

RELATION BETWEEN ACADEMIC PERFORMANCE AND ANXIETY AND ROLE OF EMOTIONAL INTELLIGENCE TO COPE UP

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Abstract

This study provides an outlook of anxiety and emotional intelligence and explores their relationship in the context of secondary school students in Delhi. This study basically connects emotional intelligence and anxiety in respect of secondary school students in Delhi. The author in this study has identified two primary variables, one of which is the dependent variable and the other one is the independent variable. The dependent variable in this study is anxiety, which is influenced by a number of independent variables. The primary independent variable is emotional intelligence in secondary school students of Delhi. There are other secondary independent variables like social status, gender and social and personal issues of students. It further assesses the impact of emotional intelligence and anxiety on the academic performance of a student which is a concerning factor.

This study is based on secondary data collection. All data have been gathered from authentic sources. The data to which the author has referred to are relevant to the matter of subject. Data have been gathered from good search engines like Google Search and Google Scholar that provide access to academic sources like journals, books, and websites. All journals and books from which the author has collected data are peer-reviewed and authentic.

Acknowledgement

This entire study process was not even possible without the help of my respected faculties. All of them have helped me immensely to gather knowledge about the topic and showed me in which way the report should be constructed. Head of the department has also played a significant role while choosing the topic to me. I also want to thank my parents and friends who have continuously supported me throughout the proposal. My family and friends have also helped immensely in gathering the relative sources for the topic. I want to all of them for being a part of this project and help me throughout the whole process.

I. Introduction

1.1 Introduction

Emotional intelligence means the cluster of some abilities which are related to the emotion of a human being's life. The abilities are like managing emotion, motivating and understanding any other's emotion. On the contrary, anxiety is a term which means apprehension about the events and incidents about to happen. Academic anxiety is a part of anxiety which means the normal tension about the pressure of educational institution. The anxiety of examination or adjustment problems is parts of it. Emotional intelligence provides the mental strength to deal with the anxiety and stress in school effectively. This study will be on the students of Delhi secondary schools. The review of this literature will be identifying the primary and secondary variables of this research work. It will provide an extensive overview of the variables and explain the same with relevant concepts supported by significant models and theories. In this study, there are dependent variables and independent variables. Emotional intelligence has a noticeable impact on anxiety which is a common aspect among secondary school students in Delhi. Emotional intelligence thus is the independent variable and anxiety is the dependent variable. These are the primary variables that will be further discussed along with other identified secondary variables.

1.2 Context and rationale

1.2.1 Objective

- To analyse the relationship between anxiety and emotional intelligence in Students of secondary Delhi schools.
- To explore the impact of anxiety on the academic performance of secondary students in Delhi schools.
- To assess the difference between boys and girls of secondary Delhi schools in the context of emotional intelligence and stress.
- To explore if there is any correlation between emotional intelligence and socio-economic status of Delhi students.
- To evaluate the reasons behind the growth of anxiety among secondary students in Delhi schools.

1.2.2 Significance and utility of the research

The research would be significant as the research would be aiming at the determination of the relation between emotional intelligence and stress of the students. In this age of educational advancement, the anxiety of the students regarding the school has become more prevalent. The students of the higher secondary school of Delhi are generally from English medium and the competition, study pressure and examination pressure are more than another medium of schools. Many students can cope up with the academic pressure successfully while others are not (Abdollahi and Abu, 2015). The significance of the study is to understand

if there is any relation between emotional intelligence and academic anxiety. Moderate level of academic anxiety is good for the students as this help a student to do well. Still, a high amount of anxiety can affect the mental process of a student which can lead to the emotional breakdown of the students (Preeti *et al.* 2017). The study will be of great utility to derive the result of anxiety on emotional intelligence. This section will be providing a great outlook of emotional intelligence and anxiety present among secondary school students in Delhi (Stanley and Bhuvaneswari, 2016). However, for defining the correlation between anxiety and emotional intelligence, it will be necessary to understand the definition of both variables and identify the impact of one on the other. Emotional intelligence is the capacity to express and control emotion. It makes an individual ware on the verge of an emotional incite, and the individual reacts according to self-capacity. The level of intelligence is higher in some person while substantially lower in others. Over the years theorists have argued over the aspects that constitute an individual's emotional intelligence (Abdollahi *et al.* 2015). It is generally believed and commonly accepted that emotional intelligence is based on three primary skills: i) emotional awareness, the personal ability of identification of emotions. ii) Harnessing emotion and its application in the process of thinking, judging and solving problems. iii) Managing emotions which include the ability to regulate emotional incite when and where necessary.

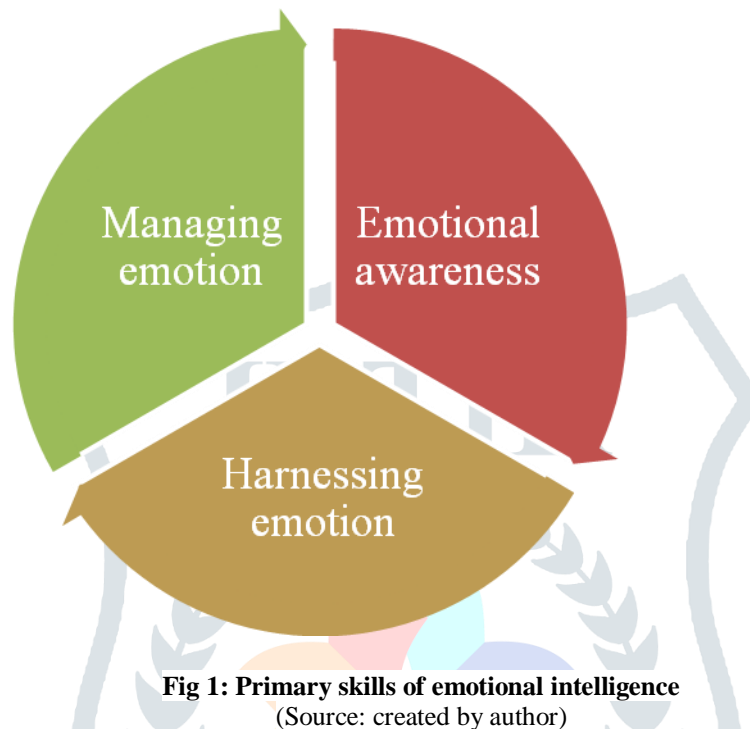


Fig 1: Primary skills of emotional intelligence

(Source: created by author)

There are no validated psychological tests that measure the level of an individual's emotional intelligence. Some critics even agree that the concept of emotional intelligence is abstract while some have stated that the concept of emotional intelligence is non-existent. However, the concept of emotional intelligence has a broad global appeal. (academia.edu, 2019)

Emotional intelligence is deficient in students if there is at all an existence of this concept. It is believed that students especially teenagers or secondary students. The problem is a growing concern in India, especially in parts of Delhi where students are highly deficient of emotional intelligence (Mesidor and Sly, 2016). The lifestyle of teenagers has become completed after the intervention of technology. The focus of students has routed away from simplicity as they are exposed to an explicit world at a somewhat tender age. This kind of exposures has a drastic impact on the emotional development of the students. A child's personality is required to be shaped from a tender age. A child is required to be introduced to things that could develop the thinking process of a child. Emotional intelligence largely depends on personal development. The deficiency of emotional intelligence introduces ego problems and suicidal tendencies in teenagers. According to Bhat and Khandai, (2016), this occurs from a lack of self-control. In Delhi, suicides have substantially increased among students. Suicide has become one of the leading causes of death in the capital city, and a majority of them are students. Suicidal tendencies occur from egoistic incite. One major cause is exposure to an explicit world and making them unnecessarily precocious. Another significant impact of emotional intelligence is anxiety. Anxiety is an individual's response to high stress. It could be defined as apprehension or a genuine feeling of fear about the future outcome. The lack of emotional intelligence could develop tendencies of anxiety in an individual.

Next, the study will be providing the relationship between emotional intelligence and anxiety among secondary school students in Delhi. The level of emotional intelligence has reduced in students of Delhi as revealed by previous examinations. A primary reason behind this is the introduction of technical devices that have limited their process of thinking. Emotional intelligence identifies and also manages human emotions at stressful moments. Research works reveal that students in Delhi are mostly subject to stress and anxiety from academic pressure. They fail to apply intelligence in their thinking process mainly because emotional intelligence is substantially lower in students (Huerta *et al.* 2017). Students in Delhi are expected to realise social responsibilities in the context of experience. The ability of observation is lower in secondary students especially in parts of Delhi. One reason behind this could be competition in school which is very high in schools in Delhi. Secondary students in Delhi worry about how they would get through higher secondary schools. They continuously suffer from stress thinking what would be the outcome of their future if they fail to score adequately in secondary level. The stress is higher as the level of emotional intelligence in them has not developed (Shaheen and Shaheen, 2016).

Some aspects of low emotional intelligence have been noted in secondary school students in Delhi, and these are argumentative, low academic performance, lack of compassion, ego, sudden outbursts and most importantly anxiety. Students in Delhi with a considerably lower level of emotional intelligence are mostly subject to anxiety. These students exhibit behavioural disorders at times of stress. Anxious students often get into an argument with parents and teachers. They believe that they have been wrongly accused of something that they have not done. This also occurs from ego problems which are another sign of over-anxiousness. However, how far it is different in boys and girls is an area that is yet to be explored and explained (Kumar *et al.* 2016). This could

be explained in the context of depression. It is a fact that depression is more common in girls than boys in all parts of the world. Female students are more subject to depression than male students. Depression is also an after effect of reduced emotional intelligence. A person who has high emotional intelligence might not at all suffer from emotional intelligence. These persons have controlled feelings and emotions. They can regulate their feelings, and they manipulate emotional incites. This is mainly missing among students in Delhi. They fail to regulate their thinking process at times of anxiety. As a result, they experience the onset of depression from which suicidal tendencies appear. (researchgate.net, 2019)

1.2.3 Limitations and plans to minimise

There are limitations of the study as the study is based on the figures and numbers where the emotional state of the mind of the students will not be appropriately evaluated. The students pass through some different stages according to the anxiety level. For example, the anxiety of examination and the anxiety about the deadline of a project would never be the same. It depends on emotional intelligence and the intelligence quotient of a student's if they can cope up with the academic pressures in the secondary schools of Delhi, The relation between the emotional intelligence and intelligence quotient is still to be analysed. The other factors are like student group problems; freedom of studies are not analysed. These factors are also crucial in assessing the relationship between stress and emotional intelligence which are also needed to be considered. Further studies in this matter are needed including all these matters together. Emotional intelligence does not have a scientific perspective or a biological definition. Theorists doubt if the definition of emotional intelligence is at all authentic. Some theorists even doubt its existence and think it is an abstract concept which lacks proper explanation. Emotional intelligence is however under stable from a psychological point of view. Here also the concept of emotional intelligence could not be related to life science. Its occurrence so far has not been justified from a scientific sense. This is one limitation in the areas of research regarding the impact of emotional intelligence on anxiety or any stress.

Another gap in developing the review of literature is that stress is a comprehensive idea and at every level, it could not be related to the level of emotional intelligence. Two persons with supposed same emotional intelligence but different kind of stress would react differently. In this, it would not be possible to measure the level of emotional intelligence. Another gap is that there is no valid test to measure the level of emotional intelligence in a person and this is a significant limitation in conducting research works in this domain. A proper scientific definition is required to be framed for an in-depth understanding of emotional intelligence.

1.3 Research question

1. What is the relationship between anxiety and emotional intelligence in Students of secondary Delhi schools?
2. What are how anxiety has an impact on the academic performance of secondary students in Delhi schools?
3. What is the difference between boys and girls of secondary Delhi schools in the context of emotional intelligence and stress?
4. What is the correlation between emotional intelligence and socio-economic status of Delhi students?
5. What are the reasons behind the growth of anxiety among secondary students in Delhi schools?

1.4 Hypothesis of the study

H1: There is a significant relationship between anxiety and emotional intelligence among secondary students in Delhi schools.

H2: There is a significant impact of anxiety on the academic performance of secondary students in Delhi schools.

H3: There is a considerable difference in emotional intelligence and anxiety between boys and girls in Delhi schools.

H4: There is a correlation between emotional intelligence and a student's socio-economic status in secondary Delhi schools.

H5: There are important reasons for the growth of anxiety among students in secondary Delhi schools.

1.5 Variables

Independent

- Outside Delhi

Dependent

- Inside Delhi

1.6 Research statement

This research will be providing an outlook of emotional intelligence and its relationship with anxiety among secondary students. The purpose of this research will be to evaluate the connection between anxiety and emotional intelligence and how far it has affected the academic performance of secondary students in Delhi schools. Emotional intelligence is necessary at every level for shaping the personality of students. This research will aim to explore how far this aspect has helped students to cope with stress and anxiety. Anxiety is an Emotional intelligence a growing concern among students in India. Some probable reasons could explain why students in India are subject to growing anxiety and stress. This study will be exploring this area from the perspective of secondary students in Delhi schools (Rector *et al.* 2016). The level of emotional intelligence has reduced mostly in teenagers, and they fail to cope with academic pressure or other personal issues. Emotional intelligence is the ability to express and control one's emotions which is substantially missing in students. Emotional intelligence helps in personality development. This research work will attempt to explore the areas that have contributed to the deficiency of emotional intelligence among secondary students in Delhi schools (Petrides *et al.* 2016).

1.7 Conclusion

We can conclude that the study will aim to assess the negative impact of stress on the students' life. The emotional intelligence will help them to cope up with the anxieties. The study will aim to assess the anxiety and emotional intelligence relationship, the ways the anxiety affect the students. The study will also aim to understand the difference between the emotional intelligence and stress between boys and girls of Delhi secondary schools, the difference between the intelligence and socioeconomic status of the students. There are also some underlying reasons for the anxiety of Delhi higher secondary school students. We can further conclude that there are more factors like the relationship of the students, freedom of studies which will help assess the relationship. Emotional intelligence is a complex idea which lacks a definite end. This section will explore the impact of emotional intelligence on anxiety

in the context of secondary school students in Delhi. Recent reports reveal that the rate of suicides has substantially increased in India, especially in parts of Delhi. This could be explained in respect of reduced emotional intelligence in school students. Furthermore, reduced emotional intelligence has resulted in the growth of anxiety and depression. Emotional intelligence is the ability to control emotions, the lack of which would result in stress, anxiety and even onset of depression.

3.0 Research Methodology

3.1 Population and Sample

The population for the study can be said that it will be limited for the students who are in the 10th standard enrolled recently in the secondary schools of the west districts in Delhi. The technique which is being used in this research is the random probability. The sampling has been used as the random selection in this particular research.

3.2 Data and sources of data

Research methodology implies a scientific and systematic exploration, analysis and explanation of a specific domain. The process of research defined in this section involves a systematic search and collection of valid and authentic information on emotional intelligence and anxiety in the context of secondary school students of Delhi. Research methodology process identifies and selects different procedures by which a specific research work could be carried out. It involves the process of gathering data that are relevant to the matter of subject from the internet by accessing search engines to accumulate journals, articles, and books. Data is also gathered from surveys, investigations, and interviews.

3.3 Theoretical Framework

The purpose of this research is to provide a great outlook of anxiety and emotional intelligence and evaluate their relationship in the context of secondary school students in Delhi. The primary purpose of this study will be to connect emotional intelligence with stress and anxiety and determine how far it has affected the social and academic performance of secondary school students in Delhi. The importance of emotional intelligence in shaping personality will be assessed in this study supported with concepts and theoretical models. The primary purpose of this research is to explore and explain how far emotional intelligence has helped students to cope with anxiety and stress. According to Noor and Hanafi (2017), anxiety over the years has become a growing concern in India, especially in parts of Delhi. It is mostly seen in students. Another purpose of this specific study is to identify the main reasons that have resulted in the growth of anxiety among students of secondary schools in Delhi.

Some probable reasons could explain why students in Delhi are subject to growing stress and anxiety. One probable reason is academic pressure which is another area of concern. The purpose of this study is to explore this particular area supported by relevant data. No valid test could measure the level of emotional intelligence in a student. However, it has been asserted that the emotional intelligence level has reduced in students. Previously students in Delhi and other parts of the country had adequate control over emotional incite. After the intervention of technology and with the advent of smartphones students have been exposed to an explicit world that has changed their thinking process and hindered their creative thinking. The purpose of this study is to determine the impact of a technical intervention on the development of emotional intelligence and anxiety. It is also believed that human beings are more subject to stress and anxiety after the intervention of technologies like a Smartphone that offers access to a virtual world which was previously unknown.

3.4 Statistical tools and econometric models

3.4.1 Descriptive Statistics

The data will be analysed with the help of the standard deviation, mean and the t test. Every research is conducted in a scientific and systematic method. This particular research work is based on research onion.

3.4.2 Fama-McBeth two pass regression

The research onion illustrates the different stages that are required to be covered while conducting research work. The research onion is a diagram having many layers. Each of the slayers in the diagram defines a stage that is more detailed than the previous layer.

3.4.2.1 Model for CAPM

The research onion has layers that define the philosophy, approach, design, strategy, method, sampling method and the process of data collection (Saunders, 1933). These are the primary layers of a research method.

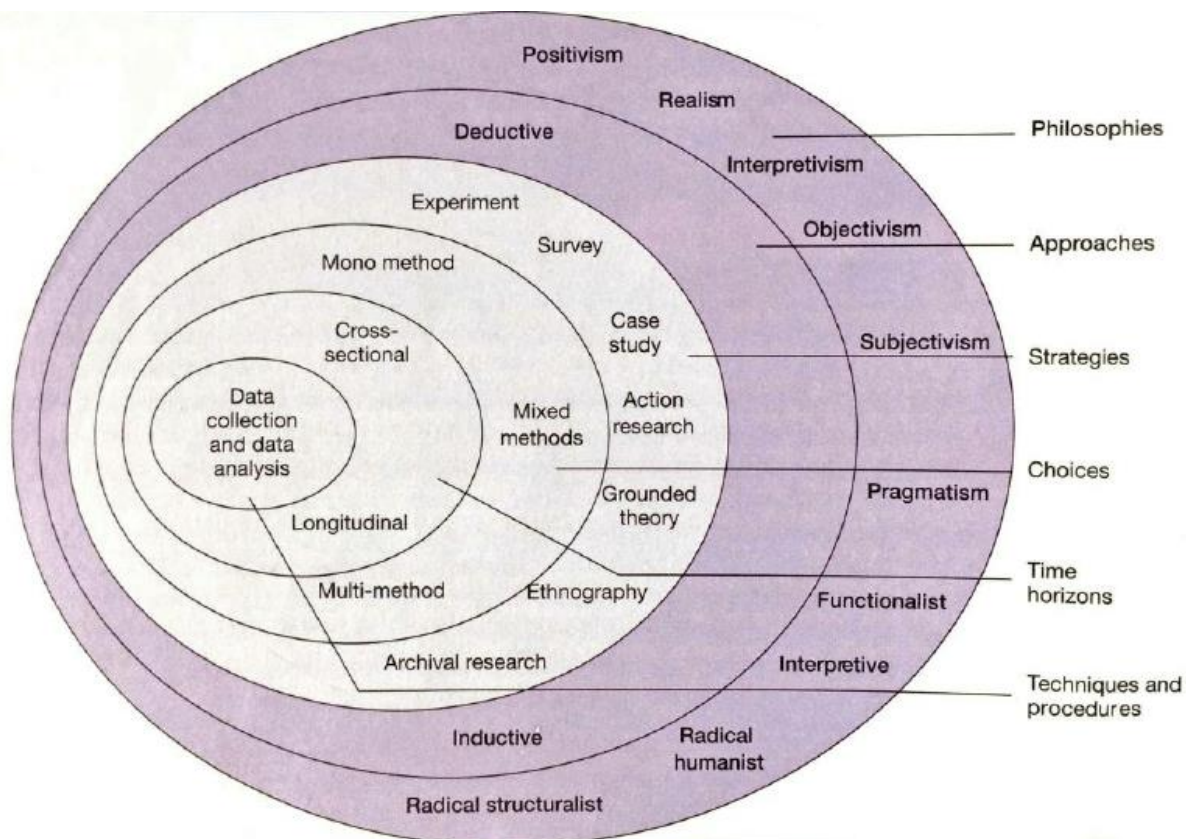


Fig 2: Research onion

(Source: https://www.researchgate.net/figure/Research-onion_fig1_269167275)

3.4.2.2 Model for APT

Research philosophy is subdivided into positivism, post-positivism, and realism. The author will employ realism philosophy as it includes developing ideas based on a scientific assumption (Kothari, 2004). The approach of research includes inductive and deductive, and the author will adopt an inductive approach to generate new theories from accumulated data.

3.4.3 Comparison of the Models

The research design is subdivided into explanatory, exploratory and descriptive and the author will employ graphic design to explain variables supported with concept and theories.

3.4.3.1 Davidson and MacKinnon Equation

The strategy of this research is secondary as data have been gathered from secondary sources. The method is mono, and sampling is done in random probability. Data has been gathered from academic sources like journals, websites, and books (Crane, 2015).

3.4.3.2 Posterior Odds Ratio

The researcher will employ quantitative analysis of data. This would be done by referring to data from previous conducted studies. The researcher would provide graphical and tabular representation of data collected from primary sources. The researcher will use numeric data to generate outcome. All the data will be relevant to the subject matter and will strongly support the claim of the author.

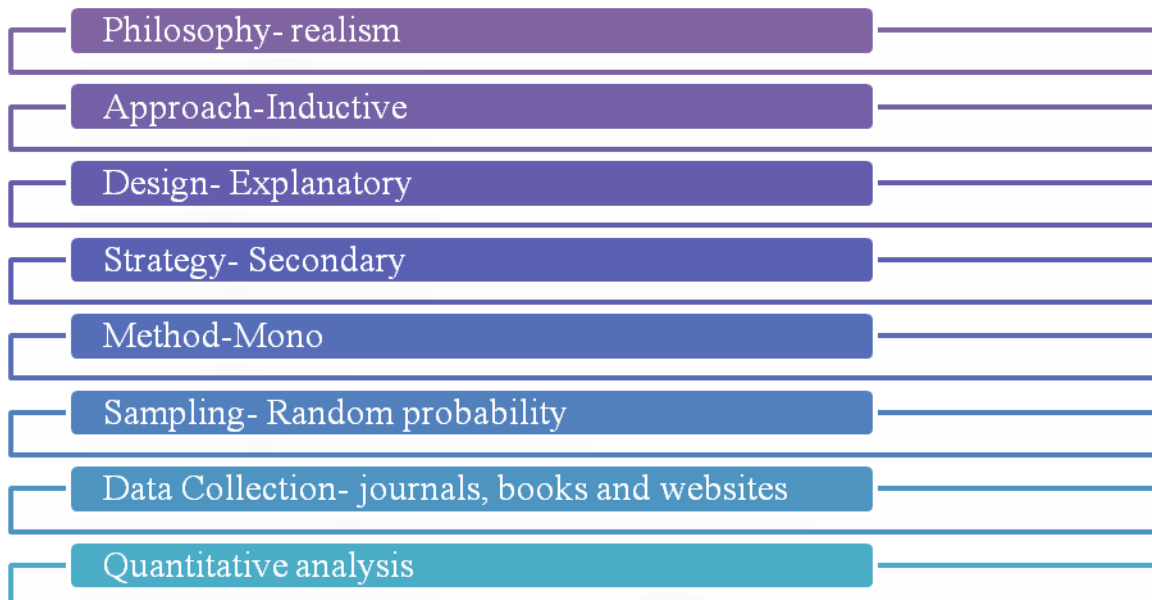


Fig 3: Research method
(Source: created by author)

IV. RESULTS AND DISCUSSION

4.1 Results of Descriptive Statics of Study Variables

The researcher has conducted quantitative data analysis for determining the rate of secondary students who suffered from anxiety in Delhi against the rate of students who suffered from the same outside Delhi.

Variables	Rate (%)
Delhi	58.3
Outside Delhi	41.7

Table 1: Rate of secondary students subject to anxiety

(Source: http://www.indjsp.org/viewimage.asp?img=IndianJSocPsychiatry_2018_34_2_157_235655_t2.jpg)

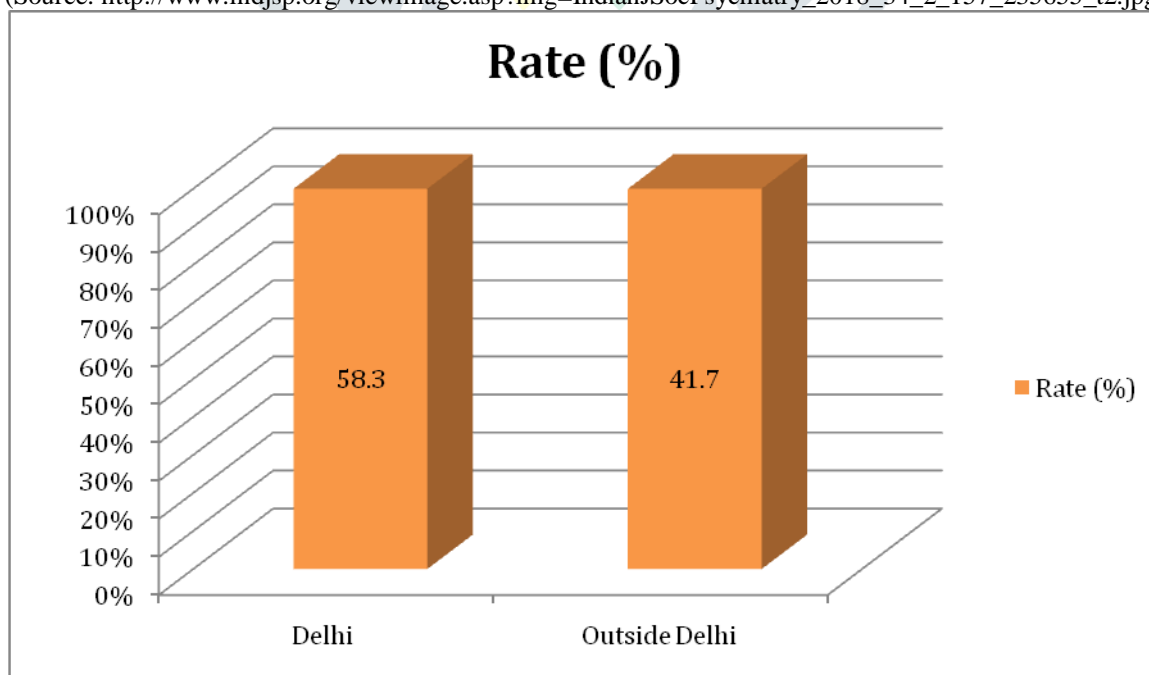


Fig 4: Rate of secondary students subject to anxiety
(Source: self-created)

Some major causes that are responsible for anxiety among secondary students in Delhi are represented in the table below.

Variables	Rate (%)
Family problem	25
Academic pressure	22
Drug use	16
Others	37

Table 2: Causes of anxiety

(Source: https://www.medindia.net/health_statistics/general/suicide-in-india-statistics.asp)

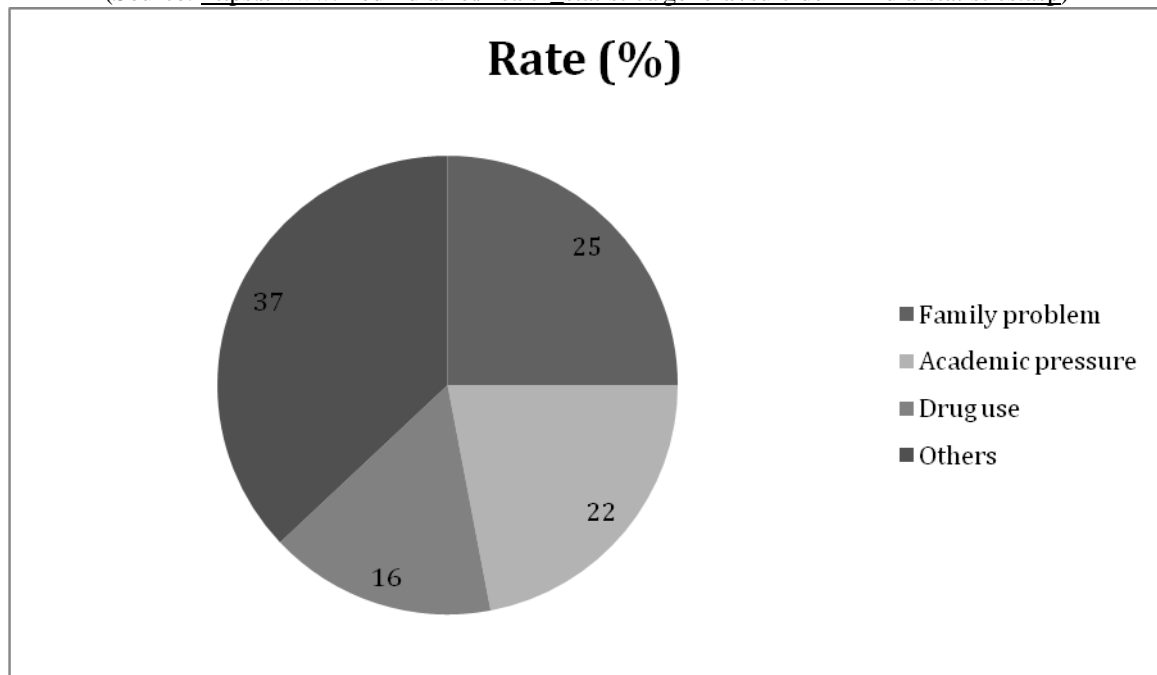


Fig 5: Causes of anxiety

(Source: self-created)

V. Acknowledgement

Research methodology process identifies and selects different procedures by which a specific research work could be carried out. It involves the process of gathering data that are relevant to the matter of subject from the internet by accessing search engines to accumulate journals, articles, and books. Data is also gathered from surveys, investigations, and interviews.

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