

# Academic Stress and Emotional Intelligence of Late Adolescents Attending Online Classes

**S. Usha**

*PhD Scholar, PG & Research Department of Social Work, Bishop Heber College, affiliated to the Bharathidasan University, Trichy.*

**Dr. M. Daniel Solomon**

*Associate Professor of Social Work, Bishop Heber College, affiliated to the Bharathidasan University, Trichy.*

## **Abstract:**

Governments around the world have stopped all educational institutions to prevent the COVID-19 virus from spreading, directly affecting students, educators, and institutions. Pupils are confused by the rapid change from a real classroom to a virtual environment. The purpose of this study was to investigate students' views of academic stress in modern online education, as well as their emotional intelligence-based coping mechanisms. A total sample of 77 students were selected randomly between the age group of 18-19 (30 males and 47 females) from a private college at Coimbatore. A well-structured Emotional Intelligence Scale, developed by Sharma (2007) – contains 44 items which cover five dimensions Self-awareness, Managing emotions, Motivating oneself, Empathy, and Handling relationship, and student's academic stress scale by Rajendran and Kaliappan (1990) – comprises of 40 items which covers five dimensions Personal Adequacy, Fear of Failure, Interpersonal difficulties with teachers, Teacher – Pupil relationship/ Teaching methods and Inadequate study facilities was used to collect the data along with socio – demographic details. Karl Pearson test, t – test was used to analyze the data. The findings of the study revealed that there is no significant relationship between age, parent's monthly income, hours spent on education by the respondents regarding academic stress and their emotional intelligence. there is no statistically significant difference between gender of the respondents overall academic stress, however, the mean score of all the dimensions of academic stress of female respondents are slightly higher than the mean score of all the dimensions of male students. And, there is no statistically significant difference between gender of the respondents and their overall emotional intelligence, nevertheless the male respondents have possessed higher managing emotion whereas a slightly higher various dimension of emotional intelligence namely Self-awareness, managing emotion, empathy, handling relationship and emotional intelligence except motivating oneself; Female respondents have possessed a slightly higher motivating oneself. There is a statistical significant difference between place of residence of the respondents and academic stress. there is a statistical significant difference between place of residence of the respondents and academic stress however respondents who are residing in rural area have possessed a slightly higher various dimension of emotional intelligence scale namely, managing emotion, empathy, motivating oneself, handling relationship and emotional intelligence whereas respondents who are residing in urban area have possessed a slightly higher Self-awareness.

**Key Words:** Academic Stress, Emotional Intelligence, Online Education, Late Adolescents

## **Introduction:**

Mental health issues are the most common cause of academic failure. Students' motivation, attentiveness, and social ties can all be affected by mental illness, which are all key factors in academic performance. The COVID-19 epidemic has attracted the attention of the mental health of those who have been affected. Epidemics are known to exacerbate or create

new stressors, such as anxiety and concern for oneself or loved ones, physical and social limitations imposed by quarantine, and rapid and severe lifestyle changes. Fears of infection, frustration, boredom, a lack of resources, lack of information, financial loss, and stigma were all recognized as stressors in a recent study on virus epidemics and pandemics.

The COVID-19 has changed how universities around the world organized themselves. Even before the COVID-19 pandemic, India's higher education students' mental health was a growing concern. University is a stressful time since it marks the start of adulthood. Many students find starting school stressful since it necessitates the formation of new relationships, the development of new studying habits connected to the chosen programme, the management of overwork, the learning of time management, and, in some cases, the relocation of their house. University education, as it progresses, is associated with fresh, additional pressures, such as anxiety about finding work after graduation. Many students struggle to manage with these stressors, according to studies, and the frequency of stress among students is on the rise.

According to WHO, as countries impose movement restrictions in an attempt to minimize the number of people infected with COVID-19, more and more of us are drastically altering our everyday routines. Working from home, online education, and a lack of physical contact with other family members and friends required some time to acclimate to. For all of us, coping with the fear of contracting the virus and worrying about those close to us who are more vulnerable, as well as adjusting to lifestyle adjustments such as these, is challenging.

#### **Academic Stress:**

Stress is undoubtedly a component of students' lives, and it can affect how they manage their academic responsibilities. Their regular responsibilities expose them to a wide range of issues, which might lead to stress. Several studies have found that there is a noticeable increase in mental health difficulties among students. The COVID-19 sickness affects everyone, even students, because even those who are unaffected are subject to a slew of restrictions imposed by various governments in order to keep the disease from spreading. The reality of the epidemic has had a tremendous impact on students' social lives. University life is also a time for making new acquaintances and getting involved in extracurricular activities. According to studies, social interactions have a good impact on one's quality of life. Loneliness may emerge from a lack of regular touch with friends during all stages of the corona-virus

pandemic, which may not be totally reduced by regular phone calls or other means.

UNESCO is collaborating with education ministries around the world to ensure that students continue to learn through alternative channels and to provide support in a variety of ways, including technical assistance, digital learning tool selection, webinars, and the development of national learning platforms. According to a World Economic Forum study, online learning has improved students' recollection and capacity to remember knowledge at a faster rate. Many educational institutions, government agencies, and technology-driven start-ups have established online courses (many of which are free, while others cost a small fee) to help students and teachers cope with the stress caused by the lockdown and shutdown of all workspaces.

Students experience academic stress as a result of factors such as scholarship requirements, family responsibilities, class competition, course-related stress, and financial difficulties. Some kids may experience this as a result of moving to new places, learning new cultures and languages, and adjusting to new academic expectations. Students are continuously pressured to achieve better than their peers. Parents, teachers, acquaintances, and others compare them to their siblings and other children/kids their age on a regular basis. This always leaves these children bewildered and under constant pressure to perform better, earn better grades, excel in extracurricular activities, enroll in hobby programmes, and so on.

Many times, parents have been observed putting these unnecessary pressures on their children to meet their unfulfilled requirements, which they were unable to meet owing to personal reasons. Teens today are under peer pressure to participate in a variety of activities outside of academics so that their classmates would accept them into their groups. Because of the high level of stress caused by unprecedented academic pressure, most students report low self-esteem and poor attention, both of which have an impact on their academic performance. Academic stress is having a bad impact on their well-being, job choices, sleeping problems, psychosomatic complaints, worrying about the future, co-morbid conditions such as anxiety and

depression, inability to manage course burden, and so on.

Academic stress is a term used to describe uncomfortable psychological situations caused by environmental variables such as educational expectations from parents, instructors, peers, and family members, pressure for academic accomplishment, homework burden, and so on.

Academic stress is defined as mental suffering caused by the anticipation of frustration connected with academic failure, or even the knowledge that such failure may occur. Relationship with environmental stressors, cognitive assessment and coping methods for academic related stresses, and psychological or physiological response to the stressors can all be thought of as aspects of a student's interaction with academic stress.

#### **Emotional Intelligence:**

The ability to recognize and communicate one's own feelings while also taking into account the feelings of others is referred to as emotional intelligence (EI). Emotional intelligence is defined as the ability to recognize and name one's own emotions, as well as the ability to control and use those emotions to tasks like thinking and problem solving. Emotional regulation is defined as the ability to control one's own emotions as well as supporting others in doing so.

Emotional well-being is influenced by both individual and societal factors during times of upheaval. Emotional intelligence refers to the ability to recognise, understand, and analyse your own emotions as well as the impact they have on others. It also includes your perceptions of others, such as how other people are experiencing or expressing their emotions in a certain situation, and it aids you in mediating in order to preserve a positive relationship. On the other hand, a number of academics have been exploring for linkages between EI and academic achievement. The data point to a relationship between EI and academic success and other cognitive outcomes.

#### **AIM OF THE STUDY IS**

- To examine the academic stress in relation to emotional intelligence among

#### **RESULTS AND DISCUSSION**

**Table 1.** Distribution of the respondents by their age, gender, stream of education, year of studying, religion, type of family and place of residence.

	n	%
--	---	---

late adolescents attending online mode of education in a private college of Coimbatore district.

#### **OBJECTIVES OF THE STUDY ARE**

- To describe the socio-demographic characteristics of late adolescents attending online mode of education
- To measure the level of academic stress among late adolescents attending online mode of education
- To assess the level of emotional intelligence among late adolescents attending online mode of education
- To find out the significant relationship between respondents' academic stress and emotional intelligence.

#### **FORMULATED HYPOTHESES**

- Higher the age lower will be the academic stress
- Higher the age higher will be the emotional intelligence
- Higher the parental income lower will be the academic stress
- Higher the parental income higher will be the emotional intelligence
- Higher the hours spending for online mode education higher will the academic stress
- Higher the hours spending for online mode education higher will the emotional intelligence
- Lower the respondents' academic stress higher will be the emotional intelligence
- Male respondents are having higher academic stress than female respondents
- Female respondents are having higher emotional intelligence than male respondents
- Respondents who are living in rural area are having higher academic stress than respondents who are living in urban area.
- Respondents who are living in urban area are having higher emotional intelligence than respondents who are living in rural area.

Age	18	24	31.2
	19	53	68.8
Gender	Male	30	39.0
	Female	47	61.0
Stream of education	Engineering	46	59.7
	Arts	14	18.2
	Science	17	22.1
Year of studying	Second year	62	80.5
	Third year	15	19.5
Religion	Hindu	21	27.3
	Christian	55	71.4
	Muslim	1	1.3
Type of family	Nuclear	60	77.9
	Joint	17	22.1
Place of residence	Urban	40	51.9
	Rural	37	48.1

While analyzing the age, gender, stream of education, years of studying, religion, type of family of the late adolescent attending online mode of education, it was noticed that, more than half (68.8 Percent) of the respondents were 19 years old, more than half (61.0 percent) of the respondents were female, more than half (59.7 percent) of the respondents stream of education

were Engineering, majority (80.5 percent) of the respondents were second year, nearly three fourth (71.4 percent) of the respondents were belong to Christian religion, more than three fourth (77.9 percent) of the respondents were belong to nuclear family and more than half (51.9 percent) of the respondents were residing in urban area.

**Table 2.** Distribution of the respondents by their no of siblings, hobbies, fathers' education and mother education

		n	%
No. of siblings	No siblings	15	19.5
	One siblings	54	70.1
	Two siblings	7	9.1
	Three siblings	1	1.3
Hobbies	Reading	19	24.7
	Dancing	3	3.9
	Music	30	39.0
	Social media	12	15.6
	Mobile games/Games	10	13.0
	Writing and sketching	3	3.9
Fathers' education	Non-literate	0	0.00
	Primary school	5	6.5
	Middle school	4	5.2
	SSLC	2	2.6
	HSC	15	19.5
	UG	34	44.2
	PG	17	22.1
Mother education	Non-literate	0	0.00
	Primary school	0	0.00
	Middle school	4	5.2
	SSLC	5	6.5
	HSC	12	15.6
	UG	26	33.8

	PG	30	39.0
With regard to no. of siblings, hobbies, fathers' educational qualification and mothers' educational qualification of the respondents, nearly three fourth (70.1 percent) of the late adolescents attending online mode of education were having one siblings, more than one third (39.0 percent) of the respondents reported that,			their hobbies were music, less than half (44.2 percent) of the respondents parents' have completed under graduation and more than one third (39.0 percent) of the respondents mothers' have completed post graduation.

**Table 3.** Distribution of the respondents by their feel about online education, access to device, using device, spending house a day, effects of online education.

		n	%
Feel about online education	Poor	2	2.6
	Fair	6	7.8
	Good	30	39.0
	Very good	22	28.6
	Excellent	17	22.1
Access to a device	Yes	63	81.8
	Yes, but it doesn't work	14	18.2
	No	0	0.00
Device use	Laptop	58	75.3
	Desktop	2	2.6
	Tablet	1	1.3
	Smartphone	16	20.8
Hours spending a day	1-3 hours	2	2.6
	3-5 hours	8	10.4
	5-7 hours	44	57.1
	7-10 hours	18	23.4
Effects of online education	Not at all effective	18	23.4
	Slightly effective	18	23.4
	Moderate effective	33	42.9
	Very effective	7	9.1
	Extremely effective	1	1.3

With regard to feel overall about online education, access to a device for online education, using device for online education, hours spending a day and effects of online education, More than one third (39.0 percent) of the respondents were felt that overall about online education were good, majority (81.0 percent) of the respondents reported that, the

devices were accessible for online education, more than three fourth (75.3 percent) of the respondent were using Laptop for online education, more than half (57.1 percent) of the respondents were spending 5-7 hours a day and less than half (42.9 percent) of the respondents reported that they were having moderate effects of online education.

**Table 4.** Distribution of the respondents by their college offering resources, helpfulness of teacher, enjoy in online education, peaceful environment at home, satisfied with technology and software.

		n	%
College Offering resources	Not at all helpful	7	9.1
	Slightly helpful	11	14.3
	Moderate helpful	26	33.8
	Very helpful	24	31.2

Helpfulness of teachers	Extremely helpful	9	11.7
	Not at all helpful	1	1.3
	Slightly helpful	13	16.9
	Moderate helpful	12	15.6
	Very helpful	39	50.6
Enjoy in online education	Extremely helpful	12	15.6
	Yes, absolutely	7	9.1
	Yes, change a few things	23	29.9
	No, quite a few challenges	19	24.7
	Not at all	28	36.4
Peaceful environment at home	Poor	7	9.1
	Below average	22	28.6
	Average	31	40.3
	Good	0	0.000
	Excellent	17	22.1
Satisfied with technology	Not at all satisfied	35	45.5
	Slightly satisfied	23	29.9
	Moderate satisfied	19	24.7
	Very satisfied	0	0.000
	Extremely satisfied	0	0.000

With regard to helpfulness of offering resource by college to learn from home, helpfulness of teacher, enjoyment in online mode of education, peaceful environment at home, satisfied with technology and software, more than one third (33.8 percent) of the respondents reported that moderately helpful, more than half (50.6 percent) of the respondents expressed that the teachers were very helpful, more than one third

(36.4 percent) of the respondents reported they were not at all enjoy attending online education, less than half (40.3 percent) of the respondents are having average level of peaceful environment at home and less than half (45.5 percent) of the respondents reported that, they were not at all stratified with technology and software while using online education.

**Table 5.** Distribution of the respondents by their importance of face to face communication, talk to classmate and one to one discussion with teacher

		n	%
Face to face communication	Not at all	6	7.8
	Important	14	18.2
	Very important	39	50.6
	Extremely important	18	23.4
	Not at all	0	0.1000
Talk to classmate	Rarely	37	48.1
	Often	29	37.7
	Usually	0	0.000
	Always	11	14.3
	Not at all	1	1.3
One to one discussion with teacher	Rarely	62	80.5
	Often	12	15.6
	Usually	0	0.000
	Always	2	2.6
	Not at all	1	1.3

With regard to the importance of face to face communication, talk to classmate and one to one discussion with teacher, more than half (50.5

percent) of the respondent reported that face to face communication were very important, nearly half (48.1 percent) of the respondents expressed

that there were talking to their classmate rarely and majority (80.5 percent) of the respondents

reported that there were discussing with teachers in a one to one manner rarely.

**Table 6.** Distribution of the respondents by their level of academic stress

		n	%
Personal inadequacy	Low	41	53.2
	High	36	46.8
Fear of failure	Low	39	50.6
	High	38	49.4
Interpersonal difficulties with teachers	Low	40	51.9
	High	37	48.1
Teacher-Pupil relationship/Methods	Low	39	50.6
	High	38	49.4
Inadequate study facilities	Low	41	53.2
	High	36	46.8
Academic stress	Low	39	50.6
	High	49	49.4

While analyzing the level of academic stress of the late adolescents attending online education, it was observed that, nearly half (46.8, 49.4, 48.1, 49.4, 46.8 and 49.4 percent) of the late adolescents attending online education were having high level of various dimensions of

academic stress namely, personal inadequacy, fear of failure, interpersonal difficulties with teachers, teacher-pupil relationship/teaching methods, Inadequate study facilities and academic stress respectively.

**Table 7.** Distribution of the respondents by their level of Emotional Intelligence

		n	%
Self-awareness	Low	41	53.2
	High	36	46.8
Managing emotion	Low	47	61.0
	High	30	39.0
Empathy	Low	51	66.2
	High	26	33.8
Motivating oneself	Low	42	54.5
	High	35	45.5
Handling relationship	Low	46	59.7
	High	31	40.3
Emotional intelligence	Low	39	50.6
	High	38	49.4

While analyzing the level of Emotional intelligence of respondents, it was noticed that, more than half (53.2, 61.0, 66.2, 54.5, 59.7 and 50.6 percent) of the late adolescents attending online education were having low level of

various dimension of emotional intelligence namely, self-awareness, managing emotion, empathy, motivating oneself, handling relationship and emotional intelligence respectively.

**Table 8.** Relationship between age, parents' monthly income, and hours spent on education in a day with regard to academic stress and emotional intelligence.

	r	Strength of relationship	p
Age with Emotional intelligence	0.081	Very weak	.482>0.05
Age with academic stress	0.211	Weak	.066>0.05

Parents monthly income with EI	0.046	Very weak	.693>0.05
Parents monthly income with AS	0.074	Very weak	.523>0.05
Hours spending with AS	0.004	Very weak	.974>0.05
Hours spending with EI	0.128	Very weak	.267>0.05
Academic stress with EI	0.007	Very weak	.955>0.05

Karl Pearson coefficient of correlation statistical test table illustrates that, the possible relation between age, parent's monthly income, hours spent on education of the respondents with regard to academic stress and their emotional intelligence. It has proven statistically that, there is no significant relationship between age, parent's monthly income, hours spent on education by the respondents [ $r=.081, p=.482>0.05$ ], [ $r=.211, p=.066>0.05$ ], [ $r=.046, p=.693>0.05$ ], [ $r=.074, p=.523>0.05$ ], [ $r=.004, p=.974>0.05$ ], [ $r=.128, p=.267>0.05$ ], [ $r=-.007, p=.955>0.05$ ] regarding academic stress and their emotional intelligence respectively. Hence, **Null hypothesis is accepted**.

**Table 9.** Difference between gender of the respondents with regard to various dimensions of academic stress.

	M	S.D	t	p
Personal adequacy	M=15.43 F=15.55	8.484 7.247	.064	.949>0.05
Fear of failure	M=10.17 F=11.89	7.372 8.323	.953	.334>0.05
Interpersonal difficulties with teacher	M=14.03 F=14.53	8.491 8.700	.249	.804>0.05
Teachers-pupil relationship/methods	M=10.87 F=12.36	8.394 8.820	.747	.458>0.05
Inadequate study facilities	M=11.73 F=13.62	8.238 8.415	.979	.336>0.05
Academic stress	M=62.23 F=67.96	38.307 39.043	.635	.528>0.05

The Independent sample 't' statistical test table explains that in all the five dimensions (Personal adequacy, Fear of failure, Interpersonal difficulties with teacher, Teachers-pupil relationship/methods, Inadequate study facilities) of the academic stress and overall academic stress, the calculated 't' value (.064, .953, .249, .747, .979 and .635 respectively) lesser than the table value 1.960 at 0.05 level of significance. Therefore, it is to understand that there is no statistically significant difference between gender of the respondents and their Personal adequacy, Fear of failure, Interpersonal difficulties with teacher, Teachers-pupil relationship/methods, Inadequate study facilities and overall academic stress. Hence, **Null hypothesis is accepted**. Nevertheless, the above statistical finding shows that in all five dimensions (Personal adequacy, Fear of failure, Interpersonal difficulties with teacher, Teachers-pupil relationship/methods,

Inadequate study facilities) of the academic stress and overall academic stress, the mean score (15.55, 11.89, 14.53, 12.36, 13.62, and 67.96 respectively) of the female respondents had a slightly higher than the mean score (15.43, 10.17, 14.03, 10.87, 11.73 and 62.23 respectively) of the male respondents which reveals that the female respondents have possessed a slightly higher level of academic stress namely personal inadequacy, fear of failure, interpersonal difficulties with teachers, Teacher-pupil relationship/teaching methods, Inadequate study facilities and overall academic stress than their counter parts.

The mean score of all the dimensions of academic stress of female respondents are slightly higher than the mean score of all the dimensions of academic stress of male respondents indicating that comparatively the female respondents showed higher level of academic stress than their counter parts.



**Table 10.** Difference between gender of the respondents with regard to various dimensions of emotional intelligence

	M	S.D	t	p
Self-awareness	M=45.70 F=44.79	5.357 4.530	.773	.443>0.05
Managing emotion	M=41.43 F=38.85	4.546 4.263	2.490	.016<0.05
Empathy	M=28.97 F=28.36	3.828 3.089	.728	.470>0.05
Motivating oneself	M=32.30 F=32.38	4.162 3.468	.091	.928>0.05
Handling relationship	M=32.07 F=31.09	3.759 3.425	1.156	.252>0.05
Emotional intelligence	M=180.47 F=175.47	18.878 16.808	1.182	.242>0.05

The independent sample 't' test analysis table illustrates that in all the five dimensions (self-awareness, managing emotion, empathy, motivating oneself, handling relationship) of the emotional intelligence and overall emotional intelligence, the calculated 't' value (.773, 2.490, .728, .091, 1.156 and 1.182 respectively) is lower than the table value (1.960) at  $p > 0.05$  level of significance. Therefore, it is to understand that there is no statistically significant difference between gender of the respondents and their self-awareness, managing emotion, empathy, motivating oneself, handling relationship and overall emotional intelligence. However, the above statistical finding shows that the mean score (45.70, 41.43, 28.97, 32.07 and 180.47 respectively) of four dimensions (Self Awareness, Managing Emotion, Empathy and Handling Relationship) of emotional intelligence and overall emotional intelligence of male respondents are slightly higher than the mean score (44.79, 38.85, 28.36, 31.09 and 175.47 respectively) of female respondents. But the mean score (32.38) of one dimension (motivating oneself) of emotional intelligence of female respondents is slightly higher than the mean score (32.30) of male respondents. Hence it

is inferred that comparatively the male respondents showed higher level of self-awareness, managing emotions, empathy, handling relationships and overall emotional intelligence than their counter parts. Whereas, comparatively the female respondents showed higher level of motivating oneself than the male respondents.

It has been inferred that male respondents have possessed higher managing emotion whereas a slightly higher various dimension of emotional intelligence namely Self-awareness, managing emotion, empathy, handling relationship and emotional intelligence except motivating oneself; Female respondents have possessed a slightly higher motivating oneself.

#### **Research hypothesis**

Male respondents are having higher emotional intelligence than female respondents

#### **Testing of hypothesis**

Independent sample 't' statistical test was applied in order to test the research hypothesis. It has been found to be that, there is no statistical significant difference [ $t=1.182, p=.249 > 0.05$ ] between gender of the respondents and emotional intelligence. Hence, **Null hypothesis is accepted**

**Table 11.** Difference between place of residence of the respondents with regard to various dimensions of academic stress.

	M	S.D	t	p
Personal adequacy	U=13.88 R=17.27	6.366 8.662	1.947	.056>0.05
Fear of failure	U=9.08 R=13.54	6.443 8.843	2.516	.014<0.05

Interpersonal difficulties with teacher	U=12.53 R=16.30	8.070 8.762	1.960	.054>0.05
Teachers-pupil relationship/methods	U=9.65 R=14.08	7.570 9.206	2.296	.025<0.05
Inadequate study facilities	U=10.75 R=15.19	7.608 8.586	2.394	.019<0.05
Academic stress	U=55.88 R=76.38	33.224 41.549	2.379	.020<0.05

The Independent sample 't' statistical test table explains that in three dimensions (Fear of failure, Teachers-pupil relationship/methods, Inadequate study facilities) of the academic stress and overall academic stress, the calculated 't' value (2.516, 2.296, 2.394 and 2.379 respectively) is greater than table values is 1.960 at 0.05 level of significance. Therefore, it is to understand that there is a statistically significant difference between residence of the respondents and their Fear of failure, Teachers-pupil relationship/methods, Inadequate study facilities and overall academic stress. However, the calculated 't' value of (1.947, 1.960) Personal adequacy, Interpersonal difficulties with teacher dimensions of academic stress is lesser than table values is 1.960 at 0.05 level of significance. Therefore, it is to understand that there is no statistically significant difference between residence of the respondents and Personal adequacy, Interpersonal difficulties with teacher.

Nonetheless, the above statistical finding shows that in all five dimensions (Personal adequacy, Fear of failure, Interpersonal difficulties with teacher, Teachers-pupil relationship/methods, Inadequate study facilities) of the academic stress and overall academic stress, the mean score (17.27, 13.54, 16.30, 14.08, 15.19 and 76.38 respectively) of the rural respondents had

a higher than the mean score (13.88, 9.08, 12.53, 9.65, 10.75 and 55.88 respectively) of the urban respondents which reveals that the rural respondents have possessed a higher level of academic stress namely personal inadequacy, fear of failure, interpersonal difficulties with teachers, Teacher-pupil relationship/teaching methods, Inadequate study facilities and overall academic stress than the urban respondents.

It has been inferred that respondents who are residing in rural area have possessed higher various dimension of academic stress namely, fear of failure, Teacher-pupil relationship/teaching methods, Inadequate study facilities and academic stress whereas have possessed a slightly higher personal inadequacy, interpersonal difficulties with teachers.

#### Research hypothesis

Respondents who are residing in rural area are having higher academic stress than respondents who are residing in urban area.

#### Testing of hypothesis

Independent sample 't' statistical test was applied in order to test the research hypothesis. It has been found to be that, there is a statistical significant difference [ $t=2.379$ ,  $p=.020<0.05$ ] between place of residence of the respondents and academic stress. Hence, **Null hypothesis is rejected**

**Table 12.** Difference between place of residence of the respondents with regard to various dimensions of emotional intelligence.

	M	S.D	t	p
Self-awareness	U=45.40 R=44.86	5.207 4.498	.484	.630>0.05
Managing emotion	U=39.80 R=39.92	4.542 4.573	.114	.909>0.05
Empathy	U=28.58 R=28.62	3.335 3.483	.060	.952>0.05
Motivating oneself	U=32.18 R=32.54	3.829 3.656	.428	.670>0.05
Handling relationship	U=31.20	3.736	.684	.496>0.05

	R=31.76	3.403		
Emotional intelligence	U=177.15	18.556	.137	.892>0.05
	R=177.70	16.959		

The independent sample 't' test analysis table illustrates that in all the five dimensions (self-awareness, managing emotion, empathy, motivating oneself, handling relationship) of the emotional intelligence and overall emotional intelligence, the calculated 't' value (.484, .114, .060, .428, .684, and .137 respectively) is lower than the table value (1.960) at  $p > 0.05$  level of significance. Therefore, it is to understand that there is no statistically significant difference between residence of the respondents and their self-awareness, managing emotion, empathy, motivating oneself, handling relationship and overall emotional intelligence.

However, the above statistical finding shows that the mean score (39.92, 41.43, 28.62, 32.54, 31.76 and 177.70 respectively) of four dimensions (Managing Emotion, Empathy, Motivating oneself and Handling Relationship) of emotional intelligence and overall emotional intelligence of rural respondents are slightly higher than the mean score (39.80, 28.58, 32.18, 31.20 and 177.15 respectively) of urban respondents. But the mean score (45.40) of one dimension (Self-awareness) of emotional intelligence of urban respondents is slightly higher than the mean score (44.86) of rural respondents. Hence it is inferred that comparatively the rural respondents showed higher level of managing emotions, empathy, motivating oneself, handling relationships and overall emotional intelligence than the urban respondents. However, comparatively the urban respondents showed higher level of self-awareness than the rural respondents.

It has been inferred that respondents who are residing in rural area have possessed a slightly higher various dimension of emotional intelligence scale namely, managing emotion, empathy, motivating oneself, handling relationship and emotional intelligence whereas respondents who are residing in urban area have possessed a slightly higher Self-awareness.

#### **Research hypothesis**

Respondents who are residing in urban area are having higher emotional intelligence than respondents who are residing in rural area

#### **Testing of hypothesis**

Independent sample 't' statistical test was applied in order to test the research hypothesis. It has been found to be that, there is no statistical significant difference [ $t = .137$ ,  $p = .892 > 0.05$ ] between place of residence of the respondents and emotional intelligence. Hence, **Null hypothesis is accepted**

#### **Discussion:**

In an effort to contribute to documenting the effects of the Covid-19 crisis on the higher education landscape, this study provides a snapshot of academic stress and emotional intelligence of college students attending online class. The results have shown that there is a relationship between emotional intelligence and academic stress by students attending online classes. While analyzing the level of academic stress of the late adolescents attending online education, it was observed that, nearly half (46.8, 49.4, 48.1, 49.4, 46.8 and 49.4 percent) of the late adolescents attending online education were having high level of various dimensions of academic stress as well as over all academic stress of the respondents and with regard to the level of Emotional intelligence of respondents, it was noticed that, more than half (53.2, 61.0, 66.2, 54.5, 59.7 and 50.6 percent) of the late adolescents attending online education were having low level of various dimension of emotional intelligence and over all emotional intelligence.

The results have shown that there is no significant relationship between age, parent's monthly income, hours spent on education by the respondents regarding academic stress and their emotional intelligence. The study also explored the gender differences but the results were shown that there is no significant difference between the gender of the respondents with academic stress and emotional intelligence. The mean score of all the dimensions of academic stress of female respondents are slightly higher than the mean score of all the dimensions of academic stress of male respondents indicating that comparatively the female respondents showed higher level of

academic stress than their counter parts. However, with regard to emotional intelligence, the mean score of the male respondents possessed higher managing emotion whereas a slightly higher various dimension of emotional intelligence namely Self-awareness, managing emotion, empathy, handling relationship and emotional intelligence except motivating oneself; Female respondents have possessed a slightly higher motivating oneself.

A statistically significant difference was founded between residence of the respondents and their Fear of failure, Teachers-pupil relationship/methods, In adequate study facilities and overall academic stress. However, the calculated 't' value of (1.947, 1.960) Personal adequacy, Interpersonal difficulties with teacher dimensions of academic stress is lesser than table values is 1.960 at 0.05 level of significance. Therefore, it is to understand that there is no statistically significant difference between residence of the respondents and Personal adequacy, Interpersonal difficulties with teacher. With regard to the residents of the respondents and their level of emotional intelligence, there is no statistically significant difference between residence of the respondents and their self-awareness, managing emotion, empathy, motivating oneself, handling relationship and overall emotional intelligence. Yet, When we compare the mean score of the respondents, the rural respondents showed higher level of managing emotions, empathy, motivating oneself, handling relationships and overall emotional intelligence than the urban respondents. However, comparatively the urban respondents showed higher level of self-awareness than the rural respondents. Residence does impact the academic stress and emotional intelligence of students who attends online classes.

The government had to conduct a sudden lockdown and compulsory social distance among people as a preventative and only source of measure to break the chain of the COVID-19 pandemic. This has resulted in a new scenario in which authorities must take prompt action to continue educating and evaluating pupils via virtual or online form while taking extra care to ensure that none of this interferes with their studies. Many countries are attempting to

provide rapid access to digital learning resources through a variety of means. However, the difficulties that have arisen as a result of this new arrangement have prompted educators to develop more impactful online education. Classes are being held on digital platforms, and some universities have cancelled or postponed exams, while others have adopted different methods of evaluating students. Although this disruption may assist certain students' careers, many talented and worthy students are finding it difficult to pass up an opportunity to demonstrate their knowledge and earn higher grades through their exam performance. All of this has given us a new and different perspective on our educational system. However, this raises the question of how to transition from digital learning to traditional classroom learning once people's lives return to normal. This will have a huge influence on everyone. Teachers and educators may have greater difficulties.

### **Conclusion:**

Number of academic and nonacademic factors, such as environmental, social, and psychological concerns, stress students all over the world. Stress is caused by the desire to outperform classmates, match parental and instructor expectations, and improve grades in order to pursue a dream job. All of this places a great deal of stress on students, leading to feelings of burnout as a result of academic stress, whereas emotional development begins in childhood and has a range of effects on children, including ego development, emotional development, and social development. When children watch their environment, teachers, peers, parents, and siblings, and create ties with them, they acquire emotional intelligence.

Students are the assets and future of the country. To live a balanced life, they must have a high level of emotional intelligence. Students with strong emotional intelligence have less academic stress, while students in the scientific stream have more academic stress than students in the commerce and humanities streams, according to the research. As a result, academic stress should be lessened in order to assist students in achieving emotional equilibrium. Teachers and parents must speak with them about their academic concerns. They should also be well-

versed in the various job options available to them. Their parents should not force them to choose a specific path.

### References:

- Babicka-Wirkus, A., Wirkus, L., Stasiak, K., & Kozłowski, P. (2021). University students' strategies of coping with stress during the coronavirus pandemic: Data from Poland. *PLoS ONE*, 16(7 July), 1–27. <https://doi.org/10.1371/journal.pone.0255041>
- Chandra, Y. (2021). Online education during COVID-19: perception of academic stress and emotional intelligence coping strategies among college students. *Asian Education and Development Studies*, 10(2), 229–238. <https://doi.org/10.1108/AEDS-05-2020-0097>
- Jassal, N. (2021). Relationship between Academic Stress and Emotional Intelligence in High School Students. *Psychology and Cognitive Sciences – Open Journal*, 7(1), 30–35. <https://doi.org/10.17140/pcsoj-7-162>
- Kauts, D. S. (2016). Emotional Intelligence and Academic Stress among College Students. *Educational Quest- An International Journal of Education and Applied Social Sciences*, 7(3), 149. <https://doi.org/10.5958/2230-7311.2016.00036.2>
- Stevens, C., Schneider, E., Bederman-Miller, P., & Arcangelo, K. (2019). Exploring The Relationship Between Emotional Intelligence And Academic Stress Among Students At A Small, Private College. *Contemporary Issues in Education Research (CIER)*, 12(4), 93–102. <https://doi.org/10.19030/cier.v12i4.10322>