

## **Emotional Intelligence, Stress and Academic Achievement – A study at + 2 Level**

**Repudi. Vijayalatha**

Asst. Professor, University College of Education, Kakatiya University, Warangal – 506 009, India

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### **Abstract**

In the present study an attempt has been made to investigate the relationship between Emotional intelligence, Stress and Academic achievement of +2 students. A sample of 400 +2 students were selected randomly. Descriptive statistical analysis was done. Findings reveals that the emotional intelligence of +2 students is average. The Stress scores of +2 students fall under moderate category and approximately 13.7% of the variance of academic achievement could be accounted for by caste, college, sex, group study.

**KEYWORDS:** Emotional Intelligence, Stress, Academic Achievement and Intelligence Quotient.

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#### **Introduction:**

All learning has an Emotional base

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In this cyber age, all societies and its members are facing tough competition. The rapidly growing population, desire for higher standard of living and sudden intense exposure to Western world of glamour have greatly enhanced the pressure of competition. People want too much too quickly. Education is not the goal, it has become the media to gain materialistic aspects of the world.

Until very recently a lot of emphasis was laid on the role of logical thinking, ability to learn, efficiently and memorizing the material in determining the conventional intelligence Quotient (IQ). But with the dawn of the new century great stress has been placed on the emotions working behind the intellect. Today's teenagers have the first generation access to many things which were beyond the reach of their parents. So, with the changing times, the students as a whole has become the center of concern, not only his reasoning capacities, but also his creativity, Emotions and inter personal skills. Here comes emotional intelligence. Basically intelligence is related to inter personal and intra personal areas (last two components of multiple intelligence) referred to as 'Emotional Intelligence'.

In 1985 Wayne Payne a graduate students at an alternative liberal arts college in USA wrote a doctoral dissertation 'A Study of Emotion; Developing Emotional intelligence, Self integration, relating to fear, pain and desire' which included the term 'Emotional Intelligence' in the title. This seems to be the first academic use of the term emotional intelligence.

The first mention of the phrase 'Emotional Intelligence' was conceptualised in 1990 by two American University professors. Mayer (University of New Hamshire) and Slovey (University of Yale) who tried to develop a way of scientifically measuring the difference between peoples ability in the area of emotions. They found that some people were better than other at things like identifying their own feelings, identifying the feelings of others and solving problems involving emotional issues.

The person most commonly associated with the term emotional intelligence is actually a New York writer namely Daniel Goleman, who brought out a book in the year 1995 named 'Emotional Intelligence' which became very popular and the term became a matter of concern. Goleman stresses that success depends on several intelligences and on the control of emotions. IQ alone is no more a measure for success, it only counts for 20% and the rest goes for emotional and social intelligences and luck (Goleman 1995).

Reuven Bar-on developed one of the first measures of emotional intelligence who used the term 'Emotional Quotient' Bar-on (1977) tried to explain the concept of emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands.

### **The Relation between E.Q. and I.Q:**

One reason the EQ concept caught so quickly is the belief Goleman's and others that the EQ can be taught, whereas IQ is genetically fixed and less malleable. Where IQ is fixed capacity for processing cognitive information, EQ is an acquisitive skill for making great decisions, living with integrity, and connecting with others. IQ and EQ are complementary parts of a whole and a healthy person. Great intellect does not diminish Emotional capacity and "Emotionally" is not at odds with realizational thought. One of the great contributions of modern neuroscience is the radiations that emotion and cognition actually work together. People with high IQ and low EQ do not function well. However, the reverse is not true (Josh Freedmen). It is very important to understand that Emotional intelligence is not the opposite of intelligence, it is not triumph of heart over head it is the unique inter section of both school education is an important segment of the total educational system contributing significantly to the individual as well as to national development. A good school provides conducive environment for development of cognitive, affective, and psychomotor domains for all round development of individuals. Perhaps the importance of the interface between cognition, Emotion and action may be appreciated better by recalling the balance that has to be maintained between Jnana Yoga, Bakti Yoga and Karma Yoga respectively as mentioned in the ancient Indian scriptures, coming back to the modern academic and professions literature the three Educational Taxonomies involve cognitive, affective and psychomotor (CAP) domain.

Today, the trouble with the processes of education is the pervasive emphasis on cognition and the neglect of the 'affect' state of the learners. As learning is not a mechanical process there is a need to recognize the interface between cognition and Emotion (affect attribute). Therefore, education for promoting emotion needs to be recognised as an essential element for the education process in the classroom.

### **Stress and Academic Achievement:**

Stress is nothing new to the modern generation. Recently there were many reports which clearly show how stress can lead to ultimate madness. Even the most efficient machine in the world need a break. After all human beings are not machines. Our children who have to fulfil the aspirations and expectations of their parents, teachers and society are not exceptional. So, it is high time to think about stress free education. Stress may be defined as a 'state of mind', which reflects certain biochemical reactions in the human body and is projected by a sense of anxiety,

tension, depression and fear and is caused by such demands by the environmental forces that cannot be met by the resources available to the person.

A mild amount of stress is an in evitable part of life. The intrinsic motivation is aroused with the help of needed stress. This lead to achievement in life and prosperity in society. A learning child needs certain degree of stress to learn all its material without delay. Modern stress creates possible motivation to acquire knowledge, awareness about the happenings and ultimately leads to problem solving and creativity. Most of the children take the examination very seriously because it is supposed to be one of the achievements in life. It is better to note that many achievements are the consequences of the inspiring amount of stress obtained from the environment, society and the person himself. But if the intensity of stress exceeds beyond the optimum level based on the individual it causes harm and brings drastic changes in the individual as well as the society.

An optimum stress is like honey, which acts like medicine to produce energy and flavour to the endeavour of human physiological and psychic functioning and enhances creative activity it is a boon for realisation and achievement of better things in life. But the intake of too much of honey makes a men dull, lazy and thirsty likewise, stress at an optimum level helps an individual to be successful and adds fragrance to their life.

#### **Statement of the Problem:**

The research problem may be stated as '*Emotional Intelligence, Stress and Academic Achievement – A study at + 2 Level*'.

#### **Objectives of the Study:**

The present study has been taken up with the following objectives:

1. To study the various aspects that determine the emotional intelligence of +2 students.
2. To study the various aspects that determine the stress levels of +2 students.
3. To find out the academic achievement scores of +2 students
4. To predict the impact of different variables, on the Academic Achievement of +2 students (Step wise Regression Analysis)

#### **Hypothesis of the Study:**

Based on the objectives mentioned above the researcher formulated the following hypothesis.

1. There is no statistically significant difference in the various aspects that determine the emotional intelligence of +2 students.
2. There is no statistically significant difference in various aspects that determine the stress levels of +2 students.
3. There is no statistically significant difference in the academic achievement scores of +2 students.

#### **Methodology**

'Descriptive Survey Method' of research has been used to carry out the present study.

**Sample of the study:**

A sample of 400 +2 students were been selected from 8 junior colleges located in and around Warangal district of Telangana State.

**Development of the Tool:**

The researcher developed a questionnaire to study the stress among +2 students. The questionnaire covered four important dimensions that cause stress among +2 students, which include, family, social, college and health.

The researcher adopted a standardized scale prepared by schutle et al., (1998) to measure the emotional intelligence of +2 students in American country. The Schutte Emotional intelligence scale is standardized by Nutan Kumar Thingujam and Usha Ram in Indian context.

**Reliability coefficient of stress scale**

The reliability coefficient is found to be 0.63 in the Split – Half method and 0.77 in the Spearman – Brown prophency. Hence, it can be stated that the tool is said to be reliable.

**Reliability coefficient of Emotional Intelligence Scale**

The reliability coefficient is found to be 0.71 in the split half method and 0.83 in the Spearman – Brown prophency. The original Americal scale, Schutte et al., (1958) on Emotional intelligence Split Half reliability is 0.89 (with S-B correction). The same scale was standardized in Indian context by Nutan Kumar and Usha Rani with an alpha coefficient 0.89. The obtained reliable coefficient (fe) 0.83, also seems to be nearly equal, indicating that the test is reliable enough.

**Validity of Questionnaire for Stress and Emotional intelligence Scales:**

To establish the validity of the constructed tool one may use the formula i.e., square root of reliability gives its validity.

$$\text{Validity of test} = \sqrt{\text{Reliability}}$$

$$\text{Validity of Stress Scale} = \sqrt{0.63} = 0.79$$

$$\text{Validity of Emotional Intelligence Scale} = \sqrt{0.71} = 0.84$$

The validity coefficient of stress scale is 0.79 and Emotional intelligence scale is 0.84 respectively. Hence, it can be said that the tools on hand are fairly valid.

**Statistical techniques**

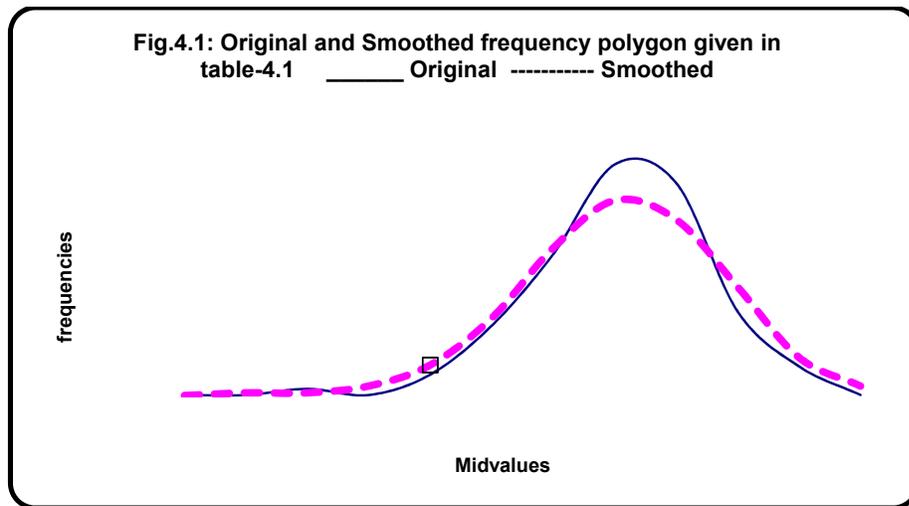
For the purpose of data analysis, the researcher used SPSS (Statistical Package for Social Sciences) 12<sup>th</sup> Version descriptive statistical analysis was used.

**Descriptive Statistics (Analysis of the Data)**

The study aimed at, how the emotional intelligence, stress and academic achievement scores are distributed among +2 students. These three variables are measured quantitatively with the help of data gathering tools where additive property is maintained. Let us look into the distribution of theses scores.

**Table 4.1.1 – Showing the Frequency Distribution and Descriptive Statistics of Emotional Intelligence among +2 Students**

<i>Sl. No.</i>	<i>Class Interval</i>	<i>Frequency</i>	<i>Cumulative Frequency</i>	<i>Smoothed Frequency</i>
1	50 – 59	1	1	0.66
2	60 – 69	1	2	2.00
3	70 – 79	4	6	2.00
4	80 – 89	1	7	5.33
5	90 – 99	11	18	15.66
6	100 – 109	35	53	38.66
7	110 – 119	70	123	73.00
8	120 – 129	114	237	96.33
9	130 – 139	105	342	87.00
10	140 – 149	42	384	54.00
11	150 – 159	15	399	19.33
12	160 – 169	1	400	5.33



**Table 4.1.2 – Distribution of Emotional Intelligence Scores of +2 Students**

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>SD</i>	<i>SE</i>	<i>Skew</i>	<i>Kurt</i>	<i>Range</i>	<i>Max. Score</i>	<i>Min. Score</i>
Emotional Intelligence Scores	400	125.33	127	126	15.13	.757	-.933	2.418	109	51	160

The above table shows the descriptive statistics of the scores on emotional intelligence test of +2 students. The mean score of +2 students is 125.33, median is 127, and the mode score is 126. The standard deviation of the score is 15 and the standard error of the mean is 0.75. The skewness of the score is -.933, which shows that the distribution is negatively skewed. The Kurtosis is 2.418 which is greater than 0.263, the distribution is said to be platykurtic.

The mean score of +2 students on emotional intelligence is 125.33, which falls under average category of Emotional intelligence, so it can be concluded that the Emotional intelligence of +2 students is average.

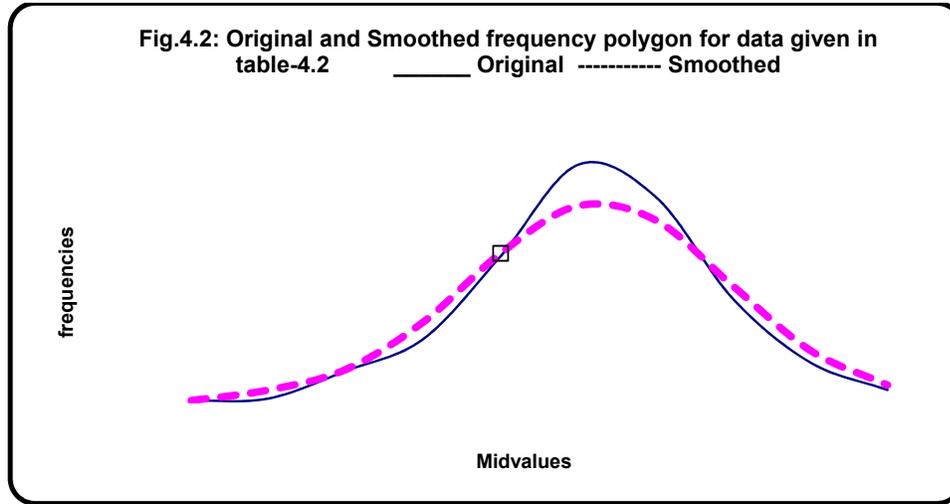
The comparison of descriptive statistics scores of +2 students on Emotional Intelligence with the Normal probability curve (NPC) characteristics are given below

- ↳ The Mean, Median and Mode scores of +2 students on Emotional intelligence test are nearly equal.
- ↳ The Quartile deviation value is 9 which is almost equal to the 2/3 of the standard deviation (9.9), so the condition is fulfilled.
- ↳ 68.26% of cases (i.e.) (nearly 273) members should lie between mean + SD and Mean – SD. The calculations showed that (294) members scores on emotional intelligence scale are between 140 (mean +SD) and 110 (Mean -SD). So the condition is fulfilled.
- ↳ 95.44% of cases (i.e.) nearly (382) members should lie between mean +2(SD) and mean -2(SD). The calculation showed that (385) members scores on emotional intelligence scale are between 155 {mean +2(SD)} and 95 {mean -2(SD)}.
- ↳ 99.73% of cases nearly (399) members should lie between mean +3(SD) and Mean -3(SD). The calculations shows that nearly (394) members scores on emotional intelligence scale are between 170 {mean +3(SD)} and 80 {mean -3(SD)}.
- ↳ Skewness = -.933, which indicates that the distribution is negatively skewed. So the condition is not fulfilled.
- ↳ Kurtosis of the distribution is 2.418 which is more than the normal distribution. Hence the distribution is platykurtic. So the condition is not fulfilled.

*Table 4.1.3 – Showing the Frequency Distribution and Descriptive Statistics of Stress Scores among +2 Students*

<i>Sl. No.</i>	<i>Class Interval</i>	<i>Frequency</i>	<i>Cumulative Frequency</i>	<i>Smoothed Frequency</i>
1	50 – 69	1	1	1.00
2	70 – 89	2	3	6.00
3	90 – 109	15	18	15.66
4	110 – 129	30	48	38.00
5	130 – 149	69	117	70.33
6	150 – 169	112	229	92.66
7	170 – 189	97	326	86.00

8	190 – 209	49	375	55.00
9	210 – 229	19	394	24.66
10	230 – 249	6	400	8.33



*Table 4.1.4 – Distribution of Stress Scores of +2 Students*

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>SD</i>	<i>SE</i>	<i>Skew</i>	<i>Kurt</i>	<i>Range</i>	<i>Max. Score</i>	<i>Min. Score</i>
Emotional Intelligence Scores	400	164.36	165	162	30.09	1.50	-.167	.256	195	53	248

The above table shows the descriptive statistics of the scores on stress scale of +2 students. The mean scores of +2 students is 164.36, median score is 165 and the mode score is 162. The standard deviation of the score is 30.09 and the standard error of the mean is 1.50. The skewness of the score is -.167, which shows that the distribution is negatively skewed. The Kurtosis is .256, which is near to the normal distribution i.e., 0.263, the distribution is said to be almost mesokurtic.

The mean score of +2 students on stress scale is 164.36 which falls under ‘moderate’ stress category, so it can be concluded that the stress scores of +2 students is moderate.

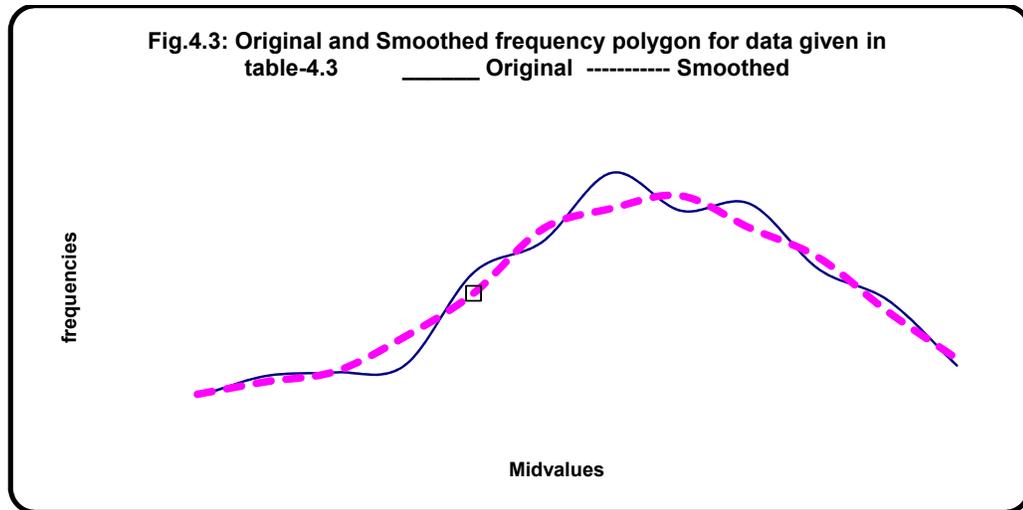
The comparison of descriptive statistics scores of +2 students on Stress Scale Scores with the Normal probability curve (NPC) characteristics are given below

- ↳ The mean, median and mode scores on stress scale of +2 students nearly equal. So the condition is fulfilled
- ↳ The Quartile Deviation value is 19.3 which is nearly equal to the 2/3 of the Standard deviation (19.8). So the condition is fulfilled.

- ↪ 68.26% of cases (i.e.) nearly (273) members should be between mean  $\pm$  SD. The calculations showed that nearly (280) members score on stress scale are between 194 (mean +SD) and 134.36 (mean -SD). So, the condition is fulfilled.
- ↪ 95.44% of cases (i.e) nearly (382) members should lie between mean  $\pm 2$ (SD). The calculations showed that (379) members scores on stress scale are between 224.36 {mean +2(SD)} and 104.36 {mean -2(SD)}. So, the condition is fulfilled.
- ↪ 99.73% of cases nearly (399) members should lie between mean  $\pm 3$ (SD). The calculations show that nearly (399) members score on stress scale are between (254) {mean +3(S.D)} and (197) {mean -3(SD)}. So, the condition is fulfilled.
- ↪ Skewness is -.167, which indicates that the distribution is negatively skewed. So, the condition is not fulfilled.
- ↪ The distribution of the Kurtosis is 0.256, which is near to the normal distribution 0.263. Hence, the distribution is almost mesokurtic. So the condition is fulfilled.

*Table 4.1.5 – Showing the Frequency Distribution and Descriptive Statistics of Academic Achievement Scores among +2 Students*

<i>Sl. No.</i>	<i>Class Interval</i>	<i>Frequency</i>	<i>Cumulative Frequency</i>	<i>Smoothed Frequency</i>
1	41 – 45	4	4	4.66
2	46 – 50	10	14	8.33
3	51 – 55	11	25	11.33
4	56 – 60	13	38	21.33
5	61 – 65	40	78	34.00
6	66 – 70	49	127	52.66
7	71 – 75	69	196	58.66
8	76 – 80	58	254	62.33
9	81 – 85	60	314	53.00
10	86 – 90	41	355	44.33
11	91 – 95	32	387	28.66
12	96 – 100	13	400	15.00



*Table 4.1.6 – Distribution of Academic Achievement Scores of +2 Students*

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>SD</i>	<i>SE</i>	<i>Skew</i>	<i>Kurt</i>	<i>Range</i>	<i>Max. Score</i>	<i>Min. Score</i>
Emotional Intelligence Scores	400	75.53	75.64	72.73	11.90	.595	-.343	-.150	57.39	40.96	98.30

The above table shows the descriptive statistics of the scores on academic achievement of +2 students. The mean score of +2 students is 75.53, median 75.64 and the mode is 72.73. The standard deviation score is 11.90 and the standard error of the mean is 0.595. The skewness of the score is -.343, which shows that the distribution is negatively skewed. The kurtosis is -.150, which is less than 0.263, the distribution is said to be Leptokurtic.

The comparison of descriptive statistics scores of +2 students on Academic Achievement Scores with the Normal probability curve (NPC) characteristics are given below

- ↪ The mean, median and mode scores on academic achievement of +2 students nearly coincide with each other. So, the condition is fulfilled.
- ↪ The quartile deviations value is 7.9 which is nearly equal to the 2/3 of the standard deviation value (7.8) So, the condition is fulfilled.
- ↪ 68.26% of cases i.e., nearly (273) members should be between mean  $\pm$  SD. The calculations showed that (276) members scores on academic achievement are between (87.43) {mean +SD} and (63.63) {mean -SD}. So the condition is fulfilled.
- ↪ 95.44% of cases (ie.) nearly (382) members should lie between mean  $\pm 2$ (SD). The calculation showed that (383) members scores or academic achievement are between (99.33) {mean +2(SD)} and (51.73) {mean -2(SD)}. So, the condition is fulfilled.

- ↳ 95.73 of cases (i.e) nearly (399) members should lie between mean  $\pm 3(\text{SD})$ . The calculations showed that (400) all the members scores on academic achievement are between (111.23) {mean  $+3(\text{SD})$ } and (39.83) {mean  $-3(\text{SD})$ }. So the condition is fulfilled.
- ↳ Skewness =  $-0.343$ , which indicates that the distribution is negatively skewed. So, the condition is not fulfilled.
- ↳ Kurtosis of the distribution is  $-1.150$  which is less than the normal distribution. Hence it is leptokurtic. So the condition is not fulfilled.

### Multiple Regression Equation and Regression Plane:

A multiple regression equation is an equation for estimating a dependent variable, say  $Y$ , from the independent variables  $X_1, X_2, \dots, X_k$  is called a multiple regression equation of  $Y$  on  $X_1, X_2, \dots, X_k$ , has the form

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k$$

Here the coefficients  $\beta_0, \beta_1, \beta_2, \dots, \beta_k$  are constants. Particularly the coefficient  $\beta_0$  is the intercept made by the plane and parameters  $\beta_1, \beta_2, \dots, \beta_k$  are called the partial regression coefficients.

**Dependent Variable:** Academic achievement

**Model-1:** In this model the first independent variable caste ( $X_1$ ) is entered. The multiple correlation coefficient is 0.240, indicating approximately 5.8% of the variance of the academic achievement could be accounted for by caste.

The F-value of R with (1,398) degrees of freedom at  $\alpha = 0.001$  Level of significance is 24.355 and  $p < 0.001$  which shows the regression coefficient is significant.

The regression constant ( $\beta_0$ ) value is 83.757 and the partial regression coefficient ( $\beta_1$ ) for the caste is  $-0.240$ , the model 1 is shown as  $Y = \beta_0 + \beta_1 X_1$ ,

$$Y = 83.757 + (-0.240) X_1$$

**Model-2:** In this model the second independent variable college ( $X_2$ ) entered. The multiple correlation coefficient is 0.288, indicating approximately 8.3% of the variance of the academic achievement could be accounted for by caste and college.

The F-value of R with (2,397) degrees of freedom at  $\alpha = 0.001$  Level of significance is 17.995 and  $p < 0.001$  which shows the regression coefficient is significant.

The regression constant ( $\beta_0$ ) value is 92.366 and the partial regression coefficient ( $\beta_1$ ) for the caste is  $-0.295$  and for the College ( $\beta_2$ ) is  $-0.169$ , the model 2 shows as  $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$ ,

$$Y = 92.366 + (-0.295) X_1 + (-0.169) X_2$$

**Model – 3:** In this model the third independent variable religion ( $X_3$ ) entered. The multiple correlation coefficient is 0.326, indicating approximately 10.6% of the variance of the academic achievement could be accounted for by caste, college and religion.

The F-Value of R with (3,396) degrees of freedom at  $\alpha = 0.001$  level of significance is 15.644 and  $P < 0.001$  which shows the regression coefficient is significant.

The regression constant ( $\beta_0$ ) value is 95.856 and the partial regression coefficient ( $\beta_1$ ) for the caste is -0.269, for college ( $\beta_2$ ) it is -0.178 and for religion ( $\beta_3$ ) it is -0.154, 3<sup>rd</sup> model is shown as  $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$

$$Y = 95.856 + (-0.269) X_1 + (-0.178) X_2 + (-0.154) X_3$$

**Model -4:** In this model the fourth independent variable sex ( $X_4$ ) entered. The multiple correlation is 0.345, indicating approximately 11.9% of the variance of the academic achievement could be accounted for by caste, college, religion and sex.

The F-Value of R with (4,395) degrees of freedom at  $\alpha = 0.001$  level of significance is 13.385 and  $P < 0.001$  which shows the regression coefficient is significant.

The regression constant ( $\beta_0$ ) value is 105.400 and the partial regression coefficient ( $\beta_1$ ) for the caste is -0.285, for college ( $\beta_2$ ) it is -0.253 and for religion ( $\beta_3$ ) it is -0.176, and for sex ( $\beta_4$ ) it is -0.137, the 4<sup>th</sup> model is represented as

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

$$Y = 105.400 + (-0.285) X_1 + (-0.253) X_2 + (-0.176) X_3 + (-0.137) X_4$$

**Model - 5:** In this model the fifth independent variable sex ( $X_5$ ) entered. The multiple correlation is 0.370, indicating approximately 13.7% of the variance of the academic achievement could be accounted for by caste, college, religion, sex and group.

The F-Value of R with (5,394) degrees of freedom at  $\alpha = 0.001$  level of significance is 12.476 and  $P < 0.001$  which shows the regression coefficient is significant.

The regression constant ( $\beta_0$ ) value is 110.605 and the partial regression coefficient ( $\beta_1$ ) for the caste is -0.277, for college ( $\beta_2$ ) it is -0.277 and for religion ( $\beta_3$ ) it is -0.169, for sex ( $\beta_4$ ) it is -0.173 and for group ( $\beta_5$ ) it is -0.137 the 5<sup>th</sup> model is represented as

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5$$

$$Y = 110.605 + (-0.277) X_1 + (-0.277) X_2 + (-0.169) X_3 + (-0.173) X_4 + (-0.137) X_5$$

The above regression analysis clearly showed that the variables caste, college, religion, sex and age group have high and significant correlation with academic achievement and area considered as the important variable which determine the academic achievement.

#### **Analysis of +2 Students Scores on Emotional Intelligence Scale:**

- ❖ Based on the scores obtained in the emotional intelligence test, the researcher categorized the +2 students into fine categories (i.e.,) Very Superior, Superior, Above average, Average and below average, nearly 16 members (4.0%) of students fall in Superior Category, 78 (19.5%) of students fall in above average category, 234 (58.5%) fall under average category, 72 (18.0%) of students fall under below average category, none of the +2 students were identified in very Superior Category.

- ❖ The mean scores of +2 students on emotional intelligence is 125.33 which falls under average category, so it can be concluded that the emotional intelligence of +2 students is average.

#### **Analysis of +2 Students Scores on Stress Scale:**

- ❖ Based on the scores obtained in the stress scale, the researcher categorized the +2 students in to fine categories (i.e.,) very high stress, high stress, moderate stress, low stress and very low stress. 88 (22%) of the +2 students are under very high stress category, 39 (9.75%) are in high stress category, 66 (16.5%) are under moderate stress, 69 (17.25%) are in low stress category and 138 (34.5%) of +2 students were identified under very low stress category.
- ❖ The mean scores of +2 students on stress scale is 164.36 which falls under moderate stress category. So, it can be concluded that the stress scores of +2 students is moderate.

#### **Analysis of +2 Students Scores on Academic Achievement:**

- ❖ The marks secured by the +2 students in their annual board examinations are considered as the academic achievement scores nearly 146 (936.05%) of +2 students have secured above 80% of marks. 176 (44%) of +2 students are between 70 to 80% of marks, 74 (18.25%) of +2 students are between 50 to 69% and 4 (1%) of +2 students are below 45% of marks.
- ❖ The step wise regression analysis showed that the variables caste, college, religion, sex and group are considered as important variables which determine the academic achievement. Approximately 13.7% of the variance of the academic achievement could be accounted for by caste which is approximately. 5.8%, for college it is approximately. 8.3%, for religion it is 10.6%, for sex it is 11.9%, for group it is 13.7% respectively.

#### **Conclusion:**

To conclude it is worth recalling the four pillars of learning (i.e.) learning to know, learning to do, learning to be, and learning to live together as mentioned in UNESCO's historic report of the "International Commission on Education in 21<sup>st</sup> Century" The last two pillars clearly indicate the 'Emotions' to be evolved and strengthened among students through suitable learning strategies. In short the formation of emotional skills is much easier in the formative years from birth to the late teens and schools in the Indian context would be the right place to introduce Emotional skills in children.

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