

# Effectiveness of Educational Intervention Based on Academic Stress and Emotional Intelligence among Senior Secondary School Students of Dibrugarh Town (Assam)

Sandip Sinha<sup>1</sup>, Hage Yaja<sup>2</sup> and Prof. (Dr.) D. S. Hernwal<sup>3</sup>

<sup>1</sup>Assistant Professor, Department of Physical Education & Sports Science, Arunachal University of Studies, Namsai, INDIA.

<sup>2</sup>Faculty, Department of English, Dorjee Khandu Government College, Tawang, INDIA.

<sup>3</sup>Vice-Chancellor, Arunachal University of Studies, Namsai, INDIA.

<sup>1</sup>Corresponding Author: sandip.s@arunachaluniversity.ac.in



<https://orcid.org/0009-0003-7812-9947>



[www.ijrah.com](http://www.ijrah.com) || Vol. 4 No. 3 (2024): May Issue

Date of Submission: 09-05-2024

Date of Acceptance: 13-05-2024

Date of Publication: 16-05-2024

## ABSTRACT

Average performance of school students and increasing dropout rates are major problems in our country. A poor academic performance and other curricular activities generate negative emotions in young people and results in academic stressors and degrading emotional intelligence. The study aimed to analyze the repercussions of academic stressors on ability to perform among students, to differentiate between academic stress (AS) and emotional intelligence (EI) among students, and finally to establish the impression of EI in this context. A descriptive correlation study involving senior secondary school students of Dibrugarh Town (Assam) affiliated to Secondary Education Board of Assam (SEBA) and CBSE respectively. The sample consisted of 422 students (Boys-209, Girls-213) aging between 14-18 years, who responded through a questionnaire for evaluating the variables of study. The study traced a relationship between both variables among the students. AS and EI of subjects is nearly normally distributed, boys have shown higher AS compared to girls, whereas girls have shown higher EI than boys drawing towards a negative co-relation between AS and EI, respectively.

**Keywords-** Academic Stress; Emotional Intelligence; Senior Secondary School; Education; Adolescence.

## I. INTRODUCTION

Education is as old as human race is; it is dynamic in nature, and a spontaneous process of inner growth and development. Education aims to humanize humanity for a progressive life, sustaining culture and stabilize civilizations. Education enables and empowers the young mind to develop capacity to recognize and manage emotions, solve problems effectively and establish and maintain positive, healthy and harmonious relationship with others and to cater to the holistic development of pupils. Teachers play a very vital role

while taking care of the emotional dimension of the pupils besides academic excellence. To erase the aversive effects of the daily hassles, hardships, problems or stressors, one has to find out the alternatives of the stressors to overcome the negative impact of stress (Lazarus and Folkman, 1984).

Our current post-modernized era with science and modern communication has turned the world into a small community reducing the barrier of time and space. Tomorrow's world will be shaped by today's adolescents. In the adolescent age, a student faces complex questions of the future vocations, occupations,

and existing fierce competitions and consequently becomes a constant source of stress. This present culture of competition has brought drastic change in human psyche; it is the state of mind which feels and absorbs the counter affects determining students' performance. Stressors and depression led these young students rely on passive or negative behavior in their attempts to deal with problems.

"Stress is not necessarily bad; it all depends on how you take it. The stress of exhilarating, creative, successful work is beneficial, while that of failure, humiliation or infection is detrimental" (Hans Selye, 1956). Stress can be therefore negative, positive or neutral. Stress in its positive form is necessary, healthy and enjoyable. However, the negative form of stress i.e. distress can be damaging if left unmanaged. Students experience great amounts of stress whether teenagers or college age, in the family, or among their peers- students ride the roller coaster every day.

It is an outcome to an event in which environmental variables, internal factors, exceeding the adaptation level of a student. The home and school environment play a crucial role in the emotional development. The national reconstruction depends upon the outcome of education. The product of our educational institutions should be such as to raise the standard of living of our people and create a new social order based on human values of the dignity of the individual's freedom, equality and justice enshrined in our constitution.

Emotional intelligence is to identify, assess, and control emotional outcomes of oneself, of others, and of groups. It means sentimental capability of the one's mind. It is to identify one's own feelings, self-motivation, emotional balance and management. It refers to four major parts namely the ability to being aware of, to understand and to express oneself, to understand and to relate to others; the ability to deal with strong emotions and control one's impulses and the ability to adopt to change and to solve problems of personal and social nature. The components of emotional intelligence are self-awareness, empathy, self-motivation, emotional wellbeing, relationships, integrity, self-development, value orientation, commitment, and altruistic behavior.

The idea of school summed up by S. Balakrishna Joshi; "a school is a spiritual organism with distinctive personality of its own, a vibrant community centre, radiating life and energy all around, a wonderful edifice, resting on the foundation of goodwill, goodwill of the public, goodwill of the parents, goodwill of the pupils". Adolescence is marked by when young ones move from dependency to independence and gaining maturity (Mobey & Sorensen, 1995).

Some prime characteristics of adolescence can be marked by transitional period experienced with many problems felt with identity crisis; a dreaded age; a time of unrealism; beginning to adulthood. Adolescence is considered as a period of great mental stress and strain.

The call of the hour is to facilitate the senior secondary school students for developing life skills management which will effectively help them to cope with daily stressors, major life events and change.

## II. THEORETICAL BACKGROUND OF THE STUDY

The term "stress" first employed in the 1930's by the endocrinologist Hans Selye. Academic stress is inevitable in any educational institution. In optimal limits, it mobilizes the potentialities of students towards effective performance. Academic stress play a lead role in the student's life and it accounts for variation in performance, achievement or success (Vivekananda Kendra Yoga Research Foundation, 1999). Academic stress of students have been regularly monitored on, and several studies have identified that stressors are due to assignment load, competitive environment, fear of failure and poor relationships with other students or lecturers (Fairbrother and Warn, 2003).

Social intelligence by E. L. Thorndike (1920) referred to the ability to understand and manage and to act wisely. David Wechsler (1940) suggested that affective components of intelligence may be essential to success in life. Wayne Payne introduced the term 'emotional intelligence' in his doctoral dissertation entitled "A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire." Keith Beasley (1987) used the term 'emotional quotient'. John Mayer and Peter Salovey (1990) defined, "emotional intelligence as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it" (Gibbs, 1995). In the words of Daniel Goleman (1995), emotional intelligence is the "ability to motivate oneself and persist in the face of frustration; to control impulse and keep distress from swamping the ability to think; to empathize and to hope."

Emotional intelligence is superior to intelligent quotient of an individual. Emotionally stable people are more likely to succeed in every aspect, one's emotional intelligence helps in all dimensions namely knowledge, emotional stability, self-motivation, identification of emotions among others and handling them etc. Whereas, anger, fear and sadness are so called negative emotions and are as healthy as peace, courage and joy. The important thing is to learn the art of expressing one's emotions in a desirable way at a desirable time in a desirable amount. The remark of the great Greek philosopher Aristotle; "anyone can become angry that is easy. But to be angry with the right person, to the right degree, at the right time for the right purpose, and in the right way that is not easy." Practicing and teaching the students the art of managing the feelings and emotions as adequately as possible and using the emotions as a motivating force for achieving the goal.

### III. REVIEW OF RELATED LITERATURE

**Alam Md. Mahmood (2010):** The study examined the inter-relationship between emotional intelligence, academic stress and academic success and revealed a significant relationship as highly intelligent students who are under mental stress give poor performance in academics too.

**Nandamuri, P. P. & Gowthami, C. (2011):** The objective was to explore the components of academic stress among post-graduate management students. The academic stress at graduate level is related to learning. The findings indicated that among the identified components of academic work, the daily class work i.e. 86% is resulting in stress among them. Assessment aspect is taken as a stressor by 41% respondents. The components of academics in general are curriculum and instruction, team work, and assessment. Among the team work related stressors, adjusting within group mind set was given high score i.e. 61% of respondents.

**Saikia, P. & Phukon, M. (2009):** The investigator undertook the study of parental aspiration and anxiety among senior secondary students. Sinha’s ‘Comprehensive Anxiety Test’ (SCAT) to assess anxiety level of students was used, 50% of students belonging to the Science stream had high anxiety level. The marks oriented educational system has really induced high academic stress and stress among students. The preference for accredited colleges is a major concern for students, more over the growing demand for engineering and some extent for medical courses is resulting in increased stress among students. The Arts stream students have high self-esteem and feeling on independence after passing high school examination.

**Umadevi, L. (2013):** The emotional intelligence of adolescents was studied to understand the relationship between selected personal social variables of adolescents and total emotional intelligence targeting components-wise and dimension-wise. The results showed that none of the child-related variables are related to general mood dimensions optimism and happiness.

**Bhat, M. (2013):** Compare between boys and girls in respect of their emotional intelligence and academic adjustment. The findings revealed that the boys and girls do not differ significantly in respect of their adjustment, whereas boys have better academic adjustment and emotional intelligence than girls.

**LalChaman, et.al (2011):** The relation between emotional intelligence and self-concept of scheduled caste (SC) male and female students of arts stream and science stream was studied. Bhatnagar’s ‘Self-Concept Inventory’ and ‘Mangal EI Inventory’ were used for the study. The level of confidence is similar for the male SC students having high and low emotional intelligence. The inferiority feelings are

similar for the female SC students having high and low emotional intelligence.

**Mishra, R. S. & Vandana, K. (2011):** Investigated the level of emotional intelligence influenced the academic performance and personal values among the grade XI students. The results revealed that level of emotional intelligence positively affect academic achievement mainly thinking ability systematically; emotional intelligence repairs a mental cult that makes individual to accept things on rationality and objectivity. The result has been found significant for religious values, social values, democratic values, knowledge values and power values and found to be insignificant to aesthetic values, economic values, hedonistic values, family prestige values, and health values.

### IV. RESEARCH OBJECTIVES

- i. To study the academic stress among the senior secondary students of Dibrugarh Town, Assam with regard to:
  - a) Burden of homework.
  - b) Competition in the group.
  - c) Failure in examination.
  - d) Attitude of teachers.
  - e) Parental pressure.
- ii. To compare the difference in academic stress among boys and girls of senior secondary schools in Dibrugarh Town, Assam.
- iii. To study the emotional intelligence of senior secondary students and compare the same among boys and girls respectively in Dibrugarh Town, Assam.
- iv. To study and understand the relationship between academic stress and emotional intelligence of senior secondary students of Dibrugarh Town, Assam.

### V. RESEARCH METHODOLOGY

A descriptive correlation study intended to study on the academic stress and emotional intelligence among the senior secondary school students.

**Table 5.1:** Research Design - A Diagrammatic Representation.

|                  |  |
|------------------|--|
| <b>Phase I</b>   | Selection of the variables involved in the study. Selection, construction and validation of the appropriate tools to measure the selected variables. |
| <b>Phase II</b>  | Selection of the sample for the study and collection of the data using the tool.   |
| <b>Phase III</b> | Analysis of the data using suitable statistical procedures and interpretation of the results.  |

#### 5.1. Variables and Tools

The variables for academic stress taken into consideration are; burden of homework, competition

with others in the group, failure in examination, attitude of teachers, and parental pressure. The tools used are ‘Academic Stress Scale’ and standardized ‘Emotional Intelligence Scale’ developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (Vedant Publications, 2002) to measure the emotional intelligence of the boys and girls of the senior secondary schools. The tool has 10 dimensions: A) Self-awareness, B) Empathy, C) Self-motivation, D) Emotional stability. E) Managing relations, F) Integrity, G) Self-development, H) Value orientation, I) Commitment, J) Altruistic behavior.

**Table: 5.2: Items under each dimension of the standardized emotional intelligence rating scale.**

| Dimension              | No. of Items |
|------------------------|--------------|
| A. Self-awareness      | 4            |
| B. Empathy             | 5            |
| C. Self-motivation     | 6            |
| D. Emotional stability | 4            |
| E. Managing Relations  | 4            |
| F. Integrity           | 3            |
| G. Self-development    | 2            |
| H. Value orientation   | 2            |
| I. Commitment          | 2            |
| J. Altruistic behavior | 3            |
| <b>Total</b>           | <b>34</b>    |

**5.2. Population, Sample and Statistical Method**

The sample consisted of 422 (Boys-209, Girls-213) of senior secondary schools of Dibrugarh Town, Assam. The sample was drawn from the ‘State Board’ affiliated schools of Assam (SEBA, n=211) and ‘CBSE Board’ (n=211) affiliated senior secondary schools.

The analyses and interpretation of data is done by using descriptive statistics; mean, median, standard deviation, skewness & ‘t’-test. Bar diagram, smoothed frequency polygon, ogives and normal probability curves were computed for showcasing results of the study.

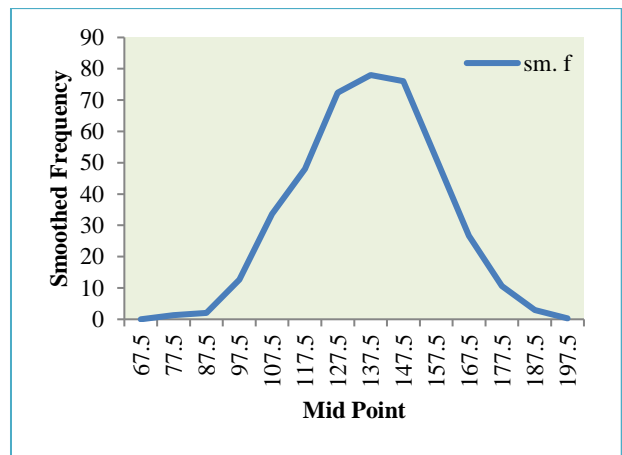
**VI. ANALYSIS AND INTERPRETATION**

The first objective aimed to study and understand the academic stress namely; burden of homework, competition with others, failure in examination, attitude of teachers and parental pressure.

**Table 6.1: Showing frequency distribution of the scores on academic stress of students.**

| Class Interval | Frequency | Mid-point | Smoothed Frequency |
|----------------|-----------|-----------|--------------------|
| 63-72          | 0         | 67.5      | 1.33               |
| 73-82          | 4         | 77.5      | 2.00               |
| 83-92          | 2         | 87.5      | 6.00               |
| 93-102         | 12        | 97.5      | 12.66              |
| 103-112        | 24        | 107.5     | 33.66              |
| 113-122        | 65        | 117.5     | 48.00              |

|         |    |       |       |
|---------|----|-------|-------|
| 123-132 | 55 | 127.5 | 72.33 |
| 133-142 | 97 | 137.5 | 78.00 |
| 143-152 | 82 | 147.5 | 76.00 |
| 153-162 | 49 | 157.5 | 51.33 |
| 163-172 | 23 | 167.5 | 26.66 |
| 173-182 | 8  | 177.5 | 10.66 |
| 183-192 | 1  | 187.5 | 3.00  |



**Figure 6.1: Smoothed Frequency Polygon representing the distribution of the scores on academic stress.**

The above figure 6.1 shows the smoothed frequency polygon of the scores on academic stress of 422 school students. The distribution shows that most of the cases fall at the middle portion of the curve and there are few cases at the extreme ends.

**Table 6.2: Showing the number of sample (N), mean (M), median (Mdn.), standard deviation (SD) and skewness (Sk.) of distribution of scores on academic stress.**

| Variable        | N   | M      | Mdn. | S D   | Sk.    |
|-----------------|-----|--------|------|-------|--------|
| Academic Stress | 422 | 136.50 | 138  | 18.81 | - 0.31 |

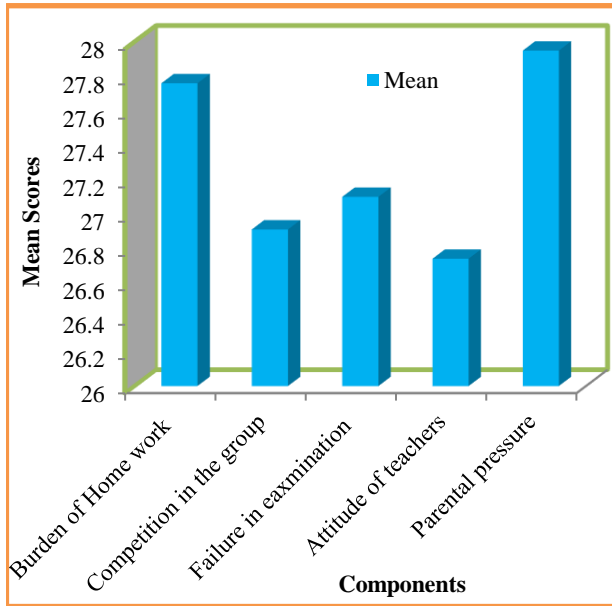
From the above table 6.2 it is observed that the obtained mean value of 136.50 is only 1.50 less than that of median value 138. The frequency polygon has a slight negative skewness of - 0.31. Thus, it can be concluded that the scores on academic stress of students is close to the normal distribution.

**Table 6.3: Total number (N), number of items, mean (M), percentage mean of the components of academic stress of students.**

| Variable        | Components               | N   | No. of items | Mean  |
|-----------------|--------------------------|-----|--------------|-------|
| Academic Stress | Burden of Home work      | 422 | 11           | 27.76 |
|                 | Competition in the group |     | 11           | 26.91 |



|  |                        |    |       |
|--|------------------------|----|-------|
|  | Failure in examination | 11 | 27.10 |
|  | Attitude of teachers   | 11 | 26.74 |
|  | Parental pressures     | 11 | 27.95 |

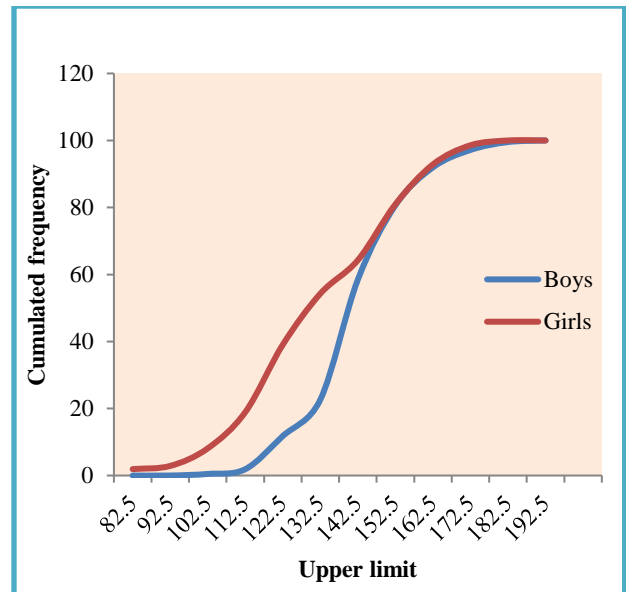


**Figure 6.2:** Showing bar graph representing the components of academic stress; burden of homework, competition in the group, failure in examination, attitude of teachers and parental pressure

From the above bar diagram 6.2 it is clear that the percentage mean value is highest for the component parental pressure followed by burden of homework and failure in examination.

**Table 6.4:** Showing frequency distribution of scores of boys and girls on academic stress.

| C.I.    | U. limit | Boys |        |           | Girls |        |           |
|---------|----------|------|--------|-----------|-------|--------|-----------|
|         |          | f    | Cum. f | cum. f. % | f     | Cum. f | cum. f. % |
| 73-82   | 82.5     | 0    | 0      | 0         | 4     | 4      | 1.91      |
| 83-92   | 92.5     | 0    | 0      | 0         | 2     | 6      | 2.86      |
| 93-102  | 102.5    | 1    | 1      | 0.47      | 11    | 17     | 8.11      |
| 103-112 | 112.5    | 3    | 4      | 1.89      | 21    | 38     | 18.11     |
| 113-122 | 122.5    | 21   | 25     | 11.79     | 44    | 82     | 39.05     |
| 123-132 | 132.5    | 23   | 48     | 22.64     | 32    | 114    | 54.29     |
| 133-142 | 142.5    | 76   | 124    | 58.49     | 21    | 135    | 64.29     |
| 143-152 | 152.5    | 47   | 171    | 80.66     | 35    | 170    | 80.95     |
| 153-162 | 162.5    | 24   | 195    | 91.98     | 25    | 195    | 92.86     |
| 163-172 | 172.5    | 11   | 206    | 97.17     | 12    | 207    | 98.57     |
| 173-182 | 182.5    | 5    | 211    | 99.53     | 3     | 210    | 100       |
| 183-192 | 192.5    | 1    | 212    | 100       | 0     | 210    | 100       |



**Figure 6.3:** Ogive representing the academic stress of boys and girls.

Above figure 6.3 represents the scores on academic stress of boys and girls of Dibrugarh Town, Assam. The ogive shows that up of the cumulative frequency at point 6, there is no significant difference in the academic stress of boys and girls. Afterwards at the cumulative frequency point of 80, the ogive of girls is same as of boys. The maximum difference between the two curves is at cumulative frequency point 20. Though, the ogive shows a difference in academic stress of boys and girls.

**Table 6.5:** Number (N), mean (M), standard deviation (SD) and 't'-value of scores of boys and girls on academic stress.

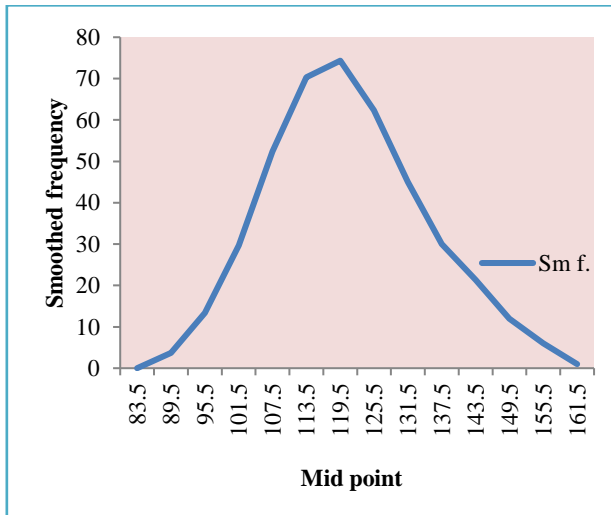
| Variab le        | Gend er | N  | M      | SD    | 't' value | Result                     |
|------------------|---------|----|--------|-------|-----------|----------------------------|
| Acad emic Stress | Boys    | 21 | 141.24 | 14.14 | *         | Signific ant at 0.05 level |
|                  | Girls   | 21 | 131.70 | 21.52 |           |                            |

From the above table 6.5 it is revealed that the 't'-value 5.36 is significant at 0.05 levels. Boys have higher academic stress than Girls. Further, the mean scores of boys are 141.24 which are 9.54 units higher than that of the mean scores of girls that is 131.70. Thus, there is a significant difference in the academic stress of boys and girls, and boys have higher academic stress than girls.

The analysis and interpretation of emotional intelligence was done by using descriptive statistics namely mean, median, standard deviation and skewness, further the results were interpreted by graphical representation by smoothed frequency polygon.

**Table 6.6: Showing frequency distribution of the scores on emotional intelligence of students.**

| C.I       | f  | Mid-point | Smoothed frequency |
|-----------|----|-----------|--------------------|
| 93 - 98   | 11 | 95.5      | 13.33              |
| 99 - 104  | 29 | 101.5     | 29.66              |
| 105 - 110 | 49 | 107.5     | 52.33              |
| 111 - 116 | 79 | 113.5     | 70.33              |
| 117 - 122 | 83 | 119.5     | 74.33              |
| 123 - 128 | 61 | 125.5     | 62.33              |
| 129 - 134 | 43 | 131.5     | 45.00              |
| 135 - 140 | 31 | 137.5     | 30.66              |
| 141 - 146 | 18 | 143.5     | 21.33              |
| 147 - 152 | 15 | 149.5     | 12.00              |
| 153 - 158 | 3  | 155.5     | 6.00               |



**Figure 6.4: Smoothed frequency polygon representing the distribution of the scores on emotional intelligence.**

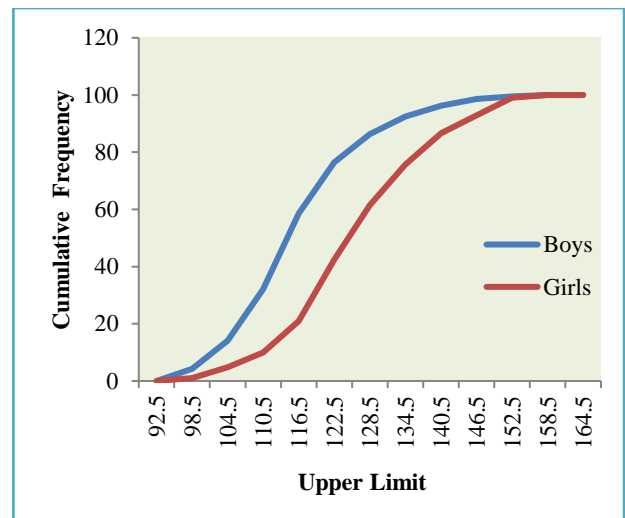
**Table 6.7: Number (N), mean (M), median (Mdn.), standard deviation (SD) and skewness (Sk.) of distribution of scores on emotional intelligence.**

| Variable               | N   | M      | Mdn. | SD    | Sk.   |
|------------------------|-----|--------|------|-------|-------|
| Emotional Intelligence | 422 | 120.89 | 120  | 12.86 | 0.344 |

From the above table 6.7 it is observed that the obtained mean value of 120.89 is very near to the median value 120. The difference of 0.89 units is negligible. The frequency polygon has a slight skewness of 0.344 which is negligible. Thus, it can be concluded that the scores on emotional intelligence of students is normally distributed. The difference in emotional intelligence among boys and girls is analysed by using the descriptive statistics namely mean, median and standard deviation. Inferential statistics 't'-test was employed to test the result at level of significance 0.05.

**Table 6.8: Cumulative percentage frequency distribution of the scores of boys and girls on emotional intelligence.**

| C. I      | U. limit | Boys |        |          | Girls |        |          |
|-----------|----------|------|--------|----------|-------|--------|----------|
|           |          | f    | Cum. f | Cum. F % | f     | Cum. f | Cum. F % |
| 93 - 98   | 98.5     | 9    | 9      | 4.25     | 2     | 2      | 0.95     |
| 99 - 104  | 104.5    | 21   | 30     | 14.15    | 8     | 10     | 4.76     |
| 105 - 110 | 110.5    | 38   | 68     | 32.08    | 11    | 21     | 10.00    |
| 111 - 116 | 116.5    | 56   | 124    | 58.49    | 23    | 44     | 20.95    |
| 117 - 122 | 122.5    | 38   | 162    | 76.42    | 45    | 89     | 42.38    |
| 123 - 128 | 128.5    | 21   | 183    | 86.32    | 40    | 129    | 61.43    |
| 129 - 134 | 134.5    | 13   | 196    | 92.45    | 30    | 159    | 75.71    |
| 135 - 140 | 140.5    | 8    | 204    | 96.23    | 23    | 182    | 86.67    |
| 141 - 146 | 146.5    | 5    | 209    | 98.59    | 13    | 195    | 92.86    |
| 147 - 152 | 152.5    | 2    | 211    | 99.53    | 13    | 208    | 99.05    |
| 153 - 158 | 158.5    | 1    | 212    | 100      | 2     | 210    | 100      |



**Figure 6.5: Ogive representing the mean scores on emotional intelligence of boys and girls.**

Figure 6.5 represents the scores on emotional intelligence and the Ogive shows clearly that there is a significant difference in the emotional intelligence of boys and girls. The Ogive meets at the end points only. Though, the Ogive shows a difference in emotional intelligence.

**Table 6.9: Number (N), mean (M), standard deviation (SD) and 't'-value of scores of boys and girls on emotional intelligence.**

| Variable               | Gender | N   | M      | SD    | 't' value | Result                      |
|------------------------|--------|-----|--------|-------|-----------|-----------------------------|
| Emotional Intelligence | Boys   | 212 | 116.09 | 11.46 | 8.33      | Significant at 0.05 levels. |
|                        | Girls  | 210 | 125.75 | 12.39 |           |                             |

From the above table 6.9 it is revealed that the obtained 't'-value of 8.33 is significant at 0.05 level. Further, the mean scores of girls are 125.75, which are 9.66 units higher than that of mean scores of boys. Therefore, there is a significant difference in the emotional intelligence of boys and girls.

**Table 6.10: Showing correlation coefficient ‘r’ between academic stress and emotional intelligence.**

| Variables              | N   | Table Value | ‘r’-value | Result                      |
|------------------------|-----|-------------|-----------|-----------------------------|
| Academic Stress        | 422 | 0.098       | -0.9815   | Significant at 0.05 levels. |
| Emotional Intelligence | 422 |             |           |                             |

From the above table 6.10 it is clear that the ‘r’-value between the scores of academic stress and emotional intelligence is 0.982. The theoretical value of ‘r’ is 0.098. There exists a significant negative relationship between academic stress and emotional intelligence of students.

## VII. SUGGESTIONS

The findings of the present study may serve as a basis for further research. Based on the present study, a few suggestions are given below:

- i. A survey can be conducted to find out the academic stress of students at different levels of education.
- ii. A comparative study of academic stress of students at different levels, primary, secondary and higher secondary levels can be undertaken.
- iii. A comparative study could be undertaken between various districts or states.

## VIII. CONCLUSION

Adolescents spend a large part of their time at school i.e. approximately one-third of the day, making it one of the major elements in their lives, and therefore, marking to a great extent their present and future wellbeing. During a stage where the individual is easily influenced by a multitude of variables and where different individual and socio-familial factors have a relevant role in academic performance. The present study shows that low academic performance is related to higher levels of academic stress symptoms among students, whereas stress management and factors of emotional intelligence are mediators.

Thus, lower academic performance and school dropout are adverse situations in context, generating negative emotional states, which if not managed successfully, or if allowed to lead to prolonged worsening of the minor’s mood, can promote negative development. Therefore, it is proposed to develop emotional intelligence through various programs for improving the response to worsening situations. This could prevent and decrease academic stress and school dropouts, while increasing other positive variables for their academic development, such as self-esteem, interpersonal relations, classroom participation or academic wellbeing.

Similarly, emotional content should be included in educational programs directed at working on general

academic competencies, as well as specific subjects using educational applications for the purpose. This could lead to significant student learning, with the consequent acquisition of personal resources for effectively coping with new academic challenges. Finally, based on all of the above, future lines of research could study the variables involved in greater depth to find new explanatory models that contribute not only to preventing academic stress and school dropout, but also to acquisition of personal resources and strategies for improving academic engagement of students.

## REFERENCES

- [1] Del Mar Molero Jurado, M., et al. (2021). Emotional intelligence as a mediator in the relationship between academic performance and burnout in high school students. *PLOS ONE*, 16(6), e0253552. <https://doi.org/10.1371/journal.pone.0253552>
- [2] Chandraiah .K. (2011) Emotional Intelligence. APH Publishing Corporation.
- [3] J.S., W. (2010). *Foundations of Educational Psychology*. Paul Publishers, Jalandhar (Punjab).
- [4] Mills., J. W. (1982). *Coping with Stress- A Guide to Living*. Canada, USA.
- [5] Mitima Sachdeva (2011). Stress and Well being Management in Schools. In *Innovative Learning Strategies* by S. S. Lata. (pp.57-64). S.B.Nangia. APH Publishing Corporation, New Delhi.
- [6] R.C., M. (2007). *Theory of Education and Administration*. APH Publishing Corporation, New Delhi.
- [7] Ruchi, D. (2011). Academic Stress among Adolescents. In *Innovative Learning Strategies* by S. S. Lata. (pp. 100-107). S.B.Nangia. APH Publishing Corporation, New Delhi.
- [8] Alam, M. M. (2013). Emotional Intelligence and Creativity of School Students of Darbhanga District of Bihar. *Journal of Community Guidance and Research*. Vol. 30. No. (3). pp. 333-345.
- [9] Ammani, T. N. (2013). Stress Management: A Case Study of Professional Students on Impact of Meditation and Yoga on Stress Levels. *I-manager's Journal on Educational Psychology*. Vol. 6. No. (4). pp. 42-47.
- [10] Avtar, S. V. (2013). Examination Stress amongst Secondary School Students in Context of Certain Demographic Variables and Study Habits. *Journal of Educational Planning and Administration*. Vol. XXVII. No. (3). pp. 321-335.
- [11] Arjinder, S. T. (2012). Relationships between Cognitive, Emotional and Spiritual Intelligence

- Role of Gender. *Edutracks*. Vol. 12. No. (2). pp. 41-44.
- [12] Chand, M. M. (2011). Anxiety Level and Level of Self-confidence and their Relation with Academic Achievement: A Correlational Study. *Journal of Education and Pedagogy*. Vol. III. No. (1). pp. 71-77.
- [13] Gowthami, N. P. (2011). Sources of Academic Stress - A Study on Management Students. *Journal of Management and Science*. Vol. 1. Issue: (2). pp. 31-41.
- [14] Jyotika, G. (2011). Depression among Adolescent Girls, the Role of Emotional Intelligence and Intelligence. *Edutracks*. Vol. 11. No. (3).
- [15] Kusuma, A. (2013). Academic Stress in Scheduled Caste Adolescent Boys. *Educational Extracts*. Vol. 1. Issue: (2). pp. 32 -39.
- [16] Lal Chaman et al. (2011). Emotional Intelligence of Scheduled Caste Students in Relation to Self-concept. Vol. 10. No. (7). pp. 40-43.
- [17] Mahmood, A. M. (2010). Effect of Emotional Intelligence and Academic Stress on Academic Success among Adolescents. *Journal of Community Guidance and Research*. Vol. 27. No. (1). pp. 53- 61.
- [18] Minoti, S. P. (2009). Parental Aspiration and Anxiety Level among Higher Secondary Students of Jorhat(Assam). *Journal of Community Guidance and Research*. Vol. 26. No. (1). pp. 42-48.
- [19] Monica, M. (2011). Academic Achievement in Relation to Emotional Intelligence and Spiritual Intelligence. *Edutracks*. Vol.10. No. (9). pp. 32-36.
- [20] Umadevi, L. (2013). A Study of Emotional Intelligence of the Adolescents. *Journal of Community Guidance and Research*. Vol. 30. No. (2). pp. 197-208.
- [21] Venu, B. K. (2010). Impact of Gender and Locality on Emotional Intelligence of Secondary School Students. *Journal of Community Guidance and Research*. Vol. 27. No. (3). pp. 331-336.