

THE ROLE OF EMOTIONAL INTELLIGENCE AND GENDER ON ACADEMIC STRESS AMONG ADOLESCENTS

Dr.K.Subramanyam

Principal
Sravanthi College of Education
Dharmaram-506 330
Warangal (Dt)
Telangana (Sate)
India.

Dr. M. Adenna Naik

Assistant Professor
Dept. of Education
National Sanskrit University (A central university)
Tirupati -517 507
Andhra Pradesh (State)
India

Abstract

Aim: The role of emotional intelligence and gender on academic stress among adolescents in Chittoor district of Andhra Pradesh state. **Objectives:** To assess the impact of emotional intelligence and gender on academic stress among adolescents. To find out the relationship between emotional intelligence and gender with academic stress among adolescents. **Sample:** The sample of the present study consisted of 400 adolescents in Chittoor district of Andhra Pradesh State were selected in the age group of 18-21 years and using simple random sampling technique. **Tool:** The Emotional Intelligence scale developed by Nutankumar Thingujam and Usha Ram (1999) and Students Academic Stress Scale was developed and standardized by Kumar Reddy (1999) were used. **Design:** As there are two independent variables like emotional intelligence (low & high) and gender (male & female), each variable is further classified into, a 2×2 factorial design was employed. **Statistical Analysis:** The obtained data was analyzed statistically in order to test the hypotheses using Means, SDs, Analysis of Variance (ANOVA) and Correlation were calculated. **Conclusions:** Students with high emotional intelligence are experiencing less academic stress than the students with low emotional intelligence. Male students are experiencing more academic stress than female students and emotional intelligence and gender were negative relation with academic stress.

Key words: Emotional Intelligence, Gende, Academic Stress and Adolescents.

1. Introduction

Over the past 20 years, there has been an increase in the understanding of emotional intelligence (EI) as a component of personal talents. Its advancement can address a wide range of issues pertaining to theory and psychology as well as issues with health, education, and management. According to Goleman, (EI) encompasses the capacity to resolve emotional conflicts, accept reality, be adaptable, and control one's own emotional responses to stress and adversity. Bar-On served as a model for intelligence and held that (EI) is a collection of diverse abilities that support productive work and efficient environmental adaptation in daily life [1].

Students' learning and performance levels, as well as their personal, emotional, and physical well-being, are negatively impacted by academic stress. Numerous studies have demonstrated the connection between internalizing and externalizing issues in school settings and educational stress. High-stress adolescents were found to be engaging in a number of unsafe and maladaptive behaviors, including increased drug and alcohol use, unprotected sex, physical inactivity, poor eating habits, and irregular sleep patterns. [2].

2. Literature Review

Yumba Wycliffe (2010) showed that the academic stress appeared to be the most stressful for all the students due to the pressure originated during the course overloads, and the academic evaluation procedures. Various social, familial, and personal elements were also found to be the least stressful stressors. First-year undergraduates experience greater levels of academic stress than male students, particularly female students [3].

Miri et al., (2013) found that the relationship between emotional intelligence and academic stress of medical sciences students. Results indicated that there was no relationship between emotional intelligence and academic stress. Also, results indicated that there was no relationship between gender and academic stress [4].

Suresh Prabu (2015) examined that the level of academic stress among higher secondary students. Results showed that the male students experiencing high academic stress than female students. Also, the results showed that locality, management and stream have insignificant influence on academic stress [5].

Manasa Godati, Bhagyalakshmi and Hemalatha (2015) conducted a study on emotional intelligence (EI) and academic stress (AS) among adolescent boys and girls. Results indicated that there was no significant difference between emotional

intelligence and academic stress. And there is no significant association between EI and AS with socio-demographic variables [6].

Kauts Deepa Sikand (2017) designed a study on academic stress and emotional intelligence among college students. The findings showed that, in comparison to students in the humanities and commerce streams, there were notable differences in the amount of academic stress experienced by science stream students. Also, results indicated that there is a positive correlation between academic stress and emotional intelligence [7].

Kiran Narwal and Sushama Sharma. (2019) examined that the relationship between emotional intelligence and academic stress of school going children. The results revealed that there is no significant relationship between emotional intelligence and academic stress of school going children [8].

Sen et al., (2020) studied on undergraduate students in arts and science colleges' emotional intelligence and perceived stress. The findings showed that there was no meaningful correlation between perceived stress and emotional intelligence [9].

Sona Roy, Sneha Thomas and Molly Joy (2021) examined that the relationship of emotional intelligence and academic stress among undergraduate students. The result revealed that there is a significant relationship between emotional intelligence and academic stress. Gender has significant difference in emotional intelligence (males obtained higher emotional intelligence compared to females) and also, there was no significant difference in academic stress with respect to gender [10].

Usha and Daniel Solomon (2022) revealed that there is no significant difference between gender and academic stress. But compared to male students, female respondents experienced a little more academic stress. Furthermore, there is no discernible difference between gender and emotional intelligence in terms of the aspects of emotional intelligence that include self-awareness, emotion management, empathy, and relationship handling all with the exception of motivating oneself. [11].

Manoj Kumar Sethi (2023) examined the relationship between emotional intelligence and academic stress among undergraduate college students. The result revealed that there is no significant relationship between emotional intelligence and academic stress with respect to gender [12].

3. Significance of the study

Adolescents experience strong, intense emotions at different times due to emotional changes. Unpredictability in moods has the potential to increase conflict. The parts of the brain that regulate emotions grow and change during adolescence and

puberty. For parents and teachers who find themselves in this situation, this stage is full of challenges. Replace unsuitable ideas and behaviors with deliberate one's bit by bit. This emotional change can have an impact on a student's academic achievement. Gaining a high EQ can benefit the performance of students in the classroom, relationships with peers, and ability to manage emotions.

Better understanding and regulation of emotions can aid in the development of self-motivation, effective communication techniques, and social and personal adjustment in students with higher emotional intelligence. improved communication, a crucial ability that fosters students' growth as self-assured learners. [13].

4. Objectives

1. To assess the impact of emotional intelligence and gender on academic stress among adolescents.
2. To find out the relationship between emotional intelligence and gender with academic stress among adolescents.

5. Hypotheses

1. There would be significant impact of emotional intelligence on academic stress among adolescents.
2. There would be significant impact of gender on academic stress among adolescents.
3. There would be a significant relationship between emotional intelligence and gender with academic stress among adolescents.

6. Research Methodology

6.1. Sample: The sample of the present study consisted of 400 adolescents in Chittoor district of Andhra Pradesh State were selected in the age group of 18-21 years and using simple random sampling technique.

6.2. Variables Studied

- a. **Dependent Variable:** Academic Stress
- b. **Independent Variables:** Emotional Intelligence (Low and High) and Gender (Male and Female)

6.3. Tools

- A. **Emotional Intelligence Scale:** The Emotional Intelligence of the Subjects was assessed by using Emotional Intelligence Scale developed by Nutankumar Thingujam and Usha Ram (1999). It consists of 33 items. Each question has 5-Options. The test Emotional intelligence scale was scored by giving weightages to the responses 5, 4, 3, 2 and 1. The maximum score 165 and minimum score

33 obtained by adding the weightages on all these items. The reliability of the instrument 0.90 was established by test-retest method and the validity is 0.78.

B. Students' Academic Stress Scale: Students academic stress scale was developed and standardized by Kumar Reddy B.S (1999). It consisted of 40 items and sub divided into five components having eight items in each category. 1. Personal inadequacy (F1), 2. Fear of failure (F2), Interpersonal difficulties with teachers (F3), 4. Teacher /pupil relationship/teaching methods (F4) and 5. Inadequate study facilities (F5).

The Maximum score 160 and Minimum score 40 obtained by adding the weightages on all these items. The rating scale in value of the score (five-point scale) varying from the response of "No stress-0, Slight Stress-1, Moderate Stress-2, High Stress-3 and Extreme stress-4, with regard to degree of stress. A high score indicates more academic stress and low score indicates low academic stress. The test-retest method and it is 0.75 and the validity is 0.82.

6.4. Research Design: As there are two independent variables like emotional intelligence (low & high) and gender (male & female), each variable is further classified into, a 2×2 factorial design was employed.

6.5. Statistical Analysis: The obtained data was analyzed statistically in order to test the hypotheses using Means, SDs, Analysis of Variance (ANOVA) and Correlation.

7. Results and Discussion

Table-7.1: Means and SDs of scores on Academic Stress.

Gender		Emotional Intelligence	
		<i>Low</i>	<i>High</i>
<i>Male</i>	Mean	114.29	112.60
	SD	17.78	18.93
<i>Female</i>	Mean	108.56	104.56
	SD	19.10	16.45

Grand Means

Low Emotional Intelligence =111.43

Male =113.45

High Emotional Intelligence =108.58

Female =106.56

A close observation of table-7.1 shows that the male students studying with low emotional intelligence obtained a high score of $M=114.29$ indicate that they are experiencing more academic stress compared with other groups. Female students studying with high emotional intelligence obtained a low score of $M=104.56$ indicate

that they are experiencing low academic stress compared with other groups.

In terms of emotional intelligence comparisons, students with low emotional intelligence (111.43) are experiencing more academic stress than the students with high emotional intelligence students (108.58). In terms of gender comparisons, Male students (113.45) are experiencing more academic stress than female students (M=106.56).

Table-7.2: Summary of ANOVA for scores on Academic stress.

Source of Variance	Sum of Squares	df	MSS	F-values
Emotional Intelligence (A)	5921.502	1	321.502	5.06*
Gender (B)	16.116	1	416.116	6.25**
(A × B)	2141.116	1	514.113	8.09 **
Within	35102.386	396	63.591	-
Corrected total	44286.313	399	-	-

** - Significant beyond 0.01 level

* - Significant at 0.05 level

Hypothesis-1. There would be significant impact of emotional intelligence on academic stress among adolescents.

It is evident from table-7.2 that the obtained 'F' value of 5.06 is significant at 0.05 level implying that emotional intelligence has significant influence on academic stress among adolescents. As the 'F' value is significant, the hypothesis-1, which stated that emotional intelligence has significantly influence the academic stress among adolescents, is accepted as warranted by the results. Students with low emotional intelligence (111.43) are experiencing more academic stress than the students with high emotional intelligence students (108.58).

Students with low emotional intelligence are less able to reason emotionally, which will impair their capacity to think and increase their stress levels in the classroom. Children who possess high emotional intelligence can rationalize their feelings, which enhances their cognitive abilities. People who possess emotional intelligence abilities are better able to communicate clearly, create wholesome relationships, manage their negative stress levels, and maintain their emotional well-being.

Applying critical thinking and judgment, social and communication skills, organization, and time management are more common among students with high emotional intelligence. There is a higher likelihood of unhealthy behaviors, poor mental

health, depression, hopelessness, and suicidal thoughts among students who have low emotional intelligence.

The findings of this study are in corroboration with the previous studies by Kauts Deepa Sikand (2017) which states that emotional intelligence is significant impact on academic stress.

The results of this study are in contradict with previous studies by Manoj Kumar Sethi (2023) emotional intelligence has no significant impact on academic stress.

Hypothesis-2: There would be significant impact of gender on academic stress among adolescents.

As shown in the table-7.2 that that the obtained 'F' value of 6.25 is significant beyond 0.01 level, indicates that gender has significant influence on academic stress among adolescents. As the 'F' value is significant, the hypothesis-2 which stated that gender has significant influence on academic stress among adolescents is accepted by the results. Male students (113.45) are experiencing more academic stress than female students (M=106.56).

All students will experience academic stress due to demands and pressures from their studies; the key is knowing how to deal with it. It's interesting to note that stress tends to rise along with the possibility of being unable to handle the current circumstance, which is the primary issue that many students encounter. since they lack the necessary skills to resolve it. Generally speaking, teachers view girls favorably because they are more gentle, more industrious, and actively participate in school and college activities. It has been noted that female students are more conscientious and disciplined than their male counterparts. All of these things support girls in keeping positive relationships with their parents, friends, and teachers.

As a result, they feel less pressure to perform well academically in terms of teaching strategies and teacher-student interactions. The majority of female students in India study at home or in dorms with better amenities and preparation time. In order to overcome learning challenges, students should be able to concentrate better and talk about their concerns with friends, teachers, or guardians. Because of this, they are less likely to experience study stress as a result of subpar learning resources.

The results are corroborated with the earlier findings of Suresh Prabu (2015) and Sen et al., (2020) which states that gender is significant impact on academic stress.

This investigation is contradiction with the previous studies by Yumba, Wycliffe (2010), Sona Roy, Sneha Thomas and Molly Joy (2021) and Usha and Daniel Solomon (2022) gender is no significant impact on academic stress.

Data reveals that 'F' value of 8.09 the interaction between i.e., Emotional Intelligence \times gender (A \times B) is significant in causing the effect on academic stress among adolescents.

Table-7.3: Shows Pearson's co-efficient correlation between emotional intelligence and gender with academic stress among adolescents.

Variables	'r'-Value
Emotional Intelligence Vs Academic Stress	- 0.053
Gender Vs Academic Stress	- 0.028

Hypothesis-3: There would be significant positive relationship between emotional intelligence and gender with academic stress among adolescents.

Table-7.3 shows that there was a negative correlation between (-0.053 emotional intelligence and academic stress) and (-0.028 gender & academic stress). Hence, the hypothesis-3 stated that there was negative relation between emotional intelligence and gender with regard to academic stress among adolescents was rejected.

The results are corroborated with the earlier findings of Manasa Godati, Bhagyalakhmi and Hemalatha (2015), Kiran Narwal and Sushama Sharma (2019), Sen et al., (2020) emotional intelligence is no significantly and negative relation with regard academic stress.

The results are corroborated with the earlier findings of Miri et al., (2013) gender is no significantly and negative relation with regard academic stress.

8. Conclusions

1. Students with high emotional intelligence are experiencing less academic stress than the students with low emotional intelligence.
2. Male students are experiencing more academic stress than female students.
3. Emotional intelligence is negatively relation with academic stress.
4. Gender is negative relation with academic stress.

9. References

- [1]. Bar-On R. (2010). Emotional intelligence: An integral part of positive psychology. *S Afr J Psychol*, 40, 54-62. DOI: 10.1177/008124631004000106.
- [2]. Baum, A. (1990). Stress, Intrusive Imagery, and Chronic Distress. *Health Psychology*, 6, 653-675. <https://doi.org/10.1037/0278-6133.9.6.653>.
- [3]. Yumba, Wycliffe (2010). Academic Stress: A Case of the Undergraduate students. *Digitala Vetenskapliga Arkivet*, 1-21. OAI: oai: DiVA.org: liu-81902.
- [4]. Miri, M. R., Kermani, T., Khoshbakht, H., & Moodi, M. (2013). The relationship between emotional intelligence and academic stress in students of medical sciences. *Journal of Education and Health Promotion*, 2. DOI: 10.4103/2277-9531.115836.
- [5]. Suresh Prabu (2015). A Study on Academic Stress among Higher Secondary Students. *International Journal of Humanities and Social Science Invention*. 4(10), 63-68.
- [6]. Manasa Godati, Bhagyalakhmi. M., and Hemalatha. S. (2015). Emotional intelligence and academic stress among adolescent boys and girls. *Eastern Academic Journal*, 3, 46-51.
- [7]. Kauts Deepa Sikand (2017). Emotional Intelligence and Academic Stress among College Students. *Educational Quest- An International Journal of Education and Applied Social Sciences*, 7(3), 149-157. DOI: 10.5958/2230-7311.2016.00036.2.
- [8]. Kiran Narwal and Sushama Sharma. (2019). A Study of Relationship Between Emotional Intelligence and Academic Stress of School Going Children. *MIER Journal of Educational Studies Trends and Practices*, 9(1), 72–78. <https://doi.org/10.52634/mier/2019/v9/i1/1373>.
- [9]. Sen, A., Thulasingham, M., Olickal, J. J., Sen, A., Kalaiselvy, A., & Kandasamy, P. (2020). Emotional intelligence and perceived stress among undergraduate students of arts and science colleges in Puducherry, India: A cross-sectional study. *Journal of Family Medicine and Primary Care*, 9(9), 4942. DOI: 10.4103/jfmpe.jfmpe_823_20.
- [10]. Sona Roy, Sneha Thomas and Molly Joy (2021). Emotional Intelligence and Academic Stress among Undergraduate Students. *International Journal of Science and Research*, 10(5), 86-89. DOI: 10.21275/SR21428230552.
- [11]. Usha. S., and Daniel Solomon. M., (2022). Academic Stress and Emotional Intelligence of Late Adolescents Attending Online Classes. *Journal of Positive School Psychology*, 6(4), 2766-2778.
- [12]. Manoj Kumar Sethi (2023). A study on the relationship between academic stress and emotional intelligence among undergraduate college students. *International Journal of Science and Research Archive*, 09(01), 350–361. DOI url: <https://doi.org/10.30574/ijrsra.2023.9.1.0439>.
- [13]. Vandervoort, D. J. (2006). The importance of emotional intelligence in higher education. *Current Psychology*, 25(1), 4–7. <https://doi.org/10.1007/s12144-006-1011-7>.