



ACADEMIC STRESS IN RELATION TO EMOTIONAL INTELLIGENCE AMONG RURAL AND URBAN ADOLESCENTS

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ABSTRACT:

This paper examines the relationship of Emotional Intelligence and Academic stress among rural and urban adolescents. 320 adolescents between the age group of 13-16 years, 160 rural and 160 urban including (80 boys and 80 girls) from Jodhpur district were selected randomly to know the relationship between the academic stress and emotional intelligence. Academic Anxiety Scale by A.K. Singh and A. Sen Gupta and Emotional Quotient Test by Dalip Singh and N. K. Chadda were used. The result of the present study indicates that private boys show very low positive correlation while girls show low negative correlation. Urban private school boys show very low negative correlations and girls show positive correlation except for emotional intelligence which is low negative.

KEYWORDS:

ACADEMIC STRESS, EMOTIONAL INTELLIGENCE, AND ADOLESCENTS.

INTRODUCTION:

Stress is common among adolescents life. WHO defines 'Adolescents' as individuals between age group of 10-19 years. It is the age when hormones changes occur and causes multiple issues in their life. WHO defines stress as "the reaction people may have when presented with demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope". It is not a disease. However if stress is intense and goes on for some time, it can lead to mental and physical ill health (for example, depression, nervous breakdown, anxiety, behavioural problems and irritability etc).

Bisht (1989) has defined academic stress as a demand related to academics that tax or exceed the available resources (internal or external) as cognitively appeared by the student involved.

According to her, academic stress reflects perception of individual's academic frustration, academic conflict, academic pressure and academic anxiety. Academic stress is mental distress with respect to some anticipated associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic demands, for instance a school examination, answering questions in the class, mates, fulfilling teachers and parent's academic expectations. These demands may tax or exceed available resources of the students. As a consequence they can be under stress, since the demand is related to achievement of an academic goal. So, it can be related to the achievement of an academic goal.

Nowadays stress has become part of students' academic life due to the various internal and external expectations placed upon their shoulders. It is now understood as a lifestyle crisis (Masih & Gulrez, 2006). The only task

students were expected to undertake was to study and studying was never perceived as stressful. Lee & Larson (2000) explain this stress as an interaction between environmental stressors, students' appraisal and reactions for the same. It has now become a grave reality that is termed as a "career stopper" (Kadapatti & Vijayalaxmi, 2012). It therefore, becomes a significant cause of concern as it is symptomatic of rising mental health concerns in India (Nadamuri & Ch, 2011)

Further, Singh (2003) defines "Emotional Intelligence as the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. According to him emotional intelligence constituted from three psychological dimensions emotional competency, emotional maturity and emotional sensitivity. It motivates an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior. The emotional competency involves various competencies like tackling emotional upsets, high self-esteem, tactful response to emotional stimuli and handing egoism. Emotional maturity involves self-awareness, developing others, delaying gratification, adaptability and flexibility. Emotional sensitivity involves understanding threshold of emotional arousal, empathy, improving interpersonal relationship and communicability of emotions. Emotional intelligence helps adolescents to deal with the academic stress.

OBJECTIVE:

- To study the relationship between academic stress and emotional intelligence among rural and urban adolescents of Jodhpur district.

METHODOLOGY:

**TABLE-1
DISTRIBUTION OF SAMPLE**

Rural		Urban	
Boys	Girls	Boys	Girls
80	80	80	80
160		160	
Total - 320			

A sample of 320 adolescents was selected using random sampling method among which 160 adolescents hail from urban areas and 160 rural areas of Jodhpur district. In each group 80 were boys and 80 were girls. All the students selected were belonging to IX and X standard in

the age group of 13-16. Three data gathering tools were used namely:

- Academic Anxiety Scale by Dr. A. K. Singh and Dr. A. Sen Gupta
- Emotional Quotient Scale by Dr. Dalip Singh and Dr. N. K. Chadda

RESULTS AND INTERPRETATION:

TABLE-2 SHOWS CORRELATION BETWEEN ACADEMIC STRESS AND EMOTIONAL INTELLIGENCE AMONG RURAL PRIVATE/GOVERNMENT SCHOOL'S BOYS AND GIRLS

School Location	Institutional Sector	Gender	N	Sensitivity	Maturity	Competency	EI Total
Rural	Private	Boys	40	0.245	0.297	0.096	0.24
Rural	Private	Girls	40	-0.029	-0.026	-0.195	-0.177
Rural	Government	Boys	40	0.015	-0.013	-0.051	-0.034
Rural	Government	Girls	40	0.066	0.047	-0.097	-0.037

****Significant at .01 level; *Significant at .05 level**

Table-2 shows correlation between academic stress and emotional intelligence and its subscales among rural boys and girls. Among rural private school's boys there is a low positive correlation between emotional sensitivity and as Pearson $r = .245$ at $N=40$. Similarly, results were found among emotional maturity and academic stress as Pearson $r = -.297$ at $N=40$. But correlation between emotional competency and academic stress was very low positive as Pearson $r = 0.096$ at $N=40$. Overall correlation between emotional intelligence and academic stress was low positive as Pearson $r = 0.24$ at $N=40$.

Among rural private school's girls there is a very low negative correlation between academic stress and sensitivity as Pearson $r = -.029$ at $N=40$. Similarly, among academic stress and maturity very low negative correlation was found Pearson $r = -.026$ at $N=40$. Among Anxiety and competency correlation was low negative as Pearson $r = -.195$ at $N=40$. Correlation results between

academic stress and emotional intelligence was low negative as Pearson $r = 0.24$ at $N=40$.

Among rural government schools' boys there is a very low negative correlation between academic stress and sensitivity as Pearson $r = 0.015$ at $N=40$. Similarly, among academic stress and maturity very low negative correlation was found Pearson $r = -0.013$ at $N=40$. Among anxiety and competency correlation was low negative as Pearson $r = -0.05$ at $N=40$. Correlation result between academic stress and emotional intelligence was low negative as Pearson $r = -0.034$ at $N=40$.

Among rural government school's girls there is a low negative correlation between academic stress and sensitivity as Pearson $r = 0.066$ at $N=40$. Similarly, among academic stress and maturity very low negative correlation was found Pearson $r = 0.047$ at $N=40$. Among anxiety and competency correlation was low negative as Pearson $r = 0.097$ at $N=40$. Correlation intelligence was low negative as Pearson $r = -0.097$ at $N=40$.

TABLE-3 SHOWS CORRELATION BETWEEN ACADEMIC STRESS AND EMOTIONAL INTELLIGENCE AMONG URBAN PRIVATE/GOVERNMENT SCHOOL'S BOYS AND GIRLS

School Location	Institutional Sector	Gender	N	Sensitivity	Maturity	Competency	EI Total
Urban	Private	Boys	40	-0.244	-0.045	-0.127	-0.161
Urban	Private	Girls	40	0.18	-0.141	0.059	0.043
Urban	Government	Boys	40	-0.073	-0.149	-0.198	-0.093
Urban	Government	Girls	40	-0.024	0.096	-0.029	0.01

****Significant at .01 level; *Significant at .05 level**

Table-3 shows correlation between academic stress and emotional intelligence and its subscale among urban boys and girls. Among urban government school's boys there is a low positive correlation between academic stress and sensitivity as Pearson $r = -0.244$ at $N=40$ similarly among academic stress and maturity low negative correlation was found Pearson $r = -0.045$ at $N=40$. Among anxiety and competency correlation was very low negative as Pearson $r = -0.127$ at $N=40$. Correlation result between academic stress and emotional intelligence was low negative as Pearson $r = -0.161$ at $N=40$.

Among urban private school girls there is a low positive correlation between academic stress and sensitivity as Pearson $r = 0.18$ at $N=40$. Similarly, among academic stress and maturity low negative correlation was found Pearson $r = -0.141$ at $N=40$. Among anxiety and competency correlation was very low positive as Pearson $r = -0.059$ at $N=40$. Correlation result between academic stress and emotional intelligence was low positive as Pearson $r = -0.043$ to $N=40$.

Among urban government school's boys there is a low negative correlation between academic stress and sensitivity as Pearson $r = -0.073$ at $N=40$. Similarly, among academic stress and maturity low positive correlation was found Pearson $r = 0.149$ at $N=40$. Among anxiety and competency correlation was very low negative as Pearson $r = -0.198$ at $N=40$. Correlation result between academic stress and emotional intelligence was low negative as Pearson $r = -0.093$ at $N=40$.

Among urban government school's girls there is a low negative correlation between academic stress and sensitivity as Pearson $r = -0.024$ at $N=40$. Similarly, among academic stress and maturity low positive correlation was found Pearson $r = 0.096$ at $N=40$. Among anxiety and competency correlation was very low negative as Pearson $r = -0.029$ at $N=40$. Correlation result between academic stress and emotional intelligence was low negative as Pearson $r = -0.01$ at $N=40$.

CONCLUSION:

This study provides an insight about academic stress and emotional intelligence among urban and rural adolescents. Overall, it was found that rural private school boys' shows very low positive correlation whereas girls show low negative correlation which is not significant; rural

government schools also shows low negative correlation among boys and girls which is non-significant. Whereas urban private school boys shows very low negative correlations whereas girls show positive correlation except for emotional maturity which is low negative; urban government school boys also shows very low negative correlation and non-significant except on emotional maturity and among girls it is also very low negative except emotional maturity and total emotional intelligence both non-significant.

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