

# Relationship between Academic Anxiety, Emotional Intelligence and Wellbeing among Adolescents in Jammu District

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## Abstract

**Background:** Adolescents are at the stage where a lot of psychological transitional changes take place in an individual's life amongst which major ones are stress, trauma, depression and other related issues, but the severe one in according to them is Academic anxiety, by which their emotional intelligence and Wellbeing is also getting affected a lot.

**Objective:** This study attempts to assess the impact of academic anxiety on emotional intelligence and wellbeing among adolescents studying in various schools (Akhnoor), Jammu District.

**Method:** The sample consisted of 100 students (50 males & 50 females), both from Rural as well Urban areas. Age range of the subjects was selected from (17-19) years and were selected through random sampling technique. For the assessment of Academic anxiety- Academic anxiety scale (AAS); developed by Sonal Sharma & Dr. Shakir; Emotional intelligence scale (EIS) ; developed by Sushma Talesara & Psychological Wellbeing scale (PWBS); developed by Dr. Anjum Ahmed.

**Results:** There is a very less significant difference had been detected amongst the male & female adolescents who are belonging to Rural & Urban areas respectively having different types of reasons & factors underlying the situation prevailing towards psychological problems.

**Keywords:** Adolescents, Academic anxiety, Emotional intelligence, wellbeing etc.

## I. Introduction

Anxiety is subjective feeling of irrational fear & apprehension about the future moment which is not stable at a moment and is characterized by fear, uneasiness, and apprehensive feeling of sweating, restlessness, rapid heartbeat, and tension. Generally, it is considered in some cases, as a normal response to a stressful situation. But its long time prevalence can lead to the fearful experience which can develop the Anxiety disorders, which are commonly critical states of uneasiness and irrational worry that can deeply impact over one's daily life whether at work, school or some other settings. (Abouserie, 1994). But the anxiety which is directly related with the academics and exam pressures, completion of projects on time, etc. is generally considered as the

Academic anxiety, which is making the life of adolescents from better to worst. This type of Anxiety deals directly as well indirectly with the academic pressures with several underlying situational factors.

Academic anxiety varies in ranges from mild to severe and generally those adolescents who suffers from it, becomes more panic and has difficulty in functioning normally. (Pallaniswamy and Illango, 2022). To address & cope up with the academic anxiety, it is important for various educational settings, to provide the resources such as academic support services, counseling, and stress management workshops to the adolescents timely. (Amrai and Parhon, 2011). And Academic Anxiety is totally related with the Emotional intelligence, because those adolescents who are facing academic anxiety are having low emotional intelligence; which is the ability to recognize, understand, and manage our own emotions and also of the others too. It is an important task or we can a capability for the individuals of all ages, especially the adolescents; because these individuals are undergoing various physical, cognitive, and emotional changes. At this particular stage, all these interrelated changes sometimes progress towards increase in emotional volatility and difficulty in curbing, managing and their own emotions. That's why emotional intelligence becomes crucial here.

And those adolescents who are suffering from academic anxiety have deep impact over the emotional intelligence because they are too frustrated and anxious that they are not being able to handle their emotions as well others. So, for this particular perspective the Parents, teachers, and other influential figures can play a significant role in fostering emotional intelligence among adolescents. They can provide support, guidance, and opportunities for self-reflection and self-awareness. (Khurshid and Khan, 2018). Dealing with the rest of the psychological situations, academic anxiety also deeply impacts over the Wellbeing of the adolescents, which is getting affected a lot & it is hypothesized that academic anxiety impacts directly as well indirectly on the wellbeing of the adolescents; which is a very important aspect in everyone's life especially the adolescents who are just at the stage of the overall development and quality of life. The wellbeing generally deals with the physical, mental, emotional, and social factors that overall interacts & contribute towards the overall happiness, health, and fulfillment in an individual's life.

Wellbeing can be of physical, mental, emotional as well social too which deals alternatively with different aspects & contexts in the life of an individual. Generally talking about the wellbeing of the adolescents which is very crucial aspect dealing with low capability to cope up with the problematic situations and facing other psychological issues which are too much prevalent in their life having academic anxiety as one of the most prominent factor responsible for it. So, to promote the overall wellbeing among adolescents, it is important for parents, counselors especially to make a supportive and nurturing environment with precautionary channels, so that they can deal with all the prevailing hurdles in their lives.

## II. Review of Literature

Alkandari (2020), who discovered that many students experience anxiety when they believe they will be unable to fulfill their academic or non-academic objectives. On the other hand, worry can occasionally inspire students to consider their goals more carefully. Although students handle anxiety in different ways, some may find it difficult. Numerous symptoms that impact their mental health are most likely caused by this. In order to maintain their mental health and stay at the institution, they need to reduce their worry.

According to the survey, over 88% of students reported moderate to severe stress, 44% reported moderate to severe anxiety, and 36% reported moderate to severe sadness. Students who were female, from rural areas, had lower incomes, and performed poorly academically were especially susceptible to mental health problems. (Lee and Kim, 2021).

The study's main focus was on Saudi Arabian university students' anxiety levels during the COVID-19 pandemic. The research was carried out in 2020 between March and June. According to the findings, 35 percent of the pupils reported having moderate to severe anxiety. Age, sex, and educational attainment were all strongly correlated with anxiety. These results may help government organizations and decision-makers understand how critical it is to act quickly and decisively in order to reduce kids' anxiety during the COVID-19 pandemic. 2020's Khoshaim and Hossain.

A cross-sectional study was carried out in a few Malaysian public and private universities by Mohamad and Gani (2021). In all, 1851 students took part in the research. Self-administered psychosocial characteristic questionnaires were given to the students. Chi-square analysis was conducted to find the relationship between the variables and anxiety, and multivariate logistic regression analysis was used to identify the predictors.

Friedman (2021) done the Survey of 36 universities, 34% of college students surveyed reported moderate to severe levels of anxiety.<sup>1</sup> The combination of academic pressure, moving away from home, new social situations, and financial stressors can create the perfect storm for anxiety to surface during the college years.

Khurshid and Khan (2018) had done the study over 1775 students & the results revealed that the students at entrance level were significantly higher in EI than the students in the final stage. These findings lead to suggest corrective measures in curricular activities at the university level.

In a study on students' emotional intelligence, Chang and Tsai (2022) discovered that emotional intelligence positively impacted students' self-efficacy and motivation to learn. Furthermore, learning motivation and self-efficacy were found to be the sequential mediators of the relationship between academic accomplishment and emotional intelligence, according to mediation analysis.

The study's objective was to gauge subjective wellbeing, and between March 2020 and September 2021, nearly three-quarters of college students and recent graduates had lower scores than expected. It's interesting to note that while the remaining subjects reported no change, about one-fifth of the people reported higher subjective wellbeing scores. Feelings of loneliness, deteriorating mental and physical health, challenges completing degree programs and employment, limitations on travel, and worries about one's ability to compete in the job market were among the unfavorable effects. (Donald & Jackson, 2022).

Muratkyzy and Torrano (2020) More precisely, this study employs bibliometric techniques to visually depict and characterize the body of research on university students' mental health and well-being in terms of the field's 45-year growth trajectory, productivity, social structure, intellectual structure, and conceptual structure. The study's main conclusions are that: (a) research on university students' mental health and well-being has grown steadily over the past few decades, particularly since 2010; and (b) research on these topics is published in a variety of journals, mostly in the domains of psychology, psychiatry, and education research.

A hundred undergraduate students from a college in Tamil Nadu's Thiruvallur District participated in the study. The kids' overall psychological health was evaluated using the standardized tool. According to the findings, most of the students were categorized as having a "high level" of positive wellbeing and a "high level" of anxiety and depression. The positive wellbeing and anxiety scores, as well as the general health and self-control scores, showed significantly favorable correlations. (Illango and Palaniswamy, 2022).

### **III. Rationale of the Study:**

The current study revolves around the relationship between the academic anxiety, emotional intelligence and wellbeing among adolescents studying in Jammu district especially with respect to underlying situations and consequential factors. Main focus of the study is intended towards knowing actually the various interrelated factors, symptoms and consequences of facing such psychological issues among adolescents respectively.

With the passage of time & situations, they are facing different types of challenges in their lives which can be physical, psychological, social as well emotional too And for signifying all such challenges with underlying assumptions and situational contexts, this study attempts to provide possible alternatives and solutions towards such prevailing psychological issues.

Hence, for such persisting issues, the particular study intends to discuss about the impact of academic anxiety on emotional intelligence and wellbeing among adolescents which is a very curious and interesting issue to discuss further because there are several studies done with relation to selected aspects with respect to adult population especially, but the respective study analyses the descriptive content of the taken issue with respect to the adolescents only, discussing several underlying factors and situational factors prevailing towards such psychological issues.

### **IV. Methodology**

#### **4.1. Objectives:**

1. To find out the relationship between Academic Anxiety and Emotional intelligence among adolescents belonging to different Genders (Males & Females).
2. To assess the relationship between Academic Anxiety and Wellbeing among adolescents belonging to different Genders (Males & Females).
3. To determine the relationship between Academic Anxiety, Emotional intelligence and Wellbeing among adolescents belonging to different different Genders (Males & Females)

#### **4.2. Hypotheses:**

**H1:** There is a significant relationship between Academic Anxiety and Emotional intelligence among adolescents belonging to different Genders (Males & Females).

**H2:** There is a significant relationship between Academic Anxiety and Wellbeing among adolescents belonging to different Genders (Males & Females).

**H3:** There is a significant relationship between Academic Anxiety, Emotional intelligence and Wellbeing among adolescents belonging to different Genders (Males & Females).

#### **4.3. Sample:**

For the conduction of following study, the population of adolescents will be selected amongst which the total 100 sample will be taken, which is further being classified into two groups: (50) Males & (50) Females with respect to the other dimensions too taken for the conduction of study

And the age range will be taken from (16-21) years respectively. And the Data will be collected with the help of Random Sampling technique which serves all the participants an equal chance of being involved in the research to be undertaken.

#### **4.4. Research design:**

The respective study will follows the Correlation research design, which is a method to find out the correlation existing between the variables taken for a particular study. As we have to focus over the relationship & impact of the academic anxiety on emotional intelligence and wellbeing among adolescents, which could be possible only with the help of correlation research design.

#### **4.5. Tools:**

1. Academic anxiety scale (AAS); developed by Sonal Sharma & Dr. Shakir.
2. Emotional intelligence scale (EIS) ; developed by Sushma Talesara.
3. Psychological Wellbeing scale (PWBS); developed by Dr. Anjum Ahmed.

All the tools used for the particular study, have high reliability and validity.

#### **4.6. Statistical techniques:**

In order to conduct the respective study, following statistical techniques would be used :

- Karl Pearson's Product moment method of correlation, with the help of following online Calculator:

*<https://www.statskingdom.com/correlation-calculator.html>*

## **V. Interpretation & Discussion**

The interpretation and discussion of the study is as follows:

Parameter	Values
Pearson coefficient correlation (r)	-0.1694
P Value	0.2395
Covariance	-2.1
Sample size (n)	50
Statistic	-1.191

**Result of the Pearson coefficient of correlation indicated that there is a non significant small negative relationship exists between Males and Females ; where (r)<sub>48</sub> = 0.1694 and P= 0.240**

#### Calculations:

$$\text{Males (X)} = 23 + 13 + \dots + 11 + 10 / 50 = 14.7$$

$$\text{Females (Y)} = 8 + 9 + \dots + 18 + 20 / 50 = 12.14$$

$$S_{xy} = \sum (x_i - \bar{X})(y_i - \bar{Y}) / n - 1$$

$$S_{xy} = -102.9 / 50 - 1 = 2.1$$

$$r = \sum (x_i - \bar{X})(y_i - \bar{Y}) / \sqrt{\sum (x_i - \bar{X})^2 \times \sum (y_i - \bar{Y})^2}$$

$$r = -102.9 / \sqrt{720.5 \times 512.02} = -0.1694$$

$$\text{OR Alternatively, } r = S_{xy} / S_x \cdot S_y = r = -2.1 / 3.8346 \times 3.2326 = -0.1694$$

#### Correlation test:

$$S = \sqrt{(1 - r^2) / n - 2}$$

$$S = \sqrt{(1 - (-0.1694)^2) / 50 - 2} = 0.1423$$

$$\text{Statistic} = r - o / s = -0.1694 - 0 / 0.1423 = -1.191$$

$$P = P(x < -1.191) = 0.1198$$

$$P \text{ value} = 2 \times \min(P, 1 - P) = 2 \times \min(0.1198, 0.8802) = 0.2395$$

#### Correlation-test, using T(df:48) distribution (two-tailed):

Since the null correlation is zero, we use the t-distribution to test the correlation.

The correlation's distribution is not symmetrical when  $r \neq 0$ , hence we use the Z distribution over

Fisher transformation to create the confidence interval.

#### 1. H0 Hypothesis

Since the  $p\text{-value} > \alpha$ ,  $H_0$  can not be rejected.

The population's correlation is considered to be equal to the expected correlation (0).

In other words, the difference between the sample correlation and the expected correlation is not big enough to be statistically significant.

A non-significance result can not prove that  $H_0$  is correct, only that the null assumption can not be rejected.

## 2. P-Value

The p-value equals 0.2395, ( $P(x \leq -1.191) = 0.1198$ ). It means that the chance of type I error, rejecting a correct  $H_0$ , is too high: 0.2395 (23.95%). The larger the p-value the more it supports  $H_0$ .

## 3. Test Statistic

The test statistic T equals -1.191, which is in the 95% region of acceptance: [-2.0106, 2.0106].

The 95% confidence interval of correlation is: [-0.4276, 0.1143].

So, it can be revealed that our Hypotheses gets approved & fully accepted & the reviewed studies are also inlined with our conducted study.

## VI. Conclusion

While interpreting & discussing the results, it could be further interpreted that academic anxiety impacts over the emotional intelligence and wellbeing of the adolescents, but causing less significant relationship between male and female adolescents who are belonging to different areas of rural and urban backgrounds. Furthermore it can be said that there is a deep impact of academic anxiety on the emotional intelligence and wellbeing of adolescents with varying reasons, situations and contexts over a particular period of time.

It can be concluded that Academic anxiety is a prevalent issue among adolescents, and its consequences extend beyond academic performance. This essay explores the intricate relationship between academic anxiety, emotional intelligence, and overall wellbeing in adolescents. It delves into the detrimental effects of academic anxiety on emotional intelligence and, subsequently, on the overall wellbeing of adolescents, while also highlighting potential coping mechanisms and interventions. Academic anxiety, often characterized by stress, fear of failure, excessive worry about academic performance, is a common experience among

adolescents. The pressure to excel academically, peer expectations, and the uncertainty of the future can contribute to the development of academic anxiety. According to various studies, academic anxiety can have a significant impact on an adolescent's emotional wellbeing.(Atkinson, E.S., 1999).

Academic anxiety can erode emotional intelligence in several ways: As like, Excessive academic stress can make adolescents more focused on academic outcomes, leading to a diminished awareness of their emotional states. They may neglect their emotional needs and those of others. Also the high levels of anxiety can hinder an adolescent's ability to regulate their emotions. They may struggle with emotional outbursts, mood swings, and difficulty coping with stressors. It can be noted that Academic anxiety can strain interpersonal relationships, as adolescents may become irritable, withdrawn, or socially isolated. This can hinder the development of empathy and interpersonal skills. And also Continual academic stress can lead to negative self-perception and self-doubt, reducing self-confidence and self-motivation—key components of emotional intelligence. (Brody, N., 2004).

Moreover, there is a deep impact of academic anxiety on wellbeing had also been came to light as it totally affects one's Mental Health, with Persistent academic anxiety which in turn can contribute to the development of mental health issues such as depression and anxiety disorders, which can have long-term implications for wellbeing. Also the chronic stress associated with academic anxiety can lead to physical health problems, including sleep disturbances, headaches, and weakened immune function. Paradoxically, academic anxiety can negatively affect academic performance, as it impairs cognitive functioning, concentration, and memory retention. Adolescents experiencing academic anxiety may carry these emotional scars into adulthood, affecting their career choices, relationships, and overall life satisfaction.

## **VII. Further Suggestions & Interventions**

Addressing academic anxiety is crucial for preserving the emotional intelligence and wellbeing of adolescents. Interventions and coping mechanisms include:

- Psychoeducation: Providing adolescents with information about stress management, relaxation techniques, and emotional awareness can empower them to better handle academic pressure.
- Support Systems: Encouraging open communication between adolescents, parents, teachers, and counselors can create a supportive environment where students feel comfortable discussing their concerns.



- Mindfulness and Meditation: Incorporating mindfulness practices into actual practice for awareness and better coping with the academic pressures.
- Counseling services can be provided to such adolescents who are facing academic anxiety & getting affected alot.

Academic anxiety has a profound impact on the emotional intelligence and wellbeing of adolescents. Recognizing this issue and implementing interventions to support emotional development and mental health is essential. Adolescents who learn to manage academic anxiety are more likely to develop strong emotional intelligence and lead happier, healthier lives both during their teenage years and into adulthood.

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