

## EMOTIONAL INTELLIGENCE AND ACADEMIC STRESS AMONG ADOLESCENT BOYS AND GIRLS

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**ABSTRACT**— *The present study was conducted to assess the emotional intelligence and academic stress among adolescent boys and girls and to compare between them. A non-experimental comparative survey design was adapted to assess the emotional intelligence and academic stress of adolescent boys and girls at selected colleges' tirupati. 100 subjects (50 boys + 50 girls) were selected by random sampling method. The study revealed that there was no statistically significant difference of emotional intelligence and academic stress between boys and girls. And there was no statistically significant association between level of emotional intelligence and level of academic stress with demographic variables (age, gender, area of residence, religion, medium of instruction, group of study, type of management, educational status of father and mother, occupations of father and mother, birth order, monthly family income, type of college, type of family, total number of children, and academic achievement) among adolescent boys and girls.*

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### 1. INTRODUCTUON

Many people think that if an individual has a high level of intellect, the individual will have opportunity to achieve better success compares to those with low intellect. However, there are cases where people with high intellect who are left behind than those who have low intellect.

Emotional intelligence is essential for interpersonal and intrapersonal relationships at school, at home and at work. People with high emotional quotient are expected to progress more quickly through the abilities designated and to master more of them. It is the capacity to create positive outcomes which include joy, optimism, success in school and life. Increasing emotional intelligence has been correlated with better results in leadership, academic performance, marriage friendship and health.

Emotional intelligence is being able to monitor our own and other's feelings and education to discriminate among them, and to use this to guide our thinking and emotions and actions (Salovey & Mayer, 1990). The emotionally intelligent person is skilled in four areas: Identifying, using, understanding and regulating emotions (Salovey & Mayer, (1993).

**Spungin (1985)** discusses "**The persistent misdiagnosis of her 15 yr old daughter**, who had been supposed to be suffering from anorexia nervosa by a number of doctors before the final diagnosis of her case as Crohn's disease. Her illness had symptoms of fatigue, stomach pains, and an inability to eat, which had been attributed to social and academic stress-"A ninth opinion".

**Nada salem abisamma (2000)**" examined "**relationship between emotional intelligence and academic success among 11<sup>th</sup> graders in ludhiana**". The results find a relationship between emotional intelligence and academic achievement, hence incorporate emotional intelligence in the school curricula.

**James D.A.Parker (2005)** "**examined the relationship between emotional intelligence and academic achievement in high school students in new delhi.**" The study revealed that academic success was strongly associated with several dimensions of emotional intelligence. Results

are discussed in the context of the importance of emotional and social competency on academic achievement'

**K.V.Petrides, Norah freerickson, adrian funham(2010) "Examined the role trait of emotional intelligence in academic performance and deviant behavior at school"**. The study concluded that the constellation of emotion related self perceived abilities and dispositions that the construct trait emotional intelligence encompasses its implications in academic performance and deviant behavior with effects that are particularly relevant to vulnerable or disadvantaged adolescents.

**Karen Bulmer Smith (2009) Examined "An integrative literature review related to emotional intelligence and nursing"**. This literature reveals wide spread support of emotional intelligence concepts in nursing. Theoretical and editorial literature confirms emotional intelligence concepts are central to nursing practice. Emotional intelligence needs to be explicit with in nursing education as emotional intelligence might impact the quality of student learning, ethical decision making, critical thinking evidence and knowledge use in practice. Emotionally intelligent leaders influence employee retention, quality of patient care and patient outcomes. Emotional intelligence research in nursing requires development and careful consideration of criticisms related to emotional intelligence outside nursing is recommended.

**Robin Bernson (2008) "Emotional intelligence as a predictor for success in online learning"**. Main conclusions are that soft skills are pertinent to academic success and may constitute a useful profile of the successful online student that could be applied to marketing advisement quality assessment and retention efforts'

**Paloma Gil-Olarte Marquez,(2006) "Relating emotional intelligence to social competence and academic achievement in high school students"**. The study findings remain significant after personality and academic intelligence were significantly controlled. The potentiality utility of EI in the context of academic institutions discussed. The study reveals that emotional intelligence greatly influences the social competence and academic achievement.

**Muff, Sharon Hall (2006) "The impact of stress on academic success in college students."** The literature review supportive of the fact that stress places demands on an individual, and in response to the stress, the body attempts to adapt to the stressful experience to maintain a sense of normalcy (Selye,1974). Another common theme in the literature is that college students are faced with a unique set of stressors that may be overwhelming, thus altering the ability to cope with a situation. Strategies to reduce stress have been associated with academic success in college students (Dziegielewski et al., 2004).

## **2. MATERIALS AND METHODS**

Non-experimental comparative survey design was selected. A total number of 100 subjects (50boys + 50girls) from Sri Chaithanya junior college aged between 15 to 19 years were randomly selected. The subjects who fulfilled in the inclusion criteria (Adolescent boys and girls between 15-20 years,who were willing to participate in the study and who can understand Telugu and English languages) were selected. Written consent was taken from the subjects and the purpose of the study was explained.

The tools used for the study were categorized into 3 sections.

**Section 1:** consists of questions related to demographic data. The scoring key was prepared for section-1 by coding the demographic variables

**Section 2:** consists of Man gal's emotional intelligence inventory contains 33 items.

Under section-2, options were given for each question like: strongly agree-5, agree-4, neutral-3, disagree-2, strongly disagree-1, based on sum of the gained marks, students were categorized.

**Section 3:** consists of students’ academic stress scale contains 40 items.

Under section-3, options were given for each question like: No stress-0, slight stress-1, moderate stress-2, high stress-3, and extreme stress-4 based on sum of the gained marks, students were categorized.

The scores were categorized as follows:

<b>Emotional intelligence</b>	<b>Academic stress</b>
Below average: below & at 33	Mild stress: < 53
Average: 34-66	Moderate stress: 54-106
Above average: 67-99	Severe stress: 107-160
Superior: 100-132	
Very superior: 133-165	

The pilot study was conducted and the findings of the study revealed that tool was reliable, feasible to conduct the main study. The reliability score ‘r’=.965.

The data was analyzed by using descriptive statistics such as frequency and percentage distribution and inferential statistics such as Chi-square test for the strength of the association between two categorical variables and T –test for difference between two variables.

### 3. RESULTS AND DISCUSSION

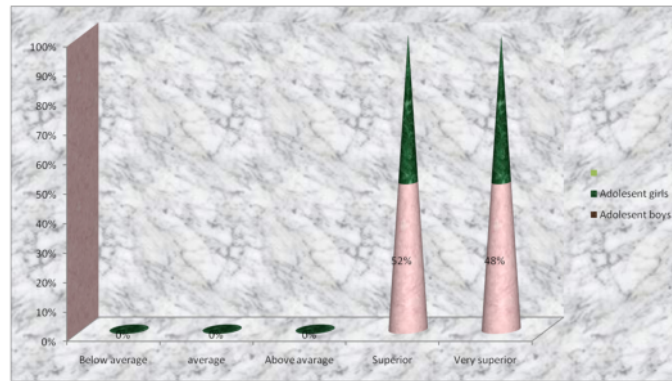
The results of the study done among adolescent boys and girls (N=100) on their levels of emotional intelligence and academic stress was depicted under the following tables:

- Among 50 selected adolescent boys, 26 (52.0%) had superior emotional intelligence & 24 (48.0%) had very superior emotional intelligence. And among 50 adolescent girls, 26 (52.0%) had superior emotional intelligence & 24 (48.0%) had very superior emotional intelligence. And none of them were under the categories of below average, average and above average.
- Related to academic stress, among 50 adolescent boys, 29 (58.0%) had mild stress, 21 (42.0%) had moderate stress, and among 50 adolescent girls, 30 (60.0%) had mild stress, 20 (40.0%) had moderate stress. And none of them had severe stress.
- The present study also revealed that there was no statistically significant difference of emotional intelligence and academic stress between boys and girls. And there was no statistically significant association between level of emotional intelligence and level of academic stress with demographic variables among adolescent boys and girls.

<b>Table -1 Level of emotional intelligence among adolescent boys and girls</b>		
<b>Level of emotional</b>	<b>Boys (N=50)</b>	<b>Girls (N=50)</b>

intelligence	F	%	F	%
Superior	26	52%	26	52%
Very superior	24	48%	24	48%

Table-1 depicts that among 50 adolescent boys 26(52.0%) were had superior emotional intelligence and 24(48.0%) were had very superior emotional intelligence. Among 50 adolescent girls, 26(52.0%) were had superior emotional intelligence and 24(48.0%) were had very superior emotional intelligence. None of them under categories of below average, average and above average



**TABLE 2: Level of academic stress among adolescent boys and girls:**

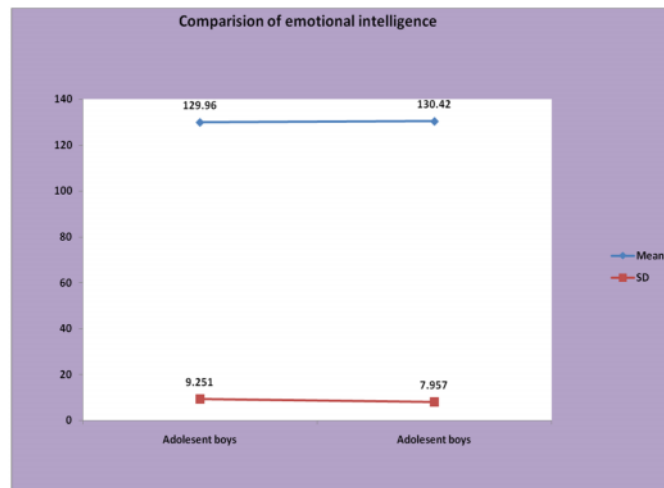
Level of academic stress	Boys (N=50)		Girls (N=50)	
	F	%	F	%
Mild	29	58%	30	60%
Moderate	21	42%	20	40%
Severe	0	0%	0	0%

Table-2 depicts that among 50 adolescent boys, 29(58.0%) had mild academic stress, 21(42.0%) had moderate academic stress, 0 (0%) had severe academic stress. Among 50 adolescent girls, 30(60.0%) had mild academic stress, 20(40.0%) had moderate academic stress, 0(0%) had severe academic stress.



The Mean & Standard deviation of emotional intelligence among adolescent boys and girls are in adolescent boys the mean 129.96 and SD 9.251, where as in adolescent girls the mean 130.42 and SD 7.957 respectively. The independent t-value -0.267

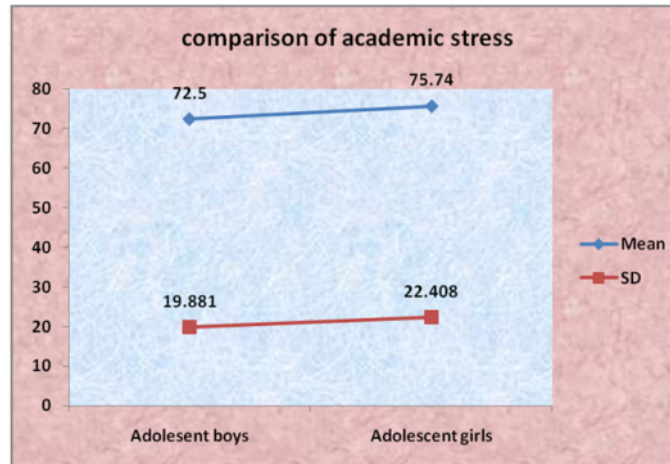
S.NO	Level of emotional intelligence	Adolescent boys		Adolescent girls		t-value
		Mean	SD	Mean	SD	
1	Emotional intelligence	129.96	9.251	130.42	7.957	-0.267



**Mean & Standard deviation of emotional intelligence between adolescent boys and girls**

The Mean & Standard deviation of academic stress among adolescent boys and girls are in adolescent boys the mean 72.50 and SD 19.881 Where as in adolescent girls the mean 75.74 and SD 22.407 respectively. The independent t-value -0.765

S.NO	Level of Academic stress	Adolescent boys		Adolescent girls		t-value
		Mean	SD	Mean	SD	
1	Academic stress	72.50	19.881	75.74	20.407	-0.765



**Mean & Standard deviation of academic stress between adolescent boys and girls**

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