A STUDY ON CORRELATION BETWEEN ACADEMIC STRESS AND EMOTIONAL COMPETENCY OF SENIOR SECONDARY STUDENTS

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ABSTRACT

Stress is referred to as a person's physiological (i.e., relating to the physical body) response to external demands in psychology. Despite the fact that stress need not be positive or bad, the word is frequently used negatively. When someone is playing tennis and ready to make the winning shot, they may experience stress. Likewise, a too busy schedule may cause stress. A quick heartbeat, worrisome thoughts, intense concentration, elevated levels of energy, or excessive muscle tightness are some signs of stress. In response to a threat, stress is a typical human feeling. It is a highly aroused condition accompanied by discomfort. At all levels and in all pursuits, there is competition. Higher educational standards cannot be attained by students without mental readiness. The study of psychology enables students to comprehend the true causes of their mental behaviour as well as how to alter their behaviour in ways that will benefit them personally. The challenges that today's pupils encounter is more challenging and intricate than they were in the past. Students' unrest, rates of teen suicide, drug addiction, shattered families, etc. are a few indicators that not enough is being done in our educational institutions to help kids acquire moral principles. Students struggle with being unsure of themselves and feeling down since they aren't developing the emotional and social competences, they need to have a fulfilling life. In our culture, it is viewed as a sign of maturity to suppress our feelings rather than to express them. In order to manage one's emotions as well as comprehend and react to the emotions of others, it is therefore even more important to become emotionally literate and to be aware of one's own personality. After the family, school is the child's first formal environment where he can demonstrate his social skills in interpersonal interactions. Teachers set the cornerstone for a learner's social, emotional, and intellectual potential.

KEY WORDS: Academic Stress, Parental Involvement, Emotional Competency.

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INTRODUCTION

Stress is the body's natural reaction to a challenge, threat, or exciting situation. It can be advantageous and aid in exam preparation. The key is to avoid letting it cause you any distress. Stress can either be a deterrent or a motivator. Everything depends on how the youngster processes, categorises, and regulates her experiences. Children experience stress when academic achievement standards rise. At times of transition, adaptations are required of all kids. Workplace stress, according to the Health and Safety Executive, is a response people have to excessive expectations or pressures. It develops when people attempt to handle duties, obligations, or other sorts of pressure associated with their occupations but experience difficulty, strain, or worry doing so. For managing stress in general and academic stress in particular over the last several years, a number of solutions have been promoted. The Cognitive - Behavioural Approach stands out among them as the most effective because it reduces anxiety, sadness, social isolation, etc. Students work with their full potential and zeal, improving their interest and academic performance as well as their attempts to meet their achievement needs. Academic stress can be effectively managed with the use of relaxation techniques, biofeedback, cognitive restructuring, self-control training, stress inoculation training, problem solving techniques, and assertiveness. It results in a decrease in stressful-related negative emotions and an enhancement in creativity, success, productivity, quality of life, and sense of wellbeing. Everyone's life is impacted by stress, from adults who work hard to completely dependent youngsters. The psychology of stress examines how stress affects a person's wellbeing as well as its causes, effects, and coping techniques. Psychologists who work with people who are stressed out may address unhealthy coping mechanisms like substance misuse while teaching healthy ones like progressive muscle relaxation.

ACADEMIC STRESS

Regardless of age, caste, religion, ethnicity, nationality, or gender, the modern lifestyle has offered everyone numerous benefits, but one of those benefits is stress. The word "stress" is derived from the Roman words "stringere/strictiare" (pull tight) and "estrecier" (to subject to force or compulsion); it was first used in English in the 17th century A.D. to resemble

anguish, adversity, oppression, hardship, and adversity (Online Etymology Dictionary). The term "stress" was first used in the 19th century A.D. to refer to pressure, force, or influence acting on a person or a physical object who resists these forces in order to preserve his initial condition of equilibrium. It is a physical, mental, or emotional response to demands or change. Stress forces people to react in a specific way that is unique to each individual. This pattern of physiological reactions primes an organism for either "fight" or "flight," according to Cannon. The negative response that peoples have to excessive pressure or other forms of expectations imposed on them is known as stress. The level to which a person can successfully use his coping mechanisms in response to the threats or environmental hazards that he experiences, as demonstrated, determines the extent to which stress will always result in a response in that person. When stimulation events disrupt the surroundings and demand more of the person than they are capable of handling, that person is said to be stressed. who defined stress as the impression of disparity between environmental demands (stressors) and personal capacity to meet these demands, share a similar point of view. When a person encounters a circumstance that he or she regards as overwhelming and the dangers outweigh his or her coping mechanisms, stress results. Stress was described as the pattern of reactions an organism has to stimuli that upset its homeostasis and tax its coping mechanisms. Stress is a common pattern of disruptive physiological and psychological response to situations that put one's ability to cope at jeopardy.

EMOTIONAL COMPITENCY

A general definition of competence is the capacity of a person to carry out a task well. A competency is a group of specified behaviours that offer a formal framework for identifying, assessing, and developing the behaviours in specific personnel. The ability to fulfil a certain position is what the researcher interprets as a combination of knowledge, skills, and behaviour that is used to increase performance. It can also be the state or quality of being sufficiently or properly qualified. For instance, systems thinking, emotional intelligence, influence and negotiation abilities, and management competency may all be included. Competent people may respond to a situation in an emergency by using strategies they have found to work in the past. To be competent, a person must be able to comprehend the

situation in its context, have a repertory of potential actions, and, if necessary, have received training in those potential actions. Regardless of training, competency would increase with experience and a person's capacity for learning and adaptation. Competence is a word with several different definitions that is both complicated and multi-lexical. In the organisational and occupational literature as well as the field of management development, it is still one of the most ambiguous phrases.

The term "emotional competence" is used to highlight human talent. It speaks to one's capacity to communicate or let go of their inner sensations (emotions). It suggests comfort around other people and defines one's capacity to communicate and lead successfully. The ability to identify, comprehend, and constructively react to your own and other people's emotions is referred to as one of the most important social skills. The capacity to perceive and react correctly to your emotional experiences is known as emotional competence.

Several psychologists studied social intelligence and emotional intelligence as a unified concept in the 1920s and 1930s. Goleman expanded his study of emotional competencies in connection to the ability and target aspects of two important domains. The term "emotional intelligence" was initially used by Salovey and Mayer, who defined it as having four domains: understanding one's own emotions, understanding others' emotions, controlling one's own emotions, and controlling others' emotions. In recent years, psychologists have focused on the construct's complexity and described it in terms of many talents and competencies. A more thorough framework for examining emotional competence is provided by the diversity and integration of the notions. The characteristics that are utilised to predict performance and effectiveness in management and leadership are known as emotional competence (E.C.). According to Boyatzis et al., an individual exhibits the abilities that make up self-awareness, self-management, social awareness, and social skills at the proper times and in the right ways frequently enough to be useful in the circumstance.

However, the notion of emotional intelligence has come under fire for being overly inclusive of all favourable personality traits that produce favourable outcomes. The well-known Goleman model leaves out the methods for determining an individual's E.I. level. According to Zeidner et al., social intelligence (SI) and emotional intelligence (EI) are two concepts

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that quantify individual differences in terms of the degree to which a person demonstrates qualities. Zeidner et al. note in their review that E.I. is typically defined as a stable quality of the person. The majority of adaptive reactions to various emotional situations, meanwhile, are situational and dynamic. In this regard, applying the causal paradigm to the E.I. constructions is pointless. So, it would be preferable to describe emotional intelligence (E.I.) as a collection of modifying emotional skills, which the proponents of E.C. highlight, and which would constitute the causal, beneficial consequences. Carroll adds. The extensive models developed for conventional mental abilities are absent from the E.I. construct. Zeidner et al. concur that the challenge of conceptualising E.I. makes it challenging to distinguish it from various notions. The term intelligence, according to developmental psychologists, places more emphasis on a person's mental capacity and personality traits than it does on contextual impacts on that person.

The ideas, awareness, comprehension, and applications of emotions in social interactions have recently been the subject of a different line of research. So, emotional intelligence (E.I.) can be seen as a snapshot of emotional abilities, and the phrase denotes the generalisation of the most emotional circumstances. As a result, we concur with Ciarrochi and Scott that emotional competence encompasses the capacity to recognise emotions as well as a variety of individual approaches to coping with emotions and emotionally charged issues. Although E.C. and E.I. appear to have a lot in common, they are essentially two separate qualities. One of the two main views in conceiving these features is the trait of E.I. E.I. is viewed by researchers as a type of competency that demonstrates one's capacity for overcoming pressure and demands from the environment. In that it conceptualises "intelligence" as "competences" and traits of people to enable them in using the competence in real-life situations, the terms "E.I." and "E.C." share certain similarities. The notion of learning the emotions is the main distinction between E.C. and E.I. Emotional intelligence focuses more on a person's characteristics and personality as they relate to the expressed emotion. Yet, proponents of E.C. tend to favour the developmental approach. The competency is developed by the use of abilities picked up through interactions with individuals in contexts and across cultures. By social interaction, children might pick up culturally distinct emotional habits. Whereas emotional intelligence is less transactional

because the focus is on the individual, emotional competence is transactional both within and between oneself and others. In her most recent review, Saarni emphasises this point once again, arguing that there are three key conceptual distinctions between E.I. and E.C., which are as follows: Emotional competence (EC) is viewed as a collection of developed talents; individuals who are EC respond to settings that stimulate emotion with EC skills, whereas emotionally intelligent individuals respond with EC qualities; third is the contribution of personal integrity to mature, EC functioning. As a result, we choose E.C. as the topic of discussion since we think that the emphasis of growth should be on how much people utilise their potential and talents in real-world situations rather than internal capacity for handling emotionally charged situations.

RESEARCH METHODOLOGY

The teacher chooses which elements of his project to include and which ones to develop for the research design. It helps the researcher visualise what has to be done and how to go about doing it. A appropriate research design prevents the collecting of useless data, it has been found time and time again. The design of a research project is also based on the research hypotheses. The quality of a research design is determined by standouts, such as the amount of accuracy achieved on the relevant evidence sought. A good research design must, above all, be useful. Reviewing pertinent literature and research papers is regarded as a crucial part of design. The research design's key components include the elaboration and development of the classes of inquiry and this model. Research design could be compared to a map.

Every study differs from the others in terms of its goals and methods. As a result, numerous techniques have been created. The descriptive survey method is employed in the current study because it aims to investigate how parental involvement and emotional competence relate to academic stress among senior secondary school students. It describes the current state of the research work because it is regarded as one of the greatest educational methods. It entails analysis, comparison, measurement, classification, assessment, generalisation, and other processes all geared towards a thorough comprehension and resolution of key educational issues. In order to characterise the features of a sample of the population as a

whole, descriptive statistical methods are used. They restrict generalisation to the specific population being observed or researched. No generalisations are made about this group.

POPULATION

Population refers to the entire collection of units. It is a statistical notion that refers to a high number of units in a group from which a smaller group is chosen and employed to accomplish a goal. Secondary school students made up the population for this study. For the purpose of the study, a representative sample of pupils had been chosen from the general community.

SAMPLE

The representative subset of the population is referred to as a sample. When this sample is studied, generalisations about the entire population can be made. 300 kids from 10 schools make up the study's entire sample. Students from each school were selected as a sample. The Rohtak district is home to the sample's participating schools. The sample gathered from the school is displayed in the following table.

CHOICE OF SCHOOLS

The district's district education officer's office provided a list of senior secondary schools in Rohtak, which was used to make the school selections. Following that, schools were chosen. The schools were chosen at random.

SELECTION OF STUDENTS

The investigator went to the school, made contact with the principal, and explained why she was there. After obtaining authorization, the total number of students was determined. Next, the senior secondary classes, or XI, were all gathered, and a list of every student present was created. After that, kids were selected at random from the prepared list and taken from the schools to create a sample of 300 senior secondary school pupils.

RESULTS AND DISCUSSION

The eighth hypothesis holds that among students in senior secondary schools, there is no discernible link between emotional maturity and academic stress.

TABLE-1: CO-EFFICIENT OF CORRELATION BETWEEN ACADEMIC STRESS AND EMOTIONAL COMPETENCYOF SENIOR SECONDARY STUDENTS

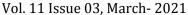| Variables	Number	Means	SD's	Coefficient of correlation	Level of Significance
Academic Stress	300	139.05	27.93	-0.877	Significant at 0.01 level
Emotional competency	300	56.97	23.53		

According to Table-1, the correlation coefficient between senior secondary students' emotional competency and academic stress is -0.877, which is significant at the 0.01 level of significance. It shows a negative correlation between senior secondary school pupils' emotional maturity and academic stress. As a result, the null hypothesis—that there is no connection between academic stress and emotional competency among senior secondary school students—is rejected. This inverse relationship demonstrates that senior secondary school pupils' academic stress diminishes as emotional competency increases and vice versa. It can be inferred that senior secondary school students have less academic stress the more emotionally competent they are, and vice versa.

Studying the link between strong emotional intelligence and academic stress in senior secondary school pupils is objective number nine.

In senior secondary school students, there is no discernible link between high emotional competence and academic stress.

TABLE-2: CO-EFFICIENT OF CORRELATION BETWEEN ACADEMIC

STRESS AND HIGH EMOTIONAL COMPETENCY OF SENIOR SECONDARY STUDENTS

Variables	Number	Means	S D's	Coefficient of correlation	Level of Significance
Academic Stress	109	112.29	24.24	-0.786	Significant at 0.01 level
High Emotional Competency	109	82.95	12.96		

According to Table-2, the correlation coefficient between senior secondary students' high emotional competency and academic stress is -0.786, which is significant at the 0.01 level of significance. It shows a negative correlation between senior secondary school pupils' strong emotional competency and academic stress. As a result, the null hypothesis, according to which there is no connection between high emotional intelligence and academic stress among senior secondary school students, is disproved. This inverse relationship demonstrates that senior secondary school pupils' academic stress diminishes as emotional competency increases and vice versa. It can be concluded that pupils in senior secondary schools who have strong emotional competency have less academic stress overall and vice versa.

Studying the link between academic stress and low emotional competency among senior secondary school pupils is goal number ten.

HYPOTHESIS : Senior secondary school pupils do not significantly correlate academic

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stress with emotional incompetence.

TABLE-3: CO-EFFICIENT OF CORRELATION BETWEEN ACADEMIC STRESS AND LOW EMOTIONAL COMPETENCY OF SENIOR SECONDARY STUDENTS

Variables	Number	Means	SD's	Coefficient of correlation	Level of Significance
Academic Stress	87	166.53	14.75	-0.676	Significant at 0.01 level
Low Emotional Competency	87	32.97	7.46		

According to Table-3, the correlation coefficient between senior secondary students' low emotional competency and academic stress is -0.676, which is significant at the 0.01 level of significance. It shows a negative correlation between senior secondary school pupils' low emotional intelligence and academic stress. Hence, the null hypothesis, according to which there is no connection between academic stress and low emotional competency among senior secondary school students, is rejected. This inverse relationship demonstrates that senior secondary school pupils' academic stress diminishes as emotional competency increases and vice versa. It can be inferred that pupils in senior secondary schools who have low emotional competency also have higher academic stress levels, and vice versa.

Studying the connection between strong emotional intelligence and academic stress in female senior secondary school pupils is goal.

CONCLUSION

Competency: The word "competency" is used to describe human requirements more broadly, including those of organisations and communities. It is occasionally viewed as

being demonstrated through action in a setting and context that may alter the next time a person must perform. It speaks of knowledge or talents that result in exceptional performance. They develop through knowledge, abilities, and skills. At the organisational, individual, team, vocational, and functional levels, competencies can be applied. Competencies are unique skills or traits that are essential for productivity in work. Capabilities may often be developed with work and help; they are not fixed. Qualifications should not be utilised to assess candidates for layoffs. Competencies are merely a means of discussing what aids individuals in achieving success in any endeavour.
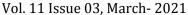
People with emotional intelligence react to their own and other people's emotions in a positive way. Enhancing your emotional intelligence can have a positive impact on many facets of your life. Besides increasing your gratification and contentment with the countless small occurrences in your life, it can also boost your relationship satisfaction. It can help you get more understanding and better comprehend your own and other people's motivations and actions. You have the power to rid yourself from hurtful feelings like rage, hate, resentment, and vengeance. This can significantly lessen your life's stress. As you interact more closely with people, you can experience relief and gain more freedom, autonomy, closeness, dignity, passion, and wisdom. A genuine optimism and a solid sense of confidence might result from developing your tolerance and compassion since you will be better able to grasp and interpret what-is. The learning level of conscious competence includes emotional competency.

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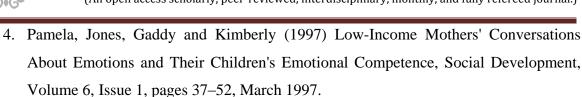
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