



## **Test Anxiety, Academic Achievement and Relationship between General Intelligence and Emotional Intelligence in Adolescence**

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### **ABSTRACT**

The aim of this study is to determine whether adolescent students of 11<sup>th</sup> and 12<sup>th</sup> grade with low level of test anxiety differed from those with high level of test anxiety in terms of academic achievement and relationship between general and emotional intelligence. Initially the total 300 students of the Bengali medium schools in Kolkata were administered with Test Anxiety Questionnaire in which those who scored from 10 to 35 were included in low test anxiety group where participants' level of suffering is probably healthy and those scored over 35 were included in high test anxiety group where participants' level of suffering is probably unhealthy.

Finally, author could select 120 participants (61 boys and 61 girls) following inclusion-exclusion criteria and suitability for formation of groups. Afterwards the selected participants were administered with Standard Progressive Matrices to measure their general intelligence and Schutte Self Report Emotional Intelligence Test to measure their emotional intelligence. Their academic achievement was assessed by percentage of total marks obtained in secondary level examination. The results revealed that low test anxiety group significantly differed from high test anxiety group in terms of academic achievement. The results further revealed that in terms of the variables of Emotional Intelligence as correlated with General Intelligence, low test anxiety group also significantly differed from high test anxiety group for most of the variables where low test anxiety group was better than high test anxiety group.

**Keywords:** board-examination; groups; healthy; total-marks; Unhealthy



## **Introduction**

Like other concepts in Psychology, controversy also lies in the definition of intelligence (Legg & Hutter, 2007). Gottfredson (1997) proposed Intelligence as a general mental ability comprising of reasoning ability, planning ability, problem solving ability, ability in abstract thinking and comprehending complex ideas, ability to quickly learn and learn from experiences. It does not restrict only in merely book learning, some limited academic skills or test-taking ability. Rather, it comprises of individuals' in depth capacity in broader aspects reflecting in some of the behaviors such as ability to catch on, make sense to several things and to figure out what is to be performed. Gardner's (1983, 1993, and 1999) view on the other hand highlighted the functional perspective of human intelligence. He explained human intellectual capacity as lies in of having composite of skills of problem solving such as the ability to solve genuine problems with which he or she is encountered and thereby creating effective product, if necessary and also to possess the abilities to find and create problems and thereby put preliminary or basic work that will help in acquisition of knowledge. In Handbook of human intelligence Sternberg and Salter (1982) stated that Intelligence is "Goal-directed adaptive behavior".

Being possessed intellectual capacity satisfactorily, yet individuals in many occasions lack in achieving at an adequate level, there lies the notion of emotional intelligence which determines person's socialization process such as to choose, realize how to think, feel as well as act (Hingad & Jain, 2008). How we interact with others is undoubtedly molded by Emotional Intelligence (Hingad & Jain, 2008). Gloeman (1998) stated Emotional Intelligence as individuals' capabilities to identify feelings in themselves and in others, motivate them, and manage their emotions as well as relationships. Later on he added some other attributes such as self- awareness, impulse control and delay one's gratification as well as managing stress and anxiety.

Looking into the history, the term was first introduced by Salovey and Mayer (1990); he further conceptualized his views and thereby stated comprehensive structure of Emotional Intelligence. But, right from 1995, this view had been repeatedly shaped, developed and got popularized by Goleman. Later, a new dimension has been developed by Bar-On (2006) who introduced different personality traits such like empathy, motivation, persistence, social skills, and warmth. The mathematical term 'Emotional Quotient' (EQ) was introduced by him.

The comparison between intelligence and emotional intelligence was traced back in the year 1996 when Daniel Goleman in his book emphasized EQ (or emotional intelligence quotient) possibly to be more important than IQ because IQ as the measure of Intelligence is restricted only in limited areas such as in school achievement, earning money and therefore fails to express a comprehensive view of the human intelligence (Cherry, 2018; Goleman, 1996). This view of Daniel Goleman was shaped and modified with the conception multiple intelligence by Howard Gardner who criticized in accepting Intelligence only in terms of single general ability rather he conceptualized this as combination of or by involving multiple intelligences where people may possess capacities in different areas (Gardner, 1999). Instances of eminent personalities of both



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past and present such as Mahatma Gandhi, Mother Teresa, Nelson Mandela, President Roosevelt, Bill Gates and M. S. Oberoi whose super-success possibly resulted from so many factors in which emotional intelligence was indispensable one (Hingad & Jain, 2008). In present days, training is imparted on EI to guide people to navigate or modify their emotions so that they learn to manage, control and apply emotions in effective way (Hingad & Jain, 2008).

Overall success in life is an integrated phenomenon which remains unfulfilled without emphasizing individuals' academic success comprising of some key factors in which emotional intelligence sometimes weighted to be more promising than general intelligence (Goleman, 1996; Kiss et al., 2014). Though there is a well-established relationship of both intelligence and emotional intelligence with academic achievement particularly in nonclinical sample as indicated by both recent and earlier studies (Malakar & Basu, 2016; Ramana & Devi, 2018; Tew, & Laurence, 1984), still psychologists argue about which one is considered to be more impactful. Shakoor et al. (2012) conducted a study with postgraduate students to compared intelligence and emotional intelligence in terms of their relationship with academic performance. In line with the previous works, the study findings showed that overall EI had significantly greater impact on academic performance than IQ. In 2013, Maizatul et al. (2013) conducted a study about the role of emotional intelligence on academic achievement among students of Universiti Teknologi Mara (UiTM) particularly by involving only two domains of EI namely Self-Emotion Appraisal and Understanding of Emotion. Here again findings strengthened the importance of emotional intelligence as both the domains were found to be positively and significantly correlated with students' academic achievement. Contradictory findings are though very few, but still are available. Kashani et al. (2012) conducted a study on the relationship between emotional intelligence and educational achievements among University students. Their results showed that emotional intelligence was not found to be positively correlated with academic achievement rather their findings showed that academic success was significantly correlated with intelligence which also found to be a dependable predictor of educational achievement.

People experiences vulnerabilities on account of not being emotionally balanced and competent that often results in development of pathological behaviors which incapacitate the individuals in proper handling of their life stresses (Bhat & Khan, 2017). Adolescents with poor emotional control often lack behind their other fellows in career advancement which is often determined by obtained marks in examination and performing their poorly may damage development of overall self-concept (Malakar et al., 2009). Such poor perception of self-paralyze them to compete in different performance situations that occasionally lead to poor achievement in academics and other crucial parts of life. Such poor test history, lack of preparation and other individual deficiencies have devastating outcome particularly before or at the time of examination and thereby creates test or evaluation related anxiety. The essence of this study 'test anxiety' which individuals experience during test situations when they suffer from the combination of physiological and psychological symptoms such as over-arousal, tension and many somatic symptoms, along with worry, apprehensiveness, fear of failure and other negative feelings (Zeidner, 1998). Concerning these



issues some studies may be illustrated and among them one of the most interesting one was conducted by Khaledian et al. (2013) among the students of bachelor and associate degrees to show how students' emotional intelligence (EI), test anxiety and academic achievements are correlated to each other. Results obtained which indicated that there was significant negative relationship between emotional intelligence and test anxiety as well as between test anxiety and academic achievements but significant positive relationship between EQ and academic achievement. The obtained results also indicated that gender difference was not significant in terms of emotional intelligence but in terms of test anxiety the difference was significant where female students were found to have greater test anxiety than males. The symptoms of test anxiety do not lead to suffering only in students' performances or school related behavior rather these have many wider results by negatively affecting their overall functioning in social, emotional and behavioral areas (Salend, 2011).

### **Purpose of the Present Study**

The present study was carried away because earlier researches showed that in spite of having sufficient level of intellectual functioning students lack in performing up to the expectations due to inability to control or balance out their psychological functioning that are especially emotional in nature (Goleman, 1996; Malakar et al., 2009). Education empowers minds that will be able to conceive good thoughts and ideas which enable students to do the analysis while making life decisions. Therefore, findings of this study may be helpful in finding new pathways where compact learning as well as training will be imparted to combat with life stresses, so that their overall development will surely influence their output in positive directions.

### **Methods**

#### **Ethical Concerns**

While conducting the research the authors had maintained necessary ethical concerns.

#### **Hypotheses**

The hypotheses of the study are-

Hypothesis1: There exists significant difference between two groups (students with low and high test anxiety) in terms of percentage of total marks in secondary level examination.

Hypothesis2: There exists significant difference between two groups (students with low and high test anxiety) in terms of the relationship of General Intelligence with the factors of Emotional Intelligence such as a) perception of emotion, b) managing own emotions, c) managing others' emotions, d) utilization of emotion and e) total scale score.

#### **Participants**



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The participated students for this study were from Bengali families of 11<sup>th</sup> and 12<sup>th</sup> standards of the different schools of Kolkata. They were within the age range of 16 to 18 years and range of their monthly family income was Rs/ 10,000-50,000 per month. From total pull of 300 students, finally 122 respondents (61 males and 61 females) could be retained following inclusion-exclusion criteria and suitability for formation of groups. The author also ensured that these selected respondents did not have either the history or currently are not suffering from severe physical and mental disturbances. Students with poor academic achievements were not considered for the present study.

<u><i>Inclusion criteria</i></u>	<u><i>Exclusion criteria</i></u>
<ul style="list-style-type: none"><li>• Age of the subject : 16-18 Years</li><li>• Family Income: Rs 10,000-50,000/- per month</li><li>• Condition: Willing to cooperate with the Author</li><li>• Mother tongue : Bengali</li><li>• Residence: Residing in around the Kolkata district</li><li>• Parental Occupation: Both or either any one is working</li><li>• Relationship: Students are with cordial relationship with family members</li><li>• Academic achievement: With at least average and good academic achievement</li></ul>	<ul style="list-style-type: none"><li>• Suffering from severe physical disability</li><li>• Suffering from any chronic physical and mental disease.</li><li>• Suffering from the intellectual disabilities.</li><li>• Parental separation either by divorce, separation or death.</li><li>• Addicted to alcohol or drug.</li><li>• Students with poor academic achievement.</li><li>• Students with score of below 10 in Test anxiety questionnaire.</li><li>• Uncooperative with author.</li></ul>

### Tools

1. The Standard Progressive Matrices (Raven, Raven, & Court, 2000): This is nonverbal group test which is used in educational setting. This test consists of 60 items which are used for measuring abstract reasoning and considered for an estimation of the nonverbal abilities particularly fluid intelligence (Bilker et al., 2012). This test is administered to group which ranges from 5years to the elderly population (Kaplan, & Saccuzzo, 2009). Items of this test are arranged in order of difficulty (Kaplan, & Saccuzzo, 2009). This form of the test is designed to assess taste's reasoning ability, as well as the educative ("meaning-making") constituent of Spearman's g (here 'g' is indicative of general intelligence). In each test item, the subject is required to choose the missing element from six to eight



choices which necessarily fulfills a pattern (Domino & Domino, 2006). The test had been come up with sound reliability as measured by internal consistency and test-retest reliability. The internal consistency reliability for the British and US standardization were ranged from 0.95 to 0.99 and a week to several weeks' test-retest reliability ranges from 0.83 to 0.93. The test has moderate level of predictive validity as measured on the English and Non-English speaking children and adolescents. This test can provide a valid means of assessing a person's present capacity for clear thinking and accurate intellectual work also in Indian perspectives and researches in India with this tool use Indian norms (Deshpande & Ojha, 2002).

2. The Schutte Self Report Emotional Intelligence Test (Schutte et al., 1998): This is the 33 item self-report test which measures Emotional Intelligence (EI) by using four sub-scales such as emotion perception, utilizing emotions, managing self- relevant emotions, and managing others' emotions. This test is psychometrically sound. The internal consistency is 0.90 as measured by cronback's alpha (Scheutte et al., 1998) and this measure was also reported to be satisfactory (0.87) by several other studies for diverse sample. Two weeks' test-retest reliability for final scale score was obtained to be 0.78 (Scheutte et al., 1998). Author also tested the validity and found that the scale score was substantially related to the other measures (Scheutte et al., 1998). The test can be administered within few minutes and responses were ranged from 1 (strongly agree) to 5 (strongly disagree) scale. To score this test each sub-test score is graded and then added together to give the total score of the participant.
3. Test Anxiety Questionnaire (Nist & Diehl, 1990): The Test Anxiety questionnaire consists of ten items and responses of each item were 'Never' (1), 'Rarely' (2), 'Sometimes' (3), 'Often' (4) and 'Always' (5). This self-administered test may be administered within few minutes. The total score of this test is obtained after all the statements were added. If the total score ranges from 10-19, the candidate is not suffering from test anxiety, if the score within the range of 20 to 35 then, the candidate possesses some characteristics of test anxiety but possibly in healthy manner. But, Scores above 35 is an indication that the candidate is suffering from test anxiety in unhealthy manner. The maximum and minimum possible scores are as 50 and 10 respectively. The test is reported as both reliable and valid. A Cronbach's alpha value was found to be .9 as reported by Ogundokun (2011), indicating that this measure has good internal consistency.



4. Measures of academic achievement: Academic achievement is the level of performance that students indicate in a certain subject after having training for a certain period of time. It is a measure of what you have done independently after classroom lessons. Students' achievement level was measured from achievement in secondary level board examination (Madhyamik Examination).

### **Procedure and Analysis**

Data were collected only after securing permission from school authorities and consent from the students. Thereafter, special appointment was fixed with the authorities before beginning of the work. To analyze, initially the data were scored for evaluation or test anxiety and accordingly on the basis of total score the sample was divided into two groups such as those with healthy level of evaluation or test anxiety (scores from 10 to 35) and those with unhealthy level of evaluation or test anxiety (scores over 35). Participants with the score of below 10 were not included into the study. Subsequently data were entered into SPSS program data sheet to find out Pearson's Product moment correlation of general intelligence with different variables of emotional intelligence and thereafter to test the hypotheses t-tests as well as Z tests for significance of difference between bivariate correlations were conducted. The level of significance for alpha was set at 0.05 for all the statistics used.

### **Results**

#### **Results from Inferential Statistics: Hypotheses testing**

For hypotheses testing initially the author decided to form two groups on the basis of obtained scores in Test Anxiety Questionnaire where participants exhibited scores within the range of 10 to 35 were certainly regarded within the group where participants level of suffering is probably healthy and those who exceed score of 35 did fall in another group where participants level of suffering is probably unhealthy. Subsequently, it was measured that whether these two groups differ in terms of stated dependent variables (Academic achievement and GI-EI relationship).

To test hypothesis-1 attempted statistical application was t-test and results were presented in Table-1



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Table – 1: Mean, SD and t values in academic achievement for both the groups suffer from low and high test anxiety

Group	Mean	SD	t
Low test anxiety (N=61)	72.68	12.36	8.98**
High test anxiety (N=61)	55.77	7.97	

df= 120, \* p <.05, \*\* p <.01

Results indicated that low and high test anxiety groups significantly differ in terms of percentage of total marks in secondary level examination. **Thus hypothesis 1 is accepted.**

To test hypotheis-2 initially Pearson’s Product moment correlation was conducted between scores of intelligence and each separate sub score of EI variables and subsequently to test differences between low and high test anxiety groups in terms of GI-EI relationship Fisher’s Z test was conducted and results were presented in Table-2

Table – 2: Pearson’s ‘r’ between General and Emotional Intelligence and in terms of which obtained differences between low and high test anxiety groups through Fisher’s Z values

Variables of Emotional Intelligence as correlated with General Intelligence	‘r’ values for low Test Anxiety group	‘r’ values for high Test Anxiety group	Z values
Perception of Emotion	.48**	.05	2.61**
Managing own Emotions	.36**	-.05	1.83
Managing others’ Emotions	.47**	.35**	0.78
Utilization of Emotion	.44**	.07	2.22*
Total	.56**	.19	2.44*

df= 120, \* p <.05, \*\* p <.01

Results revealed that ‘r’ values are positive and highly significant for most of the variables. Fisher’s Z values revealed that the differences between low and high test anxiety groups in terms of GI-EI relationship are significant for Perception of Emotion, Utilization of Emotion and Total. **Thus hypothesis 2 is accepted for 2a, 2d and 2e but not accepted for 2b and 2c.**

**Discussion**





The purpose of the study were to show whether low and high test anxiety groups differ in terms of percentage of total marks and relationship of variables of emotional intelligence with general intelligence. Study hypotheses were framed and tested conforming these purposes or objectives. Results revealed which supported hypothesis 1 because the difference between low and high test anxiety groups in terms of percentage of total marks was highly significant and comparing both, low test anxiety group performed much better. The probable reasons behind that student with high test anxiety in most of the cases develops anticipated fear that they are not going to fulfill the expectations which are imposed over them or they may have lack of preparation and poor test history. These study findings are consistent with the findings of the earlier researches. DordiNejad et al. (2011) conducted a study on the relationship between test anxiety and academic performance among the medical university students of Iran. Results showed significant negative relationship between test anxiety and participants' academic performances. Results further showed that students in lower degree expressed more anxiety than those who were in higher degree as these students incidentally went through more examination taking process in academic environment. Another interesting study conducted by Ironsi-heavens (2017) on similar issues, in which results indicated that overemphasis of grades by the guardians as well as institutions impose over expectations which might hinder students' overall interest in study that result in suffering them with examination related anxiety and poor academic performances. On the basis of these findings, the authors meticulously suggested that institutions and Teachers should devoid of considering examination only judgmental tool rather they should focus on overall betterment of the students. As a whole, on the basis of present study findings and other related earlier and current studies a general statement may be drawn that test anxiety at a significant level lowers academic performances as well as obstructs students in accomplishment of their goals and therefore its causes need to be carefully identified so that necessary management and intervention program may be developed and imparted whenever necessary.

Discussing another study finding which partially favored hypothesis 2 because on the basis of relationship between general and emotional intelligence, the low and high test anxiety groups significantly differed in terms of 'perception of emotion', 'utilization of emotion' and 'total scale score' as well as all these variables had significant and positive relationship with general intelligence for the participants with low test anxiety. The two groups did not significantly differ in terms of the variables 'managing own emotions' and 'managing others emotions' but in both the cases the 'r' values were higher for the participants with low test anxiety. The possible interpretations may be that students with high test anxiety in addition to the academic environment probably had generalized anxious behavior in other performing situations where their poor responses may also be explained on account of interferences with their abilities in proper utilization of intellectual potentials. No study either in India or abroad were attempted considering group differences in terms of GI-EI relationship but discussing some previous researches which had been conducted with those variables similar to the present study, may guide in understanding whether interaction among these variables varied in more or less similar way as to the present study. In India, Singh and Sharma (2012) examined whether there exists any relationship among



general intelligence, emotional intelligence, stress and acute stress reactivity among young adult subjects. There results showed that though GI was found to have no significant relationship with stress and acute stress but EI had significant negative relationship with stress and acute stress. Another Indian study in this line was conducted by Nath, Das and Ghosh (2015), though their findings had deviated from general expectations as the results interestingly indicated that EQ and IQ were negatively correlated and both of these variables were not significantly correlated to academic performance. Such contradictory findings were justified by the authors in line with the study limitations that were accounted for small sample size.

Though the relationships among variables such as general intelligence, emotional intelligence, and anxiety were explored but unavailability of previous researches in terms of group differences in GI-EI relationship lack this present study to get properly substantiated. The alternative way is to wait for future researches.

## **Conclusion**

### **Conclusions, limitations, and implications**

Overall, this present study concludes that participants' test anxiety at a substantial level is associated with poor performances in secondary level board examination and also significantly reduced the relationship of general intelligence with most of the variables of emotional intelligence. There are several shortcomings which certainly diminished generalizability of this study owing to small sample size, limited age range of the participants, considering only total marks as academic achievement, using study tools as self-reporting inventory and restricting to only West Bengal board of study. Despite of such limitations, this present study has broad applicability in educational setting as it further strengthens the urgency of school counselors as well as other mental health professionals to work with students on regular basis. The teachers, who are particularly from schools, should be properly trained at least to identify those students who lack in educational achievement despite of having potentials at an adequate level. Therefore, proper planning and implementation of management and intervention program is utmost requirement to blooming up students' potentials at a fullest extent. This study also reveals the way that instead of sticking only to the marks based achievement; focus should be given rather in attaining composite achievement where overall attitude of students toward education will be assessed.

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## Appendices

### I. Information Schedule

1. Name-
2. Age-
3. Sex-
4. Educational Qualification-



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5. Number of Siblings-
6. Father's Name-
  - a) Educational Qualification-
  - b) Occupation-
7. Mother's Name-
  - a) Educational Qualification-
  - b) Occupation-
8. Monthly family Income-
9. Number of family members-
10. Relationship between yours father and mother-
11. State about your relationship with father and mother as well as siblings-

## **II. The Schutte Self Report Emotional Intelligence Test (Schutte et al., 1998)**

Instructions: Indicate the extent to which each item applies to you using the following scale:

- 1 = strongly disagree  
2 = disagree  
3 = neither disagree nor agree  
4 = agree  
5 = strongly agree

1. I know when to speak about my personal problems to others
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them
3. I expect that I will do well on most things I try
4. Other people find it easy to confide in me
5. I find it hard to understand the non-verbal messages of other people\*
6. Some of the major events of my life have led me to re-evaluate what is important and not important
7. When my mood changes, I see new possibilities
8. Emotions are one of the things that make my life worth living
9. I am aware of my emotions as I experience them
10. I expect good things to happen
11. I like to share my emotions with others
12. When I experience a positive emotion, I know how to make it last
13. I arrange events others enjoy
14. I seek out activities that make me happy
15. I am aware of the non-verbal messages I send to others
16. I present myself in a way that makes a good impression on others
17. When I am in a positive mood, solving problems is easy for me



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18. By looking at their facial expressions, I recognize the emotions people are experiencing
19. I know why my emotions change
20. When I am in a positive mood, I am able to come up with new ideas
21. I have control over my emotions
22. I easily recognize my emotions as I experience them
23. I motivate myself by imagining a good outcome to tasks I take on
24. I compliment others when they have done something well
25. I am aware of the non-verbal messages other people send
26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself
27. When I feel a change in emotions, I tend to come up with new ideas
28. When I am faced with a challenge, I give up because I believe I will fail\*
29. I know what other people are feeling just by looking at them
30. I help other people feel better when they are down
31. I use good moods to help myself keep trying in the face of obstacles
32. I can tell how people are feeling by listening to the tone of their voice
33. It is difficult for me to understand why people feel the way they do\*

### III. Test Anxiety Questionnaire (Nist & Diehl, 1990)

Nist and Diehl (1991) developed a short questionnaire for determining if a student experiences a mild or severe case of test anxiety. To complete the evaluation read through each statement and reflect upon past test experiences. You may wish to consider all testing experiences or focus on a particular subject (history, science, math, etc.) one a time. Indicate how often each statement describes you by choosing a number from one to five as outlined below.

Never	Rarely	Half--time	Often	Always
1	2	3	4	5

\_\_\_ I have visible signs of nervousness such as sweaty palms, shaky hands, and so on right before a test.

\_\_\_ I have “butterflies” in my stomach before a test.

\_\_\_ I feel nauseated before a test.

\_\_\_ I read through the test and feel that I do not know any of the answers.

\_\_\_ I panic before and during a test.

\_\_\_ My mind goes blank during a test.



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- \_\_\_ I remember the information that I blanked on once I get out of the testing situation.
- \_\_\_ I have trouble sleeping the night before a test.
- \_\_\_ I make mistakes on easy questions or put answers in the wrong places.
- \_\_\_ I have difficulty choosing answers.

Now add up your score on all the statements. Scores will range from 10 to 50. A low score (10-19 points) indicates that you do not suffer from test anxiety. In fact, if your score was extremely low (close to 10), a little more anxiety may be healthy to keep you focused and to get your blood flowing during exams. Scores between 20 and 35 indicate that, although you exhibit some of the characteristics of test anxiety, the level of stress and tension is probably healthy. Scores over 35 suggest that you are experiencing an unhealthy level of test anxiety. You should evaluate the reason(s) for the distress and identify strategies for compensating.

### Presentation of Raw data

Sl no	Name	SPM P	G	PE	ME	SSEIT MOE	UE	Total	TAQ Score	AA(% Of Total Marks)
1	Sumanta Saha	90th	II+	44	40	37	28	149	12	86.42
2	Samiran Biswas	90th	II+	45	42	38	29	164	14	82.75
3	Taniya Das	90th	II+	40	39	35	27	142	11	70.2
4	Aaheli Bhattacharyya	75th	II	42	39	37	29	147	12	78
5	Pritha Mukherjee	75th	II	43	40	38	30	151	13	92.43





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6	Susmita Roy	90th	II+	47	35	33	28	143	14	75.14
7	Aishani Dey	50th	III	36	37	30	26	129	14	59.43
8	Juthika Pramanik	95th	I	46	42	37	29	154	14	90.42
9	Shreya Roy	50th	III-	40	38	34	27	139	15	65.28
10	Prerona Dasgupta	75th	II	47	42	38	29	156	15	89.86
11	Rakesh Das	90th	II+	45	40	35	28	148	15	73.68
12	Srijon Saha	90th	II+	44	34	32	28	138	15	82.86
13	Sneha Hari	75th	II	35	37	34	26	132	16	67.43
14	Rishav Mandal	75th	II	39	42	30	24	135	16	66
15	Mili Chandra	50th	III-	39	36	32	29	136	16	70.43
16	Sounak Datta	90th	II+	46	43	36	30	155	17	85.86
17	Supratim Saha	50th	III	39	39	30	24	132	17	59.71
18	Subhrima Naha	75th	II	40	37	35	27	138	17	83.71
19	Rupkatha Sen	90th	II+	34	31	30	26	121	17	71
20	Ankan Panda	75th	II	32	33	30	27	122	17	71.43
21	Prakriti Banerjee	50th	III-	38	39	30	29	136	17	64.14
22	Krishna Das	50th	III-	29	33	36	28	126	17	75.28
23	Reshmi Dhar	90th	II+	42	36	35	28	141	17	80.28
24	Kaberi Basak	90th	II+	44	39	35	26	144	18	79.83
25	Sritama Sapui	90th	II+	44	39	38	28	149	18	87.57
26	Resham Sekhar Ghosh	90th	II+	44	39	37	29	149	18	88.74
27	Sumanta Pradhan	75th	II	42	40	37	27	146	18	73.86
28	Swarnendu Bhattacharyya	90th	II+	44	43	34	30	151	19	90.57
29	Sruti Guha Thakurata	50th	III-	31	32	31	28	122	19	63.71
30	Trinayani Sarkar	50th	III-	33	37	25	18	113	19	39.28
31	Dipannita De	50th	III	38	40	38	28	144	19	83.71
32	Madhurima Majumder	50th	III-	38	35	33	23	129	20	62.43
33	Sanchari Banerjee	50th	III-	39	34	34	24	131	20	65.86
34	Srijani Halder	50th	III	42	35	30	24	131	20	62.86
35	Kankana Saha	75th	II	48	39	31	26	144	20	60.71
36	Mohorshi Mohan Banerjee	50th	III-	38	37	33	22	130	20	42.28
37	Mahasweta Chatterjee	50th	III-	38	41	33	22	134	20	58.86
38	Sekhar Samanta	90th	II+	45	40	36	28	149	20	84.45
39	Tathagata Roy Chowdhury	90th	II+	43	39	35	28	145	21	90.28
40	Ankan Dasgupta	50th	III-	28	39	32	25	124	21	68.43
41	Debanjan Banerjee	50th	III-	46	33	29	26	134	21	62.71



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42	Sudeshna Gupta	75th	II	37	36	32	27	132	22	52.43
43	Rajkumar Laha	90th	II+	44	38	38	30	150	22	85.72
44	Krishnendu Sadhukhan	75th	II	40	37	33	27	137	22	74.85
45	Rajesh Ranjan	75th	II	40	37	33	28	138	22	71.73
46	Esha Basak	75th	II	37	37	34	28	136	23	68.71
47	Sagnik Das	90th	II+	45	42	39	30	154	23	88.14
48	Raktim Biswas	75th	II	40	38	36	26	140	23	72.78
49	Bidisha Roy Chowdhury	75th	II	38	41	34	26	139	24	71.57
50	Pritam Jana	50th	III-	40	34	32	26	132	24	61.18
51	Sandip Lahiri	75th	II	40	42	33	27	142	24	76.64
52	Subhankar Biswas	90th	II+	44	41	37	28	150	24	90.65
53	Shayini Mondal	75th	II	40	36	24	21	121	25	61.43
54	Dishari Chatterjee	75th	II	42	36	35	27	140	26	84.14
55	Sunando Chowdhury	75th	II	37	37	33	24	131	26	60.14
56	Rishav Manna	75th	II	44	37	34	28	143	26	78.34
57	Ranjit Kumar Biswas	50th	III	42	38	34	28	142	26	70.42
58	Sudeshna Sen	50th	III-	33	40	25	19	117	27	48.57
59	Suravi Karak	75th	II	43	37	36	29	145	28	80.72
60	Anushka Chatterjee	75th	II	18	30	29	22	99	29	63.57
61	Debarati Nath	50th	III-	34	35	26	30	125	32	63.86
62	Sirin Neha	90th	II+	30	29	32	27	118	36	85.14
63	Utsa Saha	75th	II	33	20	29	25	107	36	52
64	Sandhita Dasgupta	50th	III-	38	29	27	21	115	36	48.14
65	Aloke Sen	75th	II	30	26	32	22	110	36	59.24
66	Sruti Pal	50th	III	30	30	25	23	108	36	60.46
67	Sejuti Deb	50th	III-	32	32	26	23	113	36	52.86
68	Aparna Mahato	50th	III-	34	28	26	18	106	36	48.62
69	Ranjan Chowbe	90th	II+	34	28	28	26	116	36	63.92
70	Sarmista Brahma	50th	III	29	33	31	22	115	36	48.76
71	Sk. Munshi Alam	90th	II+	38	33	28	24	123	36	68.92
72	Debadip Biswas	75th	II	30	31	29	26	116	36	52.86
73	Sabyasachi Bhowmik	50th	III	32	28	26	23	109	36	46.75
74	Subhabrata Sen	50th	III-	34	29	28	24	115	36	52.53
75	Kuntan Biswas	50th	III	32	34	27	23	116	36	52.65
76	Hrittika Sen	50th	III	26	40	23	18	107	37	60
77	Romit Ghosh	75th	II	38	28	29	23	118	37	62.56



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78	Ruchira Biswas	75th	II	36	29	28	24	117	37	53.86
79	Soumyadip Brahmachari	50th	III	31	38	28	22	119	38	54.57
80	Arkajay Bhattacharya	90th	II+	41	32	24	22	119	38	63.14
81	Ahona Dutta	75th	II	35	26	33	21	115	38	56.71
82	Tanushka Banerjee	75th	II	34	33	29	21	117	38	58.43
83	Rathin Nayek	75th	II	35	25	28	24	112	38	59.56
84	Trishanu Pal	75th	II	32	28	26	26	112	38	58.85
85	Rubina Khatoun	75th	II	32	31	26	22	111	38	60.64
86	Maidul Islam	75th	II	29	29	26	22	106	38	56.24
87	Gautam Deb	50th	III-	28	29	24	24	105	38	50.18
88	Rakesh Kundu	75th	II	31	30	29	22	112	38	54.55
89	Sampa Biswas	50th	III-	26	29	24	28	107	38	50.53
90	Biswajit Debnath	90th	II+	30	31	26	26	113	38	65.87
91	Dripto Dey	75th	II	36	29	25	24	114	38	52.86
92	Bivek Dutta	75th	II	32	32	30	23	117	38	55.82
93	Najrul Islam	50th	III-	34	29	24	23	110	38	42.83
94	Pramit Deb	75th	II	34	30	27	23	114	38	54.87
95	Rishav Chakraborty	75th	II	36	28	29	23	116	38	59.23
96	Arjun Pradhan	75th	II	34	29	27	23	113	38	64.82
97	Baishaki Sengupta	75th	II	32	30	30	24	118	39	58.61
98	Ambuj Panda	75th	II	32	32	28	27	119	39	52.47
99	Sushil Bera	50th	III-	31	30	27	25	113	39	50.26
100	Sunando Biswas	75th	II	35	33	25	25	118	39	62.43
101	Sanjukta Das	75th	II	32	29	28	26	115	40	56.73
102	Snehasish Dasgupta	90th	II+	36	32	28	22	118	40	68.72
103	Bichitra Pramanik	50th	III-	34	32	26	26	118	40	45.75
104	Semanti Dasgupta	75th	II	34	32	27	23	116	40	53.75
105	Rajesh Das	50th	III-	31	29	26	24	110	40	42.85
106	Sampriti Guha	90th	II+	40	33	39	21	133	42	49.28
107	Pradip Dutta	75th	II	32	29	26	22	109	42	54.28
108	Ranjan Bera	50th	III-	33	27	26	24	110	42	52.12
109	Sumona Patra	50th	III	30	31	24	20	105	42	51.76
110	Pritam Laha	75th	II	32	29	27	24	112	42	56.22
111	Disha Sengupta	75th	II	30	28	28	26	112	42	62.63
112	Ruhi Chatterjee	50th	III-	31	27	23	23	104	42	42.85
113	Paramita Biswas	75th	II	34	29	29	23	115	42	57.36



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114	Sayantani Banerjee	50th	III	30	32	26	20	108	<b>42</b>	46.67
115	Pradip Chowdhury	75th	II	32	29	28	23	112	<b>42</b>	54.88
116	Debolina Jana	95th	I	18	25	30	19	92	<b>44</b>	75.43
117	Deb Ranjan Mahato	75th	II	32	30	30	26	118	<b>44</b>	48.67
118	Rajashree Guha Thakurata	75th	II	33	29	26	18	106	<b>44</b>	57.62
119	Sudeshna Basak	90th	II+	32	31	29	27	119	<b>44</b>	64.83
120	Banibrata Sen	50th	III-	32	30	29	27	118	<b>44</b>	46.18
121	Kaushanii Ganguly	90th	II+	23	27	29	22	101	<b>45</b>	60
122	Rakesh Panda	50th	III	28	31	27	18	108	<b>45</b>	40.52