

**Research Article****Relationship between Emotional Intelligence and Exam Anxiety  
of Higher Secondary Students\***Marriyam AHMAD<sup>1</sup>  Fakhra AZIZ<sup>2</sup> **Abstract**

The present descriptive study probed into correlation of emotional intelligence and exam anxiety of secondary school students by measuring existing levels of both variables. All higher secondary school students comprised the population of the study. By using random and purposive sampling technique, Four hundred students from 4 colleges located in two towns of Lahore city were selected. Two instruments the Rotterdam Emotional Intelligence Scale and Westside Test Anxiety were adopted to collect data. Data of all respondents were entered to the grid sheet of SPSS version 22. Descriptive statistics, t-test, Spearman's correlation and multiple regression were applied to find out the results. Majority of students possessed high level of emotional intelligence. Further girls students found to be more emotionally intelligent as compare to boys.

**Keywords:** *Emotional intelligence, exam anxiety, secondary students*

**1. INTRODUCTION**

As indicated by Dutta and Dasgupta, (2013) that education was one of the significant lifetime systems of individual being much the same as there are clear basic dynamic techniques of life in regular routine. If the person did not get education he would be disqualified to maintain his standard living that's why education considered as an important process of normal living. Lone, (2014) described that guardians and educators constantly stressed over understudy's educational achievements and how they collaborate and comprehend individuals inside and outside of the school.

Instructors resemble planters in understudies life's who need to energize their potential so they will form into virtuoso grown-ups (Kumari & Chamundeswari, 2013). Walberg's expressed in his theory (1984), that there were various components like student's talent, knowledge, duty, confidence, teaching styles, enthusiasm and classroom condition which add to the difference in enthusiastic results among understudies. There were considerable measure of components which have impact on individual accomplishments in assortment of zones such as exam anxiety, gender differences, confidence, guardians and associate relations, inclination so on (Ali et. al, 2013).

As indicated by Li (2012), Salovey and Mayer in 1990 were first presented the theory of E.I in their compelling article called Emotional Intelligence and it was a youthful idea in the scholarly world. They described the meaning of emotional intelligence in the wake of characterizing the terms of intelligence and emotions alone. They formulated the progressive model which included the four components examination and articulation of feeling in the self, evaluation and articulation of feeling in others, control of feelings and use of passionate data in considering and spurring.

Pekaar et. al., (2018) described the emotional intelligence as four dimensions that comprised on "Self-focused emotion appraisal (SFEA): The level of learners recognize and comprehend their own feelings. Other-focused emotion appraisal (OFEA): The level where learners identify and realize other

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<sup>1</sup> Graduate Student, Lahore College for Women University, Lahore, Pakistan [ma2013.ma40@gmail.com](mailto:ma2013.ma40@gmail.com)

<sup>2</sup> Assist.Prof.Dr., Lahore College for Women University, Lahore, Pakistan [fakhraaziz@hotmail.com](mailto:fakhraaziz@hotmail.com)

Corresponding Author e-mail address: [fakhraaziz@hotmail.com](mailto:fakhraaziz@hotmail.com)

person's feelings. Self-focused emotion regulation (SFEG): The level that enable learners control their feelings to attain a purpose. Other-focused emotion regulation (OFEG): The level that support learners control companions feelings toward attain an objective". Khaledian et. al, (2013) described that the idea of emotional intelligence gave a new depth to the man's intelligence, this intelligence was a strategic competency (individual performance), while the acknowledgment intelligence was a key ability (long term capability). It made conceivable to anticipate the accomplishment since it show how a man apply an information in a promptly achievement. It was a type of social intelligence which was a reasonable indicator in unique regions for example, work and instructive performances. In the other word, it has been a capacity to control emotions and fervors by one and others.

Anxiety was a characteristic human response and it filled in as an essential mental capacity that was felt by numerous individuals paying little respect to age. All youngsters encountered anxiety as an alert framework that was actuated at whatever point they see circumstance as perilous, humiliating or unpleasant in these circumstances anxiety can help them to better deal with the occasions. While low and controllable level of uneasiness can be advantageous but abnormal state of nervousness may contrarily affect one's social and individual connections and cause physical issues (Herrero, Sandi & Venero, 2006). In the meantime, Emotions have impact full part in spur of capacities of people and enhance the way toward learning in different fields particularly among understudy which has solid connection with anxiety (Vanin, 2008). The anxiety related with tests was named as Exam Anxiety in brain research writing. It was characterized as "an arrangement of physiological, phenomenological and behavioral reactions that go with worry over conceivable negative results or disappointment in an exam or comparable evaluative circumstances" (Sieber, Neil & Tobias 1977).

Exam anxiety allude to an emotional feeling in which a man experiences some sort of dread coming about because of distrusting in his own particular abilities in handling the difficulties introduced in an exam or completing an extraordinary assignment and its outcomes coming about because of lessening the capacity of the individual to overcome the stood up to challenges in an exam circumstance. So a man with a lot of tension was the one knowing the test materials yet the extraordinary and abnormal state of nervousness was to the degree keeping the individual from demonstrating his capacities in the exam session (Khaledian, Amjadian & Pardegi, 2013). Indeed Exam anxiety was a type of assessment anxiety that implied to its introduction was an evaluative and sense of self-debilitating testing circumstance. Exam anxiety communicate in maladaptive intellectual reactions for example stress insights and test unessential reasoning to educational stressors (Farnia et. al, 2017). Analyst's and psychologists have portrayed that there were distinctive segments of test anxiety like worry, emotionality, thinking, tension, cognitive interference and lack of self-confidence (Unruh & Lowe, 2010).

As indicated by Bhatia, (2012) Primary and advanced education were associated with secondary education. It performed an essential part in this regard. Aside from building the foundations of academics of a learner. It could be influential in forming and leading a learner to a successful future. It included the 14-18 years old learners who studied in 9-10 grades prompting to 11-12 advanced secondary grades. Amalu, (2017) illustrated that "physical, mental and emotional aspects that create physically and psychological conflict. It might be an aspect sickness causation termed as anxiety. But various and different types of worries and anxiety were developed by sentiments.

Even bright individuals encountered stress when they failed to handle their own sentiments due to numerous assignments, workloads and routine based tests (Roberts, et.al, 2006). Unbalanced sleep, tiredness, loneliness, headache, stomach pain, impatience's and prompting a situation where they were not ready to remember whatever they learn. They started to get nervous if they looked a paper and not able to respond to it because their brain went clear. These are the symptoms usually encountered by numerous learners at the time of the exam (Kumari & Jain, 2014).

In spite of the fact that there are various examinations identified with emotional intelligence and test anxiety however they take a shot at alternate points of view. In view of the different idea of writing there is have to distinguish and portray the connection between E.I and higher secondary understudies exam anxiety in particular system of Pakistan. So the motivation behind present investigation will to recognize the correlation of emotional intelligence and exam anxiety of higher secondary students.

### **1.1. Statement of Problem**

Keeping in mind the importance of above variables the present study was designed to identify the correlation of emotional intelligence of higher secondary school students on their exam anxiety.

### **1.2. Objectives**

Following objectives were attempted to achieve.

- To measure the emotional intelligence of higher secondary school students.
- To measure the exam anxiety of higher secondary school students.
- To correlate the emotional intelligence and exam anxiety of higher secondary students.

### **1.3. Research Questions**

- What is the level of emotional intelligence of higher secondary school students?
- Is there any gender difference exist in emotional intelligence level of secondary school students?
- What is the level of exam anxiety of higher secondary school students?
- Is there any gender difference exist in exam anxiety level of secondary school students?
- Is there any relationship between emotional intelligence and exam anxiety of higher secondary school students?
- Is there any gender difference in correlation of emotional intelligence and exam anxiety of secondary school students?

### **1.4. Significance of the Research**

It will be valuable for the students to upgrade their emotional intelligence and to conquer their exam anxiety. It will be useful for the instructors and guardians to understand the students' intelligence level. Educators will be comprehend and know how to build up their instructing systems that will be helped them to upgrade their learning procedure and urge them to release their tension and do test and exam comfortably. It will helps understudies to deal with the challenges and enable understudies to bring down negative tensions, develop solid affiliations and enhance enthusiastic condition.

## **2. METHOD**

The study was planned to identify the correlation of emotional intelligence and exam anxiety of higher secondary school students. The level of emotional intelligence and exam anxiety were also investigated. Research was descriptive in nature, carried out in quantitative paradigm. Survey technique was used to collect data.

### **2.1. Research Population**

All students enrolled at higher secondary level in Lahore city were targeted as population of the research. Higher education is being provided in higher secondary schools and colleges too. According to Board of Intermediate and Secondary Education (BISE), there were 69 higher secondary schools and 315 colleges in Lahore. Among them 176 were for boys and 208 were for girls. Due to time constraint, study was delimited to colleges and further to students enrolled in their 2<sup>nd</sup> year.

### **2.2. Sample of Research**

Four colleges from two towns of Lahore were randomly selected. Among them 2 were boys college and two were girls. Then purposively hundred student from each college who were in their second year were selected. Further from each college 50 students were taken from science and 50 were from humanities group. There are 8 towns in Lahore. Two towns randomly selected were Samnabad and Gulberg while from Samnabad town, M.A.O College and Lahore College for Women University were selected. Punjab College and Kinnaird College were from Gulberg Town. Then purposively two cohort were formed namely as science group and humanities group in each college. 50 students from each cohort were accessed to collect data.

### 2.3. Instruments of Research

Two standardized instruments were adopted for data collection. They named as: (i). The Rotterdam Emotional Intelligence Scale (REIS) and (ii). Westside Test Anxiety Scale. The independent variable was understudies emotional intelligence while dependent variable was their exam anxiety. Two Unconnected tools for research variables were used. Both were adopted after taking permissions form their developers. To verify the reliability, validity and suitability tools were pilot tested for this research. Both questionnaires were translated into mother language Urdu for the sake of comprehension of students.

### 2.4. The Rotterdam Emotional Intelligence Scale (REIS)

It was created by Pekaar, et.al, in 2018. It was adopted for this study. It consisted of 28 statements. Rotterdam Emotional Intelligence Scale (REIS) contained four subscales: SFEA, OFEA, SFEG and OFEG. It was 5 points Likert scale that ranged from strongly disagree to strongly agree. As validity experts in this area the reliability was 0,70.

### 2.5. Westside Test Anxiety Scale

It was developed by Richard Discroll in 2004. Westside Test Anxiety Scale have enclosed to two subscales: (1). Incapacity (memory loss and poor cognitive processing) and Worry (catastrophizing). It was also 5 point Likert (never to always) close ended instrument. It consisted 10 items. Reliability was 0,44 and as validity by experts in area.

### 2.6. Demographic Survey

A detailed demographic survey was based on part of instruments. Gender, age, group, parents education, area, matric school and colleges were included. These things were prominent in the writings as possible sources of intervened impact that could represent varieties in existing level of emotional intelligence and exam anxiety and in correlation of both variables. They present a sound representation for background of respondents.

### 2.7. Data Collection Procedure

Data was collected personally by the researcher. After taking permission of principal of college with the help of coordinator of the colleges, printed instruction were given to learners to complete the surveys and also explained in the class to avoid any confusion. The justification helped in a great extent to reduce the biased feedback. Researcher was collected the completed surveys on next day. In this method the data were gathered well and least chances for losing the survey forms. Out of 400, 400 students returned the completed questionnaires. So the response rate was 100%.

### 2.8. Data Analysis

Data were analyzed using SPSS version 22.0. Independent sample t-test, Spearmen's and Multiple Regression were applied to address the research questions.

## 3. FINDINGS

### R.Q 1: What is the level of emotional intelligence of higher secondary school students?

**Table 1. Summary statistics of emotional intelligence**

	Min.	Max.	Mean	SD	Skewness	Kurtosis
Emotional Intelligent	1.14	4.71	3.47	0.65	-0.39	0.08
Self-Focused Appraisal	1.43	5.00	3.59	0.83	-0.44	-0.58
Other-focused Emotion Appraisal	1.00	5.00	3.36	0.87	-0.36	-0.26

Self-Focused Emotion Regulation	1.00	5.00	3.45	0.86	-0.16	-0.25
Other-Focused Emotion Regulation	1.00	5.00	3.49	0.83	-0.34	-0.15

The range of score was 1 to 5, score 1 represent strongly disagree and 5 represent strongly agree. The level of emotional intelligence, SFEA, OFEA, SFEG and OFEG fall between neither agree nor agree (3) and agree (4) with minor variation. The value of skewness and kurtosis shows that emotional intelligence and its subscales scores are normally distributed.

**Table 2. Emotional intelligence level of higher secondary school students**

Levels of Emotional Intelligence	Frequency	Percentage
Low level of emotional intelligence (1.0-2.5)	26	6.6
Medium level of emotional intelligence (2.5-3.0)	165	41.7
High level of emotional intelligence (3.0-4.25)	162	40.9
Extreme level of emotional intelligence (4.25-5.0)	43	10.9

It represent that 7% students have low level of emotional intelligence. While 42% students have medium level of emotional intelligence. Moreover, 41% students have high level of emotional intelligence. While only 11% students have extremely high level of emotional intelligence.

### Is there any gender difference of emotional intelligence level?

**Table 3. Independent sample t-test of emotional intelligence on gender**

Variables	Male		Female		Independent sample t-test		
	M	SD	M	SD	T	Df	P
Emotional Intelligence	3.37	0.67	3.57	0.6	3.12	400	0.002
Self-Focused Emotion Appraisal	3.5	0.85	3.68	0.81	2.19	400	0.029
Other-Focused Emotion Appraisal	3.24	0.86	3.48	0.86	2.73	400	0.007
Self-Focused Emotion Regulation	3.43	0.82	3.46	0.89	0.35	400	0.726
Other-Focused Emotion Regulation	3.31	0.84	2.48	0.62	4.32	400	<.001

It shows that there was significant difference among male (M=3.37, SD=0.67) and female (M=3.57, SD=0.6) in emotional intelligence level (t=3.12, p=0.002). It shows that females have higher level of emotional intelligence while males have low level of emotional intelligence. There was significant difference in self-focused emotion appraisal (t=2.19, p=0.029) between male (M=3.5, SD=0.85) and female (M=3.68, SD=0.81). It further reveals that there was significant difference between male (M=3.24, SD=0.86) and female (M=3.48, SD=0.86) in other-focused emotion appraisal (t=2.73, p=0.007). There was no significant difference between male (M=3.43, SD=0.82) and female (M=3.46, SD=0.89) in self-focused emotion regulation (t=0.35, p=0.726). Then it represents that there was significant difference in other-focused emotion regulation level (t=4.32, p=<.001) which means male students (M=3.31, SD=0.84) was great in other-focused emotion regulation than the female student (M=2.48, SD=0.62).

### What is the level of exam anxiety of higher secondary school students?

**Table 4. Summary statistics of exam anxiety**

	Min.	Max.	Mean	SD	Skewness	Kurtosis
Exam Anxiety	1.10	4.60	2.53	0.65	0.23	-0.42
Incapacity (memory loss)	1.00	4.50	2.58	0.68	0.10	-0.44
Worry	1.00	4.75	2.47	0.85	0.19	-0.76

The range of score was 1 to 5, score 1 represent never and 5 represent always. The level of exam anxiety, incapacity and worry fall between slightly (2) and some time (3) with minor variation. The value of skewness and kurtosis shows that exam anxiety and its subscales scores are normally distributed.

**Table 5. Level exam anxiety of higher secondary school students**

Levels of Exam Anxiety	Frequency	Percentage
Comfortably low exam anxiety	78	19.7
Normal or average exam anxiety	102	25.8
High normal exam anxiety	115	29.0
Moderately high (some items rated 4=high)	54	13.6
High exam anxiety (half or more of the items rated 4=high)	44	11.1
Extremely high anxiety (items rated 4=high and 5=extreme)	3	.8

It represent that 45% students have fall into comfortably low to normal level of exam anxiety. While 54% students have high normal to moderate high level of exam anxiety. Moreover, only 26% students have high and extremely high level of anxiety during their exams period.

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### Is there any gender difference of exam anxiety level?

**Table 6. Independent sample t-test of exam anxiety on gender**

Variables	Male		Female		Independent sample t-test		
	M	SD	M	SD	t	Df	P
Exam Anxiety	2.48	0.62	2.59	0.67	1.73	400	0.085
Incapacity	2.55	0.65	2.6	0.7	0.68	400	0.496
Worry	2.37	0.82	2.58	0.87	2.47	400	0.014

There was no significant difference between male (M=2.48, SD=0.62) and female (M=2.59, SD=0.67) in exam anxiety (t=1.73, p=0.085). It also represents that there was no significant difference between male (M=2.55, SD=0.65) and female (M=2.6, SD=0.7) in incapacity level (t=0.68, p=0.496). It further represents that there was significant difference in worry level (t=2.47, p=0.014), Female students (M=2.58, SD=0.87) were higher in worry level as compared to male students (M=2.37, SD=0.82).

### Is there any relationship between emotional intelligence and exam anxiety of higher secondary students?

**Table 7. Spearman correlation between exam anxiety and emotional intelligence**

Scales	1	2	3	4	5	6	7	8
1.Exam Anxiety	-							
2.Incapacity	.885**	-						
3.Worry	.829**	.490**	-					
4.Emotional Intelligence	-.135**	-.140**	-.067	-				
5.Self-Focused Emotion Appraisal	-.172**	-.138**	-.153**	.737**	-			
6.Other-Focused Emotion Appraisal	-.044	-.085	.041	.815**	.515**	-		
7.Self-Focused Emotion Regulation	-.137**	-.135**	-.090	.766**	.455**	.493**	-	
8.Other-Focused Emotion Regulation	-.046	-.063	.015	.725**	.340**	.510**	.413**	-

It illustrates that there was correlation between exam anxiety and emotional intelligence. This illustrates that there was strong positive significant correlation between exam anxiety and incapacity ( $r=.885$ ,  $p<.001$ ) and worry component ( $r=.829$ ,  $p<.001$ ). It also reveals that exam anxiety have weak negative significant correlation with emotional intelligence ( $r=-.135$ ,  $p<.001$ ) and self-focused emotion appraisal ( $r=-.172$ ,  $p<.001$ ). However it expose that there was no significant correlation among exam anxiety and other-focused emotion appraisal ( $r=-.044$ ,  $p>.05$ ) and other-focused emotion regulation ( $r=-.046$ ,  $p>.05$ ). It also demonstrates that there was weak negative significant correlation among exam anxiety and self-focused emotion regulation ( $r=-.137$ ,  $p<.001$ ). This illustrates that incapacity has moderate positive significant correlation with worry ( $r=.490$ ,  $p<.001$ ). It demonstrates that incapacity has weak negative significant correlation with emotional intelligence ( $r=-.140$ ,  $p<.001$ ) and self-focused emotion appraisal ( $r=-.138$ ,  $p<.001$ ). It also illustrates that incapacity has no significant correlation with other-focused emotion appraisal ( $r=-.063$ ,  $p>.05$ ).

It further explains that worry have no significant correlation with emotional intelligence ( $r = -.067$ ,  $p<.001$ ), Other-focused emotion appraisal ( $r=.041$ ,  $p>.05$ ), self-focused emotion regulation ( $r = -0.90$ ,  $p>.05$ ) and other-focused emotion regulation ( $r=.015$ ,  $p>.05$ ). On the other hand, worry has weak negative significant correlation with self-focused emotion appraisal ( $r= -.153$ ,  $p<.001$ ). Moreover, it demonstrates that emotional intelligence have strong positive significant correlation with self-focused emotion appraisal ( $r=.737$ ,  $p<.001$ ), other-focused emotion appraisal ( $r=.815$ ,  $p<.001$ ), self-focused emotion regulation ( $r=.766$ ,  $p<.001$ ) and other-focused emotion regulation ( $r=.725$ ,  $p<.001$ ). Further, it explains that self-focused emotion appraisal have strong positive significant correlation with other-focused emotion appraisal ( $r=.515$ ,  $p<.001$ ) and other-focused emotion regulation ( $r=.340$ ,  $p<.001$ ). There were moderate correlation among self-focused emotion appraisal and self-focused emotion regulation ( $r=.455$ ,  $p<.001$ ). It shows that there was moderate positive significant correlation among other-focused emotion appraisal and self-focused emotion regulation ( $r=.493$ ,  $p<.001$ ) while it has strongly positive significant correlated with other-focused emotion regulation ( $r=.510$ ,  $p<.001$ ) There was moderate positive significant correlation between self-focused emotion regulation and other-focused emotion regulation ( $r=.413$ ,  $p<.001$ ).

### Is there any gender difference in correlation of emotional intelligence and exam anxiety?

**Table 8. Spearman correlation between emotional intelligence and exam anxiety of male students**

Scales	1	2	3	4	5	6	7	8
1.Exam anxiety	-							
2.Incapacity	.876**	-						
3.Worry	.843**	.494**	-					

4.Emotional Intelligence	-.170*	-.164*	-.090	-				
5.Self-Focused Emotion Appraisal	-.160*	-.077	-.177*	.795**	-			
6.Other-Focused Emotion Appraisal	-.070	-.072	-.009	.818**	.586**	-		
7.Self-Focused Emotion Regulation	-.167*	-.189**	-.069	.813**	.596**	.558**	-	
8.Other- Focused Emotion Regulation	-.094	-.142*	.011	.717**	.371**	.469**	.446**	-

It illustrates that male students exam anxiety and emotional intelligence were significantly correlated with each other. This illustrates that there was strong positive significant correlation between exam anxiety and incapacity ( $r=.876$ ,  $p<.001$ ) and worry component ( $r=.843$ ,  $p<.001$ ). It also reveals that exam anxiety has weak negative significant correlation with emotional intelligence ( $r=-.170$ ,  $p<.001$ ). It further demonstrates that exam anxiety has weak negative significant correlation with self-focused emotion appraisal ( $r=-.160$ ,  $p<.001$ ), self-focused emotion regulation ( $r=-.167$ ,  $p<.001$ ). However it expose that there was no significant correlation among exam anxiety and other-focused emotion appraisal ( $r=-.070$ ,  $p>.05$ ) and other-focused emotion regulation ( $r=-.094$ ,  $p>.05$ ). This illustrates that incapacity has moderate positive significant correlation with worry ( $r=.494$ ,  $p<.001$ ). It demonstrates that incapacity has weak negative significant correlation with emotional intelligence ( $r=-.164$ ,  $p<.001$ ), self-focused emotion regulation ( $r=-.189$ ,  $p<.001$ ), other-focused emotion regulation ( $r=-.142$ ,  $p<.001$ ), Other-focused emotion appraisal ( $r=.009$ ,  $p>.05$ ), self-focused emotion regulation ( $r=-.069$ ,  $p>.05$ ) and other-focused emotion regulation ( $r=.011$ ,  $p>.05$ ). It further explains that worry have no significant correlation with emotional intelligence ( $r=-.090$ ,  $p>.05$ ).

Moreover, it demonstrates that emotional intelligence have strong positive significant correlation with self-focused emotion appraisal ( $r=.795$ ,  $p<.001$ ), other-focused emotion appraisal ( $r=.818$ ,  $p<.001$ ), self-focused emotion regulation ( $r=.813$ ,  $p<.001$ ) and other-focused emotion regulation ( $r=.717$ ,  $p<.001$ ). Self-focused emotion appraisal have strong positive significant correlation with other-focused emotion appraisal ( $r=.586$ ,  $p<.001$ ), self-focused emotion regulation ( $r=.596$ ,  $p<.001$ ) and other-focused emotion regulation ( $r=.371$ ,  $p<.001$ ). It shows other-focused emotion appraisal has strong positive significant correlation with self-focused emotion regulation ( $r=.493$ ,  $p<.001$ ) while it has moderate positive significant correlation with other-focused emotion regulation ( $r=.496$ ,  $p<.001$ ) There was moderate positive significant correlation between self-focused emotion regulation and other-focused emotion regulation ( $r=.446$ ,  $p<.001$ ).

**Table 9. Spearman correlation between emotional intelligence and exam anxiety of female students**

Scales	1	2	3	4	5	6	7	8
1.Exam anxiety	-							
2.Incapacity	.894**	-						
3.Worry	.816**	.492**	-					
4.Emotional Intelligence	-.225**	-.130	-.272**	-				
5.Self-Focused Emotion Appraisal	-.212**	-.209**	-.155*	.689**	-			
6.Other-Focused Emotion Appraisal	-.053	-.123	.061	.806**	.451**	-		
7.Self-Focused Emotion Regulation	-.125	-.097	-.122	.724**	.327**	.436**	-	
8.Other- Focused Emotion Regulation	-.022	-.003	-.019	.697**	.299**	.502**	.375**	-

It illustrates that female students exam anxiety and emotional intelligence were significantly correlated with each other. This illustrates that there was a strong positive significant correlation between exam anxiety and incapacity ( $r=.894$ ,  $p<.001$ ) and worry component ( $r=.816$ ,  $p<.001$ ). It also reveals that exam anxiety have a weak negative significant correlation with emotional intelligence ( $r=-.225$ ,  $p<.001$ ), self-focused emotion appraisal ( $r=-.212$ ,  $p<.001$ ). However it expose that exam anxiety have no significant correlation with other-focused emotion appraisal ( $r=-.053$ ,  $p>.05$ ), self-focused



emotion regulation ( $r=-.125, p<.05$ ), other-focused emotion regulation ( $r=-.022, p>.05$ ). This illustrates that incapacity has moderate positive significant correlation with worry ( $r=.492, p<.001$ ). It demonstrates that incapacity have no significant correlation with emotional intelligence ( $r=-.130, p>.05$ ), other-focused emotion appraisal ( $r=-.123, p>.05$ ), self-focused emotion regulation ( $r=-.097, p>.05$ ) and other-focused emotion regulation ( $r=-.003, p>.05$ ). There was moderate significant correlation among incapacity and self-focused emotion appraisal ( $r=-.209, p<.001$ ). It further explains that worry has weak negative significant correlation with emotional intelligence ( $r=-.272, p>.05$ ) and self-focused emotion appraisal ( $r=-.155, p<.001$ ). Worry have no significant correlation with Other-focused emotion appraisal ( $r=.061, p>.05$ ), self-focused emotion regulation ( $r=-.122, p>.05$ ) and other-focused emotion regulation ( $r=.019, p>.05$ ).

Moreover, it demonstrates that emotional intelligence have strong positive significant correlation with self-focused emotion appraisal ( $r=.689, p<.001$ ), other-focused emotion appraisal ( $r=.806, p<.001$ ), self-focused emotion regulation ( $r=.724, p<.001$ ) and other-focused emotion regulation ( $r=.697, p<.001$ ). Self-focused emotion appraisal have moderate positive significant correlation with other-focused emotion appraisal ( $r=.451, p<.001$ ), self-focused emotion regulation ( $r=.327, p<.001$ ) and other-focused emotion regulation ( $r=.299, p<.001$ ). It shows other-focused emotion appraisal has moderate positive significant correlation with self-focused emotion regulation ( $r=.436, p<.001$ ) while it has strong positive significant correlation with other-focused emotion regulation ( $r=.502, p<.001$ ) There was moderate positive significant correlation between self-focused emotion regulation and other-focused emotion regulation ( $r=.375, p<.001$ ).

**Table 10. Multiple regression: Impact of emotional intelligence on exam anxiety**

	B	SE	B	T	p.
(Constant)	2.812	.179		15.713	<.001
Self-Focused Emotion Appraisal	-.105	.047	-.135	-2.235	.026
Other-Focused Emotion Appraisal	.073	.048	.097	1.506	.133
Self-Focused Emotion Regulation	-.076	.045	-.102	-1.701	.090
Other-Focused Emotion Regulation	.033	.046	.043	.732	.465

$R^2=.026$

Results show that there was no significant impact of other-focused emotion appraisal, self-focused emotion regulation and other-focused emotion regulation on exam anxiety ( $p>.05$ ). There was significant impact of self-focused emotion appraisal on exam anxiety ( $\beta =-.135, p=.026$ ). It is concluded that only self-focused emotion appraisal as a predictor to reduce exam anxiety of higher secondary students.

**Table 11. Multiple regression: Impact of emotional intelligence on incapacity**

	B	SE	B	T	p.
(Constant)	2.942	.189		15.587	<.001
Self-Focused Emotion Appraisal	-.052	.049	-.065	-1.063	.288
Other-Focused Emotion Appraisal	.005	.051	.006	.089	.929
Self-Focused Emotion Regulation	-.065	.047	-.083	-1.381	.168
Other-Focused Emotion Regulation	.009	.048	.011	.192	.848

$R^2 = .014$

Results show that there was no significant impact of self-focused emotion appraisal, other-focused emotion appraisal, self-focused emotion regulation and other-focused emotion regulation on incapacity of higher secondary students ( $p>.05$ ). It is concluded that emotional intelligence has no impact on incapacity it did not help out the students to overcome their incapacity during exams time.

**Table 12. Multiple regression: Impact of emotional intelligence on worry**

	B	SE	B	T	p.
(Constant)	2.618	.234		11.206	.000
Self-Focused Emotion Appraisal	-.183	.061	-.180	-2.992	.003
Other-Focused Emotion Appraisal	.175	.063	.178	2.778	.006
Self-Focused Emotion Regulation	-.093	.059	-.094	-1.585	.114
Other-Focused Emotion Regulation	.070	.060	.068	1.169	.243

R<sup>2</sup>= .043

Results shows that there was no significant impact of self-focused emotion regulation and other-focused emotion regulation on worry ( $p > .05$ ). There was significant impact of self-focused emotion appraisal ( $\beta = -.180$ ,  $p = .003$ ) on worry of higher secondary students. It reveals that there was significant impact of other-focused emotion appraisal on worry ( $\beta = .178$ ,  $p = .006$ ). It is concluded that self-focused emotion appraisal and other-focused emotion appraisal as a predictor to reduce worry of higher secondary students during exams.

#### 4. DISCUSSION and CONCLUSION

Emotional Intelligence is taken into account as a power of understudy's that lessen their exam anxiety and heightens their educational performance. The existing investigation was an effort to approach the relationship between emotional intelligence and exam anxiety of higher secondary understudy's. From the findings of the outcomes, it is found that female understudies have higher emotional intelligence than the male understudy's. Similarly, Shah, et.al, (2017) discover that females learners have a high level of emotional intelligence when contrasted with male learners. Dutta and Gupta, (2013) have uncovered similar outcomes that noteworthy dissimilarities between male and female concerning to emotional intelligence. They found that boys have lesser scores in emotional intelligence and women have higher emotional intelligence.

This research also revealed the level of exam anxiety of higher secondary pupils. It exposed that mostly students responded they have moderate to high level of exam anxiety during their exam time. It means students face anxiety whenever they close to their exams. Green, Angoff and Encandela, (2015) were also found same results that victory of pupils was sure by their examination marks that might prompt to anxiety and depression between pupils. Cheek, et al., (2002) in their investigation similarly originate that learners throughout exam period felt incapable to perform cognitively that altered to anxiety and upsets their accomplishment.

Further results revealed as females had greater worry and influence their abilities than males however on the opposite hand, they can cope with their emotions well than male's understudies. Research by Kumaran and Javid, (2016) supported the same results that females had a large amount of worries than male students. This study provided evidence that emotional intelligence is correlated with exam anxiety of higher secondary students. This investigation was also conducted to identify any gender difference in exam anxiety level. Results showed that there was no significant difference between male and female in exam anxiety. Likewise, Eman et.al., (2012) in her examination found that there was no gender difference exist between male and female learners in exam anxiety.

It also examines gender correlation of emotional intelligence and exam anxiety. Results represented that male and female student's exam anxiety and emotional intelligence was significantly correlated with each other. Similarly, study conducted by Singh (2002) concluded that females were interrelated with worry than the male pupils, anyway they further exposed that emotional intelligence and test anxiety were inversely associated with each other. Spearman correlation showed exam anxiety has a negative significant correlation with emotional intelligence and its subscales except for OFEA and OFER. Malik, Akhter, Fatima and Satder (2014) found the same results as emotional intelligence and test anxiety were negatively interrelated among learners examining in Unique School System Further, emotional intelligence was considered as a predictor to reduce students exam anxiety and worry level but it could not help out in incapacity level. Moreover, Malik, Chaudhary and Kumari

(2017) in their exploration proved that the level of worry associated with the level of emotional intelligence.

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