



A STUDY OF RELATIONSHIP BETWEEN COPYING WITH STRESS, ACADEMIC ACHIEVEMENT RELIGIOSITY AND EMOTIONAL INTELLIGENCE AMONG ADOLESCENTS

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Abstract:

The present investigation aims to explore the correlation between Coping with Stress and Academic Achievement, and Religiosity and Emotional Intelligence among adolescent individuals. The study's sample comprises 300 students from the Doaba Region of Punjab, specifically from Jalandhar, Hoshiarpur, Nawanshahr, and Kapurthala. The participants in the study were students enrolled in classes XI and XII from both public and private schools, pursuing academic programmes in the fields of Science, Arts, and Commerce. The instruments employed in this investigation comprise the Religiosity Scale, Emotional Intelligence Scale, and Coping with Stress Scale. The study employed a descriptive research design and utilised random sampling for data collection. The study employed Descriptive statistics as the statistical techniques, utilising Mean and Standard Deviation to gain insight into the characteristics of the data. Regression analysis is conducted to examine the influence of independent variables on dependent variables. The utilisation of T-Test yielded significant findings indicating a notable distinction between the average scores of religiosity and coping with stress and emotional intelligence in relation to gender. Furthermore, no statistically significant disparity was observed in the average academic achievement scores with respect to gender. In the context of Education, the presence of gender bias in research pertaining to adolescent religiosity, emotional intelligence, stress management, and academic achievement may have implications for our understanding of adolescent development. Comprehending gender inequalities in these domains could potentially aid educators and counsellors in enhancing interventions for adolescents.

Keywords: *Emotional Intelligence, Religiosity, Coping with stress, academic achievement.*

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Introduction:

The stage of adolescence is characterised by notable physiological and psychological transformations experienced by young individuals. According to Parker's (2004) research, there exists a positive correlation between elevated levels of emotional intelligence in students and their academic achievement. Additionally, students with higher emotional intelligence are better equipped to identify their academic strengths and weaknesses. The capacity for emotional intelligence is closely linked to an individual's ability to effectively manage their emotional responses, cognitive processes, and overall outlook on life. Conversely, stress is a prevalent facet of maturation, which can either facilitate a perception of proficiency and augment cognitive aptitude or result in diminished academic accomplishments. The present study centres on the person-environment paradigm as a means of comprehending the impact of stress on students, as posited by Misra and McKean (2000). The implementation of coping strategies has the potential to foster a constructive self-image and proficiently regulate stress. Moreover, individuals possessing elevated emotional intelligence demonstrate superior abilities in managing stress. Numerous stress management techniques are at one's disposal, including religiosity, which entails acknowledging and conforming to religious beliefs and principles. Religion is a fundamental component of human existence, impacting various facets of life such as belief systems, ethical principles, and overall lifestyle. Previous research has indicated that academic performance is positively associated with elevated levels of emotional intelligence and religiosity among students. Notwithstanding their intellectual abilities, adolescents who possess exceptional cognitive aptitude may encounter difficulties in their social and interpersonal relationships.

Although possessing a high IQ does not necessarily ensure success, augmenting one's emotional quotient can potentially bolster the efficacy and triumph of adolescents across diverse domains. Moreover, it is noteworthy that individuals can also facilitate the enhancement of emotional intelligence in others, as posited by Goleman (1995). The assessment of emotional intelligence pertains to an individual's capacity to identify and comprehend their own emotional states and conduct. The crux of the matter pertains to self-awareness, whereby individuals possessing elevated emotional intelligence must possess the capacity to autonomously regulate,

govern, and adapt their affective states, sentiments, and responses. The acquisition of emotional regulation skills, which facilitate self-support and enable one to undertake requisite actions, necessitates consistent practise. Furthermore, research has indicated that religiosity is associated with enhanced academic achievement and increased levels of subjective well-being among individuals pursuing higher education. According to Mooney's (2010) findings, students who adhere to religious beliefs tend to allocate more time towards engaging in extracurricular activities and academic pursuits, while reducing their involvement in social events, leading to improved academic performance. According to Mooney's (2010) research, religion has been demonstrated to have a noteworthy positive impact on the level of life satisfaction experienced by college students.

Additionally, scholarly research has demonstrated that college students who self-identify as religious exhibit a lower likelihood of experiencing depressive symptoms in comparison to their non-religious counterparts (Phillips, 2006). Numerous college students experience diverse types of stress while pursuing their academic endeavours, which can result in unfavourable impacts on their physical and mental health, as well as their conduct. If left unattended, such stress can culminate in significant health complications (Mayo, 2016). Li (2013) discovered that college students who exhibit decreased levels of stress are inclined to participate in more frequent health-promoting behaviours.

Operational Definitions

1. Emotional Intelligence-The term "emotional intelligence" was initially coined by scholars Peter Salovey and John Mayer in 1990. Understanding one's own emotions as well as those of others may be used to define emotional intelligence (EQ). You can handle challenging situations and interact with stakeholders much more skillfully if you have a high EQ.

2. Religiosity- This refers to the degree to which religion shapes society and interacts with other facets of public life. It outlines the function that religion performs in society, as well as the depth of adherents' convictions and the amount of their involvement with their specific religion. Although religiosity is a relatively wide phrase that may be used in a variety of circumstances, it is typically associated with how much a specific religious concept is internalized (belief systems, identity,

etc.) and is less associated with the actual practice of religion, such as attending church.

3. Coping with stress- The ability to manage stress refers to a person's ability to handle any kind of stress in life. Motivation and a positive outlook are necessary for this. It involves a person's cognitive, physiological, emotional, and behavioral aspects. Here, the emphasis is on how people handle the negative effects of stress. Depending on their preferences and the demands of their environment, people deal with stress in a number of ways. (2010) Carver and Connor-Smith.

4. Academic Achievement- The degree to which a student or institution has attained either short- or long-term educational goals is known as academic accomplishment. Students' grade point averages can be used to gauge their success, whereas graduation rates can be used to gauge an institution's success.

5. Adolescence- The stage of development during which a kid becomes an adult; it lasts from puberty to maturity and often ends in adolescence. It is the stage of development and growth that occurs between childhood and adulthood. According to the WHO, an adolescent is someone between the ages of 10 and 19

Literature Review:

Nesami et al. (2015) evaluated Mazandaran University of Medical Sciences students' EI, Religious Coping, and Mental Health. This study links emotional intelligence and religious coping mechanisms. Religious coping methods increase mental health and emotional intelligence. Church-going adult Christians with intrinsic religious orientation had higher perceived emotional intelligence, according to Paek (2006). University students' religion and emotional intelligence were favourably associated by Bhatt (2014).

EI and religious conviction were positively correlated by Lowicki and Zajenkowski (2017). Azizollah et al. (2016) evaluated spiritual and emotional intelligence in Isfahan University of Medical Sciences students seeking better social relationships. Spirituality rises with EQ. Azizi (2021) found a positive correlation between emotional intelligence and religion in education during the COVID-19 pandemic. Lowicki (2016) found no correlation between religion and Emotional Intelligence.

Ara (2017) found no gender difference between religious observance and Emotional Intelligence in college students. Muslim students were less emotionally intelligent than Hindus. Students' emotional intelligence is similar.

Elias, Ping, and Abdullah (2011) asked Malaysian University Putra undergraduates about stress and academic performance. 376 persons were examined. Stress slightly decreased student performance in the study.

Schraml et al. (2012) evaluated teenage stress and academic performance. At the beginning and end of high school, 270 pupils took a stress questionnaire. High-stress students performed substantially worse academically by graduation than those who experienced high stress only once or never. Low-self-esteem teenagers are at risk for chronic stress due to high demands, poor self-rated health, and poor sleep.

Sindhu (2016) evaluated engineering students' stress and academic performance. High- or low-achieving students. High-achievers have grades above 60%, but low-achievers don't. High and low scores had equal stress levels and no connection.

Carnicer et al. (2019) discovered that teacher education students who employed problem-focused coping techniques performed better than those who utilised cognitive avoidance strategies.

Tehran City high school students with high emotional intelligence performed well academically, according to Joibari and Mohammadtaheri (2011). Emotional Intelligence does not predict academic performance, according to Fallahzadeh (2011).

Preeti (2013) says EQ predicts academic performance. Emotional skills taught in school increase academic achievement year-round. Academic success was linked to emotional intelligence by Chamundeswari (2013). Student academic performance and emotional intelligence were strongly correlated by Chew (2013). Suleman et al. (2019) observed a strong correlation between emotional intelligence and academic performance among KUST, Pakistan undergraduates.

Brighi, et al. (2021) discovered a high link between emotional intelligence and academic achievement in pre-service teachers enrolling in education degrees at Andalusian universities

(Spain). Academically and emotionally, women outperform men.

MacCann (2006) explored Emotional Intelligence, coping, and academic accomplishment. Emotional intelligence and stress management influenced academic success.

Muslim students' religiosity, emotional intelligence, and academic success increased in Farhanand Rofi'ulmuiz's (2020) study. Spirituality and emotional maturity influenced academic success by motivating study.

Kumar and Gupta (2019) observed that teenage stress coping techniques are positively and negatively related to social support on multiple parameters for boys and girls. Both boys and girls use multiple coping strategies. Girls had more social support than guys.

Azizi, Ishak, and Hilmi (2022) assessed university students' religious, emotional, and intellectual performance. According to research, religious engagement boosts Emotional Intelligence and academic success. Religious kids are supported academically, so they persist.

Jeynes (2003) found a strong correlation between religious dedication and academic success in urban and other children. Religious urban youth outperformed less religious ones on most academic measures, even after controlling for socioeconomic status, colour, and gender. Urban kids are more religious than rural kids. McKune and Hoffmann (2009) found similar results.

Reichard (2011) revealed that academic achievement and religion may not be linked in small and medium schools for 14–18-year-olds. Zubairu and Sakariyau (2016) found no statistically significant relationship between religious observance and academic achievement among IIUM accounting students.

Sapp (2017) discovered that religious and spiritual perspectives lower Columbus State University undergraduate GPAs. Kim and Esquivel (2011) found that religious or spiritual students had higher GPAs, seek more purpose, improve individually, and are more positive about the future. Din et al. (2019) found no significant gender differences in life happiness, religion, positive and negative affect, and academic accomplishment.

Sarchami, Rajaei, and Aalaei (2020) found a positive and substantial correlation between religiousness and dental students' mean grades. Moradi (2011) related stress management and emotional intelligence. Kim (2015) evaluated baccalaureate nursing students' coping and emotional intelligence. The study indicated emotional intelligence influences coping. Emotional intelligence and coping skills were not gendered by Noorbakhsh (2010). Fteiha (2020) identified no gender or marital status variations in stress coping.

Nogaj (2020) observed that pupils vary in emotional intelligence and stress management. Plate (2001) found no correlation between religion and stress. Religion does not affect daily stress, according to Plante, Saucedo, and Rice (2001). Krok (2015) found that religiosity greatly impacts stress management. Religion helped Waithaka and Gough (2017) manage stress.

Objectives:

In this study we will study relationship between religiosity, emotional intelligence, copying with stress, and academic achievement among adolescents.

Methodology:

300 students of Doaba Region of Punjab hailing from Jalandhar, Hoshiarpur, Nawanshahr and Kapurthala. These students were pursuing their classes XI and XII from both Government and Private schools, in the streams of Science, Arts and Commerce were taken as sample. They were administered the following questionnaire:

- Emotional intelligence questionnaire developed by Dharanendrappa, S. N, Ningamma C. Betsur.
- Religiosity questionnaire developed by was developed by Deka and Broota (1985)
- Coping With Stress Questionnaire developed by Shilpy Gupta. The data collected were interpreted using SPSS 26.0.

Results:

H₀1: There exists no significant relationship between religiosity, emotional intelligence, copying with stress, and academic achievement among adolescents..

For this hypothesis Correlation Analysis of Emotional Intelligence, coping with stress, Academic Achievement was conducted.

Table 1: Result of the correlation analysis

Correlations					
		CWS	EI	Religiosity	Academic achievement
Coping with stress(CWS)	Pearson Correlation	1	.981**	.966**	.002
	Sig. (2-tailed)		.000	.000	.972
	N	298	298	298	298
Emotional Intelligence	Pearson Correlation	.981**	1	.964**	-.008
	Sig. (2-tailed)	.000		.000	.894
	N	298	298	298	298
Religiosity	Pearson Correlation	.966**	.964**	1	.009
	Sig. (2-tailed)	.000	.000		.873
	N	298	298	298	298
Academic achievement	Pearson Correlation	.002	-.008	.009	1
	Sig. (2-tailed)	.972	.894	.873	
	N	298	298	298	298

** . Correlation is significant at the 0.01 level (2-tailed).

As per table 1, the Pearson correlation there is a significant relationship ($p < 0.05$) of CWS with EI and religiosity in adolescent students. Hence, The Null Hypothesis (H0) “There exists significant relationship of CWS with EI and religiosity” stands rejected. As per table 4.3.1, the Pearson correlation there is significant relationship ($p < 0.05$) of EI with CWS, and religiosity. Hence, The Null Hypothesis (H0) “There exists significant relationship of EI with CWS and religiosity” stands rejected. As per table 4.3.1, the Pearson correlation there is significant relationship ($p < 0.05$) of Religiosity with CWS, and EI.

As per table 4.3.1, the Pearson correlation there is no significant relationship ($p > 0.05$) of Academic achievement of with CWS, and religiosity. Hence, The Null Hypothesis (H0) “There exists no significant relationship of AA with CWS and religiosity” stands accepted.

Conclusion:

Adolescent religiosity and emotional intelligence can affect the relationship between stress and academic achievement. Adolescents may benefit from religious support and coping mechanisms. Religious teens may use prayer or other spiritual practises to manage stress. Religious communities may also help teens feel less alone and more resilient to stress. Emotional intelligence may also affect how adolescents handle stress and schoolwork. Emotionally stable, stress-managed, and communicative adolescents may do better in school. These abilities can help teens focus and manage academic stress. Coping with stress and academic accomplishment in teens is complicated. Religiosity and emotional intelligence may help adolescents manage stress

and achieve academically. Understanding these characteristics can assist educators and parents support adolescents in coping and succeeding academically.

Discussion:

Research examining the relationship between coping with stress, academic achievement, religiosity, and emotional intelligence among adolescents suggests that these variables are interconnected. There is evidence to suggest that higher levels of religiosity and emotional intelligence may help adolescents cope with stress and perform better academically. However, there are several limitations to consider when interpreting these findings, such as individual differences in coping strategies, cultural and contextual factors, and bidirectional relationships between these variables.

Future studies could explore the role of specific religious practices, investigate the impact of emotional intelligence interventions, examine the influence of peer networks, investigate the impact of stress on religiosity and emotional intelligence, and compare the relationship between these variables across different cultural contexts. Overall, these findings can help inform interventions aimed at improving coping strategies, academic achievement, and overall well-being among adolescents.

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