"Academic Stress among School Going Adolescents In Relation To Their Emotional Intelligence"

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Abstract:
Most successful people do have an incisive mind, backed by high quality training as well as a host of good ideas. But if all this is coupled with Emotional Intelligence, the chances of their unmatched performance are very high. The present study was aimed at examining the relationship between academic stress and emotional intelligence of school going adolescents. The sample consisted of 200 students (100 urban and 100 rural area), further subdivided into 50 male and 50 female students in these areas. The data were collected from different senior secondary schools of District Bathinda (Punjab). The investigation revealed that the academic stress experienced by both male and female adolescents is similar, high score on EI can deal in a better way with the academic stress.

Key words: Academic Stress and Emotional Intelligence

1. Introduction

Students in senior secondary school are in their second decade of life which is marked by the onset of puberty. According to Stanley Hall, it is a period that is characterized by "storm and stress". Clearly, there is reason to be concerned about the well-being of early adolescents. Educators often underestimate the importance of developing student's abilities to adapt and get along with people; however, students learning abilities depend on their experience of their ability to adapt and cope with people (Elias, 2001).

According to the American College Health Association's 2006 survey of college students, the one greatest health obstacle to college students' academic performance was academic stress. Of the 97,357 college students who participated in the survey, 32 percent reported that academic stress had resulted in either an incomplete, a dropped course or a lower grade. Academic stress can be the ultimate career stopper. The key to avoid becoming a drop-out, as a result of academic stress, is to identify and treat its source. Achievement anxiety is one of the most common causes of academic stress in college students.

The rapid changes and the growing complexity of life changes have made understanding and mastery of the emotions increasingly important. Strong negative emotions such as fear, worry, distress and anger if not properly managed, can be injurious to health. In order to avoid the damaging effects of emotions, and to harness the creative potential in effective use of the emotions, it is important that one is emotionally intelligent. According to Castella (2001), "what really matters for success character, happiness and the lifelong achievement is a definable set of emotional skill…" (p. 29). Leaders in the workplace or school, and outstanding performers are not defined or known by their intelligence quotients (I.Q) or even their job skills, but by their emotional intelligence (Yong, 2001). Perhaps it was Goleman (1995) who popularized the construct emotional intelligence, first used by Salovey and Mayer (1990) to describe individuals" ability to perceive, express, use, understand and regulate emotions in oneself and others. It is the capacity to monitor emotions in oneself and others to discriminate between emotions, to understand the messages in emotions and to use energy in emotions for person gains and fulfilment (Ogunyemi, 2008). In other words, it is the intelligent use of emotions to make them work for you by using them to help guide your result. Akinboye, (2003) submitted that Emotional intelligence works synergistically with IQ to enhance human performance. It is what differentiates exceptional from mediocre performance.

The modern evaluation system not only values and judges the writing skills and memory power of the child, but it also totally ignores child's attitude, aptitude, interest and other related abilities. A skilled and brilliant child may be neglected and be underestimated in the present system of evaluation only because of its inability of verbal expression. All of this may lead to academic stress among students. When a person feels that he is unable to cope with the demands of his environment, when he faces a situation that threatens to harm him physically or psychologically, he begins to feel tense and uncomfortable, he is experiencing stress. The term 'Stress' is used to describe the situation in which a person feels in conflict or threatened beyond his capacities as well as his emotional and

psychological reactions to such situation. Psychologists have found that coping with psychological stress places just as much of a burden on the hardy as coping with psychological stress.

Emotional Intelligence refers to the quality or the trait of conducting oneself appropriate to the demands of the situation. Emotional intelligence may be defined as 'knowing what feels good, what feels bad and how to get from bad to good'. The secret of emotional intelligence lies in giving expression to an emotion, even if it is anger, in right words or words not in loud, banging words.

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic.

In their article from 1990, "Emotional Intelligence," Professors Peter Salovey and John D. Mayer define emotional intelligence as:

"… The ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

Emotional intelligence in a number of ways, comprising many personality traits such as empathy, motivation, persistence, warmth and social skills, the most accepted and scientific explanation of the term emotional intelligence may be found in the following given by Johan D. Mayer and Peter Salovey (1995).

Emotional Intelligence (EI) describes the ability, capacity, skill or, in the case of the trait EI model, a self-perceived ability to identify, assess, and control the emotions of one's self, of others, and of groups. Different models have been proposed for the definition of EI and disagreement exists as to how the term should be used. Despite these disagreements, which are often highly technical, the ability EI and trait EI models (but not the mixed models) enjoy support in the literature and have successful applications in different domains. Academic excellence can be thought of as the reason of high intelligence quotient and this can be achieved while we have advanced technology and knowledge. In other words, we can say that the twenty-first century is an era of transformation where the adolescents transcend themselves into scientific minds with abundance of success stored for them. But the question that comes to mind is whether the intelligence quotient (IQ) is the only measure of success or some other factors play vital role in determining the success of students. One of the factors that have been focused is the "emotion" which drastically effect students' life. This factor has been highlighted with a view that the students being more at competitive edge, experience more stress which impedes their academic performance and other scholarly activities. It has also been experienced that students being engrossed in cultivating rational intelligence are stressed and a physiological arousal occurs which leads to panic and interferes with an individual's performance. Students are continually tasked-focused are more stressed which interfere with cognitive processing and consequently inhibit learning and memory. As earlier stated, that students being more at competitive edge are usually preoccupied with stress, which make them emotionally weak, and when unsuccessful in achieving their targets, this deteriorates their academic performance. That is, students' level of achievement is significantly related to their emotions as it is observed that more is the balance of emotions, greater success is experienced by the students. Or, we can say that social and emotional intelligence along with high IQ plays a vital role in determining the success of students, at personal and professional front.

2. Review of Related Literature

American College Health Association's Group Data Report (2006) found on survey of college students, the one greatest health obstacle to college students' academic performance was academic stress. Of the 97,357 college students who participated in the survey, 32 percent reported that academic stress had resulted in an incomplete, a dropped course or a lower grade. Academic stress can be the ultimate career stopper. The key to avoid becoming a drop-out, as a result of academic stress, is to identify and treat its source.

Misra and McKean (2000) conducted a study surveying 249 college students at a Midwestern university. The study showed that anxiety, ineffective time management and a lack of satisfying activities outside of academia were strong predictors of academic stress. The study also showed that while female students managed their time more effectively than male students, they also experienced the highest levels of stress and anxiety.

Smith (2007) conducted a study on predictors of academic related stress experienced by college students. In particular, the relationships among the coping strategies used by college students, social support, the parenting style used by college students' mothers and fathers, college students' experience of anxiety, and academic – related stress were examined. Ninety three undergraduate students enrolled in a psychology course at a large Southeastern University completed a series of self - report questionnaires that measured the variables under study. Results suggested that anxiety, problem – focused coping, and support from significant others may serve as potentially important predictors of the academic – related stress experienced by college students.

Sapru (2007) found that majority of adolescents in the stressed and unstressed groups were in the age group of 14–16 years. Stressed adolescents perceived academics as burdensome. Studying for them means to secure the best possible marks to maintain themselves in the competitive environment. Health related problems were more common in stressed

Seung-Schik Yoo (2007) investigated a sample of some school going adolescents in radiology department at Harvard Medical School concluded that sleep deprivation alone is enough to make the emotional brain behave as if an extreme danger were present. This reaction initiates the body's defense mechanisms and causes the nausea, tension, heart palpitations and shortness of breath characteristic of anxiety and psychological stress. Over a longer time period, this state of heightened alertness can semi-permanently alter the neural connections in the brain and cause serious psychiatric disorders.

Manhas and Gakhar (2006) found that there was positive and significant correlation between independent variables of general intelligence and emotional intelligence. Adolescent's creativity was positive and significant by correlated with their emotional intelligence. Significant positive correlation was also obtained between academic achievement and emotional intelligence.

Landa, Zafra, Martos &Luzon (2003) investigated the interrelationship between emotional intelligence, work stress and health. A questionnaire survey has been carried out to detect these interrelationships. Finding shows a differential effect of emotional intelligence component on stress and health. A positive relationship between age, length of service and stress with young nurses and those with shorter length of service was found.

Salovey and Mayer (1990) found that EQ developed with increasing age and experience as a person progressed from childhood.

Goleman(1998) found that women are not 'smarter' than men when it comes to emotional intelligence nor are men superior to women. Garg and Rastogi (2009) conducted a study on 140 students having technical backgrounds. The findings suggest that students being emotionally intelligent can lead them to be resilient to stress, which determine their success at personal and professional front. The paper specifies aspects for building resiliency among students from the physiological and psychological point of view. These include the implementation of various educational programmes which can enhance their levels of emotions and be more resilient to stress. Bringing intelligence and stress resiliency when linked together develops like muscular strength and once this strength is developed intellectually, it leads to holistic development of human.

3. Problem
"Academic stress among school going adolescents in relation to their Emotional Intelligence''

4. Objectives
- To study the gender difference with regard to academic stress among urban adolescents.
- To study the gender difference with regard to academic stress among rural adolescents.
- To compare the academic stress of urban adolescents.
- To compare the academic stress of rural adolescents.
- To compare the emotional intelligence of urban adolescents.
- To compare the emotional intelligence of rural adolescents
- To study the academic stress of rural adolescents in relation to their emotional intelligence.
- To study the academic stress of urban adolescents in relation to their emotional intelligence.

5. Hypothesis
Following are the hypothesis of the present study:
- There were no significant gender differences with regard to academic stress among urban and rural adolescents.
- There were no significant gender differences with regard to emotional intelligence among urban and rural adolescents.
- There were no significant differences in academic stress of rural and urban adolescents.
- There were no significant differences in emotional intelligence of rural and urban adolescents.
- There were a significant relationship between academic stress and emotional intelligence of rural and urban adolescents.

6. Delimitations of the Study
- The study was delimited to the analysis of data collected from 200 adolescents of 15+ years of age of Bathinda District of Punjab.
- The study was delimited to relationship of academic stress with only one variables i.e. Emotional intelligence.

7. Need and Importance of the Study
From the review of the related literature, it is clear that studies have been conducted on academic stress in relation variable such as emotional intelligence has been studied with variables like mental health, academic achievement, inter-personal relations, leadership and active listening etc. Very few studies have been conducted on academic stress in relation to emotional intelligence. Rather most of the studies have been conducted on stress of adolescents in relation to intelligence. Hence the study of academic stress among adolescents is very important today, when the demands of complex and rapidly changing age have transformed the lives of adolescents. Realizing the importance of influence of academic stress experienced by adolescents, the investigator decided to undertake the present study. Moreover, lack of studies in this area also encouraged the investigator to probe academic stress and its relation with emotional intelligence.

8. Methodology

8.1. Design of the Study
- Significance of difference worked out between academic stress and emotional intelligence of male and female adolescents of rural and urban.
- Co- relation computed to study the relationship between academic stress and Emotional intelligence of adolescents.

8.2. Sample
The sample of the study consisted of 200 school going students out of which 100 students was taken from urban and 100 from rural areas. Stratified random sampling technique was used. These students were drawn from different senior secondary school and area of Bathinda district of Punjab.

8.3. Tools
- Bisht Battery Scale of Academic Stress (BBSS) developed by Dr. Asha Rani Bisht (1987).
- Mangal Emotional Intelligence Inventory (MEII) developed by Dr. S. K. Mangal and Mrs. Subhra Mangal (2000).

9. Analysis and Interpretation
The t-test and co-efficient of correlation were used for analyzing the data and correlation between the variables.

t- Ratio: In this section t –values were used to test the following hypothesis:
- There were no significant gender differences with regard to academic stress among urban and rural adolescents.
- There were no significant gender differences with regard to emotional intelligence among urban and rural adolescents.
- There were no significant differences in academic stress of rural and urban adolescents.
- There were no significant differences in emotional intelligence of rural and urban adolescents.

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1.	Male adolescents	50	326.72	19.24	0.254	Not significant
2.	Female adolescents	50	332.74	23.29		

Table 1: Mean, S.D And T-Value To Locate Difference In Academic Stress Scores Of Rural Male And Female Adolescents.

- M1: Mean scores in academic stress of male rural adolescents
- M2: Mean scores in academic stress of female rural adolescents
- SD1:Standard deviation of scores of academic stress of male rural adolescents
- SD2: Standard deviation of scores of academic stress of female rural adolescents

9.1. Results
Table 1 shows the mean difference between academic stress of rural male and female adolescents. The t-value testing the significance of mean difference observed in academic stress between school going male and female is 0.254, which is not significant at 0.01 and 0.05 levels.

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1.	Male adolescents	50	321.18	24.90	0.061	Not significant
2.	Female adolescents	50	320.84	30.33		

Table 2: Mean, S.D and T-Value To Locate Difference In Academic Stress Scores Of Urban Male And Female Adolescents.

- M1: Mean scores in academic stress of male urban adolescents
- M2: Mean scores in academic stress of female urban adolescents
- SD1:Standard deviation of scores of academic stress of male urban adolescents
- SD2: Standard deviation of scores of academic stress of female urban adolescents

9.2. Results
Table 2 shows the mean difference between academic stress of urban male and female adolescents. The t-value testing the significance of mean difference observed in academic stress between school going male and female is 0.061, which is not significant at 0.01 and 0.05 levels.

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1.	Male adolescents	50	63.20	7.27	0.98	Not significant
2.	Female adolescents	50	65.18	10.01		

Table3: Mean, S.D and T-Value to Locate Difference in Emotional Intelligence Scores of Rural Male and Female Adolescents

- M1: Mean scores in emotional intelligence of rural male adolescents.
- M2: Mean scores in emotional intelligence of rural female adolescents.
- SD1: Standard deviation of scores of emotional intelligence of rural male adolescents.
- SD2: Standard deviation of scores of academic stress of female rural adolescents

9.3. Results
Table 3shows the mean difference between emotional intelligence of rural male and female adolescents. The t-value testing the significance of mean difference observed in emotional intelligence between school going male and female is 0.98, which is not significant at 0.01 and 0.05 levels.

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1.	Urban Male adolescents	50	64.04	11.19	0.876	Not significant
2.	Urban Female adolescents	50	67.74	9.27		

Table 4: Mean, S.D And T-Value To Locate Difference In Emotional Intelligence Scores Of Urban Male And Female Adolescents.

- M1: Mean scores in emotional intelligence of urban male adolescents.
- M2: Mean scores in emotional intelligence of urban female adolescents.
- SD1: Standard deviation of scores of emotional intelligence of urban male adolescents.
- SD2: Standard deviation of scores of emotional intelligence of urban female adolescents.

9.4. Results
Table 4 shows the mean difference between emotional intelligence of urban male and female adolescents. The t-value testing the significance of mean difference observed in emotional intelligence between school going male and female is 0.876, which is not significant at 0.01 and 0.05 levels.

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1.	Rural Male adolescents	50	321.18	24.90	0.119	Not significant
2.	Urban Male adolescents	50	326.72	19.24		

Table 5: Mean, S.D And T-Value To Locate Difference In Academic Stress Scores Of Rural And Urban Male Adolescents.

- M1: Mean scores in academic stress of rural male adolescents.
- M2: Mean scores in academic stress of female urban male adolescents.
- SD1: Standard deviation of scores of academic stress of rural male adolescents.
- SD2: Standard deviation of scores of academic stress of urban male adolescents.

9.5. Results
Table 5 shows the mean difference between academic stress of rural male and urban male adolescents. The t-value testing the significance of mean difference observed in academic stress between school going male adolescents is 0.119, which is not significant at 0.01 and 0.05 levels.

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1.	Rural Female adolescents	50	332.74	23.29	1.52	Not significant
2.	Urban Female adolescents	50	320.84	30.33		

Table 6: Mean, S.D And T-Value To Locate Difference In Academic Stress Scores Of Rural And Urban Female Adolescents.

- M1: Mean scores in academic stress of rural female adolescents.
- M2: Mean scores in academic stress of urban female adolescents.
- SD1: Standard deviation of scores of academic stress of rural female adolescents.
- SD2: Standard deviation of scores of academic stress of urban female adolescents.

9.6. Results
Table 6 shows the mean difference between academic stress of rural female and urban female adolescents. The t-value testing the significance of mean difference observed in academic stress between school going female adolescents is 1.52, which is not significant at 0.01 and 0.05 levels.

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1.	Rural Male adolescents	50	63.20	7.22	0.97	Not significant
2.	Urban Male adolescents	50	65.04	11.19		

Table 7: Mean, S.D and t-value to locate difference in Emotional Intelligence scores of rural and urban male adolescents.

- M1: Mean scores in emotional intelligence of rural male adolescents.
- M2: Mean scores in emotional intelligence of urban male adolescents.
- SD1: Standard deviation of scores of emotional intelligence of rural male adolescents.
- SD2: Standard deviation of scores of emotional intelligence of urban male adolescents.

9.7. Results
Table 7 shows the mean difference between emotional intelligence of rural and urban male adolescents. The t-value testing the significance of mean difference observed in social intelligence between school going male adolescents is 0.97, which is not significant at 0.01 and 0.05 levels.

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1.	Rural Female adolescents	50	65.18	10.01	0.526	Not significant
2.	Urban Female adolescents	50	67.74	9.27		

Table 8: Mean, S.D And T-Value To Locate Difference In Emotional Intelligence Scores Of Rural And Urban Female Adolescents.

- M1: Mean scores in emotional intelligence of rural female adolescents.
- M2: Mean scores in emotional intelligence of urban female adolescents.
- SD1: Standard deviation of scores of emotional intelligence of rural female adolescents.
- SD2: Standard deviation of scores of emotional intelligence of urban female adolescents.

9.8. Results
Table 8 shows the mean difference between emotional intelligence of rural and urban female adolescents. The t-value testing the significance of mean difference observed in emotional intelligence between school going female adolescents is 0.526, which is not significant at 0.01 and 0.05 levels.

Correlation
In this section value of coefficient of correlation (r) was calculated test the following hypotheses:
- To study the academic stress of rural adolescents in relation to their emotional intelligence.
- To study the academic stress of urban adolescents in relation to their emotional intelligence

Sr. No.	Variables	r	Level of Significance
1.	Academic stress and Emotional Intelligence of rural male adolescents	-0.100	Not Significant

Table 9(a): Coefficient Of Correlation between Academic Stress and Emotional Intelligence of Rural Male Adolescents

As shown in table 9, the coefficient of correlation between academic stress and emotional intelligence is -0.100, which is not significant at 0.01 level and 0.05 level.

Sr. No.	Variables	r	Level of Significance
1.	Academic stress and Emotional Intelligence of rural female adolescents	0.058	Not Significant

Table 9(b): Coefficient Of Correlation Between Academic Stress And Emotional Intelligence Of Rural Female Adolescents:

As shown in table 9, the coefficient of correlation between academic stress and emotional intelligence is 0.058, which is not significant at 0.01 level and 0.05 level.

Sr. No.	Variables	r	Level of Significance
1.	Academic stress and Emotional Intelligence of urban male adolescents	-0.114	Not Significant

Table 10: Coefficient Of Correlation between Academic Stress and Emotional Intelligence of Urban Male Adolescents:

As shown in table 10, the coefficient of correlation between academic stress and emotional intelligence is -0.114, which is not significant at 0.01 level and 0.05 level.

Sr. No.	Variables	r	Level of Significance
1.	Academic stress and Emotional Intelligence of urban female adolescents	0.195	Significant at 0.01and 0.05 level

Table 11: Coefficient Of Correlation between Academic Stress and Emotional Intelligence of Urban Female Adolescents:

As shown in table 11, the coefficient of correlation between academic stress and emotional intelligence is 0.195, which is significant at 0.01 level and 0.05 level.

10. Major Findings of the Study
- The mean of academic stress of rural male adolescents is 326.72 and female adolescents are 332.74. The t-value testing the significance of mean difference observed in academic stress between school going male and female is 0.254, which is not significant at 0.01 and 0.05 levels. Therefore the finding concludes that, there is no significant gender difference with regard to academic stress among rural adolescents.
- The mean of academic stress of urban male is 321.18 and female adolescents are 320.84. The t-value testing the significance of mean difference observed in academic stress between school going male and female is 0.061, which is not significant at 0.01 and 0.05 levels. Therefore the finding concludes that, there is no significant gender difference with regard to academic stress among urban adolescents.
- The mean of emotional intelligence of rural male adolescents is 63.20 and female adolescents are 65.18. The t-value testing the significance of mean difference observed in emotional intelligence between school going male and female is 0.98, which is not significant at 0.01 and 0.05 levels. Therefore the finding concludes that, there is no significant gender difference with regard to emotional intelligence among rural adolescents.
- The mean of emotional intelligence of urban male adolescents is 64.04 and female adolescents are 67.74. The t-value testing the significance of mean difference observed in emotional intelligence between school going male and female is 0.876, which is not

significant at 0.01 and 0.05 levels. Therefore the finding concludes that, there is no significant gender difference with regard to emotional intelligence among urban adolescents.

- The mean of academic stress of rural male adolescents is 321.18 and urban male adolescents are 326.72. The t-value testing the significance of mean difference observed in academic stress between school going male adolescents is 0.119, which is not significant at 0.01 and 0.05 levels. Therefore the finding concludes that, there is no significant difference in academic stress of rural and urban male adolescents.
- The mean of academic stress of rural female adolescents is 332.74 and urban female adolescents are 320.84. The t-value testing the significance of mean difference observed in academic stress between school going female adolescents is 1.52, which is not significant at 0.01 and 0.05 levels. Therefore the finding concludes that, there is no significant difference in academic stress of rural and urban female adolescents.
- The mean of emotional intelligence of rural male adolescents is 63.20 and urban male adolescents are 65.04. The t-value testing the significance of mean difference observed in social intelligence between school going male adolescents is 0.97, which is not significant at 0.01 and 0.05 levels. Therefore the finding concludes that, there is no significant difference in emotional intelligence of rural and urban male adolescents.
- The mean of emotional intelligence of rural female adolescents is 65.18 and urban female adolescents are 67.74. The t-value testing the significance of mean difference observed in emotional intelligence between school going female adolescents is 0.526, which is not significant at 0.01 and 0.05 levels. Therefore the finding concludes that, there is no significant difference in emotional intelligence of rural and urban female adolescents.
- The coefficient of correlation between academic stress and emotional intelligence of rural male adolescents is 0.10, which is not significant at 0.01 level and 0.05 level. Therefore, the finding concludes that, there is no significant relationship between academic stress and emotional intelligence of rural male adolescents.
- The coefficient of correlation between academic stress and emotional intelligence of rural female adolescents is 0.058, which is not significant at 0.01 level and 0.05 level. Therefore, the finding concludes that, there is no significant relationship between academic stress and emotional intelligence of rural female adolescents.
- The coefficient of correlation between academic stress and emotional intelligence of urban male adolescents is -0.114, which is not significant at 0.01 level and 0.05 level. Therefore, the finding concludes that, there is no significant relationship between academic stress and emotional intelligence of urban male adolescents.
- The coefficient of correlation between academic stress and emotional intelligence of urban female adolescents is 0.195, which is significant at 0.01 level and 0.05 level. Therefore, the finding concludes that, there is a significant relationship between academic stress and emotional intelligence of urban female adolescents.

11. Conclusion
The following conclusions may be drawn on the basis of finding of the present study:
- From the findings it may be concluded that, the academic stress experienced by both male and female adolescents is similar. The similar result shown by Mathew, Jayan (2006) on his study that "Academic stress and coping styles among plus two students". The sample consisted of 50 boys and 50 girls of age group 15 -17 years. The results revealed that both the boys and the girls experiencing same kind of academic stress but there is no significant differences between them and they are using similar types of copying mechanism to deal with their academic stress. It can be inferred that modern time students have taken stress particularly academic stress as an accomplice of life style. There are tough curriculum and hard discipline in schools which in turn accumulate stress in students mind.
- The investigator found that, there was no significant difference in rural and urban male and female adolescents which shows that the academic stress is present in same amount in both sexes and locales. Thus, in order to make our adolescents stress free we would have to find better methods of teaching–learning so as to eradicate the academic stress.
- From the findings it may also be concluded that, both sexes are having similar levels of average emotional intelligence. Moreover rural and urban adolescents also have similar levels of average emotional intelligence.
- A significant correlation was found between academic stress and emotional intelligence of urban female adolescents, which inferred that, the person having high score on emotional intelligence can deal in a better way with the academic stress. However the studies showed that correlation between academic stress and emotional intelligence of male urban adolescents was found to be insignificant.

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