



***STUDY ON EMOTIONAL INTELLIGENCE AND ACADEMIC ANXIETY
LEVEL OF HIGH SCHOOL STUDENTS***

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ABSTRACT

Emotional intelligence plays a vital role in accomplishing the determined objectives of mankind and promoting learning outcomes. The ability to "recognise a feeling as it happens and put it off if inconvenient" is the foundation of emotional intelligence. To have correct facts and information about the world around him, one must be conscious of both his own sentiments and those of others. A person's capacity to keep track of their emotions on a moment-by-moment basis is essential to developing psychological insight and a sense of self. For the creation of a productive office atmosphere and solid interpersonal interactions, awareness of other people's emotions is crucial. Only if one is able to read his emotions in a certain situation can one react appropriately. The majority of jobs require this talent, especially ones that entail interacting with others. Individuals who are unable to understand their emotions are greatly disadvantaged. They lack emotional literacy, in a way. Those who are more convinced of their emotions are better at steering their lives. The capacity to control one's own and other people's moods and emotions is included in this area of emotional intelligence. Those that are emotionally intelligent are able to accurately monitor, distinguish, and name their feelings. They also think that they can change or otherwise adjust their feelings. They use techniques to do this and evaluate the results. That is, once they acknowledge that they are having uncomfortable feelings, emotionally competent people can manage them. Sometimes, it's possible to be receptive to your emotions, absorb the lessons they teach you, and apply them to your actions. But other times it could be best to step away from an emotion and come back to it later. This therapy mostly focuses on learning to calm ourselves when things seem challenging and cultivating an inner mothering mode. Those who struggle with this talent struggle with their emotions all the time, but those who excel at it recover from life's disappointments and defeats far more swiftly. The ability to channel feelings of fervour, enthusiasm, and confidence is essential for success.

KEY WORDS: Emotional Intelligence, Academic Anxiety, Essential for Success.



INTRODUCTION

Emotional intelligence has been around for more than 200 years. In 1920, the renowned psychologist Thorndike established the fundamentals of emotional intelligence with his idea of social intelligence. "The ability to understand and manage men and women, boys and girls to act wisely in human connections," was how he described social intelligence. The way we typically think of human relations is as daily interactions with others at work and at home. Whatever the nature of our work, how we approach a problem and the individuals involved will determine whether a task is successful or unsuccessful. In his 1983 hypothesis of multiple intelligences, which included intrapersonal and interpersonal intelligence, Harvard psychologist Howard Gardner highlighted the difference between intellectual and emotional abilities. Through his triarchic theory of intelligence, advanced the idea of social intelligence under the guise of contextual intelligence. This aspect of intelligence relates to one's ability to adapt to varied settings with the right context selection so that he or she can improve his or her environment appropriately. In a later study, it was found that having high contextual intelligence—or the capacity to successfully navigate life—can be achieved even without having a high I.Q. In an effort to provide a scientific measurement for understanding the variations between people's abilities in the areas of emotions, two American professors, Mayer and Salovey, used the term "emotional intelligence" for the first time in 1990. Yet, it was another American psychologist named Daniel Goleman, who released the 1995 book "Emotional Intelligence: Why it can matter more than I.Q." that first popularised the idea of emotional intelligence. Here is a thorough explanation of emotional intelligence:

CONCEPT AND SIGNIFICANCE OF EMOTIONAL INTELLIGENCE

Our hearts serve as the entrances and points of connection to everything in life. Our lives' doors close if we close our hearts. We become more receptive to all that life has to offer when we open our hearts. We take on a greater sense of accountability for our feelings. Every chapter and verse of our histories—energy, experience, profound insight, and relationships—are contained in our emotions. Our identity is shaped by our emotions, which also mould our thoughts and personality traits as a whole. They act as a source of energy that echoes and radiates into our human system.



Suppressed emotions and an excessive amount of emotional control can lead to pathological behaviours including paralysing depression, crippling anxiety, boiling wrath, and manic agitation. Emotions are hence reactions made up of physiological responses, irrational cognitive states, and expressive behaviours. Emotions and sentiments are the primary indicators of both the potential for and the obstacles to learning. Every thinking is influenced by emotional variables, and every emotion has a cognitive component. Thought and emotion are fundamental human characteristics that are tightly intertwined to form a dialectical oneness. The ability to motivate oneself, effectively manage emotions in oneself and in relationships, and recognise one's own and other people's feelings are all examples of emotional intelligence. Emotional intelligence is the capacity to sense emotion-related feelings, interpret the information of these emotions, and control them. It also comprises the capability to reason and solve problems on the basis of them. Emotional-social intelligence is a cross-section of interrelated emotional and social abilities, skills, and facilitators that influence intelligent behaviour, according to Bar-On's "Bar-On model," which was first put forth. Emotionally intelligent people are those "who are able to detect and express their emotions, who possess positive self-regard, and are able to actualize their inherent capacities and lead fairly happy lives. They possess the capacity to empathise with others and the ability to establish and keep healthy interpersonal relationships without depending on others. These individuals are typically upbeat, adaptable, practical, and successful problem-solvers who can handle stress without losing control.

THE CONCEPT AND SIGNIFICANCE OF ACADEMIC ANXIETY

One of the effects of modernisation and postmodernization in the third millennium and an inextricable part of human life is anxiety. The Latin word "Anxieta," which means "distress state of throttle, choke produce discomfort," is where the term "anxiety" originates. Anxiety is a feeling of tension and worry that is accompanied by physical changes like elevated blood pressure, perspiration, shaking, dizziness, or a rapid heartbeat. This unpleasant condition of inner turmoil called anxiety is frequently accompanied by tense behaviours like pacing back and forth, somatic complaints, and ruminations. It is unpleasant, subjective sensations of dread caused by unexpected events, such as the feeling of impending death. Anxiety is not the same as fear, which is an acceptable reaction to a real or perceived threat and is felt about something frightening or



hazardous. Anxiety is a state of fear, anxiety, and uneasiness that is typically unfocused and generalised as a response to a situation that is only perceptually dangerous. It frequently comes with agitation, weariness, attention issues, and tension in the muscles. Anxiety only manifests itself in circumstances that are deemed to be uncontrollable or unavoidable but are not realistically so. Anxiety, according to David Barlow, is "a future-oriented mood state in which one feels ready or prepared to attempt to cope with anticipated unpleasant occurrences," and the difference between present and potential risks is what distinguishes anxiety from terror. A lesser kind of panic, anxiety can also be a persistent sense of nervousness that some people with mental illness experience. Both a short-term "state" and a long-term "trait" of anxiety are possible. A persistent propensity to react to potentially dangerous events with state worry is reflected in trait anxiety. It has a strong connection to the personality trait known as neuroticism. Conscious or unconscious anxiety may exist. According to Freud, neurotic anxiety results from an unconscious struggle between id urges and the limitations placed on it by the ego and superego. Many "id" urges are dangerous to a person either because they go against their personal morals or because they go against what society accepts. In contrast to Freud, the behaviourist or learning theory approach focuses on how anxiety is learned to be connected with particular situations rather than internal tensions. For instance, if a youngster develops a fear of rabbits as a result of its association with a stimuli that causes anxiety, this fear may be transferred to other furry items. Because the person has not yet learned coping mechanisms, circumstances that caused anxiety in childhood may continue to do so in adulthood. Occasionally, learned fears are very difficult to overcome. As a result, anxiety might be described as an unpleasant state of mental unease or stress that hurts one's body and mind. According on how people have trained themselves to react to and manage stress, trait anxiety differs. Individuals with high trait anxiety levels become worried and anxious relatively readily. State anxiety, on the other hand, is characterised by a condition of intensified emotions that emerge in reaction to a fear or danger of a certain circumstance. A state anxiety is one that is brought on by certain transient environmental events, such as an exam, an accident, a punishment, etc. An individual's general level of stress, or an attribute connected to personality, is referred to as trait anxiety.



RESEARCH METHODOLOGY

Research is a methodical endeavour to learn new information and comprehend the subject being studied. An investigation needs to be conducted in a methodical and precise manner to provide the intended results. Planning is a necessity for anything to be done correctly. This enables the researcher to move forward without getting sidetracked by concurrent happenings. A carefully thought-out action plan that is carried out in a methodical manner produces positive outcomes. This was taken into consideration as the current investigation was conducted using the right research methods and approaches. If an inquiry is to be carried out methodically, a plan and procedure are crucial components. The major goal of the current analysis was to analyse high school students' academic accomplishment, academic anxiety, and emotional intelligence in relation to their learning and thinking styles and specific demographic factors.

The researcher personally gathered the data. In order to gather the necessary information from the concerned pupils, the investigator first visited the sampling schools and requested permission from the administrators. The researcher introduced herself, struck up a quick conversation to build rapport, and explained the aim of the test to the students. The investigator assured the youngsters that their answers would be kept private and not even shared with their teachers. The investigator introduced himself to the pupils and then gave them the Mangal Emotional Intelligence Scale to measure their emotional intelligence. The pupils were instructed to carefully read the directions before filling out their general information on the inventory answer sheet. The students were instructed to check the box next to the category that they felt best fit each object. The investigator provided clarifications in case there were any questions. The responders were then instructed to begin responding. The Mangal Emotional Intelligence Inventory booklets and response papers were collected from the students after they had completed the test. The students completed MEII in 35 to 37 minutes on average. The researcher then gave the academic anxiety scale to each student. Before answering on the scale, the investigator instructed the students to carefully read the instructions. The researcher gave the pupils the information they needed to fill out the general information on the scale. The students were told that they may take as much time as they needed to complete the



academic anxiety scale and that there was no time limit. They were also promised that the answers they provided would remain private. The pupils were then instructed to check one of the options, "Yes" or "No," next to each sentence on the scale, depending on their personal opinions. The pupils needed between 12 and 15 minutes to finish the scale. The investigator gathered the students' completed copies of the AASC.

The kids were once more instructed to gather in their classroom after a brief 15-minute break. With them, the investigator had a casual conversation that helped them unwind. They were then given access to the SOLAT tool. The investigator provided the SOLAT tool with the appropriate instructions for filling out the general information. The pupils were told that they may take as much time as they needed to fill out this instrument and that there was no time limit. The students were instructed to maintain silence while completing the SOLAT tool since distractions could influence their ability to select the suitable statement that best represents them. They were also instructed to enter their responses in the appropriate blank spaces on the test sheet. After carefully reading each statement and selecting the best response, the students were instructed to place a tick mark (✓) in the corresponding box. This allowed for an accurate assessment of their hemisphere dominance. Copies of the SOLAT tool were returned to the students when it was finished. The SOLAT replies were completed by the students in an average of 35 to 40 minutes. All of the participants were praised by the researcher for their cooperation. To gather the necessary information, the identical process was carried out repeatedly at each sampled school. It is important to note that the researcher was not present when the data were gathered from the students, which aided in obtaining trustworthy and precise information.

In addition, the researcher herself, with the help of the responsible teacher in charge, recorded the academic achievement scores obtained by the sampled 9th class students in their end-term examination in the preceding class (i.e., 8th) under the Continuous and Comprehensive Evaluation pattern followed by schools. By using the scoring method described in the manuals of the appropriate research equipment, the data that were so collected were scored.

RESULTS AND DISCUSSION

EMOTIONAL INTELLIGENCE LEVEL OF HIGH SCHOOL STUDENTS

Table -1, provides the distribution of emotional intelligence scores among high school students as well as the estimated values of other descriptive statistics.

TABLE 4.1 FREQUENCY DISTRIBUTION AND DESCRIPTIVE STATISTICS RELATED TO EMOTIONAL INTELLIGENCE SCORES OF HIGH SCHOOL STUDENTS

Class Interval	Frequency	Cumulative Frequency	Cumulative Frequency Percentage
90-95	2	2518	100.00
85-90	12	2516	99.92
80-85	40	2504	99.44
75-80	138	2464	97.85
70-75	242	2326	92.37
65-70	436	2084	82.76
60-65	648	1648	65.45
55-60	494	1000	39.71
50-55	332	506	20.09
45-50	148	174	6.91
40-45	20	26	1.03
35-40	6	6	0.24
Total (N)	2518		
Descriptive Statistics	Values	Descriptive Statistics	Values
Range of Scores	182-72=110		
Mean (M)	61.68	Skewness	+0.134
Median (Md)	61.00	Standard Error of Skewness	0.069
Mode (M ₀)	57.00	Kurtosis	+0.198
Standard Deviation (SD)	8.28	Standard Error of Kurtosis	0.138

According to a summary of the raw data, the range of emotional intelligence scores for high school students was between 72 and 182, or about 110 points. The average emotional intelligence score for the high school students was found to be 61.68, indicating that they had a moderate level of emotional intelligence. Analysis of the raw data, along with consideration of the Mangal and Mangal (2009) criteria, found that just 0.397% of students had extremely high levels of emotional intelligence (score of 88 and above). Similarly, only a small percentage of high school students



(7.23%) demonstrated excellent emotional intelligence (scores between 75 and 87). About half (47.74%) of the high school pupils in the sample had emotional intelligence that was considered to be average (scores lying between 61 and 74). On the other end, it was found that only a small percentage of students (2.86%) had extremely low levels of emotional intelligence, whereas 41.78% of the selected high school students had low levels of emotional intelligence (scores between 48 and 60) and (score below 48).

The results of the sampled high school students' mean, median, and mode emotional intelligence scores were 61.68, 61.00, and 57.00, respectively. Standard deviation was calculated to be 8.28. The distribution of emotional intelligence scores exhibits some positive skewness, as indicated by the value of skewness, which is +0.134. Kurtosis was found to have a value of 0.198, indicating that the emotional intelligence score distribution was slightly leptokurtic in nature. Also, it was discovered that kurtosis and standard error of skewness had respective values of 0.138 and 0.069. The distribution of emotional intelligence scores can be regarded as being sufficiently normal in nature because the values of skewness (+0.134) and kurtosis (+0.198) are both within ranges of 0.276 (2 times the value of kurtosis' standard error) and 0.138 (2 times the value of skewness' skewness), respectively. This is also seen from the close proximity of the mean (61.68) and median (61.00) readings. Figure 4.1 displays the distribution of high school students' emotional intelligence scores, which almost has a normal shape.

ACADEMIC ANXIETY LEVEL OF HIGH SCHOOL STUDENTS

Table.2 provides the distribution of academic anxiety scores among the sampled high school students as well as the calculated values of various descriptive statistics.

**TABLE-2 FREQUENCY DISTRIBUTION AND DESCRIPTIVE STATISTICS
 RELATED TO ACADEMIC ANXIETY SCORES OF HIGH SCHOOL STUDENTS**

Class Interval	Frequency	Cumulative Frequency	Cumulative Frequency Percentage
20-22	6	2518	100.00
18-20	38	2512	99.76
16-18	246	2474	98.25
14-16	570	2228	88.48
12-14	624	1658	65.84
10-12	612	1034	41.06
8-10	294	422	16.75
6-8	122	128	5.08
4-6	6	6	0.24
Total (N)	2518		
Descriptive Statistics	Values	Descriptive Statistics	Values
Range of Scores	40-8=32	Skewness	-0.050
Mean (M)	12.002	Standard Error of Skewness	0.069
Median (Md)	12.00		
Mode (M ₀)	12.00	Kurtosis	+0.242
Standard Deviation (SD)	2.73	Standard Error of Kurtosis	0.138

The greatest and lowest scores for academic anxiety among high school students, which show a range of 32, are clearly 40 and 8, respectively, according to the raw data. The average academic anxiety score for high school students was found to be 12.02, indicating a moderate level of academic anxiety among high school students. On further examination of the raw data and using Singh and Sengupta's (1984) standards, it was found that nearly one-fourth (24.78%) of the sampled high school students had moderate levels of academic anxiety (score of 11 and 12). Moreover, 22.64% of students and 11.52% of students were found to have extremely high levels of academic



anxiety (scores of 15 or higher) (score of 13 and 14). On the other hand, 16.76% of students had very little academic anxiety, and 24.31% of students had less academic anxiety (score of 9 or 10) and (score of 8 and below).

High school students' mean, median, and mode academic anxiety scores were calculated and came out to be 12.000, 12.000, and 12.000, respectively. The calculated standard deviation value was discovered to be 2.73. The distribution of academic anxiety scores has very minimal negative skewness, as indicated by the skewness value of -0.050. Kurtosis was determined to be +0.242, indicating that high school students' academic anxiety score distribution was leptokurtic in nature. Also, the values for kurtosis and standard error of skewness were 0.138 and 0.069, respectively. The academic anxiety ratings can be regarded as normally distributed because the values of skewness (-0.050) and kurtosis (+0.242) both fall within ranges of 2 times the standard error of skewness and 2 times the standard error of kurtosis, respectively. This is further supported by the nearly identical mean, median, and mode values.

CONCLUSION

Although research has demonstrated that other social and emotional elements, such as emotional intelligence, anxiety, achievement motivation, etc., also have a significant impact on students' academic progress, intelligence is still thought to be the most reliable predictor of academic success. The significance of emotional skills and emotional intelligence in student progress, job success, and personal well-being is amply supported by interdisciplinary research. Since emotional intelligence is thought to be a predictor of success in many areas of life, the current study was conducted to determine the variables that have a direct or indirect impact on adolescents' emotional intelligence. On the basis of this, advice will be offered to parents and instructors to help pupils develop their emotional stability and self-adaptation skills so they can handle their own problems and other stresses in life.

Many research studies on the emotional, social, and other psychological components of teaching-learning processes have been done during the past three decades. Education experts and scholars

have given individual variances in students' learning and thinking styles at various educational levels a lot of attention. The goal of the current inquiry is to determine students' most preferred learning and thinking methods in terms of how their brain hemisphere's function. Improved teaching strategies, student performance, learning and learning strategies, broader educational goals and outcomes for meeting the stylistic demands of the environment, and the development of human skills can all be attributed to the strong and distinctive contributions that learning and thinking styles have made. It may be possible to personalise the instruction to the students' learning needs so that the optimal learning outcomes in academic and non-academic aspects of their lives can be created. This requires knowledge of how kids prefer to study and think. Making recommendations in this regard is the goal of the current inquiry.

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