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Original Article

Influence of Emotional Intelligence on Academic Stress among Adolescents

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Abstract :

Introduction: The adolescent years represent an important progressive phase through which individuals undergo significant physical, psychological, demonstrative and social changes. These changes influence their learning, behaviour and ability to cope with academic challenges. Students studying in CBSE and RBSE senior secondary schools especially in a competitive academic environment like Jaipur City experience increasing academic demands during this period.

Material & Methods: A quantitative research approach with a descriptive research design was adopted for the study. The study was conducted among 400 students, including 200 students from CBSE schools and 200 students from RBSE schools in Jaipur, Rajasthan. The study was carried out in three selected senior secondary schools using a non-probability convenience sampling technique. Students who voluntarily agreed to participate, were available during the study period, and were studying in the selected CBSE and RBSE schools were included in the study.

Result: Among 400 adolescents, 60.75% had moderate emotional intelligence, 24% had high emotional intelligence, and 15.25% had low emotional intelligence. Regarding academic stress, 50.5% had low, 44.5% had moderate, and 5% had high stress. A strong negative correlation was found between emotional intelligence and academic stress ($r = -0.79$). Emotional intelligence was significantly associated with gender, family type, class, mother's education, medium of instruction, and daily study hours. Academic stress was significantly associated with school type, parents' education, number of siblings, medium of instruction, and daily study hours.

Conclusions: The study revealed that most adolescents had moderate emotional intelligence and low to moderate academic stress. A strong negative correlation was found between emotional intelligence and academic stress ($r = -0.79$), indicating that higher emotional intelligence was associated with lower academic stress. Emotional intelligence was significantly associated with selected sociodemographic variables, highlighting the importance of emotional intelligence development and stress-management programmes in schools.

Keywords: Influence; Emotional Intelligence; Academic Stress

INTRODUCTION

Board examinations, continuous assessments, parental expectations, career concerns and peer comparison contribute significant to academic pressure. When these demands become overwhelming, they may lead to academic pressure which cans adversely effects student's mental well-being, academic performance, and overall personality development.

Academic stress can be understood as the mental and functional reply that arises when students perceive academic demands as exceeding their coping abilities. It may result from examination fear, heavy syllabus, time constraints, performance anxiety, expectations of securing high marks and uncertainty about future career opportunities. Excessive academic stress may manifest in the form of irritability, anxiety, poor concentration, reduced self-confidence, sleep disturbances, fatigue and lack of motivation. If not addressed appropriately, when stress continues over a long period, it can disturb adolescents' emotional balance, reduce their capability to cope with challenges and negatively affect their educational achievement.

Emotional intelligence serves as an important psychological source that helps adolescents deal effectively with academic

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and personal challenges. It involves the ability to identify, interpret, regulate and appropriately express one's own emotions while understanding and responding to the others emotions. Adolescents who possess well-developed emotional intelligence are commonly better able to remain calm during stressful situations, control negative emotional reactions and make thoughtful decisions when faced with academic difficulties. These emotional competencies enable them to adopt positive coping strategies, maintain emotional balance and respond to educational demands in a constructive and adaptive manner. They tend to demonstrate better coping strategies, healthier peer relationships, and improved problem-solving abilities, which collectively reduce the harmful effects of academic stress.

Emotional intelligence became an important area of attention in psychology as researchers recognized the influence of emotions on human thinking, decision-making, and behaviour. In 1990, Peter Salovey and John Mayer formally introduced the concept, describing emotional intelligence as a set of abilities related to perceiving, understanding, and managing emotions. The concept was later expanded by Daniel Goleman, who highlighted five major dimensions: self-awareness, self-regulation, motivation, empathy and social skills. These dimensions are especially important during adolescence because students regularly interact with teachers, classmates and family members while coping with academic responsibilities and social challenges. The development of these emotional competencies enables adolescents to build positive relationships, adapt to changing situations and manage academic demands more effectively.

Human development is influenced by both hereditary and environmental factors. Although genetic traits play a role in shaping personality, the environment—particularly family, school, and social surroundings—has a profound impact on emotional growth. Adolescents often learn coping patterns by observing parents, teachers, and peers. A supportive family atmosphere, positive teacher guidance, and a healthy school environment contribute significantly to the development of emotional competence. Therefore, nurturing emotional intelligence during adolescence can strengthen student's resilience against academic stress.

Traditionally, academic success was considered the primary indicator of a student's capability. However, experience and research suggest that intellectual ability alone does not ensure long-term success or emotional well-being. Many academically bright students struggle with stress management, interpersonal relationships and decision-making.

Adolescents enrolled in senior secondary schools affiliated with CBSE and RBSE in Jaipur encounter various academic pressures that may affect their emotional well-being. In this context, it is important to explore how emotional intelligence influences students' ability to handle academic stress. Understanding this association may help determine whether stronger emotional skills enable adolescents to manage academic challenges more effectively and maintain better emotional balance. The findings of the present study will form the basis for developing an informative pamphlet designed to increase awareness about emotional intelligence and encourage the adoption of effective stress-management techniques among adolescents. The pamphlet is expected to serve as a practical educational resource for students, teachers and parents by promoting emotional competence, strengthening adaptive coping skills and supporting both academic achievement and psychological well-being.

Self-awareness represents a fundamental dimension of emotional intelligence, enabling adolescents to identify, understands and interprets their own emotional experiences. By recognizing emotions such as examination-related anxiety, disappointment following unsatisfactory academic performance or frustration arising from challenging situations, students become more capable of responding appropriately rather than reacting impulsively. Building upon self-awareness, self-regulation refers to the ability to manage emotional responses, control impulses and maintain composure during difficult circumstances. Adolescents with strong self-regulation are more likely to evaluate academic setbacks objectively, modify their learning approaches when necessary and continue working toward their educational goals with confidence and determination instead of becoming discouraged by temporary failures.

Empathy is a vital aspect of emotional intelligence that allows adolescents to recognize, appreciate and respond to the emotions and viewpoints of others. This ability encourages students to understand the experiences of their classmates, teachers and family members with greater sensitivity and respect. As a result, empathy strengthens interpersonal relationships, promotes mutual understanding, reduces conflicts, and contributes to a supportive social environment that enhances both emotional well-being and academic adjustment. In a school setting, empathy promotes cooperation, reduces conflicts, and strengthens interpersonal relationships. Internal motivation refers to the inner drive that encourages students to pursue academic goals with dedication and persistence, even when faced with difficulties. Rather than being motivated only by external rewards such as marks or praise, emotionally intelligent adolescents develop self-driven goals and resilience. Social skills, which include effective communication, teamwork, conflict resolution, and adaptability, further support healthy relationships and academic adjustment.

The competitive educational environment in CBSE and RBSE senior secondary schools of Jaipur places considerable academic demands on adolescents, making emotional intelligence an essential factor for successful adjustment. Increasingly, parents and educators acknowledge that scholastic achievement is influenced not only by intellectual capability but also by the ability to understand and manage emotions effectively. Adolescents with well-developed emotional competencies are generally better equipped to remain focused on their studies, establish healthy and respectful relationships with teachers and classmates and respond positively to examination-related challenges. By promoting emotional balance, emotional intelligence creates favourable conditions for effective learning, sustained academic engagement and overall educational success.

Stress is an inevitable part of student life. When experienced at a moderate level, it can enhance alertness and improve performance. For instance, examination deadlines may encourage students to focus more seriously on their studies.

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However, when academic stress becomes excessive or prolonged, it negatively affects mental health and academic achievement. Adolescence represents a critical stage of human development during which individuals experience significant physical maturation, hormonal transitions and psychological changes. These developmental processes often coincide with increasing educational responsibilities, expectations from parents, competition with peers and concerns about future career opportunities. The combined influence of these factors may place considerable psychological demands on adolescents, making them more susceptible to experiencing elevated levels of academic stress if appropriate coping skills are not developed.

Research in educational psychology indicates that high levels of academic stress can impair concentration, reduce memory retention, and decrease motivation, even among students with strong intellectual abilities. In highly competitive educational systems such as CBSE and RBSE, adolescents may feel compelled to achieve high marks to secure admission to prestigious colleges or professional courses. Students from lower and middle socio-economic backgrounds may experience additional pressure to succeed academically as a means of improving their family's social and economic status. Consequently, academic stress becomes a significant psychological burden.

Although the transition from school to university represents a major life change, it is during senior secondary education that students begin preparing for this shift. The pressure of board examinations, career selection, and entrance test preparation creates anticipatory stress. At this stage, emotional intelligence can serve as a protective factor, enabling adolescents to manage uncertainty, adapt to new academic challenges, and maintain emotional balance.

Although intellectual ability is an important determinant of academic performance, emotional intelligence is similarly influential significant role in helping adolescents cope with educational challenges and maintain psychological well-being. The progression of emotional competencies,

OBJECTIVES

1. To assess the level of emotional intelligence among adolescents at selected CBSE and RBSE senior secondary schools in Jaipur City.
2. To assess the level of academic stress among the adolescents at selected CBSE and RBSE senior secondary schools in Jaipur City.
3. To find out the relationship between the emotional intelligence and academic stress among the adolescents at selected CBSE and RBSE senior secondary schools in Jaipur City.
4. To find out the association between emotional intelligence and selected socio- demographic variables among the adolescents at selected CBSE and RBSE senior secondary schools in Jaipur City.
5. To find out the association between academic stress and selected socio- demographic Variables among the adolescents at selected CBSE and RBSE senior secondary schools in Jaipur City.
6. To develop a pamphlet on emotional intelligence and academic stress.

HYPOTHESES

H_1: There will be a significant relationship between level of emotional intelligence and level of academic stress among adolescents at 0.05 level of significance.

H_2: There will be a significant association between the level of emotional intelligence and their selected socio- demographic variables at 0.05 level of significance.

H_3: There will be a significant association between the level of academic stress and their selected socio- demographic variables at 0.05 level of significance.

DILIMITATIONS

The study is limited to adolescent students who are studying in Jaipur City-

1. This study is restricted to adolescents who are studying at selected CBSE and RBSE senior secondary schools in Jaipur. Only students enrolled in classes XI - XII within the age group of 16 to 18 years are included in the study.
2. The research focuses exclusively on two main variables: emotional intelligence and academic stress. Other psychological, social, or environmental factors that may influence stress levels, such as family background, peer pressure, personality traits, or mental health conditions, are not included within the scope of this study.
3. The study does not cover students from other educational boards such as ICSE, or other state or national boards. It is geographically limited to Jaipur City therefore the findings may have restricted generalizability across adolescents from other cities or rural areas.
4. The data will be collected through self-administered structured tools. The credibility of the findings is governed by the student's understanding of the questions and their willingness to respond honestly.
5. The pamphlet developed as part arising from the study will be based only on the results obtained and relevant academic literature.

RESEARCH METHODOLOGY

Research methodology is a technique which is used to scientifically clarify the problem of the research. It can be considered a science of studying the scientific research itself.

Research Approach

It involves the explanation of the plan of how the singularity under study will be inspected in a structured approach (Quantitative), an unstructured approach (Qualitative) or a combination of two (quantitative-qualitative integrated approach).

Research Design

Descriptive research design was used for the study to assess the role played by emotional intelligence on Academic Stress among the adolescents of CBSE and RBSE senior secondary schools of Jaipur with the aim of preparing a Pamphlet.

Population

Target population: In the existing study, the target population was Adolescents student studying in CBSE and RBSE senior secondary schools in Jaipur City.

Accessible population: The accessible population for the

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present study was 400 adolescents studying in class 11th and 12th in selected CBSE and RBSE schools of Jaipur City.

Setting of The Study

The current study was conducted in selected CBSE and RBSE senior secondary schools in Jaipur, Rajasthan, namely Smt. Kamla Devi Budhiya Rajkiya Uchch Madhyamik Vidyalaya, Heerapura (RBSE), Ryan International School, Sector 5, V.T. Road, Mansarovar (CBSE), and Mahatma Gandhi Government School (MGGS), Agrasen Farm, Mansarovar (RBSE).

Sample and Sample Size

Sample: The sample consists of 400 adolescents studying in class 11th and 12th in selected CBSE and RBSE senior secondary school in Jaipur City.

Sample size

The investigator selected 400 students were 200 from CBSE and 200 from RBSE Schools Jaipur City.

Sampling Technique

The sampling techniques used in this study were **non-probability convenience sampling technique.**

INCLUSION CRITERIA

Students who were -

- Voluntarily agree to take part in the study.
- Available during the study period.
- Studying in CBSE and RBSE schools in Jaipur City.

EXCLUSION CRITERIA

Students who were-

- Voluntarily not agree to take part in the study.
- Unavailable during the study period

RESULTS

TABLE-1 ALLOCATION OF PARTICIPANTS ACCORDING TO AGE (IN YEARS)

1. Age (in years)	Frequency (F)	Percentage (%)	
A	16 years	110	27.5%
B	17 years	213	53.25%
C	18 years	77	19.25%
	Total	**400**	**100**

TABLE-2 DISTRIBUTION OF PARTICIPANTS ACCORDING TO GENDER

Gender	Frequency (F)	Percentage (%)	
A	Male	188	47%
B	Female	212	53%
C	Transgender	0	0%
	Total	**400**	**100**

DISCUSSION

The study assessed emotional intelligence and academic stress among 400 adolescents from selected CBSE and RBSE senior secondary schools in Jaipur City. The findings revealed that the majority of students (60.75%) had moderate emotional intelligence, while 50.5% experienced low academic stress and 44.5% experienced moderate academic stress. A strong negative correlation was found between emotional intelligence and academic stress ($r = -0.79$), indicating that higher emotional intelligence was associated with lower academic stress.

Emotional intelligence was significantly associated with gender, type of family, class/grade, mother's education, medium of instruction, and daily study hours. Academic stress was significantly associated with school type, parents' education, number of siblings, medium of instruction, and daily study hours. These findings highlight the importance of emotional intelligence in managing academic stress. Therefore, educational institutions should promote emotional intelligence through counselling, life-skills education, and stress-management programmes to enhance adolescents' psychological well-being and academic adjustment.

CONCLUSION

Based on the results of the study the following conclusions were drawn.

1. The present study finds that emotional intelligence is found to have a significant impact on academic stress in the selected CBSE and RBSE senior secondary schools of Jaipur City. Most adolescents exhibited moderate levels

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of EI, and low to moderate levels of academic stress.

2. The study revealed that the correlation between emotional intelligence and academic stress was very negative (r = -0.79), suggesting that the more emotional intelligent" adolescents were, the lower the academic stress. From this finding, it can be seen that the emotional intelligence is one of the factors that influence the management of academic pressure in students.
3. The significance level also found between the demographic variables with emotional intelligence which suggest that the sociodemographic variable also may interfere in the level of emotional intelligence and stress of the adolescents.

RECOMMENDATIONS

- Similar study can be conducted with larger sample size to cover more geographical area for improvement of generalization finding.
- Comparative study may be suggestive for provide opportunity and comparisons between private and government, rural and urban schools or adolescents.
- The study method can be change by experimental or quasi experimental for better exploration of the mental status of the adolescents.
- Interventional studies may be conducted to assess the effectiveness of counselling services, mindfulness training, relaxation techniques and life skill education.
- Longitudinal studies can be carried out to assess long-term changes in emotional intelligence and academic stress during adolescence.
- Awareness programs regarding emotional intelligence and stress management should be plan for teachers, parents and students.
- Educational institute should add additional services like stress management and emotional skill building curriculum and activities.

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