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## **Study of Emotional Intelligence in Relation to Academic Stress Among Youth**

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### **ABSTRACT**

The present study analyses the relationship between emotional intelligence and academic stress among youth. The total sample of 200 adolescents of college were taken. Sample was collected through random sampling technique. The study test of Emotional Intelligence Scale by Kumar and Narian (2021) and Academic Stress Scale by Jain and Dixit (2016) were administered. The major findings of the study revealed that there exists no significant difference in the emotional intelligence and academic stress with respect to gender and locale. Further study revealed that there exists significant relationship between emotional intelligence and academic stress among youth.

Key Words: Emotional Intelligence, Academic Stress, Youth

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### **Introduction**

Nowadays, in the educational atmosphere, the main aim of education is to modify the behavior of individuals especially youngsters. Education has to prepare man to face the unknown, unpredictable and uncertain tomorrow. Adolescence is a time of important mile stone. The upcoming years and golden future of adolescents being is laid in these teenage years of their life, so education provides them a better path and opportunity for their all-round development and transition into blank adult. The global competition is in almost all spheres of life which need full concentration of the individual. People with high emotional intelligence are likely to be more successful person in real world. Even people with good IQ they not able to succeed. The concept of emotional intelligence captures an extensive collection of individual personal skills, professional skills and dispositions. Emotionally intelligent person is skilled in identifying emotions, how to use the emotions, understanding own & others emotions and regulating emotions. Emotional intelligence is taken as a major factor for career effectiveness, success and satisfaction. It's strongest indicator for human success. Young Students doesn't have experience about college life and having problem with adopting new social environment. Students have many difficulties to achieve their academic goal. Students are working lot more than studies to achieve their goals. There are many stressors that affect student performance as results. Academic stressors don't create anxiety directly to students, but when these stressors associated with student's personal perception and personality will result in academic stress. Academic stress is also called as career stopper.

Our emotions play quite a significant role in guiding and directing our behaviour Many a times they are seen to dominate our behaviour in such a way that we have no solution other than behaving as per wishes. On the other hand, if a person has no emotional control in him then he becomes crippled in terms of living his life in a normal way. The human mind is able to reason, remember, learn and form concepts or ideas, as well as direct action towards specific goals. Human beings are not only motivated by reason and intelligence but also subject to passion, desires and a range of other's feelings which can motivate them strongly. These feeling are called emotions. For this one need to understand what is the purpose of their life and should remain stress free. By self-exploration and understanding of the ultimate truth of life one can feel the blissful state in their lives so that youngsters can manage their academic life as well.

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### **Review of Related Literature**

#### **Emotional Intelligence**

Devi and Rayalu (2019) investigated the relationship between intellectual abilities and emotional intelligence of adolescents. "The sample comprised of 200 adolescents who were in the age range of 15 to 18 years. Tools used were; family background information schedule to collect the personal profile of the respondents. RSPM (1992) to study the intellectual abilities of adolescents and emotional intelligence inventory developed by Uma Devi (2003) to find out the emotional intelligent levels of adolescents. The major findings of the study were that emotional intelligence and intellectual abilities are related with each other. Adolescents with high emotional intelligence skills are intelligent too. For a person to be successful in life, combination of Emotional Quotient and Intelligence Quotient is very essential than either of the measure alone".

Al-Tamimi (2020) examined the correlation between emotional intelligence, social skills, and religious behavior among university female students following the quantitative research approach by the emotional intelligence criterion, social skills criterion and religious behavior criterion. The study sample consisted of 338 female students of the university students selected by the purposive sample method from both Islamic Studies and Arabic Language Departments. The study revealed that the average grade for the emotional intelligence among the female university students the Faculty of Arts in Hafar Al-Batin/University of Dammam is high. The average grade for the religious behavior among the female university students the Faculty of Arts in Hafar Al-Batin of University of Dammam is high.

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## Academic Stress

Ranganatha and Lancy (2019) assessed the academic stress of students pursuing professional and non-professional courses with the influence of some demographic variables on academic stress. A total number of 600 students (200 professional and 400 non-professional) studying in Mysore city were randomly selected from various professional and non-professional colleges in and around Mysore city. The Academic Stress inventory (Lin and Chen, 2009) was used. Results revealed that students pursuing professional courses experienced significantly more total academic stress (Stress from teachers, results, group stress, and in peer stress). Students from professional and non-professional courses had similar levels of stress from tests, time management, and self-inflicted stress. It was also found that male students practiced high stress only in "Stress from tests" domain of Academic Stress than female students.

Pathak (2020) studied Academic stress and self-efficacy in relation to study habits among adolescents. The study revealed that the both male and female adolescents experience similar academic stress irrespective of their gender. It can be concluded that modern time students have taken stress particularly academic stress as an accomplice of life style. There are high academic demands from schools which in turn accumulate stress in students mind. It may be concluded that the good and bad study habits of male, female and male-female taken altogether are positively correlated to Academic Self-efficacy. Also, present study found a significant difference between good and bad study habits of male, female and the whole sample of adolescents on Academic Self-efficacy.

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## Statement of the problem

### STUDY OF EMOTIONAL INTELLIGENCE IN RELATION TO ACADEMIC STRESS AMONG YOUTH

#### Objectives of the Study

Following objectives were set in the present study:

1. To study the emotional intelligence among youth.
2. To study the academic stress among youth
3. To find out the relationship between emotional intelligence and academic stress among youth.
4. To investigate the significance of difference in the mean scores of emotional intelligence among male and female youth.
5. To investigate the significance of difference in the mean scores of emotional intelligence among rural and urban youth.
6. To investigate the significance of difference in the mean scores of academic stress among male and female youth.
7. To investigate the significance of difference in the mean scores of academic stress among rural and urban youth.

#### Hypotheses of the study

In consonance with objectives, following hypotheses were framed for verification in the present study.

1. There will be no significant relationship between emotional intelligence and academic stress among youth.
2. There will be no significant difference in the mean scores of emotional intelligence among male and female youth.
3. There will be no significant difference in the mean scores of emotional intelligence among rural and urban youth.
4. There will be no significant difference in the mean scores of academic stress among male and female youth.
5. There will be no significant difference in the mean scores of academic stress among rural and urban youth.

#### Tools Used

1. Emotional Intelligence Scale by Kumar and Narian (2021)
2. Academic Stress Scale by Jain and Dixit (2016).

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## Methodology

The present study was a descriptive study that was conducted on the 200 college student's. Out of which 100 college students were taken from rural area and 100 from urban area. The sample was further categorized on the basis of gender-male and female.

## Result and Discussion

**Hypothesis no: 1** There will be no significant relationship between emotional intelligence and academic stress among youth.

**Table 1** shows the coefficient of correlation between emotional intelligence and academic stress among youth.

S. No.	Variables	No. of Students	Correlation	Level of Significance
1	Emotional intelligence	100	0.292	Significance at 0.05 and 0.01 level
2	Academic Stress	100		

Table 1 represents coefficient of correlation between emotional intelligence and academic stress among youth. The calculated value of 'r' is 0.292 which shows positive correlation. By referring the table of coefficient of correlation it is found that the tabulated values 0.138 (0.05 level of significance) and 0.181 (0.01 level of significance) are less than the calculated value. Hence, the coefficient of correlation is significant at 0.05 and 0.01 level of significance. Thus, it indicates that there is significant relationship between emotional intelligence and academic stress among youth. Hence, hypothesis no 1 "There will be significant relationship between emotional intelligence and academic stress among youth" stands accepted. So, we infer that there is positive relationship between emotional intelligence and academic stress among youth. It means both variables move in same direction. If the adolescents have better life skills their educational adjustment will also be better and vice-versa.

**Hypothesis No2:** There will be no significant difference in the mean scores of emotional intelligence among male and female youth.

**Table 2** showing the Mean, S.D, S.E<sub>D</sub> and 't' value of emotional intelligence among male and female youth.

Groups	N	Mean	S.D.	S.E <sub>D</sub>	't' value	Level of Significance
Male	100	37.63	6.32	0.83	1.34**	Not Significant
Female	100	36.52	5.31			

**Table 2** shows the mean, S.D, S.E<sub>D</sub> and t-value of emotional intelligence of male and female youth. The mean score of emotional intelligence of males is 37.63 and S.D is 6.32. The mean score of emotional intelligence of female is 36.52 and SD is 5.31. S.E<sub>D</sub> is 0.83. The t-value of emotional intelligence of male and female youth is 1.34. The tabulated values are 1.96 and 2.58 at 0.05 level and 0.01 level of significance. The tabulated values 1.96 and 2.58 are greater than calculated value 1.34 at both the level of significance. So, there is no significant difference in emotional intelligence of male and female youth. Hence the hypothesis No: 2 "There will be no significant difference in the mean scores of Emotional intelligence among male and female youth" stands accepted.

**Hypothesis No:3 There will be no significant difference in the mean scores of emotional intelligence among rural and urban youth.**

**Table 3 showing the Mean, S.D, S.E<sub>D</sub> and ‘t’ value of emotional intelligence among rural and urban youth.**

Groups	N	Mean	S.D.	S.E <sub>D</sub>	‘t’ value	Level of Significance
Rural	100	35.57	5.80	0.80	3.76**	Significant
Urban	100	38.58	5.53			

**Table: 3** shows the Mean, S.D, S.E<sub>D</sub> and ‘t’ value of emotional intelligence of rural and urban youth . The mean score of emotional intelligence of rural youth is 35.37 and S.D. is 5.80. The mean score of emotional intelligence of urban youth is 38.58 and S.D. is 5.53. The S.E<sub>D</sub> of emotional intelligence of rural and urban area youth is 0.80. The ‘t’ value of emotional intelligence of rural and urban youth is 3.76. The tabulated values are 1.96 and 2.58 at 0.05 and 0.01 level of significance. The tabulated values 1.96 and 2.58 are less than the calculated value 3.76 at both the level of significance. So, there is a significant difference in the emotional intelligence of rural and urban youth. Hence, the hypothesis no 3 “There will be no significant difference in the mean scores of emotional intelligence among rural and urban youth” stands rejected.

**Hypothesis No: 4 There will be no significant difference in the mean scores of academic stress among male and female youth.**

**Table 4 Showing the Mean, S.D, S.E<sub>D</sub> and ‘t’ value of academic stress among male and female youth.**

Group	N	Mean	S.D.	S.E <sub>D</sub>	‘t’ value	Level of Significance
Male	100	27.73	5.09	0.63	0.32	Not Significant
Female	100	27.53	3.73			

Table : 4 shows the mean, S.D., S.E<sub>D</sub> and t-value academic stress of male and female. The mean score of male is 27.73 and S.D is 5.09. The mean score of female is 27.53 and S.D. is 3.73. The S.E<sub>D</sub> of academic stress of male and female is 0.63 and t-value of academic stress of male and female is 0.32. After consulting the tabulated value of ‘t’ 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance, it is found that calculated value 0.32 is less than tabulated value at both the levels of significance. So, there is no significant difference in the academic stress of male and female youth. Hence, the hypothesis no.4 “There will be no significant difference in the mean scores of academic stress among male and female youth” stands rejected.

**Hypothesis No: 5 There will be no significance of difference of academic stress among urban and rural youth.**

**Table 5 Showing the Mean, S.D, S.E<sub>D</sub> and 't' value of academic stress among urban and rural youth.**

Group	N	Mean	S.D.	S.E <sub>D</sub>	't' value	Level of significance
Rural	50	27.75	4.26	0.63	1.19	Not Significant
Urban	50	28.50	4.63			

Table 5 shows the Mean, S.D, S.E<sub>D</sub> and 't' value academic stress of rural and urban youth. The mean score of academic stress of rural youth is 27.75 and SD is 4.26. The mean score of academic stress of urban youth is 28.50 and S.D is 4.63. The S.E<sub>D</sub> is 0.63. The 't' value of academic stress of rural and urban youth is 1.19. After consulting the table value of 't', 2.01 at 0.05 level and 2.68 at 0.01 level of significance, it is found that calculated value is less than critical values at both the level of significance. So, there is no significant difference in the mean scores of academic stress of rural and urban youth. Hence, the hypothesis no. 5, "There will be no significance of difference of academic stress among urban and rural youth" stands accepted.

## Conclusion

On the basis of results obtained during the course of the present investigation the following findings have been drawn:

1. There exist significant relationship between emotional intelligence and academic stress among youth.
2. There exists no significant difference in the mean scores of emotional intelligence among male and female youth.
3. There exist significant differences in the mean scores of emotional intelligence among rural and urban youth.
4. There exists no significant difference in the mean scores of academic stress among male and female youth.
5. There exists no significance of difference in the mean scores of academic stress among urban and rural youth.

## Educational implications

On the basis of the findings of the present study a few educational Implications are indicated as follows:

- In the present study, the investigator found that emotional intelligence is positively correlated to academic stress. The results will give immense help to adolescents.
- The findings of the study will be grateful to the students to assess the level of academic stress.
- The present study will be helpful in evaluating the reasons of adolescents towards academics.
- The study reveals that if the student is emotionally intelligent, Then there are less chances of academic stress or vice versa.

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