Chapter 9

Emotional Intelligence as a Moderator in Reducing Academic Stress Among School Students

Elavarasi Dhanakotti
Central University of Tamil Nadu, India

Poornima Rajendran
Central University of Tamil Nadu, India

ABSTRACT

In this chapter, the authors reviewed the dimensions/subscales of emotional intelligence and deliberated its significance associated in enhancing emotional competencies, thereby overcoming academic stress in students. The present review makes the reader understand and rationalize the significance of emotional intelligence for students to develop their emotional competencies to empower themselves and combat academic stress and enhance their academic performance.

INTRODUCTION

The common insight of our current education system is to give more significance to the cognitive domain that ignores the other major domain including the emotional domain (affective domain). Majority of the parent community are unaware of their children ability and thus not giving enough importance to their desires and so pressures are building on children to learn to attain intense goals in their life (Deb, Strod &
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Sun, 2015). All this problems may leads to suicidal tendency, drug habits, low test grades, poor performance in their academics and illegal activities (Utting, 2007).

Maladaptive students can generate reactive behaviours such as fear, stress, confusion, overwhelm, lack inspiration, anxious, affection, affairs and passion among the parents. According to Sylva (1994 & 2000) teachers will play as a role model for their students and some teachers will share the student’s criticism with other teachers, whereas friends’ only acts as a determining factor of student’s nature and characters. Students spend most of the day with friends and sometimes they will get spoil by irregular and bad activities like smoking, alcoholism, teasing, skipping class, which creates some excitement and nervousness among them. All these behaviours adversely affect their academic achievement of the students. Jordan and his colleagues (2010) stated, that the attention towards emotion, stress and social skills are required to make many changes from the students in the primary to secondary school level.

Some of the emotions like anger, envy, jealousy, anxiety, fright, guilt, shame and sadness were usually arise during stressful situations, which refers to harmful, threatening or challenging conditions (Lazarus, 1990). Both emotion and stress are the motivational related factors which plays an important role in students learning and achievement (Zhan and Hu Mei, 2013). Emotions has a major concern in one’s adjustment to self and the surrounding environment. When an individual is emotionally balanced, then that person can be able to express their emotions in a proper way in every situations. So, the student should have to understand the need of emotional intelligence and related factors to manage the situations and these factors can affect a person in different aspects. Academic performance and achievement is one of the chief aspect in students that will be affected by emotional intelligence. By considering all the previous study, some strategies to overcome the Academic stress among school students are discussed in detail below.

STRATEGIES TO OVERCOME ACADEMIC STRESS AMONG SCHOOL STUDENTS

Academic stress is the common burden faced by all the students in their school life. Sarita (2015) states that academic stress among students can be elevated due to parents and other students’ intervention. In this context, academic stress is creating both personal and social relationship problems to the students. Nowadays, students use many techniques to cope up with stress, either in a positive or negative way. Some students alleviate their stress in a negative way by consuming alcohol, drug, refusal and behavioural changes (Sarita, 2015). On one hand researcher like Claeys-Jackson (2017) states that there are many techniques to manage stress, those are
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