

Role of Blended Learning and Emotional Intelligence in Minimising the Impact of Academic Anxiety for Achieving the Holistic Development of the Students

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Abstract

The main purpose of this paper was to study the impact of emotional intelligence to minimize the academic anxiety of the boys and girls of self-financed senior secondary schools. For this Academic Anxiety Scale for Children (AASC) By Prof. A. K. Singh & Dr. A. Sen. Gupta and Mangal Emotional Intelligence Inventory (2018) EII-MM by Mangal and Mangal were administered to a sample of 202 senior secondary school boys and girls from Five private, independent schools of Ludhiana District, Punjab, India. The obtained was analyzed using descriptive statistic. Mean, Standard deviation, t-Value were computed to draw the conclusion. In the study it was found that there is no significant correlation between Academic Anxiety and Emotional Intelligence of the students of senior secondary level. Further there is no significant correlation between academic anxiety and Emotional Intelligence of the boys and girls adolescents of senior secondary level. It was also conclude that there is found no significant difference between Academic Anxiety of the boys and girls students of senior secondary level. Moreover, that there is no significant difference between emotional intelligence of the boys and girls students of senior secondary level. Further on the bases of these finding it can be concluded that academic anxiety of the adolescent's boys and girls can be reduced through blended teaching and learning. This ultimately leads to holistic development of the students.

Keywords: *Academic anxiety; emotional intelligence; Adolescence, Blended Teaching, Holistic, Development*

Introduction

Adolescence is a beautiful and transitional stage of physical and psychological development that generally occurs during the period from childhood to adulthood (puberty to legal adulthood). Teenage years are usually associated with the young years, but its physical, psychological or cultural expressions may begin earlier and end later. It is a stage of life which is filled with lots of physical and hormonal complexities, stresses, complications of life including identity crisis. According to Dorn and

Biro this stage may begin earlier during preadolescence ends later in early twenties. This stage experiences a lot of tribulations. They feel that they have grown enough and that the whole world is under their power. They are ready to experiment anything in life.

Blended learning every school now a day's increasingly realizing that blended learning, which is, a mix of both traditional and online learning, is the best way to provide education. Undoubtedly blended learning is playing a vital role in imparting student centered education. It not only provides learners the opportunity to learn at their own pace, anytime, anywhere, but also sharpen their skills by simulating, online coaching and mentor ship

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programs in traditional classroom settings, which provide the much-needed human interaction and more opportunities for communication and brainstorming with both teacher and peers when working towards a common objective. Thus, blended learning ensures that the learners can drive education through their own learning experience by online, contextual and relevant learning resources.

Emotional intelligence the Term, Emotional intelligence is a social intelligence that enables human beings to recognize their own, and other peoples' emotions. Moreover, emotional intelligence enables people to differentiate those emotions, and to make appropriate choices for thinking and action (Cooper and Sawaf, 1997; Mayer and Salovey, 1993).

Academic anxiety the term of anxiety is an instant, transitory emotion which can immediately impact on student's cognition in specific condition and made them feeling worry, tightness and nervousness, when Academic anxiety is considered, it can have noteworthy and negatively impact on a student's capability to perform at an ideal level. Huberty (2009) postulated that academic anxiety, can lead to noticeable under achievement during time, and he proposed that the consequences of chronic academic anxiety, such as low level self-esteem may leading to reducing effort and motivation for school exams and tasks assigned.

Literature Review

Govaerts and Gregoire (2005) studied the key role of the cognitive appraisal processes on the way stress is experienced by adolescents. In this research adolescents' cognitive appraisal processes and their relationships with academic stress was examined. A sample of adolescents (N=100, Mean age = 16.9 years) reported academic stressful situation, while

boys perceived themselves as having more resources for coping with it. Student's age was negatively correlated with the perception that the stressful situation will be resolved on its own.

Murff (2006) assessed the impact of stress on academic success in college students. He provided a discussion on stress and how it can prevent students from being successful in fulfillment of their educational goals.

Shah (2006) in his investigation "Emotional Intelligence of Upper Primary Students of Gujarat State in Relation to Certain Variables". found that there was no significant difference in the mean scores on E I with regard to sex, area, socio-economic status and IQ.

Adeyemo (2007) assessed the moderating influence of emotional intelligence as a link between academic self-efficacy and achievement among university students. Further, the result demonstrated that emotional intelligence and academic self-efficacy significantly correlated with academic achievement, the moderating effect of emotional intelligence is found on the relationship between academic self-efficacy and achievement.

Negga and Livingston (2007) concluded that the stress of African American college students. It was assessed that the top five reported sources of stress were: Death of a family member (Interpersonal stress) 82%; low grades (academic stress) 69%; time management (academic stress) 61%; boyfriend/girlfriend problems (Interpersonal stress) 57%; and missed classes (academic stress) 55%. The study revealed the need for college and universities to develop stress intervention programs that address stress specifically based on race and school racial compositions.

Mishra and Ranjan (2008) conducted a study to find whether the gender difference affects emotional intelligence of adolescents. The results revealed that adolescent boys have higher emotional intelligence than that of girls. The higher scores of adolescent boys indicate that they are better on interpersonal, intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) are of higher order than the adolescent girl's students.

Singh and Upadhyay (2008) examined the academic stress in the context of age and sex differences among college students. Findings revealed that first year students experienced higher degree of academic stress in comparison of third year students. At the same time female students perceived more academic stress in comparison of their male counterpart.

Afolabi, Olukayode Ayooluwa and others (2009) assessed the influence of emotional intelligence and need for achievement on interpersonal relations and academic achievement of undergraduates. Results confirmed that emotional intelligence has significant influence on need for achievement among.

Leung, Yeung and Wong (2009) explored the role of paternal support in the relation between academic stress and the mental health of primary school children in Hong Kong. The results indicated that academic stress was a risk factor that heightened student anxiety levels and that parental emotional support was a protective factor that contributed to better mental health among children. However, parental informational support delivered to children during times so high academic stress appeared to heighten student anxiety.

Shiple et al. (2010) conducted a study on "The effects of emotional intelligence, age, work

experience, and academic performance". The results indicated that emotional intelligence was found to be positively associated with work experience; emotional intelligence was not significantly associated with age and Global trait emotional intelligence was not significantly associated with academic achievement.

Gopal (2011) examined the relationship between wellness, emotional intelligence and job stress-a psycho-management perspective. The results indicated that organizational health depends on the health and well-being of the people working in it. The study also revealed that emotional intelligence, which represents wellness of an individual, can help in overcoming job/occupational stress.

Kho Soon et al (2012) conducted a study on associated factors related to causes of stress and coping strategies among post graduate students. The three major sources of stress among students were identified as academic related stress, time related stress and social/ environmental related stress. The results suggested that the major stressor among these students was indeed the academic related stress.

Xiao (2013) in his study "Academic Stress, Test Anxiety, and Performance in a Chinese High School Sample: The Moderating Effects of Coping Strategies and Perceived Social Support". The results indicated that academic stress was positively related to students' test anxiety and negatively related to their academic test performance. Test anxiety had a negative relationship to test performance. While active coping was not found to moderate the relationships among academic stress, test anxiety, and academic performance, perceived parent support and perceived other support moderated the relationships between test anxiety and test performance as well as between academic

stress and test anxiety.

Bartwal & Raj (2014) in his investigation on “Academic stress among school going adolescents in relation to their social intelligence”. Revealed that male and female students experienced same amount of academic stress. The high social intelligence level would have better degree of coping with the academic stress. Social intelligence plays a vital role in reducing academic stress.

Mishra and Vashist (2014) “A review study of spiritual intelligence, stress and well-being of adolescents in 21st century” found that both the variables stress and well-being of adolescents are negatively co-related with each other and are also affected by IQ, EQ, and SQ. As emotional intelligence allows us to judge in various situations we trapped in and then guide us to behave appropriately. Emotional intelligence also helps the students to cope with any given situation and make them well adjusted and psychologically well balanced human beings, which leads to complete and fully satisfied life.

Matore, Khairani & Razak (2015) “The influence of AQ on the academic achievement among Malaysian Polytechnic students” in this study a total of 1,845 students from five polytechnics of Malaysia participated. To conduct the study proportionate clustered multistage stratified sampling technique was used. Data collected for the study was analyzed using regression analysis and the result showed that AQ contribute only 0.9% ($r=.098$) changes in the variance of academic achievement score. Overall, the current study recommends that AQ should be introduced and implemented in the polytechnic student development programs in preparing themselves to involve in the working field in future.

Hosseini Ranjbar et al (2017) assessed the “The relationship between academic achievement and

emotional intelligence in Iranian Students: A meta-analysis” found a weak correlation between emotional intelligence and educational achievement (Pooled correlation = 0.157, 95% CI, 0.081-0.231) in context to Iranian adolescents. Moreover it can be said that the current education in Iranian universities often laid more emphasis on the students’ memorization and learning abilities whereas emotional intelligence puts more emphasis on personal abilities and successful interpersonal relationship.

Jan, Anwer, Warraich (2017) concluded that emotional intelligence of students is a key element for them while handling a stressful situation. It was further suggested that emotional intelligence can be supportive in managing library anxiety among students leading towards better academic performance.

Acosta et al (2018) in their study ‘Influence of anxiety over emotional intelligence in primary school’ was conducted on 764 participants from seven educational centers. The results reflect low level in anxiety and medium-high levels in emotional intelligence. Anxiety and emotional intelligence are influenced in a very different way by the sociodemo-graphic factors of age, gender, and culture and socioeconomic and cultural. There exists a statistically significant relationship between anxiety and emotional intelligence.

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age, gender, and culture and socioeconomic and cultural. A statistically significant relationship between anxiety and emotional intelligence was found.

Stevens, Schneider, Miller and Arcangelo, (2019). Explored the relationship between trait-emotional intelligence and academic stress among students at a small, private college of United States of America. The sample size 134 participants was taken (N = 134). A one way ANOVA was run and moderate negative correlation was found between the amount of academic stress and student trait- emotional intelligence (n = 134, r = -.448, p < .01).

Romano, Tang, Hietajärvi, Salmela-Aro and Fiorilli (2020) studied the moderating role of academic anxiety in relationships trait emotional intelligence and perceived teacher emotional support in school burnout, on a sample of 493 Italian high school students (81.9% female) aged 14–19 years (M = 16.27, SD = 1.48). The results showed that both trait emotional intelligence and perceived teacher emotional support were negatively associated with school burnout.

Statement of the Problem

Role of blended learning and emotional intelligence in minimizing the impact of academic anxiety for achieving the holistic development of the students

Objectives

- 1) To study the relationship between Blended Learning, Emotional Intelligence and Academic Anxiety of the students of senior secondary level.
- 2) To study the relationship between Blended

Learning, Emotional Intelligence and Academic Anxiety of the boys students of senior secondary level.

- 3) To study the relationship between Blended Learning, Emotional Intelligence and Academic Anxiety of the girls students of senior secondary level.
- 4) To find out the difference between Academic Anxiety of the boys and girls students of senior secondary level.
- 5) To find out the difference between Emotional Intelligence of the boys and girls students of senior secondary level.

Hypothesis

1. There is no significant relationship between Blended Learning, Emotional Intelligence and Academic Anxiety of the students of senior secondary level.
2. There is no significant relationship between Blended Learning, Emotional Intelligence and Academic Anxiety of the boys students of senior secondary level.
3. There is no significant relationship between Blended Learning, Emotional Intelligence and Academic Anxiety of the girls students of senior secondary level.
4. There is no significant difference between Academic Anxiety among the boys and girls students of senior secondary level.
5. There is no significant difference between Emotional Intelligence among the boys and girls students of senior secondary level.

Research Methodology

Descriptive survey method was used to find out the relationship between Academic Anxiety and Emotional Intelligence of adolescents boys and girls of private independent schools of Ludhiana District.

Sample of the Study

In the present study, 202 secondary students (102 boys & 100 girls) from five private independent schools of Ludhiana, Punjab were being taken through Random Sampling Method.

Tools and Techniques

The following tools used: -

- a) Emotional Intelligence Inventory, (EII-mm) By Dr. S.K. Mangal & Mrs. Shubhra Mangal.
- b) Academic Anxiety Scale For Children, (AASC) By Prof. A. K. Singh & Dr. A.Sen. Gupta.
- c) Face to face interaction with the students of +1 and +2 class was done to know the advantages and disadvantages of blended learning, which were based on self prepared questionnaire.

Statistical Techniques Used

The statistical techniques were used are, Mean, Standard Deviation, T-test and product moment correlation.

Procedure of Data Collection and Analysis

The analysis of data collected by the researcher was done in order to make conclusion and generalization about the population hypothesis wise analysis is as follow:-

Table 1.1 Coefficient correlations (r-value) between Emotional Intelligence and Academic Anxiety of the students of private independent senior secondary

schools of Ludhiana District.

Variable	N	Mean	SD	r-Value	Remarks
Emotional Intelligence	202	12.05	13.19	-0.024	
Academic Anxiety	202	58.88	3.28		

*Not Significant at .05 level

Thus, from the above table we find the critical value of ‘r’ with 198 degree of freedom at 0.05 levels of significant is 0.138. Our computed value of ‘r’ i.e. -0.024 is smaller than the critical value 0.138 and hence is not significant. So, null hypothesis was retained, that there is no significant relationship between Emotional Intelligence and Academic Anxiety of the students of senior secondary level was found.

Table1.2 : Coefficient of correlation (r-value) between Emotional Intelligence and Academic Anxiety of the boys’ of private independent schools of senior secondary level.

Variable	N	Mean	SD	t-Value	Remarks
Emotional Intelligence	101	12.3	3.27	-0.094	
Academic Anxiety	101	59.58	13.39		

*Not Significant at .05 level

So, From the table the critical value of ‘r’ with 198 degree of freedom at 0.05 level of significant is 0.138. Our computed value of ‘r’ i.e. -0.093 is smaller than the critical value 0.138 and hence is not significant. So, null hypothesis was retained, that there is no significant relationship between Emotional Intelligence and Academic Anxiety of the boys students of private independent school of senior secondary level.

Table1.3 : Coefficient of correlation (r-value) between Emotional Intelligence and Academic Anxiety of the girls’ students of private independent

schools of senior secondary level.

Variable	N	Mean	SD	r-Value	Remarks
Emotional Intelligence	101	11.89	3.18	-0.043	
Academic Anxiety	101	58.07	12.99		

*Not Significant at .05 level

The table given above shows the critical value of ‘r’ with 198 degree of freedom at 0.05 level of significant is 0.138. Our computed value of ‘r’ i.e. 0.043 is smaller than the critical value 0.138 and hence is not significant. So, null hypothesis was retained, that there is no significant relationship between Emotional Intelligence and Academic Anxiety of the girls students of private independent schools of senior secondary level.

Table 1.4: Mean, S.D., N and T-value to locate difference in Emotional Intelligence scores of Boys and Girls students of private independent schools of senior secondary level

Group	N	Mean	SD	t-Value	Remarks
Boys	101	59.58	13.41	0.816	Not Significant
Girls	101	58.07	12.99		

*Not Significant at .05 level

From table 1.4 it is evident that the t-value of Emotional Intelligence scores of boys and girls students of secondary level is 0.816 which is not significant at 0.05 level of significance with degree of freedom 198. It indicates that the mean scores of boys and girls students of secondary level not differ significantly. Thus the null hypothesis that “There is no significance difference between Emotional Intelligence among the boys and girls students of secondary level.” is retained.

Table 1.5: Mean, S.D., N and t-value to locate difference in Academic Anxiety scores of Boys and Girls students of private independent schools of senior secondary level.

Group	N	Mean	SD	t-Value	Remarks
Boys	101	12.3	3.28	0.791	Not Significant
Girls	101	11.85	3.18		

*Not Significant at .05 level

The table 1.5 shows that the t-value of Academic Anxiety scores of boys and girls students of secondary level is 0.790 which is not significant at 0.05 level of significance with degree of freedom 198. It indicates that the mean scores of boys and girls students of secondary level not differ significantly. Thus the null hypothesis that “There is no significance difference between Academic Anxiety among the boys and girls students of secondary level.” is retained.

Discussion of Results and implication of the study: -

The present study was conducted to study the impact and role of Blended learning and Emotional Intelligence on Academic Anxiety of 202 Students of Ludhiana District, including boys and girls students of age group 15-18 years. And, there is found no significant correlation between emotional intelligence and Academic Anxiety of the boys and girls students of senior secondary level. There is found no significant difference between Academic Anxiety of the boys and girls students of senior secondary level. There is found no significant difference between Emotional Intelligence of the boys and girls students of senior secondary level. On the basis of the study, it can be concluded that blended learning and emotional intelligence together can play a vital role in reducing the academic anxiety of the adolescents. And it is found that students who adopted the method of blended learning are more emotionally strong and less academically anxious.

This study may have following educational implication: -

1. It is scientifically proved that the success of

human beings (adolescents') work is 80% dependent on emotional intelligence and remaining 20% on intelligent quotient which can be enhanced by individual self-paced learning.

2. The study will help in understand the impact of blended learning and Emotional Intelligence on Academic Anxiety by team learning and teaching
3. Teachers and educational Institutions should not overburden the students; this may be the cause for high Academic Anxiety. Thus, students should not be loaded with extra Academic workload, they should be more engaged and better information and feedback on work should be given by the teachers.
4. This paper will help students and teachers to overcome academic anxiety proneness and to be better adapted for emotional, educational and social situations. For this teachers should spend extended time with students so that students can focus on deeper and blended learning.
5. It will help psychologists, parents, Teachers, guidance workers and counselors and as well as educational administrators in framing better and progressive educational policies, Individualized professional development plans, more opportunities for collaborative learning and which ultimately leads to meaningful professional development.

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