
Research Papers

AN ASSESSMENT OF THE EFFECT OF ACADEMIC ANXIETY ON EMOTIONAL INTELLIGENCE IN PUNJAB AND J&K PHYSICAL EDUCATION STUDENTS.

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Abstract

The purpose of the study was to study the academic anxiety and emotional intelligence of BPEd students in punjab and j&k state of india. 250 BPEd students (130 boys and 120 girls) from different Government and Private Physical Education colleges/Universities of Punjab and J&K state in India. The study was restricted to total score of Academic Anxiety as well as Emotional Intelligence. The main objectives of the study were to see the interaction between level of Academic Anxiety and locality on Emotional Intelligence of BPEd Students in Punjab and J&k and to see the international effect of Academic Anxiety, sex and Area on Emotional Intelligence of BPEd Students in Punjab and J&k.

Academic Anxiety Scale (By Dr. A.K. Singh's and Miss Sen') & Mangal Emotional Intelligence Inventory (By S.K. Mangal and Shubhra Mangal) were employed as tools. Analysis of variance was used as statistical techniques to find the results. It was concluded that the level of Academic Anxiety of BPEd students and Area of college/university do not differ significantly in their level of Emotional Intelligence. It was also concluded that the level of Academic Anxiety, sex and Area of BPEd students do not differ significantly in their level of Emotional Intelligence.

Key Words: Anxiety, Intelligence and Academics

INTRODUCTION

In this age of industrialization and technological development, where the individual's life is becoming more complex and he has to face day to day problems. The concept of anxiety is considered to be an important factor in psychology. Every alert citizen of our society realizes on the basis of his own experience as well

as his observation of his fellowmen that anxiety is a pervasive and profound phenomenon in this era, which is very well manifested through the forms, riots and students demonstration. Over emphasis on competition in school etc. also creates anxiety. It is a characteristic which could be found in all cultures in varying degrees. It has become an essential part of modern living and seems to permeate all sphere of life. Emotional Intelligence is that which gives a person a competitive edge. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships.

OBJECTIVES OF THE STUDY

1. To study the interaction between level of Academic Anxiety and locality on Emotional Intelligence of BPEd Students in Punjab and J&k.
2. To see the interactional effect of sex and area of school on Emotional Intelligence of BPEd Students in Punjab and J&k.

3. To study the interactional effect of Academic Anxiety, sex and Area on Emotional Intelligence of BPEd Students in Punjab and J&k.

HYPOTHESES

1. There will be no significant interactional effect of area and Academic Anxiety on Emotional Intelligence of BPEd Students.
2. There will be no significant interactional effect of sex and area on Emotional Intelligence of BPEd Students.
3. There will be no significant interactional effect of Academic Anxiety, Sex and Area on Emotional Intelligence BPEd Students.
4. There will be no significant difference between boys and girls BPEd Students in Punjab and J&k in their level of Academic Anxiety.
5. There will be no significant difference between boys and girls BPEd Students in Punjab and J&k. in their level of Emotional Intelligence.
6. There will be no significant difference in the Academic Anxiety students belonging to rural and urban school.
7. There will be no significant difference in the Emotional Intelligence of students belonging to rural and urban schools

METHODOLOGY:

PROCEDURE AND SAMPLING:

The study was restricted only on the students pursuing BPEd (1 Year) course. The study was conducted in Punjab and J&K state of India. The investigators selected 250 BPEd students (130 boys and 120 girls) from different Government and Private Physical Education colleges/Universities of Punjab and J&K state in India. The study was restricted to total score of Academic Anxiety as well as Emotional Intelligence. The study was conducted on students who knew Hindi and English both, as one questionnaire was in Hindi and other in English.

VARIABLES STUDIED

a. Independent Variables.

- i. Sex: Boys and Girls
- ii. Area: Rural and Urban

b. Dependent Variables

- i. Academic Anxiety
- ii. Emotional Intelligence

TOOLS AND STATISTICAL TECHNIQUE EMPLOYED

Academic Anxiety Scale (By Dr. A.K. Singh's and Miss Sen') & Mangal Emotional Intelligence Inventory (By S.K. Mangal and Shubhra Mangal) were employed for collection of data. Analysis of variance (Verma and Sharma, 1990) was used for find out the significance

differences and interactional effects of Academic Anxiety, sex and Area of colleges/universities among BPEd students. Level of significance was set at 0.05.

RESULTS AND FINDINGS

The data was analysed with the help of ANOVA.

ANALYSIS OF DATA

Analysis of variance (Verma and Sharma, 1990) was used for find out the significance difference and interactional effect of Academic Anxiety, sex and Area of college/university on Emotional intelligence among BPEd Students in Punjab and J&k.

Table 1.
Summary of ANOVA for 2x2x2 Factorial Design

Sources of Variation	SS	df	Ms	F	Levels of significance
Academic Anxiety (A)	211.25	1	211.25	4.32**	Significant at 0.05 level.
Sex (B)	72.2	1	72.2	1.47	Insignificant
Area of college/University (C)	68.45	1	68.45	1.40	Insignificant
AxC	191.4	1	191.4	3.91	Insignificant
BxC	281.25	1	281.25	5.75**	Significant at 0.05 level
AxBxC	25	1	25	0.51	Insignificant
Within	3517.8	72	48.86		

*Significant at 0.01 level.

** Significant at 0.05 level

MAIN FINDINGS

Interpretation of ANOVA Design.

It indicates clearly from the table-1 that Boys and Girls students do not differ significantly in their level of Emotional Intelligence. In the same way students belonging to rural and urban college/university also do not differ significantly in their level of Emotional Intelligence. Same in the case of Academic Anxiety, Sex and Area of schools, they also do not differ significantly in their level of Emotional Intelligence.

GENERAL CONCLUSIONS

1. F-ratio for the interactional effect i.e. AxC of Academic Anxiety and Area of school has come insignificant. The level of Academic Anxiety of BPEd students and Area of college/university do not differ significantly in their level of Emotional Intelligence.

2. F-ratio for the interactional effect BxC i.e. sex and Area has come significant at 0.05 level of BPEd students differ significantly in their level of Emotional Intelligence.

3. F-ratio for the main effect $A \times B \times C$ i.e. Academic Anxiety, sex and locality of BPEd students has come insignificant at 0.05 level. The level of Academic Anxiety, sex and Area of BPEd students do not differ significantly in their level of Emotional Intelligence.

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