

## Relationship between Emotional Intelligence and Academic Anxiety: A Study of Adolescent

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**Abstract:** The main objectives of this paper to study the relationship between emotional intelligence and academic anxiety among adolescent's boys and girls. The Independent Variable of the study is Emotional Intelligence and the Dependent Variable of the study is Academic Anxiety. The Null Hypothesis ( $H_0$ ) was formulated to find out the relationship of the variables. First Hypothesis was that there is no significant relationship between emotional intelligence and academic anxiety among boys and girls adolescents students. The investigator selected a representative sample of total 200 school students through random sampling method. The age group of the sample was restricted to 10-19 years only. The Mangal Emotional Intelligence Inventory (MEI) by Dr. S.K. Mangal & Mrs. Shubhra Mangal and Academic Anxiety Scale for Children (AASC) by Dr. A. K. Singh and Dr. A. Sen Gupta was used. To compare the relationship between emotional intelligence and academic anxiety of adolescent boys and girls Mean, Standard Deviation, Z- test and Correlation Product Moment by Karl Pearson were calculated. It can be concluded that there is no significant relationship or association between emotional intelligence and academic anxiety among the adolescent. Findings also show that there is no significant relationship between emotional intelligence and academic anxiety among male and female adolescents. Emotional quotient and intelligence quotient is seen as one of main elements in individual's life according to the result of the study.

**Keywords:** Emotional Intelligence, Academic Anxiety, Adolescents.

### INTRODUCTION

The idea of Emotional Intelligence (EI) is an umbrella term that catches an expansive accumulation of individual aptitudes and demeanors, normally alluded to as delicate abilities or entomb or intra-individual abilities that are outside the customary regions of particular information, general knowledge, and specialized or proficient abilities. Studies have demonstrated that individuals with high Emotional Intelligence have more prominent psychological well-being, praiseworthy occupation execution, and more strong administration abilities. Relational aptitudes comprise of the capacity to comprehend the sentiments of others, sympathies, keep up and create relational connections or more all our feeling of social obligation. As indicated by Salvoes and Mayer [1], passionate knowledge incorporates a "capacity to screen one's own particular and others' sentiments and feelings, to separate among them and to utilize this data to direct one's reasoning and activities". There are three models of Emotional Intelligence. Goleman [2] stated that Intelligence Quotient alone is no more the main measure for progress, enthusiastic knowledge; social insight and fortunes likewise assume a major part in the individual achievement and change. Taylor [3] expressed that the high passionate insight individuals

have aptitudes that assistance them towards achievement in the different circles of life both at word and family, enthusiastic knowledge is a capacity to screen one's own particular and different feelings to separate among them and to utilize the data to direct one's reasoning and activities.

### OBJECTIVES OF THE STUDY

- To study the relationship between Emotional Intelligence and Anxiety of the adolescent.
- To study the relationship between Emotional Intelligence and Academic Anxiety among male adolescent.
- To study the relationship between Emotional Intelligence and Academic Anxiety among female adolescent.

### HYPOTHESES OF THE STUDY

- **H<sub>0</sub>1:** There is no significant relationship between emotional intelligence and academic anxiety of boy's student.
- **H<sub>0</sub>2:** There is no significant relationship between emotional intelligence and academic anxiety of girl's student.

- **H<sub>03</sub>**: There is no significant difference in relation to emotional intelligence among male and female adolescent.
- **H<sub>04</sub>**: There is no significant difference in relation to anxiety among male and female adolescent.

#### VARIABLES OF THE STUDY

- Independent Variable: Emotional Intelligence
- Dependent Variable: Academic Anxiety

#### REVIEW OF LITERATURE

Fannin, B. E. [4] analyzed the connection between the factors uneasiness, passionate, social development, financial status and scholastic accomplishments of students. He found that enthusiastic development was decidedly and altogether identified with accomplishment in singular subjects and scholastic accomplishment specifically. Herring, Shannon [5] examined the connection between passionate insight and wellbeing propensities for male and female students. It was found that there was a connection between the wellbeing propensities for school matured wellbeing training students. Kaur, Jagpreet and Singh, Kulwinder [6] in his study reviewed it was reasoned that is there anything new about passionate knowledge? In some ways, passionate insight truly isn't new. Goleman has never guaranteed something else. Kaur, M. [6] discovered that there is sure huge relationship between's general insight and passionate development. It was found that the high I.Q level students have great scholastic accomplishment. This high passionate development has positive relationship with Intelligence, scholastic accomplishment and ecological impetus. Khan M.A & Asma Hassan [7] found a significant relationship between emotional intelligence and academic Achievement. It means that only I.Q level i.e., the high I.Q doesn't mean the high academic achievement lay the student. Other factors also play a very big role in high academic achievement. Daniel Goleman, Richard Boyatzis and Mahajan Neeta and Sharma Shweta [8] realizing the influence of Emotional Intelligence. The creator's contention is that pioneers ought to exceed expectations not right using ability and insight, yet ought to likewise, in a more grounded sense, interface with others utilizing enthusiastic knowledge qualities, for example, compassion and mindfulness. Johnson, P.R., & Indvik, J. [9] analysed in his investigation on an example of 540 students contemplating in VII class in the territory of Himachal Pradesh discovered noteworthy positive relationship between's the variable of scientific accomplishment and numerical inventiveness. Manisha, Lathar [10] told that motivation behind the examination was to distinguish a few factors as the indicator of despondency among teenagers. Results showed that out of 21 chose free factors six factors turned out to be huge indicators of discouragement among young people. These six

components are parental shirking, attachment, moral religious accentuation, and control, instructive capability of father and instructive capability of mother. Jain, A.K. & Sinha, A.K. [11] examined in her examination on an example of 939 youths of XI class considering in Sr. Auxiliary schools of Punjab state discovered noteworthy relationship amongst knowledge and passionate development. It implies that when the I.Q level of the students is all the more then they indicate high class of passionate development and their conduct mirrors an adjusted identity.

#### RESEARCH METHODOLOGY

##### *Research Design*

To conduct this study, the investigator selects a representative sample of total 200 school students through random sampling method. While selecting the sample care was taken that equal number of male and female adolescents were selected. Only 200 students of Noida were included in the study. The age group of the sample was restricted to 10-19 years only.

##### **Tools Used in the study**

In the present study Mangal Emotional Intelligence Inventory (MEI) made by Dr. S.K. Mangal and Mrs. Shubhra Mangal was used. The Academic Anxiety Scale developed by Dr. A. K. Singh and Dr. A. Sen Gupta [6] was used.

##### **Method of Analysis**

To compare the relationship between emotional intelligence and academic anxiety of adolescent boys and girls Mean, Standard Deviation, Z-test and Correlation Product Moment by Karl Pearson were used.

#### DATA ANALYSIS & INTERPRETATION

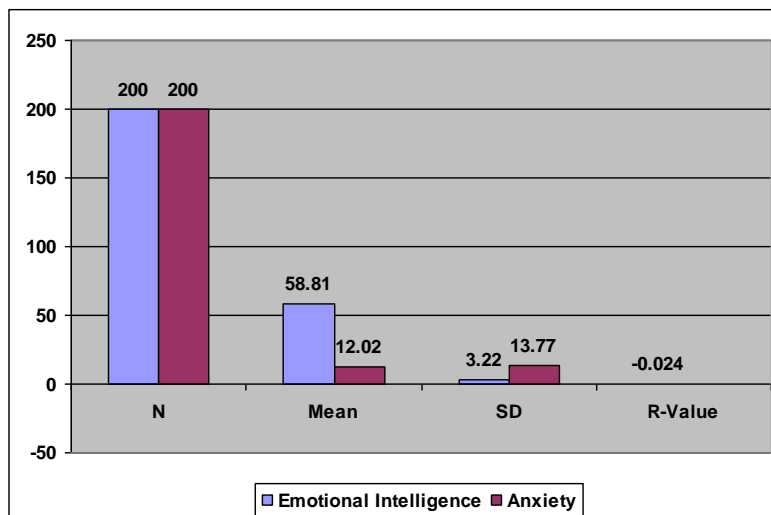
After collecting data, the investigator analysed the data as it was difficult to explain the raw data because raw data gathered on certain tests have no meaning rather it is heap of certain facts or observation. Keeping in view the objectives of the study and their corresponding hypotheses, the data was statistically processed using appropriate design and technique. Hence, after the data has been collected this must be processed an analysed to draw proper inference.

##### **Interpretation**

From the table and the figure 4.1, 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 Anxiety of the adolescent.

**Table-4.1: Coefficient Correlation (r-value): Emotional Intelligence x Anxiety**

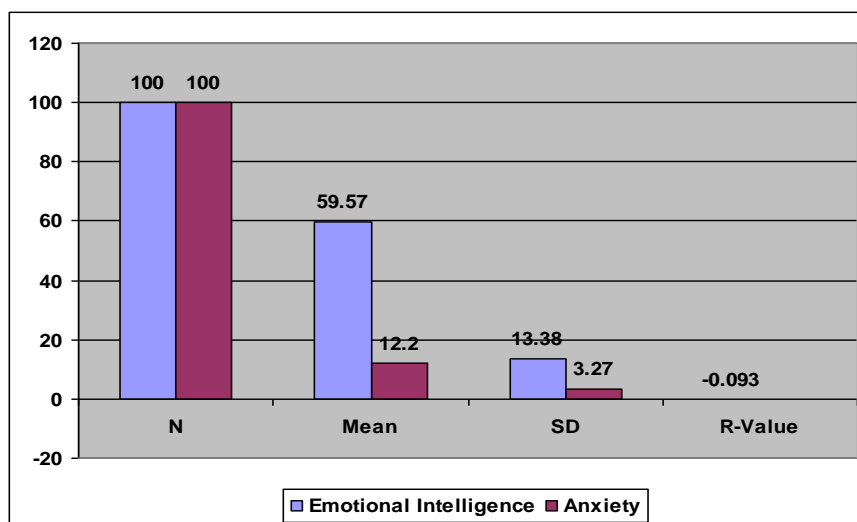
VARIABLE	N	MEAN	SD	R-VALUE	REMARKS
Emotional Intelligence	200	58.81	3.22	-0.024	Not Significant
Anxiety	200	12.02	13.77		



**Fig-4.1: Coefficient Correlation (r-value): Emotional Intelligence x Anxiety**

**Table-4.2: Coefficient of Correlation (r-value): Emotional Intelligence and Anxiety x Male Adolescent**

VARIABLE	N	MEAN	SD	R-VALUE	REMARKS
Emotional Intelligence	100	59.57	13.38	-0.093	Not Significant
Anxiety	100	12.2	3.27		



**Fig-4.2: Coefficient of Correlation (r-value): Emotional Intelligence and Anxiety x Male Adolescent**

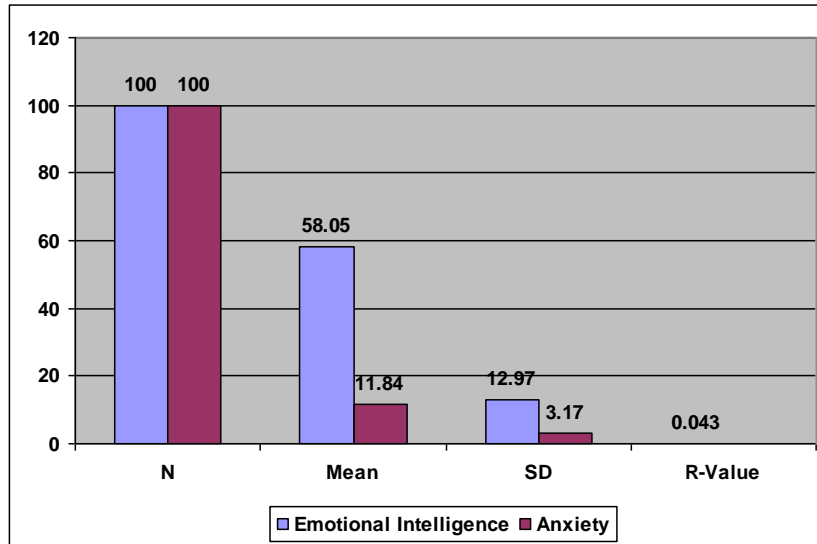
**Interpretation**

From the table and figure 4.2, the critical value of ‘r’ with 98 degree of freedom at 0.05 levels 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 Anxiety of the male adolescent.

**Table-4.3: Coefficient of Correlation (r-value): Emotional Intelligence & Anxiety X Female Adolescent**

VARIABLE	N	MEAN	SD	R-VALUE	REMARKS
Emotional Intelligence	100	58.05	12.97	0.043	Not Significant
Anxiety	100	11.84	3.17		



**Fig-4.3: Coefficient of Correlation (r-value): Emotional Intelligence & Anxiety X Female Adolescent**

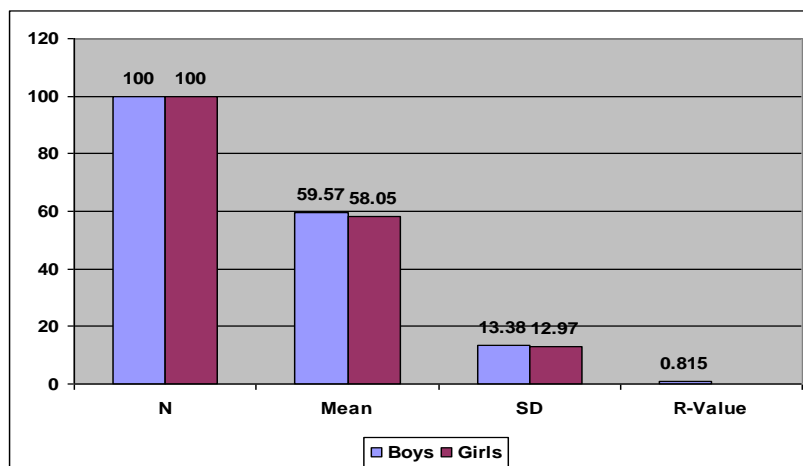
**Interpretation**

From the table and figure 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 Anxiety of the female adolescent.

**Table-4.4: Mean S.D., N and T-value on Emotional Intelligence: Male and Female Adolescent**

GENDER	N	MEAN	SD	T-VALUE	REMARKS
Boys	100	59.57	13.38	0.815	Not Significant
Girls	100	58.05	12.97		



**Fig-4.4: Mean S.D., N and T-value on Emotional Intelligence: Male and Female Adolescent**

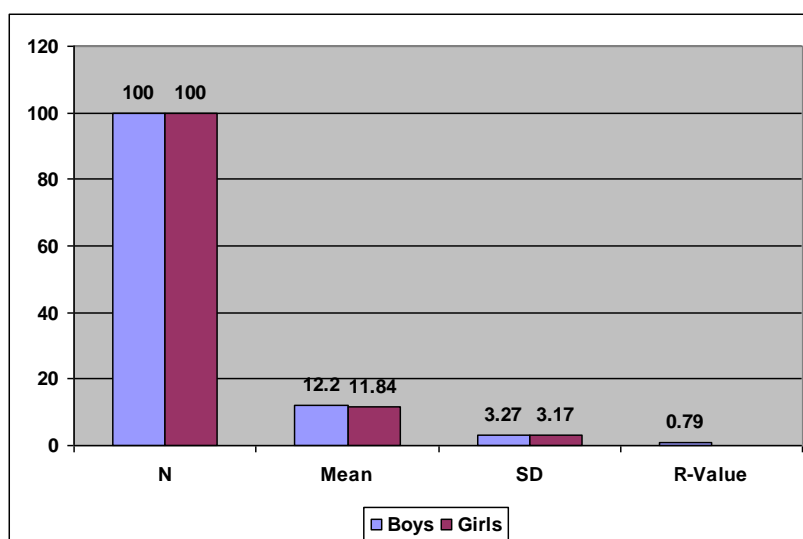
**Interpretation**

From the table and figure 4.4, it is evident that the t-value of Emotional Intelligence scores of Male and Female adolescent is 0.815 which is not significant at 0.05 level of significance with df 198. It indicates

that the mean scores of Male and Female adolescent not differ significantly. Thus the null hypothesis that “There is no significance difference between Emotional Intelligence among the Male and Female adolescent.” is retained.

**Table-4.5: Mean S.D., N and T-value on Anxiety: Male X Female Adolescent**

GENDER	N	MEAN	SD	T- VALUE	REMARKS
Boys	100	12.2	3.27	0.790	Not Significant
Girls	100	11.84	3.17		



**Fig-4.5: Mean S.D., N and T-value on Anxiety: Male X Female Adolescent**

**Interpretation**

From table and figure 4.5, it is evident that the t-value of Anxiety scores of Male and Female adolescent is 0.790 which is not significant at 0.05 level of significance with df 198. It indicates that the mean scores of Male and Female adolescent not differ significantly. Thus the null hypothesis that “There is no significance difference between Anxiety among the Male and Female adolescent.” is retained.

**CONCLUSION**

On the basis of statistical analysis of data and interpretation, it can be concluded that there is no significant relationship or association between emotional intelligence and academic anxiety among the adolescent. Findings also show that there is no significant relationship between emotional intelligence and academic anxiety among male and female adolescents. Emotional quotient and intelligence quotient is seen as one of main elements in individual’s life according to the result of the study.

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