stress based on their gender or primary school type. In contrast, the result shows and suggests that emotional intelligence is the primary psychological factor affecting both genders' academic and future success.

Implications and Suggestions for further study

It is time to start modifying intermediate school curricula to fulfil the requirements of teenagers. Students should be able to reach teachers and peers in a friendly, free-spirited, open, and positive environment. Offering students social and physical activities can help them discover their hidden skills. Teachers in secondary schools should provide inclusive learning environments that support students' social and

intellectual integration. It is the responsibility of parents and teachers to help their children instill positive attitudes in their students. To help students establish positive attitudes, senior secondary students should provide counseling services.

Future research must examine overlong impact of emotional and interpersonal competence on academic success because this study used a cross-sectional methodology. Academic stress should be considered an independent variable in future research on emotional intelligence. Future studies can also examine the extent to which participants are aware of their emotional intelligence (EI) and the number of schools that offer instruction on the subject. Now a days Students deal with a account of academic challenges in a highly competitive society. This study is a chance to raise awareness among parents and educators so they can support their kids in better understanding and managing their emotions.

Teachers can develop educational programs based on key criteria that this study will help them identify. Also, it will assist parents in raising their children well and in realizing the value of academic stress and emotional intelligence. With this knowledge, educators and parents will be encouraged to foster a more loving, peaceful, cozy, and democratic emotional environment in the classroom where students can develop excellent study habits. Furthermore, appropriate instruction and direction can be provided to the kids as needed.

Conclusion

The study found that among higher secondary pupils, academic stress and emotional intelligence not correlated with each other it indicates that increase or decrease of academic stress has no effect on emotional intelligence; the survey also shows that there are no appreciable differences in academic stress levels between secondary students' schools or genders. This suggests that emotional intelligence is the primary psychological factor affecting a student's future and academic achievement. Even if the study's findings indicate that academic stress and emotional intelligence are unrelated, a review of earlier research indicates that both have a significant impact on academic success. High academic achievement is unavoidable for a clever teenager who is self-aware and naturally driven. Teens with strong emotional intelligence will also get along well with their parents and teachers, which will help them, do well on tests. Additionally, teachers may assist and guide students on how to properly manage academic stress based on the study's findings. Thus, it is intended that this study contribute to a variety of causes within the broad field of educational psychology.

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