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A School-Based Study Of Gender Perspectives On Academic Stress And Emotional Intelligence Among Adolescent Students

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Abstract:

The sensation of stress is now virtually unavoidable in human existence. It's possible that the frequency and severity of stress in one's life can vary with age and gender. The struggles of adolescent anxiety and academic stress are all too apparent in the lives of today's students. There is growing evidence of this in India due to the increasing pressures placed on youngsters to succeed academically and in the workplace. Still, there is surprisingly little systematic research done on the topic. This research aimed to examine the differences in "emotional intelligence and academic stress" experienced by teenage boys and girls. Methods: An equal number of boys and girls (120) were drawn at random from the total student population of secondary school. Studies were conducted to compare the incidence of academic stress with measures of emotional intelligence. Elements of the study were quantified using the "Bisht Battery Scale of Academic Stress (BBSS) and the Emotional Intelligence Scale" developed by Mangal. Results: The results show that neither males nor girls show any discernible differences in emotional intelligence or academic stress. Comparing the mean values of emotional intelligence between boys and girls reveals no statistically significant difference. When comparing the amount of academic stress experienced by boys and girls, neither group stands out as significantly different (t is -0.764). Conclusion: The level of academic stress that students experience ranges from mild to moderate, although there is little to no statistically significant difference between the experiences of boys and girls.

Key Words: Adolescent Students, Academic stress**,** Emotional intelligence, Gender.

Introduction:

The rapid development of technology and the expansion of scientific knowledge, in tandem with increased worldwide trade and communication brought about by globalization, have had far-reaching effects on every facet of society and culture. Significant changes were also made to the educational system, placing more pressure on young students to succeed academically in the face of rising expectations that the next generation will be more skilled and meticulous than its predecessor. This largely cut kids' opportunities to engage in sports and other healthy pastimes[1]**.** Students these days have to deal with a lot of academic pressure, including formative and summative assessment, classroom interaction, steady progress in their studies, a fast pace during tests, and the expectations of their professors and parents. In many cases, the requirements are too much for the kids to handle. As a result, students' academic performance may suffer if they experience the onset of stress and the accumulation of academic stress. Numerous studies have looked into the causes and effects of

high academic achievement. Several biological, psychological, and social/cultural elements have been recognized as contributors to such efforts[2]. This research aimed to examine academic stress in pre-teen and teen pupils and its correlation with EQ and differences in perception between genders. An individual's ability to comprehend and express themselves, as well as manage the stresses of daily life, largely depends on their level of "Emotional Intelligence, which is a collection of interconnected emotional and social competencies, skills, and capacities."

Students experience a great deal of anxiety due to the demands of their studies. "Fear of falling behind in academics, learning activities, performance on examinations, time demands, financial challenges, language hurdles, learning difficulties, worry about academic abilities, etc., are common predictors of academic stress" [3]. Anxiety among pupils about achieving academic requirements within prescribed time frames is exacerbated by parents' and teachers' worry over their children's grades. "Both positive and negative stress" and the importance of a strong social network contribute to student stress. Further, these pressures may persist throughout students' educational experiences. The development of preventative measures to help students deal with and minimize academic-related stress through understanding coping techniques may benefit young brains by increasing social support and boosting extracurricular activities. Emotional intelligence encompasses a wide range of abilities, from self-awareness to knowledge of the personal and environmental elements that shape one's unique strengths and weaknesses. Their high level of emotional intelligence can aid a student's learning ability. It has been suggested that developing emotional intelligence is crucial to success in the classroom, at home, and other aspects of life requiring effective interaction with others. A high emotional quotient is associated with positive traits, such as optimism and a can-do mentality, which aid in developing adaptable negotiation abilities [4].

During adolescence, a person often has mixed feelings about being either a child or an adult. It's a crucial time for acquiring knowledge, forming convictions, and growing as an individual through exposure to new situations [5]. Achieving success during this time in life instills a sense of pride and confidence in oneself; failing to do so can cause feelings of inadequacy and fear of failure. Children transition from dependent ties with their parents to more independent relationships with their peers and adults at this age. One theory is that they are a lost and aimless bunch looking for a place to belong. These modern times are sometimes described as "an age of anxiety" because of the widespread worry they cause among today's youth. Adolescents in today's society are always measuring themselves against their contemporaries. Students of today face increasing pressure to succeed in school in a world where competition is fierce. Adolescents feel overwhelmed by the increasing difficulty of schoolwork, and their emotional instability makes them irritable, angry, and unhappy [6]. Adolescence is the most sensitive time in a person's life because of the transformation it represents; as such, it requires special care and attention when teaching about emotions and self-control. Emotional intelligence (EI) is the capacity to recognize one's own emotions and those of others and use this knowledge to communicate effectively, show empathy, deal with difficult situations, and prevent or resolve conflicts. Emotional intelligence has been debated as either an innate quality or one that can be developed via practice and instruction. The ability to identify and appropriately respond to others' emotional cues demonstrates emotional intelligence. The ability to control one's emotions is important to emotional intelligence, which allows its possessor to make the most of available

possibilities and handle challenging situations with grace and ease [7].

Five skills make up emotional intelligence: being in touch with our own feelings (self-awareness), keeping oneself motivated, recognizing the feelings of others (empathy), and managing interpersonal interactions effectively [8]. Today's curricula overwhelm pupils with too much information and require too much work from them. Too much pressure leads to heightened day-to-day stress for pupils amid insufficient resources and a poorly defined support structure [9]. They may feel even more pressure to succeed academically due to parental expectations, teacher and peer pressure, and social standards. Many people use the word "stress," yet very little is known about the condition, and relatively little is done to alleviate it. There are physiological, emotional, physical, and mental effects of stress. The effects could be short-term or long-term and could worsen over time if no treatment is given [10].

High levels of academic stress among students might be expected at certain points in the semester due to academic demands, financial constraints, and an inability to manage one's time[11] effectively. Both health and academic performance can be significantly impacted by stress, especially when it is perceived negatively or becomes overwhelming. Students can manage and lessen stress through various strategies, including avoidance, distraction, positive reappraisal, and religious and social support [12].

Background:

Researchers in Korea and Japan have recognized and investigated the experience of academic stress and teenage discomfort, which implies numerous origins for academic stress. High academic expectations, both from oneself and from others, can be a source of stress for students[13]. Parental pressure, classroom instruction, institutional factors, and societal norms drive academic stress. The issue of academic pressure in India has not been studied extensively. It's commonly held that a person's chances of success are greater if they have a high IQ than if they have a low one. Still, there are situations where folks with superior intelligence are less successful than their less brilliant peers. A student's success in school may be affected by how emotionally intelligent they are. The consistency of this factor would indicate students' positive dispositions and have a bearing on their academic performance. Students typically rely on their inner power and resiliency to overcome their own negative emotions and beliefs. It has been claimed that students should be taught the skills underpinning emotional intelligence as part of their formal education. For him, this is a factor that could help a kid succeed in school. The same holds for the correlation between EQ and academic success. Therefore, he advocated for the study of emotional intelligence to be incorporated into formal education. Results showed that successful students have higher levels of emotional intelligence than their less successful counterparts. Similarly, reports indicate that students' emotional intelligence skills significantly affect their success in school and on standardized tests.

Aim:

This study aimed to evaluate high school student's academic stress and emotional intelligence and identify any correlations between the two.

Objectives:

1. To compare the emotional smarts of teenage boys and girls.
2. To determine the extent to which teenage boys and girls experience pressure to succeed in school.
3. To examine the differences between adolescent boys' and girls' emotional

intelligence and stress caused by schoolwork.

4. To establish a connection between the demographic factors of "adolescent boys and girls and the levels of emotional intelligence and academic stress experienced by the participants."

Methodology:

In this particular study, a non-experimental approach was taken to the investigation. This comparative study aimed to examine the relationship between adolescent boys' and girls' emotional intelligence and academic stress. The research occurred in a Secunderabad, Telangana, and government-supported urban school. Students' written consent was acquired, and the Principal's formal approval was received. Children and their parents or guardians allowed them to participate—"teenage boys and girls who met inclusion criteria and agreed to participate made up the study's population." A sample of 120 kids, split evenly between boys (n=60) and girls (n=60), was chosen randomly from the pool of 560 pupils.

Criteria for inclusion:

- Teenagers in their late teens and early 20s, namely those in high school
- Participants must be high schoolers in their teens and are open to participating in the research.
- High schoolers who are bilingual in English and Telugu

No adolescents were included in the study if they had been medically or psychologically ruled out as participants due to their conditions.

After confirming the tool's validity and obtaining the required permissions and ethical approval, data collecting may begin. Research instruments included:

1. A prearranged questionnaire for gathering personal information.
2. An emotional intelligence index, specifically the norm-referenced version of the "Mangal emotional intelligence scale".
3. The "Bisht Battery Scale of Academic Stress (BBSS)" is a student-reported measure of academic stress.

The standardized version of "Mangal's emotional intelligence scale has 33 items" that assess practical skills. The student academic stress scale includes 40 questions from different areas of students' lives and describes their challenges in school.

Students were sorted into five groups based on their scores on an emotional intelligence measure with five response possibilities (strongly agree 5, agree 4, neutral 3, disagree 2, and strongly disagree 1). Students were placed into one of four categories for academic stress based on their total score: not stressed (0 points), slightly stressed (1 point), highly stressed (2 points), or extremely stressed (4 points). Here's how we broke down the scores:

Emotional intelligence:

- Below average: below& at 33
- Average: 34-
- 6
  6
- Above average: 67-99
- Superior: 100-132
- Very superior: 133-165

Academic Stress:

- Mild Stress: <53

- Moderate Stress: 54-106
- Severe Stress: 107-160

The content was validated by consultation with nursing, psychology, and psychiatry specialists.

Key results of the research:

There was a logical progression to the study's main findings.

First, we'll look at how different demographic factors affect teenage boys and girls in frequency and percentages.

Second, the measurement of adolescent "boys' and girls' emotional intelligence" and the impact of school pressure on their development of these skills make up.

Third, the relationship between "emotional intelligence and academic stress in teenage boys and girls and demographic" characteristics.

"Table 1: Percentage distribution of demographic variables among adolescent boys and girls. (N=120)"

S.NO	Demographic variables	Adolescent boys	Adolescent girls	Total
				%
1.	**Age**			
	a)15-16 years	5(8.33%)	6(10%)	11(9.16%)
	b)16-17 years	10(16.67%)	9(15%)	19(15.84%)
	c)17-18 years	15(25%)	13(21.66%)	28(23.33%)
	d)18-19 years	30(50%)	32(53.33%)	62(51.67%)
2.	**Area of residential background**			
	a)Rural	40(66.67%)	11(18.33%)	51(42.5%)
	b)Urban	20(33.33%)	49(81.67%)	69(57.5%)
3.	**Educational status of the father**			
	a) Illiterate	14(23.33%)	5(8.34%)	19(15.83%)
	b)Primary education	16(26.67%)	20(33.33%)	36(30%)
	c) Intermediate	18(30%)	20(33.33%)	38(31.67%)
	d) Graduation and above	12(20%)	15(25%)	27(22.5%)
4.	**Educational status of the mother**			
	a) Illiterate	25(41.67%)	5(8.34%)	30(25%)
	b) Primary education	15(25%)	22(36.67%)	37(30.83%)
	c)Intermediate	12(20%)	10(16.66%)	22(18.33%)
	d) Graduation and above	8(13.33%)	23(38.33%)	31(25.84%)
5.	**Occupation of father**			
	a) Employee	20(33.33%)	22(36.67%)	42(35%)
	b)Un-employee	3(5%)	2(3.33%)	5(4.16%)
	c)Agriculture	16(26.66%)	11(18.33%)	27(22.5%)
	d)Laborer	7(11.67%)	5(8.34%)	12(10%)
	e)Business	14(23.33%)	20(33.33%)	34(29.33%)
6.	**Occupation of mother**			
	a) Employee	5(8.34%)	13(21.67%)	18(15%)
	b)Un-employee	30(50%)	32(53.33)	62(51.66%)
	c)Agriculture	9(15%)	10(16.67%)	19(15.84%)

	d)Laborer	15(25%)	3(5%)	18(15%)
	e)Business	1(1.66%)	2(3.33%)	3(2.5%)
7.	**Birth order**			
	a)1st child	25(41.67%)	31(51.67%)	56(46.66%)
	b)2nd child	17(28.33%)	14(23.33%)	31(25.84%)
	c)3rd child	13(21.67%)	11(18.33%)	24(20%)
	d)4th child	5(8.34%)	4(6.67%)	9(7.5%)
8.	"**The family income per month**"			
	a) 5,000-10,000	26(43.33%)	3(5%)	29(24.16%)
	b) 10,001to 15,000	24(40%)	7(11.67%)	31(25.84%)
	c)15,001 to 20,000	6(10%)	15(25%)	21(17.5%)
	d) Above 20,000	4(6.67%)	35(58.33%)	39(32.5%)
9.	**Type of family**			
	a) Joint	26(43.33%)	13(21.67%)	39(32.5%)
	b) Nuclear	34(56.67%)	47(78.33%)	81(67.5%)
10.	**Total no of children**			
	a) 1	10(16.67%)	8(13.33%)	18(15%)
	b) 2	26(43.33%)	35(58.33%)	61(50.84%)
	c) 3 and above	24(40%)	17(28.34%)	41(34.16%)
11.	**Previous academic year achievement**			
	a)Fair	7(11.67%)	8(13.33%)	15(12.5%)
	b) Good	10(16.67%)	12(20%)	22(18.33%)
	c) Very good	14(23.33%)	26(43.34%)	40(33.33%)
	d) Excellent	29(48.33%)	14(23.33%)	43(35.84%)

Source: A field study

In this study, both genders were represented at 50%. Out of all boys surveyed, 8.33% were between the ages of 15 and 16, 16.67% were 16 to 17, 25% were 17 to 18, and 50% were 18 to 19. Regarding the girls, "10% were in the age category of 15-16 years, 15% were in the age group of 16-17 years, 21.66% were in the age bracket of 17-18 years, and 53.33% were in the age category of 18-19 years." 66.67% of the boys hailed from rural areas, while the remaining 33.33% called urban areas home. Girls make up only 18.33% of rural residents, whereas 81.67% of urban dwellers do. Regarding the paternal education level, 15.83% were illiterates, 30.03% and 31.67% had completed elementary and secondary school, respectively, and 22.5% had completed college or higher. Twenty-five percent of mothers were illiterate; 30.83 percent had completed elementary school; 18.33 percent had completed high school, and 25.84 percent had completed college or higher. The fathers of these children were employed in the workforce at a rate of 35%, self-employed at a rate of 4.16%, farmers at a rate of 22.5%, manual laborers at a rate of 10%, and company owners at a rate of 29.33%. Only 15% of mothers said they were employed; 51.6% said they did not work outside the home; 15.84% said they were involved in agriculture; 15% said they were in the labor force, and 2.5% said they were company owners. Among boys, 41.67 percent were the firstborn, and 28.33 percent were the second. A significant minority (21.67%) and 8.34% were the third or fourth children in their families. Of the girl respondents, 51.67 percent were the first kid in their family, 23.33 percent were the second, 18.33 percent

were the third child, and 6.67 percent were the youngest of four siblings.

Studying the gender gap in adolescent "boys' and girls' emotional intelligence and academic stress:"

"Table 2: Percentage distribution of emotional intelligence among adolescent students (N=120)"

"**Level of emotional intelligence**	**Boys (n=60)**	**Girls (n=60)**
	%	**%**
Superior	56%	46%
Very Superior	44%	54%"

Source: A field study

From the table-2 presents that A total of 44% of boys and 54% of girls were rated as having extremely exceptional emotional intelligence. In comparison, 56% of boys and 46% of girls were rated as having superior emotional intelligence (table 2). Nothing about them can be classified as "below-average, average, or above-average."

"Table 3: Percentage distribution of Academic stress among adolescent students; (N=120)"

"**Level of academic stress**	**Boys (n=60)**	**Girls (n=60)**
	%	**%**
Mild	52%	58%
Moderate	48%	42%
Severe	0%	0 %"

Source: A field study

Table 3 presents moderate academic stress among 48% of boys and 42% of girls, as shown in Table 3, while 52% of boys and 58% of girls reported mild academic stress. No one was noted to be suffering from extreme school pressure.

"Table 4: Mean, SD, and t-value of Academic Stress Scores among Male and Female Adolescent students (N=120)"

S. No	**Subjects**	**Mean ±S.D**	**t value**	**Significance**
1	Boys(n=60)	338.72 ±18.22	0.243	Not significant
2	Girls(n=60)	322.63 ±22.27		

Source: A field study

"There was no significant difference between the levels of academic stress experienced by female and male adolescent students."

"Table 5: Mean, SD, and t-Value of Emotional Intelligence scores among Male and Female Adolescent students; (N=120)"

S. No	**Subjects**	**Mean ±S.D**	**t value**	**Significance**

1	Boys(n=60)	65.02 ±12.17	0.267	Not significant
2	Girls(n=60)	69.62 ±9.22		

Source: A field study

There was no significant difference between the levels of "Emotional Intelligence stress" experienced by female and male adolescent students.

"Table 6: Coefficient Of Correlation between Academic Stress and Emotional Intelligence among Adolescent students; (N=120)"

"S. No	Subjects	Variable	r	Significance
1	Boys(n=60)	Academic stress and Emotional Intelligence of male adolescent students	-0.116	Not significant
2	Girls(n=60)	Academic stress and Emotional Intelligence of Girl adolescent students	0.155	Significant"

Source: A field study

As demonstrated in "Table 6, the correlation coefficient between academic stress and emotional intelligence is not statistically significant for boys." Still, it is for female adolescents, suggesting that those with higher EQs are better equipped to handle the pressures of school. There is a need for additional research into the elements that influence Emotional Intelligence among male and female students.

"Table -7: Association of demographic variables with academic stress among adolescent boys. (N=60)"

"S.No	Demographic variables	Mild stress		Moderate stress		Severe stress		Chi-square value
		N	%	N	%	N	%	
1.	AGE							
	a) 15-16 years	0	0%	0	0%	0	0%	
	b) 16-17 years	4	6.67%	5	8.33%	0	0%	1.74
	c) 17-18 years	18	30%	8	13.33%	0	0%	(NS.)
	d) 18-19 years	13	21.67%	12	20%	0	0%	Df=8
2.	AREA OF RESIDENCE							
	a) Rural	16	26.67%	17	28.33%	0	0%	2.691
	b) Urban	18	30%	9	15%	0	0%	(N S)
								Df=4

3.	EDUCATIONAL STATUS OF THE FATHER							
	a) Illiterate							
	b) Primary education	8	13.33%	10	16.67%	0	0%	1.86
	c)Intermediate	4	6.66%	6	10%	0	0%	(NS.)
	d)Degree & above	9	15%	7	11.67%	0	0%	Df=8
		10	16.67%	6	10%	0	0%	
4.	EDUCATIONAL STATUS OF THE MOTHER							
	a) Illiterate	15	25%	12	20%	0	0%	0.622
	b) Primary education	6	10%	6	10%	0	0%	(N S)
	c)Intermediate	8	13.34%	5	8.33%	0	0%	Df=8
	d)Graduation& above	5	8.33%	3	5%	0	0%	
5.	OCCUPATION OF FATHER							
	a)Employee	5	8.33%	9	15%	0	0%	
	b)Un-employee	2	3.33%	2	3.33%	0	0%	2.24
	c)Agriculture	10	16.68%	6	10%	0	0%	(NS.)
	d)Laborer	13	21.67%	5	8.33%	0	0%	Df=6
	e)Business	5	8.33%	3	5%	0	0%	
6.	OCCUPATION OF MOTHER							
	a)Employee	0	0%	2	3.33%	0	0%	5.031
	b)Un-employee	18	30%	12	20%	0	0%	(NS)
	c)Agriculture	8	13.34%	4	6.66%	0	0%	Df=6
	d)Laborer	6	10%	8	13.34%	0	0%	
	e)Business	2	3.33%	0	0%	0	0%	
7.	BIRTH ORDER							
	a) 1st child	11	18.33%	10	16.68%	0	0%	0.922
	b) 2nd child	11	18.33%	8	13.34%	0	0%	(N S)
	c) 3rd child	6	10%	5	8.33%	0	0%	Df=8
	d) 4th child	5	8.33%	4	6.66%	0	0%	
8.	FAMILY INCOME PER MONTH							
	a) 5,000-10,000	12	20%	10	16.67%	0	0%	0.332
	b)b)10,001-15,000	10	16.67%	8	13.34%	0	0%	(N S)
	c)15,001-20,000	5	8.33%	4	6.66%	0	0%	Df=8
	d)Above 20,000	7	11.67%	4	6.66%	0	0%	
9.	TYPE OF FAMILY							0.262
	a) Joint	12	20%	16	26.66%	0	0%	(N S)
	b)Nuclear	22	36.66%	10	16.67%	0	0%	DF=4
10.	TOTAL NO OF CHILDREN							3.4324
	a) 1	6	10%	5	8.33%	0	0%	(N S)
	b) 2	21	35%	10	16.67%	0	0%	Df=8
	c) Three and above	6	10%	12	20%	0	0%	

11.	PREVIOUS ACADEMIC YEAR ACHIEVEMENT							1.81
	Fair Good	5	8.33%	2	3.33%	0	0%	(NS.)
	Very good	22	36.67%	10	16.67%	0	0%	Df=4"
	Excellent	10	16.67%	11	18.33%	0	0%	

Source: A field study

Table (7) demonstrates "no significant association between demographic characteristics and the academic stress experienced by adolescent boys in the study."

Table 8: Association of demographic variables with academic stress among adolescent girls (N=60)

"S. No	Demographic variables	Mild stress		Moderate stress		Severe stress		Chi- square value
		N	%	N	%	N	%	
1.	AGE							
	a) 15-16 years	5	8.33%	4	6.66%	0	0%	
	b) 16-17 years	9	15%	2	3.33%	0	0%	3.8108(NS.)
	c) 17-18 years	13	21.67%	9	15%	0	0%	Df=8
	d) 18-19 years	8	13.34%	10	16.67%	0	0%	
2.	AREA OF RESIDENCE							
	a) Rural	11	18.33%	7	11.67%	0	0%	0.153(NS.)
	b) Urban	24	40%	18	30%	0	0%	Df=4
3.	EDUCATIONAL STATUS OF THE FATHER							
	a) Illiterate	1	1.66%	2	3.33%	0	0%	0.832(NS.)
	b) Primary education	9	15%	8	13.34%	0	0%	Df=8
	c) Intermediate	7	11.67%	4	6.67%	0	0%	
	d) Degree & above	18	30%	11	18.33%	0	0%	
4.	EDUCATIONAL STATUS OF THE MOTHER							
	a) Illiterate	2	3.33%	3	5%	0	0%	
	b) Primary education	13	21.67%	7	11.66%	0	0%	0.554(NS.)
	c) Intermediate	7	11.67%	3	5%	0	0%	Df=8
	d) Graduation& above	13	21.67%	12	20%	0	0%	
5.	OCCUPATION OF FATHER							
	a) Employee							
	b) Un-employee	17	28.33%	11	18.33%	0	0%	
	c) Agriculture	0	0%	2	3.33%	0	0%	3.238(NS.)
	d) Laborer	2	3.33%	6	10%	0	0%	Df=8
	e) Business	1	1.67%	3	5%	0	0%	
		14	23.34%	4	6.67%	0	0%	
							%	

6.	OCCUPATION OF MOTHER							
	a) Employee							
	b) Un-employee	8	13.34%	7	11.66%	0	0%	2.772(NS.)
	c) Agriculture	20	33.33%	13	21.67%	0	0%	Df=8
	d) Laborer	2	3.33%	1	1.67%	0	0%	
	e) Business	1	1.67%	2	3.33%	0	0%	
		4	6.67%	2	3.33%	0	0%	
7.	BIRTH ORDER							
	a) 1st child	17	28.33%	11	18.33%	0	0%	
	b) 2nd child	12	20%	7	11.67%	0	0%	1.931(NS.)
	c) 3rd child	4	6.67%	4	6.67%	0	0%	Df=8
	d) 4th child	2	3.33%	3	5%	0	0%	
8.	FAMILY INCOME PER MONTH							
	a) 5,000-10,000	4	6.67%	2	3.33%	0	0%	7.162(NS.)
	b) 10,001-15,000	4	6.67%	9	15%	0	0%	Df=8
	c) 15,001-20,000	11	18.33%	8	13.34%	0	0%	
	d) Above 20,000	16	26.66%	6	10%	0	0%	
9.	TYPE OF FAMILY							
	a) Joint	8	13.34%	5	8.33%	0	0%	0.448(NS.)
	b) Nuclear	27	45%	20	33.33%	0	0%	DF=4
10.	TOTAL NO OF CHILDREN							
	a) 1	4	6.67%	3	5%	0	0%	
	b) 2	22	36.66%	17	28.33%	0	0%	0.32(NS.)
	c) Three and above	8	13.34%	6	10%	0	0%	Df=4
11.	PREVIOUS ACADEMIC YEAR ACHIEVEMENT							
	a) Fair	5	8.33%	5	8.33%	0	0%	3.911(NS.)
	b) Good	9	15%	2	3.33%	0	0%	Df=8"
	c) Very good	13	21.67%	9	15%	0	0%	
	d) Excellent	8	13.34%	9	15%	0	0%	

Source: A field study

Table 8 demonstrates "that there was no significant association between demographic characteristics and the academic stress experienced by adolescent girls in the study."

DISCUSSION:

This research aimed to examine the connections between adolescents' emotional quotient and their levels of academic stress at a selected "urban-based government school."

OBJECTIVE-1:

Adolescent males and females should be tested for their emotional quotient.

The results showed that 44% of the boys and 54% of the girls in the sample of high school students had extremely exceptional emotional

intelligence. In comparison, 56% of the boys and 46% of the girls were classified as having "superior emotional intelligence." Nothing about them can be classified as below-average, average, or above-average.

OBJECTIVE -2:

Figure out how much pressure young males and females feel to succeed in school.

52% of the males and 58% of the girls among the participating adolescents reported mild academic stress, while 48% of the boys and 42% of the girls reported moderate stress. There were no students who had to drop out due to academic pressure.

OBJECTIVE -3

Levels of emotional intelligence and academic stress among secondary school students:

Means of 128.99 and 9.260 (SD) were found for teenage boys, and 129.52 and 7.946 (SD) were found for adolescent girls. As shown by the t-value of -0.265, which is not statistically significant at the 0.05 level, "there was no statistically significant difference in emotional intelligence between adolescent boys and girls. Concerning school pressure, the mean score for boys was 71.61, and the standard deviation was 19.623. The mean and standard deviation for adolescent girls were 76.49 and 21.392, respectively. In terms of academic stress, there was no statistically significant difference between teenage boys and girls (independent t-value= -0.754)."

OBJECTIVE- 4:

Connect the dots between adolescent boys' and girls' demographics, "emotional intelligence, and academic stress levels." Male and female students' emotional intelligence and academic stress were not significantly related to any demographic characteristics tested. Those with high emotional intelligence can control their own emotions and those around them, think creatively and flexibly, have a strong sense of self-identity, live a healthy, well-rounded life, and excel academically. The researcher had given a structured information package on emotional intelligence development and ways to manage academic stress to help with these issues.

Limitations:

1. Only students in their 10th and 12th grades participated in the study.
2. The researchers were only interested in the correlation between academic stress and one variable: emotional quotient.

Suggested Directions for Future Study:

1. Future research can consider this study's results by comparing public and private university students.
2. Multiple types of research are possible to compare urban and rural students' emotional intelligence and academic stress on large samples and in varying contexts.
3. Correlation research can evaluate the relationship between "academic stress, academic performance, and other aspects like self-esteem."

Conclusion:

The study results show that both male and female adolescents experience low to moderate levels of academic stress. Both boys and girls have a very limited understanding of how to deal with stressful situations. It's safe to assume that today's pupils were conditioned to view academic pressure as an unavoidable part of their daily lives. Both male and female teenagers were found to have high levels of emotional intelligence, and there was no difference between the two in terms of "academic stress." In addition to training in emotional stability and stress-coping strategies, it is necessary to investigate issues connected to

emotional makeup and predisposing factors for academic stress. The emotional intelligence of female adolescents was found to be significantly correlated with their ability to handle academic stress, suggesting that girls who are particularly well-equipped in this area are better able to handle the pressures of school.

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Potential Conflicts of Interest:

The author has indicated that they have no conflicts of interest.

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