



A Study of Relationship Between Emotional Intelligence and Academic Anxiety Among Secondary School Students

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KEYWORDS

ABSTRACT

The present study was conducted to find out the Relationship between emotional Intelligence and academic anxiety among secondary school students. It was found that there is found no significant correlation between Emotional intelligence and Academic Anxiety of the students of secondary level. There is found no significant correlation between Emotional intelligence and Academic Anxiety of the boys and also girls students of secondary level. There is found no significant difference between Emotional intelligence of the boys and girls students of secondary level. There is found no significant difference between Academic Anxiety of the boys and girls students of secondary level. The major findings of the study were there was found to be if the findings are truly and sincerely followed, it can have tremendous impact on education.

Background and Rationale: - In this age of industrialization and technological development, where the individual's life is becoming more complex and he has to face day to day problems. The concept of anxiety is considered to be an important factor in psychology. Every alert citizen of our society realizes on the basis of his own experience as well as his observation of his fellowmen that anxiety is a pervasive and profound phenomenon in this era, which is very well manifested through the forms, riots and students demonstration. Over emphasis on competition in school etc. also creates anxiety. It is a characteristic which could be found in all cultures in varying degrees. It has become an essential part of modern living and seems to permeate all sphere of life. Emotional Intelligence is that which gives a person a competitive edge. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships., the purpose of this study is to see whether there is a relationship between emotional intelligence and academic anxiety. The present study is very important for those who easily drag themselves in to the ocean of academic anxiety. A moderate level of academic anxiety in students motivates them to work hard and provides them with its positive consequences whereas; high academic anxiety can block learners' performance in several ways. It affects their mental process that leads to breakdown in their learning process. It is important to study the emotional intelligence level of individual and how this emotional intelligence on play a significant role to overcome high academic anxiety.

• Emotional Intelligence:-

"Emotional intelligence is a cluster of traits or abilities relating to the emotional side of life –abilities such as recognizing and managing one's own emotions, being able to motivate oneself and restrain one's impulses, recognizing and managing other emotions and handling inter personal relationship in an effective manner."

• Academic Anxiety:-

Academic anxiety is a normal response to the pressures of school. It is kind of state anxiety which relates to the impending danger from the environment of the academic institutions including teacher, certain subjects like mathematics, English, etc. it can help motivate students to study for tests or complete assignment.

Objectives:-

1) To study the relationship between Emotional Intelligence and Academic Anxiety of the students of secondary level.

- 2) To study the relationship between Emotional Intelligence and Academic Anxiety of the boys students of secondary level.
- 3) To study the relationship between Emotional Intelligence and Academic Anxiety of the girls students of secondary level.
- 4) To find out the difference between Emotional Intelligence of the boys and girls students of secondary level.
- 5) To find out the difference between Academic Anxiety of the boys and girls students of secondary level.

Hypothesis:-

1. There is no significant relationship between Emotional Intelligence and Academic Anxiety among the students of secondary level.
2. There is no significant relationship between Emotional Intelligence and Academic Anxiety among the boys students of secondary level.
3. There is no significant relationship between Emotional Intelligence and Academic Anxiety among the girls students of secondary level.
4. There is no significant difference between Emotional Intelligence among the boys and girls students of secondary level.
5. There is no significant difference between Academic Anxiety among the boys and girls students of secondary level.

Methods

Research Methodology:-

Descriptive survey method was used to find out the relationship between Emotional Intelligence and Academic Anxiety.

Population and Sample:-

In the present study, 200 secondary students (100 boys & 100 girls) from the district of Sonapat were being taken through Random Sampling Method.

Tools and Techniques:-

The following tools used:-

- a) Emotional Intelligence Inventory, (EII-mm) By Dr. S.K. Mangal & Mrs. Shubhra Mangal.
- b) Academic Anxiety Scale For Children, (A A S C) By Prof. A. K. Singh & Dr. A .Sen. Gupta

Statistics techniques were used:-

Keeping in view the objectives of the study, following statistical techniques were used:

-Mean, Standard Deviation, T-test and product moment correlation.

Procedure of data collection and analysis

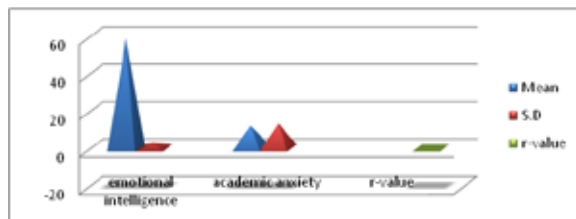
The analysis of data collected by the investigator was done in order to make inference and generalization about the population hypothesis wise analysis is as follow:-

Table 1.1: Coefficient correlation (r-value) between Emotional Intelligence and Academic Anxiety of the students of secondary level.

Variable	N	Mean	S.D	r-value	Remarks
Emotional Intelligence	200	58.81	3.22	-0.024	Not Significant
Academic Anxiety	200	12.02	13.17		

*Not Significant at .05 level

Figure-1.1



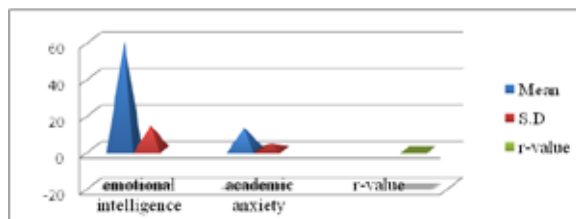
Interpretation: From the table and fig. 1.1, the critical value of 'r' with 198 degree of freedom at 0.05 levels of significant is 0.138. Our computed value of 'r' i.e. -0.024 is smaller than the critical value 0.138 and hence is not significant. So, null hypothesis was retained, that there is no significant relationship between Emotional Intelligence and Academic Anxiety of the students of secondary level.

Table1.2: Coefficient of correlation (r-value) between Emotional Intelligence and Academic Anxiety of the boys' students of secondary level.

Variable	N	Mean	S.D	r-value	Remarks
Emotional Intelligence	100	59.57	13.38	-0.093	No Significance
Academic Anxiety	100	12.2	3.27		

*Not Significant at .05 level

Figure-1.2



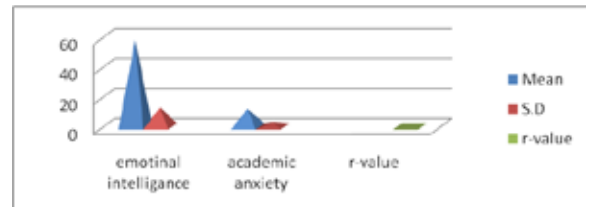
Interpretation: From the table and Fig. 4.2, the critical value of 'r' with 198 degree of freedom at 0.05 level of significant is 0.138. Our computed value of 'r' i.e. -0.093 is smaller than the critical value 0.138 and hence is not significant. So, null hypothesis was retained, that there is no significant relationship between Emotional Intelligence and Academic Anxiety of the boys students of secondary level.

Table1.3: Coefficient of correlation (r-value) between Emotional Intelligence and Academic Anxiety of the girls' students of secondary level.

Variable	N	Mean	S.D	r-value	Remarks
Emotional Intelligence	100	58.05	12.97	0.043	Not significant
Academic Anxiety	100	11.84	3.17		

*Not Significant at .05 level

Figure-1.3



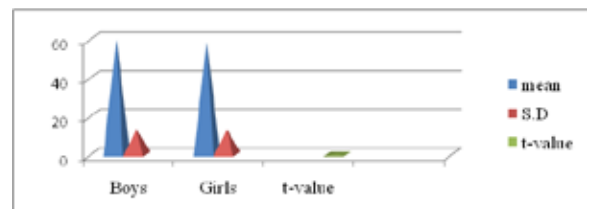
Interpretation: from the table and Fig. 4.3, the critical value of 'r' with 198 degree of freedom at 0.05 level of significant is 0.138. Our computed value of 'r' i.e. 0.043 is smaller than the critical value 0.138 and hence is not significant. So, null hypothesis was retained, that there is no significant relationship between Emotional Intelligence and Academic Anxiety of the girls students of secondary level.

Table1.4: Mean, S.D., N and T-value to locate difference in Emotional Intelligence scores of Boys and Girls students of secondary level.

Group	N	Mean	S.D	t-Value	Remarks
Boys	100	59.57	13.38	0.815	Not Significant
Girls	100	58.05	12.97		

*Not Significant at .05 level

Figure-1.4

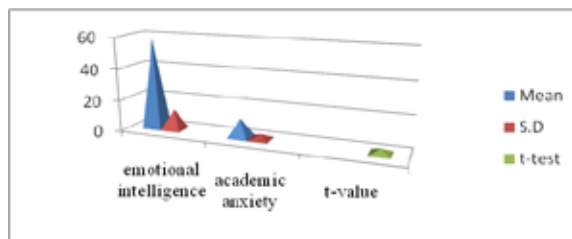


Interpretation: From table 4.4 and figure 4.4, it is evident that the t-value of Emotional Intelligence scores of boys and girls students of secondary level is 0.815 which is not significant at 0.05 level of significance with df 198. It indicates that the mean scores of boys and girls students of secondary level not differ significantly. Thus the null hypothesis that "There is no significance difference between Emotional Intelligence among the boys and girls students of secondary level." is **Retained**.

Table 1.5: Mean, S.D., N and t-value to locate difference in Academic Anxiety scores of Boys and Girls students of secondary level.

Group	N	Mean	S.D	t-Value	Remarks
Boys	100	12.2	3.27	0.790	Not Significance
Girls	100	11.84	3.17		

*Not Significant at .05 level

Figure-1.5

Interpretation: From table 4.5 and figure 4.5, it is evident that the t-value of Academic Anxiety scores of boys and girls students of secondary level is 0.790 which is not significant at 0.05 level of significance with df 198. It indicates that the mean scores of boys and girls students of secondary level not differ significantly. Thus the null hypothesis that "There is no significance difference between Academic Anxiety among the boys and girls students of secondary level." is **Retained**.

Discussion of Results and implication of the study:- The present study was conducted on Academic Anxiety in relation to Emotional Intelligence of 200 Students of sonapat district, including boys and girls students of age group 16. There is found no significant correlation between Emotional intelligence and Academic Anxiety of the boys and girls students of secondary level. There is found no significant difference between Emotional intelligence of the boys and girls students of secondary level. There is found no significant difference between Academic Anxiety of the boys and girls students of secondary level. This study may have following educational implication: - 1. It is scientifically proved that the success of individuals' work is 80% dependent on emotional intelligence and only 20% on intelligent quotient. 2. The study will help in understand the impact of Academic Anxiety on Emotional Intelligence.3. Overburden may cause high Academic Anxiety. Thus students should not be loaded with extra Burdon.4.It helps students to overcome anxiety proneness and adjust for emotional, educational and social situations.5. It helps psychologists, parents, college, guidance workers and counselors and also for educational administrators.

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