

## **Study of the effects of emotional intelligence and mental stress of students on their academic achievement**

**Juhi Soni Research Scholar Psychology & Dr. Sudheer Kumar Rai Research Supervisor.  
K.S. Saket P.G. College, Ayodhya  
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### **Abstract:**

In the presented research paper, the effects of student emotional intelligence and stress on their academic achievement have been studied; survey method of descriptive research method has been selected in the study. To study the emotional intelligence of students, Pro. N. K. Chaddha and Dalip Singh's emotional intelligence test and foresters of students, self made mental stress analysis questionnaires have been used. For the sample, to study the students of secondary and higher secondary level, students of 14 to 17 years of age were selected in 40 schools including 20 government and 20 non government schools. Five hypothesis work formulated for the study and the conclusion was found that the emotional intelligence of boys is better than the emotional intelligence of girls. After studying the emotional intelligence and mental stress of boys and girls, we came to know that there is no significant difference. After studying mentalist and academic achievements among students, it is found that there is no significant difference between the two. The study of emotional intelligence, mental stress and educational achievement pose that there is no significant difference between these three.

**Key words:** students, emotional intelligence, mental stress, educational achievement.

### **Preface**

Education plays a fundamental role in human development. The work of purifying the basic tendencies of the child and making him a useful part of the society is done only through education. In the family environment the child is given education for his physical development, social emotional, language, moral development etc. in the school environment, all round development of student is achieved through mental intellectual, thinking, logic, imagination, language and knowledge. Education is a lifelong process. Whatever a person learns, adopts and experiences in his lifetime is possible only through education.

Multidimensional development of a person like physical, mental and spiritual is possible only through education. Education provides a person the ability to acquire knowledge, acquire skills and discharge cultural, community and social responsibilities. Mahatma Gandhi has considered education as the basis for the best development of man's body, mind and soul, because a healthy mind resides in a healthy body. The brain has an important place in the human body, because whatever work is done by the human is directed by the brain or mind. Similarly, as long as the person's mind is healthy and his emotions are not mature, he will not be able to do any work properly. The present lifestyle is becoming increasingly complex due to which a person has to face difficulties and disappointment at every step. Due to mental problems and immature emotions, complications and an unbalanced environment, people are

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unable to adjust themselves properly in the family and society and experience is difficult in living a successful life. Therefore, establish proper harmony with the environment, it is necessary for man to be mentally healthy.

In the past we have believed that a person's mental capabilities and abilities are responsible for his success. For this reason to determine mental ability, intelligence quotient has always been used as the basis for predicting which field of work a person will be able to achieve success in at present it is more important to know the emotional intelligence of a person than knowing his mental IQ level. The study of emotions and emotional intelligence is a new concept in the field of education. Mainly it is understood that a person's success and achievements are based on his intelligence. Those who have higher mental IQ also have more achievements. It is clear from modern research that IQ contributes only 20% of success in life and the remaining 80% goes to once emotional intelligence, destiny and once Social status now the question arises that what is emotional intelligence? Emotional intelligence refused the overall ability of a person which helped him to know, understand and the best man is his own and others emotions by using his thought process. It is because of emotional intelligence that a person effectively uses the energy and information of emotions in his daily life. Education health in the full expression of a person's thoughts which are emotional and intellectual. Throw this a person learns control over his emotions, empathy, self management, social awareness, mental stress control etc. and through this he gets adjusted and performs well in every field by taking appropriate decisions. Therefore by making students emotionally mature through education they can be properly adjusted in the environment.

Human life is full of challenges and struggles. Right from childhood we have to face various problems of life. The better one is to fight the battle of life, the better to achieve success. Apart from our basic needs, we want a lot in life and struggle continuously for it, but many times it happens that for what we want, we work hard day and night. But we do not achieve that objective.

If this does not happen a disturbance occurs in our mind and brain. This creates tension within us. Stress arises in every stage of life, sometimes in small amounts and sometimes in large quantities. There is a lot of stress in students Life. Students who have less stress in their life will have better academic achievement and success and those who have more stress will have lower results of their academic achievements, that is, for good achievements students need to be good with emotional intelligence.

**Need for Study-**Through the presented research study, the effects of emotional intelligence and mental stress on the educational achievement of secondary and higher secondary level students of Balrampur district will be reviewed from the educational point of view. On the other hand information about the difficulties faced in it will be obtained and present effective suggestions by analyzing the actual situation in one's research work. It can be used not only in research papers but also for the development of the education system of the entire country.

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### **Glossary of terms**

**The Student:-**Student is a person who is learning something. The student is made up of two words "Vidya" + "Arthi" which means 'Seeker of knowledge'. The students can be of any age group, child adolescent, youth or adult. But the most important thing is that we should, be learning something.

**Emotional intelligence** - Emotional intelligence refers to the overall ability of a person (independence in itself, despite being related to general intelligence) which enables him to know, understand and properly perceive his own or others emotions by using his thought process. And help him to express himself in such a way that he can make such desired behavioral responses, that he can get maximum opportunities to fulfill his own interest while maintaining harmony with others.

**Mental Stress**-Stress can be understood as any physical, camical and emotional factors. Which creates physical and mental restlessness and can become a factor in the formation of disease? Physical or chemical factors that can cause stress include trauma, infection, injury and illness once any single negative thought dominates the mind it has a negative impact on our mental state. Our brain becomes unable to function properly and feels happy on any happy occasion. This can be called a situation of tension. Some people have a specific reason for stress and some people have no specific region.

**Academic Achievement** - Academic achievement are academic performance is the extent to which a student, teacher or institution has achieved his or her short or long term educational goals. Competition of educational benchmark such as secondary and senior secondary school diploma and bachelor degrees represents educational achievement. The mark obtained by the students has been kept under educational achievement. After the study of annual varsity from time to time personal examination is taken to assess the ability of the students, in which the educational achievement of the students is known on the basis of mark obtain and his acquired knowledge and ability is evaluated.

### **Research objectives -**

- To find out the emotional intelligence quotient teenagers.
- To study the effects of emotional intelligence on mental stress of students.
- To study the stress level among students.
- To find the correlation between emotional intelligence and mental stress.
- Study of students academic achievements and stress.

### **Hypothesis -**

- No significant differences is found in the academic achievement of a student with low emotional intelligence and low mental stress.
  - No significant difference is found in the academic achievement of students with high emotional intelligence and low mental stress.
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- No significant difference is found in the academic achievement of students with low emotional intelligence and high mental stress.
- No significant difference is found in the academic achievement of students with high emotional intelligence and high mental stress.
- There is no correlation found between the emotional intelligence of adolescent and their mental stress.

#### **Chapter outline -**

**Group I-** Students with low emotional intelligence and low mental stress.

**Group II-** Student with low emotional intelligence and high mental stress.

**Group III-** Student with high emotional intelligence and low mental stress.

**Group IV-** Student with high emotional intelligence and high mental stress.

**Research Method-** A survey method has been selected in the present study.

**Sample-** In the present study 640 students from 40 schools was selected of Government and non Government secondary and higher education institutions. The age of the students is 14 to 17 years old.

#### **Tools-**

**Emotional intelligence** -To study the emotional intelligence of the students, Prof. N.K.Chaddha and Dalip Singh test has been used.

**Mental Stress:-**To study the mental stress of the students, a self made mental stress analysis questionnaire have been used by the researcher.

**Statics used in research-** In the present presented research study mean standard deviation t-test and correlation coefficient has been used to analyses the data.

**Classification and analysis of data-**To achieve the objectives of the presented research the following tables work classified.

**Study of educational achievement office students with low emotional intelligence and low mental stress.**

Sr. No.	Class	Total Number	Mean Value	Standard Deviation	t- Value	Significant Level
1	Low emotional intelligence	245	168.42	19.44	0.42	Worth Less
2	Low mental stress	112	36.58	6.71		

After calculation the obtained value of t is 0.42 which is lower than 0.05 level of t table value, having the null hypothesis **"No significant difference is found in the educational achievement of students with low emotional intelligence and low mental stress"** is accepted. This means that no effect of student's emotional intelligence and mental stress was found in their academic achievement.

**Study of educational achievement of students with high emotional intelligence and low mental stress.**

Sr. No.	Class	Total Number	Mean Value	Standard Deviation	t- Value	Significant Level
1	High emotional intelligence	265	286.96	13.93	0.46	Point Less
2	Low mental stress	112	36.58	6.71		

On calculation the obtained value of t is 0.46 which is less than 0.05 level of t table value. Therefore the null hypothesis **"No significant difference is found in the academic achievement of students with high emotional intelligence and low mental stress"** is accepted. This means that no effect of emotional intelligence and mentalists of students was found on the academic achievement.

**Study of educational achievement of students with low emotional intelligence and high mental stress.**

Sr. No.	Class	Total Number	Mean Value	Standard Deviation	t-value	Significant Level
1	Low emotional intelligence	245	168.42	19.44	0.69	Point Less
2	High mental stress	247	125.11	13.01		

On calculation the obtained value of t is 0.69 which is less than 0.05 level of t table value. Therefore the null hypothesis **"No significant difference is found in the academic achievement of students with low emotional intelligence and high mental stress"**. This means that no effect of emotional intelligence and mentalists of students was found on the academic achievement.

**Study of academic achievement of students with high emotional intelligence and high mental stress.**

Sr. No.	Class	Total Number	Mean Value	Standard Deviation	t-Value	Significant Level
1	High emotional intelligence	265	286.96	13.93	0.72	Point Less
2	High mental stress	247	125.11	13.01		

The value of t obtained after calculation is 0.72 which is less than 0.05 level of t table. Therefore the null hypothesis "**No significant difference is found in the educational achievement of a student with high emotional intelligence and high mental stress**" is accepted. This means that no effect of emotional intelligence and mentalists of students were found on the educational achievement.

#### **Study of correlation of emotional intelligence of students with their mental stress.**

Sr. No.	Class	Total Number	Mean Value	Correlated Coefficient
1	Emotional intelligence of Student	510	230.017	0.9075
2	Mental stress of student	359	68.62	

The correlation coefficient was found to be  $r=0.9075$ . A negative correlation has been found between emotional intelligence and mental stress. The hypothesis is rejected.

#### **Study of academic achievement and stress of students study of correlation.**

Sr. No.	Class	Total Number	Mean Value	Correlated Coefficient
1	Emotional achievement of Student	363	37.42	+0.129
2	Mental stress of student	359	68.42	

The scores have been taken to measure the educational achievement of the students. A group of students with high and low level marks were included in the research work.

The correlation coefficient was found to be  $r= +0.129$ . a partial positive correlation was found between academic achievement and stress. Hence the hypothesis is accepted.

**Conclusion** - After studying the emotional intelligence level, the result revealed that the emotional intelligence of male students is better than the emotional intelligence of female

students. After studying the emotional intelligence and mental stress of the students, we came to know that there is no significant difference between them.

After studying the mental stress and academic achievement of students, it is found that no significant difference was found between the two.

### **Educational implications and suggestions**

Students remain worried about many problems in their life and get confused and deviate from their path. In such a situation, teachers and parents should provide them the right direction. Students should be connected to mental health services. Counselors should be appointed at the school level. Positive parenting practices should be encouraged. By providing an equitable educational environment to students, their achievement can be increased. Emotional intelligence of students plays an important role in their academic achievement. Therefore, efforts should be made to increase their emotional intelligence through special training. Parents and teachers should make students aware of serious problems like mental stress and develop their attitude so that they can solve every problem that comes in the future with their own discretion.

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