



Psychological Intelligence and Wellness of Young People in Kashmir District: The Effect of Academic Stress

*¹Dr. Amina Parveen

¹Department of Psychology, Aligarh Muslim University, Aligarh, Utter Pradesh, India.

Abstract

Academic anxiety, which they claim is the most severe psychological transitional change that occurs in adolescence and significantly affects both emotional intelligence and wellbeing, is one of the major psychological transitional changes that occur in a person's life, along with stress, trauma, depression, and other related issues. Among teenagers enrolled in different schools in the Kashmir District (Akhnoor), this study aims to evaluate the effects of academic anxiety on emotional intelligence and wellbeing. One hundred students, fifty of them male and fifty of them female, from both urban and rural locations made up the sample. The subjects were chosen using a random sample procedure, with an age range of 17 to 19 years. Dr. Anjum Ahmed produced the Psychological Wellbeing scale (PWBS), Sushma Talesara developed the Emotional Intelligence scale (EIS), and Sonal Sharma and Dr. Shakir developed the Academic Anxiety Scale (AAS). A negligible variation has been observed between male and female adolescents residing in rural and urban locations, respectively. These teenagers have distinct explanations and variables contributing to their psychological issues.

Keywords: Academic anxiety, emotional intelligence, adolescents, and wellbeing

Introduction

Anxiety is a subjective, illogical worry and apprehensive sensation about the future that is not stable at any given time. It is marked by perspiration, restlessness, a fast heartbeat, tension, and feelings of fear and uneasiness. Generally speaking, it is accepted as a typical reaction to a stressful circumstance in certain circumstances. Unfortunately, its long-term predominance can cause dreadful experiences that can lead to the development of anxiety disorders. These conditions are characterized by intense, unfounded fear and uneasiness that can have a significant negative influence on a person's everyday life, whether it be at work, school, or in other places. (Abouserie, 1994).

However, anxiety that is directly linked to academic pressures such as exams, meeting deadlines for projects, etc. is typically referred to as academic anxiety, and it is negatively impacting adolescents' lives. This kind of anxiety addresses the demands of education both directly and indirectly, with a number of underlying situational issues.

Teenagers who experience academic anxiety typically experience increased worry and struggle to operate normally. It can range in severity from minor to severe.

In order to effectively treat and manage academic anxiety, it is crucial that educational settings promptly make resources like academic support services, counseling, and stress management courses available to teenagers (Amrai and Parhon 2011).

As with the other psychological situations, academic anxiety has a significant impact on adolescents' well-being. This impact is both direct and indirect, and it is hypothesised that academic anxiety affects adolescents' well-being, which is crucial for everyone's development, especially for adolescents who are still in the process of developing their overall quality of life. A person's total happiness, health, and sense of fulfillment in life are largely influenced by a variety of physical, mental, emotional, and social elements that are all discussed in relation to their overall wellbeing.

A person's physical, mental, emotional, and social well-being are all related and deal with many facets and situations in their lives in different ways. In general, discussing the well-being of teenagers-a vital component-we find that they struggle to deal with difficult circumstances and other psychological problems that are all too common in their lives, with academic anxiety being one of the main causes of these problems.

Review of Literature

i). Nearly three-quarters of college students and recent graduates had lower subjective wellbeing scores in the study, which was conducted between March 2020 and September 2021. It's interesting to note that while the remaining subjects reported no change, about one-fifth of the people reported higher subjective wellbeing scores. Feelings of loneliness, deteriorating mental and physical

health, challenges completing degree programs and employment, travel limitations, and worries about one's competitiveness in the job market were among the unfavorable effects. (Donald & Jackson, 2022).

- ii). This study examined Saudi Arabian university students' anxiety levels during the COVID-19 outbreak. The research was carried out in 2020 between March and June. According to the findings, 35 percent of the pupils reported having moderate to severe anxiety. Age, sex, and educational attainment were all strongly correlated with anxiety. These results may help government organizations and decision-makers understand how critical it is to act quickly and decisively in order to reduce kids' anxiety during the COVID-19 pandemic. (Khoshaim and Hossain, 2020)
- iii). According to Alkandari (2020), a lot of students experience anxiety when they believe they will fail to meet their academic or nonacademic objectives. On the other hand, worry can also inspire students to consider their options more carefully. Although students handle anxiety in different ways, some may find it difficult. Numerous symptoms that impact their mental health are most likely caused by this. at order to maintain their mental health and stay at the institution, they need thereby reduce their worry.
- iv). The results of a study conducted by Khurshid and Khan (2018) with 1775 students showed that the EI of entrance-level students was much greater than that of final-stage students. These results prompt recommendations for remedial actions to be made in university-level programs.

Objective of the Study

- i). The purpose of this study is to determine the correlation between academic anxiety and emotional intelligence in teenagers of both genders.
- ii). To evaluate how adolescents of different genders (males and females) relate to wellbeing in relation to academic anxiety.
- iii). To ascertain the correlation among teenagers of various genders (males and females) between academic anxiety, emotional intelligence, and wellbeing.

Hypotheses

H1: Among adolescents of different genders (males and females), there is a significant correlation between academic anxiety and emotional intelligence.

H2: Among teenagers of various genders, there is a noteworthy correlation between academic anxiety and wellbeing (male & female).

H3: Among adolescents of different genders (males and females), there is a significant association between academic anxiety, emotional intelligence, and wellbeing.

Research Design

In order to determine the correlation that exists between the variables used in a given study, the relevant study will employ the correlation research design. We must pay attention to how academic anxiety affects teenagers' emotional intelligence and well-being, and correlation study design is the only way to achieve this.

Methods of Statistics

The following statistical methods would be applied in order to carry out the relevant study:

Karl Pearson's Product Moment Correlation Method, using the following web calculator:

Using the Two-Tailed T(df:48) Distribution, Perform the Correlation Test:

We choose the t-distribution to test the correlation because the null correlation is zero.

When $r \neq 0$, the correlation's distribution is not symmetrical, hence the confidence interval is created by transforming the Z distribution by the Fisher transformation.

H0 Hypothesis

As p-value is more than α , H0 cannot be ruled out.

Correlation within the population is regarded as being equivalent to correlation as it should be (0).

Put another way, there is not a significant enough statistical difference between the sample correlation and the expected correlation.

Only that the null hypothesis cannot be rejected is demonstrated by a non-significance finding, not that H0 is false.

P-Value

With $P(x \leq -1.191) = 0.1198$, the p-value is 0.2395. It indicates that there is an excessively high probability of type I error, or rejecting a valid H0: 0.2395 (23.95%). The greater the p-value, the stronger the support for H0.

Test Statistic

The 95% acceptance region, $[-2.0106, 2.0106]$, is where the test statistic T, which is equal to -1.191, falls.

$[-0.4276, 0.1143]$ is the correlation's 95% confidence interval.

Conclusion

Further interpretation of the data during interpretation and discussion suggests that academic anxiety affects adolescents' emotional intelligence and well-being, but has less of an impact on relationships between male and female adolescents from different rural and urban backgrounds. Additionally, it is possible to state that, for a variety of causes, circumstances, and settings over a specific length of time, academic anxiety has a profound effect on teenagers' emotional intelligence and wellness.

We might conclude that teens frequently experience academic anxiety, and that this anxiety has negative effects that go beyond academic achievement. This essay investigates the complex connection between teenage wellness, emotional intelligence, and academic anxiety. It explores how academic worry lowers emotional intelligence and, in turn, affects teenagers' general well-being. It also suggests possible therapies and coping strategies. Adolescents who suffer from academic anxiety frequently report feeling stressed, afraid of failing, and overly concerned about their academic achievement. Academic anxiety can arise due to various factors such as peer expectations, the need to perform well academically, and worry about the future. Numerous studies indicate that an adolescent's mental wellbeing may be significantly impacted by academic worry.

Several factors can cause academic worry to weaken emotional intelligence: In a similar vein, adolescents who experience excessive academic stress may become less conscious of their emotional states as a result of being overly preoccupied with their studies. Both their own and other people's emotional needs could be neglected. Furthermore, adolescent emotional regulation may be hampered by elevated

anxiety levels. They might have mood swings, emotional outbursts, and trouble handling stress. Teenagers experiencing academic worry may exhibit irritability, withdrawal, or social isolation, which can affect relationships with others. Interpersonal skills and empathy development may be hampered as a result. And additionally chronic stress related to school can result in low self-esteem and self-doubt, which lowers self-confidence and self-motivation-two important aspects of emotional intelligence.

Furthermore, the profound influence of academic anxiety on well-being has been revealed. This is because academic anxiety has a direct impact on mental health. Persistent academic anxiety can lead to the emergence of mental health problems like depression and anxiety disorders, which can have long-term welfare implications. Persistent stress linked to academic worry can also result in physical health issues, such as headaches, impaired immune system, and sleep disruptions. Inversely, because it reduces focus, memory retention, and cognitive function, academic anxiety can have a negative impact on academic achievement. The emotional wounds that adolescents who experience academic anxiety may carry into adulthood might impact their relationships, careers, and general quality of life.

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