



RELATIONSHIP BETWEEN ACADEMIC ANXIETY AND EMOTIONAL INTELLIGENCE AMONG MINORITY AND NON-MINORITY STUDENTS: A STUDY

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Abstract

The present study is an attempt to compare minority and non-minority students on academic anxiety and emotional intelligence; and to study the relationship between academic anxiety and emotional intelligence. Sample for the study consists of 120 students of class XI (60 minority students and 60 non-minority students). Emotional Intelligence Inventory developed by S.K. Mangal and Shubhra Mangal and a self-prepared Academic Anxiety Scale has been used to collect the data. *t*-ratio and product moment coefficient of correlation has been computed for the analysis of the data. The findings of the study revealed that as compared to minority students, non-minority students have high academic anxiety; minority and non-minority students have similar emotional intelligence; Academic anxiety is negatively related to emotional intelligence among minority as well as non-minority students.

Keywords: Academic Anxiety, Emotional Intelligence, Students.



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INTRODUCTION:

The Government of India has taken numerous steps for the existence and overall development of different religious communities in India. National Commission for minorities was set up by the Union Government of India in 1992 to secure the existence of minorities all over India. According to Union Government of India (1992), six religious communities, like; Christians, Muslims, Buddhists, Sikhs, Jains and Parsis have been notified as minority communities in India. The report of Sachar committee in 2006 was the point of considering for minorities in general and Indian muslims in particular. The committee studied the socio-economic status of muslim community in comparison with other communities of India. The findings of the Sachar Committee is confirm that muslim community as the most backward community in India. According to The report of Sachar committee Islam is the second largest religion in India after Hinduism, forming 14.6% of the total population in republic of India. Infact history of Islam religion in India dates back to 12th century, the nation is currently

home to over 10% of the world's muslim minority population. India is home to third largest muslim population in the world, after Pakistan and Indonesia.

Muslims are significantly present in large numbers all over India. Approximately 47% Indian Muslims lives in 3 states of Uttar Pradesh, West Bengal and Bihar. Hindus and Muslims together form a fundamental part of dynamic Indian culture. Islam as a religious has witnessed an intense growth in its population in different states of India. According to data from numeration of India, Muslim population is estimated to be approximately 184 million in 2016. Dyrbye et al (2007) reported that medical minority students appear to be at lower risk for burnout than non-minority students. Both minority as well as non-minority students suffer from academic anxiety because both have pressure to excel in academic field. Anxiety is a state of mind in response to some stimulus in the environment which brings in the feelings of fear. Academic anxiety is to a certain extent, unavoidable, compulsory and even productive, since it motivates to spend for academic tasks. The anxiety occurs in response to exposure to a stressful academic circumstances, such as completing school assignments presenting a project in class etc. Anxiety also play an influential role in human life because all of us are the victims of anxiety in different ways. High level of anxiety interferes with concentration and memory, which are critical for academic success. Without anxiety, however there would be lack of motivation to study for exams, write papers, or do daily homework. A moderate amount of anxiety actually helps academic performance by creating motivation. Academic anxiety is influenced by various factors like goals, self – concept, stress, intelligence, emotional intelligence, performance, level of aspiration etc.

In our daily life we experience different emotions and feelings-pleasure, depression, love, anger etc. Emotion as the process by which motivational potential is realized, when activated by challenging stimuli. Emotional intelligence is a concept coined by Goleman (1995). It is the ability to manage emotions of oneself. Mayer and Salovey (1997) defined emotional intelligence “ the ability to perceive accurately, appraise and express emotion; the ability to access and / or generate feelings when they facilitate though ; the ability to understand emotion and emotional knowledge; and the ability to regulate emotional to promote emotional and intellectual growth ” .

Studies on emotional intelligence and academic anxiety proves that emotional intelligence is negatively related to academic anxiety (Upadhyaya, 2006; Upadhyaya, 2008;). Mack-Allen (2005) has also found significant correlation between emotional intelligence and anxiety. Drago (2004) reported that emotional intelligence is significantly related to academic

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anxiety. In the present study an attempt has been made to explore the relationship between academic anxiety and emotional intelligence among minority and non-minority students.

OBJECTIVES:

The study has been conducted to achieve the following objectives-

1. To compare academic anxiety among minority and non-minority students.
2. To compare emotional intelligence among minority and non-minority students.
3. To study the relationship between academic anxiety and emotional intelligence among minority students.
4. To study the relationship between academic anxiety and emotional intelligence among non-minority students.

HYPOTHESES:

To achieve the above mentioned objectives the following hypotheses has been formulated and tested-

1. There is no significant difference in the academic anxiety among minority and non-minority students.
2. There is no significant difference in the emotional intelligence among minority and non-minority students.
3. There is no significant relationship between academic anxiety and emotional intelligence among minority students.
4. There is no significant relationship between academic anxiety and emotional intelligence among non-minority students.

METHODOLOGY:

Descriptive method of research has been employed in the present study. Sample for the study consists of 120 students of class XI (60 minority students of Majidia Islamia Intermediate College, Allahabad and 60 non-minority students of C.A.V. Inter College, Allahabad). Emotional Intelligence Inventory developed by S.K. Mangal and Shubhra Mangal and a self - prepared Academic Anxiety Scale were used as tools for the study. t-ratio and product moment coefficient of correlation have been computed for the analysis of the data.

RESULTS AND DISCUSSION:

Table No. 1 Mean, S.D. and t-ratio showing difference in academic anxiety among minority and non-minority students.

Variable	Group	N	Mean	S.D.	t-ratio
Academic Anxiety	Minority	60	66.66	16.9	4.20*
	Non-minority	60	80.75	20.7	

*significant at .01 level

Observation of table 1 shows that the mean academic anxiety score of minority students is 66.66 and S.D. is 16.9, while mean academic anxiety score of non-minority students is 80.75 and S.D. is 20.7. t-ratio is found to be 4.20, which is significant at .01 level. Therefore the null hypothesis that ‘There is no significant difference in the academic anxiety among minority and non-minority students’ can be rejected. It means that academic anxiety of non-minority students is more than that of minority students. This may be due to the reason that non-minority students are more anxious in academic arena and are more serious for their studies as compared to minority students.

Table No. 2, Mean, S.D. and t-ratio showing difference in emotional intelligence among minority and non-minority students.

Variable	Group	N	Mean	S.D.	t-ratio
Emotional Intelligence	Minority	60	60.36	11.9	1.49*
	Non-minority	60	63.77	11.12	

*Not significant at .05 level

Observation of table-2 shows that the mean emotional intelligence score of minority students is 60.36 and S.D. is 11.9, while mean emotional intelligence score of non-minority students is 63.77 and S.D. is 11.12. t-ratio is found to be 1.49, which is not significant at .05 level. Therefore null hypothesis that ‘There is no significant difference in the emotional intelligence among minority and non-minority students’ can be accepted. It means that minority and non-minority students have similar emotional intelligence.

Table No. 3 Value of coefficient of correlation between academic anxiety and emotional intelligence among minority students.

Variable	Group	N	Value of Correlation
Academic Anxiety and Emotional Intelligence	Minority	60	-0.648*

*significant at .01 level

Table 3 reveals that the value of coefficient of correlation between academic anxiety and emotional intelligence among minority students is -0.648, which is significant at .01 levels. Thus the null hypothesis that ‘There is no significant relationship between academic anxiety and emotional intelligence among minority students’ can be rejected. It means that academic anxiety is negatively related to emotional intelligence among minority students. Thus it can be inferred that as emotional intelligence of minority students increases their academic anxiety decreases and vice-versa.

Table No. 4 Values of coefficient of correlation between academic anxiety and emotional intelligence among non-minority students.

Variable	Group	N	Value of Correlation
Academic Anxiety and Emotional Intelligence	Non-minority	60	-0.399*

*significant at .01 level

Table-4 reveals that the value of coefficient of correlation between academic anxiety and emotional intelligence among non-minority students is -0.399, which is significant at .01 level. Thus the null hypothesis that ‘There is no significant relationship between academic anxiety and emotional intelligence among non-minority students’ can be rejected. It means that academic anxiety is negatively related to emotional intelligence among non-minority students.

The findings shows that academic anxiety is negatively related to emotional intelligence among both minority and non-minority students. This may be due to the reason that as emotional intelligence of students increases, they are better able to handle, manage and control the anxiety and stress that arise in academic field. The present finding draws support from the findings of Upadhyaya (2006), Upadhyaya (2008) and Pandey (2006) they reported that academic anxiety is negatively related to emotional intelligence. However, Rani and Manita (2015) and Pandey (2014) reported no significant correlation between academic anxiety and emotional intelligence.

Thus, it can be concluded that non-minority students have more academic anxiety as compared to minority students; minority and non-minority students have similar emotional intelligence; academic anxiety is negatively related to emotional intelligence among minority as well as non-minority students. On the basis of findings of the study it can be implied that efforts needs to be made to increase emotional intelligence among minority and non-minority

students through various curricular and co-curricular activities in order to enable them to deal with stress and anxiety that arise in academic field.

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