



Original Research Article

EFFECT OF POSITIVE PSYCHOLOGY INTERVENTION ON ACADEMIC STRESS, TEST ANXIETY AND EMOTIONAL INTELLIGENCE AMONG SCHOOL STUDENTS AT SELECTED SCHOOLS IN COIMBATORE

Article History:

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Abstract: **Background:** Academic stress, test anxiety, and low emotional intelligence are increasingly prevalent among early adolescent school students and pose serious threats to their mental health and academic performance. The intense competition within the Indian education system, coupled with parental expectations and examination pressure, has contributed to heightened psychological distress and suicidal ideation among adolescents. Positive Psychology Interventions (PPI) have emerged as effective strategies to promote well-being and resilience in students. **Aim:** The study aimed to assess the effect of Positive Psychology Intervention on academic stress, test anxiety, and emotional intelligence among school students in selected schools at Coimbatore. **Methods:** A quantitative true experimental research design was adopted. A total of 420 school students studying in 8th and 9th standards were selected using multistage cluster sampling and simple random sampling techniques, with 210 students each in experimental and control groups. Standardized tools were used to assess academic stress, test anxiety, and emotional intelligence. The experimental group received a structured Positive Psychology Intervention over ten sessions, while the control group received no intervention during the study period. Data were analyzed using descriptive statistics, paired and unpaired t tests, chi-square tests, and Pearson correlation. **Results:** The findings revealed a statistically significant reduction in academic stress and test anxiety and a significant improvement in emotional intelligence among students in the experimental group compared to the control group ($p < 0.001$). A significant association was found between post-test academic stress and age ($p < 0.05$), while other demographic variables showed no significant association. Post-test analysis demonstrated a significant positive correlation between academic stress and test anxiety, whereas emotional intelligence showed a negative but non-significant correlation with stress and anxiety. **Conclusion:** The study concludes that Positive Psychology Intervention is an effective and feasible approach for reducing academic stress and test anxiety while enhancing emotional intelligence among school students. Incorporating PPI into school mental health programs may promote psychological well-being, academic resilience, and overall student development.

Keywords: Academic Stress; Test Anxiety; Emotional Intelligence; Positive Psychology Intervention; School Students; Adolescents; Mental Well-Being

INTRODUCTION

Academic related "Stress, test anxiety and low

emotional intelligence" is one of the most serious challenges facing school age students who are in

early adolescent students. Because of the intense rivalry in every sector, students are subjected to a great deal of test anxiety. Every day, students must put in long hours of methodical study to keep up with the expectations of the Indian school education system, which is textbook oriented and emphasizes rote memorization of teachings. School students are required to maintain rigorous study schedules that last from the morning through the late evening hours, leaving little time for interaction and relaxation. Its possible is caused by excessive stress to school students. If school students are unable to cope with academic stress at institution, this will have both positive and negative consequences. It is possible that the educational environment itself is a source of stress for students.

The high suicide rate among students in India, particularly among early adolescent who under the age of 12 - 15 years, is a severe cause for concern in the country, according to experts. Another important factor is the pressure to perform well in school, which is a big contributing factor. What's startling is that the pressure is not coming from the teachers, but from the parents themselves. **Mr. Kapil Siebel, then Union Minister for Human Resource Development, held that "The unexpected increase in suicides among school students are the outcome of increasing demands of parental on the student to beat/defeat his or her classmates."** In Tamil Nadu, it was discovered that the majority of the girls who went missing had fled their homes because of low test results and the fear of severe parental retaliation, according to authorities. Because of their poor academic achievement, the school students are unhappy and feel caught between parental expectations and the resulting inferiority complex that result as a result of their bad performance. These research articles mentioned show that there really is a large range of academics pressures is the influence exerted at schools, which can be attributed to a desire for excellence, anxiety about grade, pressure from parents, competitiveness and high class loads. Educational difficulties seem to be the greatest frequent causes of chronically and recurrent strain for school students in the Indian, and they have been linked to psychological health issues such as melancholy, stress, and suicidal thoughts. Positive psychology intervention will help students to overcome from academic related stress, test anxiety and low emotional intelligence. There are many strategies present in PPI to cope up with academic stress, test anxiety and emotional intelligence among school students.

NEED FOR THE STUDY:

The school students spend a significant percentage of their lives at school in the pursuit of academic undertakings, it is reasonable to suppose

that a significant proportion of the stressors impacting school students start in the academic area. This developmental stressor has been influencing students both physically and mentally, even to the point of causing suicidal ideas among school age students. It is not always easy to notice whether a student is experiencing stress or anxiety. Summary changes in behavior including such changes in mood, acting out, including alterations in sleep schedule or notice poor performance in academic can all be signs of anxiety. Number of school students experience bodily symptoms such as stomach aches, headaches, fever, and so forth students, however, have difficulty concentrating or finishing schoolwork, and as a result, they isolate themselves from others and their peer group, preferring to spend a significant amount of time alone. It is possible to experience emotions such as despair, panic, anger, restlessness, difficulty to concentrate, and so on. It is possible to recognize nervous habits such as nail biting and thumb sucking. It is possible to notice a lack of self-esteem, troubles in school, which are typically accompanied by a reduction in academic performance. Here, Poor coping methods used by the student throughout his student ship. Additionally, low emotional intelligences may cause the student to become disengaged from the family relationship. It is becoming increasingly rare in today's world to spend quality time with one's family, and as a result, family members find it increasingly difficult to meet the emotional requirements of the students. Students who were subjected to tremendous pressures during their school years are more likely to continue this stress into their professional lives.

As per the Times of India, approximately 5,857 pupils around 16 days attempted to commit suicide whole India as a result of test stress. In New Delhi, data collected from two schools on 1,205 teenagers (aged 12-19 years) found that, on average, one in every seven adolescents had considered taking their own life, according to the findings. **According to Banerjee's study**, around students of 25,000 between ages of 14-18 years suicide committed through month of examinations every year in the country (March-June). As a result, it is necessary to identify the primary cause of suicide ideation in adolescents, which is academic stress. Considering adolescents' biggest socializing impacts are their families, schools, and circle of friends, the hopes or requirements they impose on children may have become stressful for students. It is obvious from the literature review that relatively few studies have been undertaken to explore the association between academic stress ,anxiety & emotional problem and its effects, such as depression, and suicide ideation among school students. **According to T Georgia Raftopoulou(2022):** He current study aimed to test the hypothesis that a newly developed multi-component 8-week Positive Psychology Intervention (PPI) programme

for children could lead to a significant decrease in negative emotion, state anxiety, trait anxiety, and a significant increase in hope and positive emotions. Participants were recruited online and assigned randomly to the experimental and control groups with equal sample sizes (N = 8) groups for this study. Each participant completed a battery of self-reported questionnaires before and after the completion of the programme. Measurements included Hope, STAI, PANAS and demographic self-reported questionnaires. Hope and positive emotions increased, whereas negative emotions, trait anxiety and state anxiety decreased. The results supported our hypothesis that PPIs could be considered a successful alternative intervention or prevention for children.

Novelty: The novelty of the study lies in its comprehensive approach to addressing the academic stress, test anxiety and emotional intelligence as key factors influencing academic performance among school students. By exploring the intricate interplay between these variables, the research aims to uncover novel pathways for intervention that go beyond traditional strategies focused solely on time management. By targeting academics stress, test anxiety and emotional intelligence concurrently, the study seeks to provide a more holistic and sustainable approach to combating the academic related pressure among school students and its promoting student achievement in academic.

PURPOSE OF THE STUDY:

Nowadays, Students have academic related stress, exam performance problem and also have low level of emotional intelligence. These all are problems will lead to long lasting physical and psychological negative consequences. PPI focus on school students to acquire knowledge to manage the academic relevant problem in their future. With this view, every school have an important role to elaborate positive psychology about academic achievement in order to guide the student's life. It also are essential to promote students mental well being.

The purpose of the study is to equip the students in selected schools to how to cope the academic stress, to manage and reduce the test anxiety and increases the emotional intelligence through PPI that enable them to cope with the demands of academic task and to build self confidence, encourage critical thinking, foster independence which helps them in their school life. Hence the present study aims to assess the effect of Positive Psychology Intervention On Academic Stress, Test Anxiety and Emotional Intelligence among School Student at Selected Schools in Coimbatore.

STATEMENT OF PROBLEM

A Study to Assess the Effect of Positive Psychology Intervention On Academic Stress, Test Anxiety and Emotional Intelligence among School Student at Selected Schools in Coimbatore.

RESEARCH QUESTION

- ❖ Whether the positive psychology intervention would help to cope up with academic stress, reduce the test anxiety and increase the emotional intelligence among school students?

OBJECTIVES:

- To assess the level of academic stress, test anxiety and emotional intelligence in the experimental and control group.
- To assess the effect of positive psychology intervention on academic stress, test anxiety and emotional intelligence.
- To find out the association between the post test score level of academic stress, test anxiety and emotional intelligence in the experimental group with their selected demographic variables.
- To correlate the level of academic stress, test anxiety and emotional intelligence in the experimental group.

HYPOTHESIS

- ❖ **H1:** There is a significant difference between the pre and post test level of academic stress, test anxiety and emotional intelligence in experimental and control group among school students at selected schools in Coimbatore.
- ❖ **H2:** There is a significant difference between the post test level of academic stress, test anxiety and emotional intelligence in experimental and control group among school students at selected schools in Coimbatore
- ❖ **H3:** There is a significant association between post test level of academic stress test anxiety and emotional intelligence in experimental group with the selected demographic variables among school students at selected schools in Coimbatore.
- ❖ **H4:** there is significant correlation between the pre and post test level of academic stress, test anxiety and emotional intelligence in experimental group among school students at selected schools in Coimbatore.

VARIABLES

- ❖ **Independent variable :** positive psychology
- ❖ **Dependent variable:** academic stress, test anxiety and emotional intelligence.
- ❖ **Demographic variables:** age, sex, educational standard, parent's educational status, type of family, reside with, type of educational board,

Are you going to tuition, monthly income of parent.

MATERIAL AND NETHOODS

- ❖ **Approach:** In this study research approach is quantitative research approach
- ❖ **Design:** the design chosen for this study is true experimental design.

Experimental group	O1	X	O2
Control group	O3	-	O4

O1 = pretest
X = intervention
O2= post test
For control group after completion of post test, will give intervention.

O3= Control group pretest
For control group no intervention
O4 = Control group post test

❖ Population

Target population: the target population of the study is school students who are studying 8th and 9th standard specifically.

Accessible population: the accessible population of the study is school students at selected schools in Coimbatore zone.

- ❖ **Sample:** 9th & 8th standard students at selected schools in Coimbatore.
- ❖ **Sample size:** sample size required for this study is 420 school students. For Experimental group 210 samples and for control group 210 assigned. For pilot 42 students, 21 – experimental and 21- control group.
- ❖ **Sampling settings:** multistage clustering sampling method. There are four zones: North, South, East and West. Here, randomly select two zones from each zone 2 school were selected in Coimbatore district.
- ❖ **Sampling techniques:** simple random sampling techniques use to select the study samples.

SAMPLE SIZE CALCULATION

The sample size was estimated based on previous study results and by Power Analysis with 95% of confidence and 80% of power of the study.

The formula used for calculating the sample size was

$$P1Q1+P2Q2 (Z_{\alpha}+Z_{\beta})^2$$

$$(P1-P2)^2$$

Z_{α}	1.96 (95% confidence)
Z_{β}	0.84 (80% power of the test)
P1 (Previous study findings)	39.1%
P2 (Expected level of improvement)	25.8%
Q1 (1 – P1)	60.9%
Q2 (1 – P2)	74.2%

The estimated sample size for the study = 190

10% of attrition is expected.

The finally arrived sample size will be = 190+19 = 209

The final sample size will be rounded to the maximum of 210 (Each Group).

SAMPLE SELECTION CRITERIA

Inclusion criteria:

- ❖ Both boys & girls can participate in the study.
- ❖ The School student who is studying 8th and 9th standard.
- ❖ The School students who are willing to participate in the study.
- ❖ The school has follows state board syllabus.
- ❖ The parents who have permitted through the consent form by the students.

Exclusion criteria:

- ❖ The school have already exist strategies to manage stress and anxiety to students that school are not included in the study.

INSTRUMENTS AND TOOLS

Tools and Techniques INSTRUMENTS AND TOOLS

Section A: - Consist of demographic data with the variables like Age, Gender, education standard, Family Income, Type of family and parent education status, reside with, Are you going for any special coaching classes ?

Section B: Academic stress scale

S.N o.	Name of the tool	No of items	Techniques	Scoring	Validity	Reliability
1	Tool 2:- Academic Stress Scale was developed to Indian condition by Rao	Total –40 items	Interview Questionnaire	Total score – 200 No stress -0-40 Slight stress 41-80,moderate stress 81-120,high stress 121-160,extreme stress 161-200	Obtained content and tool validity from 10 experts	Cronbach's alpha method is used $\alpha = 0.726$

Section C: Test anxiety

S.N o.	Name of the tool	No of items	Techniques	Scoring	Validity	Reliability
1	Tool 3 :- Richard Driscoll Test anxiety scale	Total –10 items	Interview Questionnaire	Total score – 50 Extremely high anxiety= 40-50 high test anxiety=39-35 Moderate anxiety =34-30 High normal test anxiety =29-25 Normal test anxiety =24-20 Low test anxiety=19-10	Obtained content and tool validity from 10 experts	Cronbach's alpha method is used $\alpha = 0.845$

Section D: Emotional intelligence questionnaire.

S.No .	Name of the tool	No of items	Techniques	Scoring	Validity	Reliability
1	Tool 4:- Emotional intelligence questionnaires.	Total – 27 items(it has 5 domains) Self awareness-5 Self regulation -6 Motivating -5 Empathy -4 Social Skill - 7	Interview Questionnaire	Total score –27 – 135 each domain 27 - 47: Very Low EI, 48 - 68:Low EI, 69 - 89: Average EI,90 - 110: High EI, 111 - 135: Very High EI	Obtained content and tool validity from 10 experts	Cronbach's alpha method is used $\alpha = 0.824$

RELIABILITY OF THE TOOL:

The Cronbach's Alpha for Stress is 0.726, suggesting a moderate level of reliability. Anxiety has a higher Cronbach's Alpha of 0.845, indicating good reliability and strong internal consistency among its items. Emotional Intelligence (EI) has a Cronbach's Alpha of 0.824, which also reflects good reliability, suggesting that the items effectively measure EI with strong coherence. Overall, these values indicate that the scales used in the study are reliable for measuring their respective constructs.

VALIDATION OF THE TOOL

The tool along with the content of the study was validated by experts from the fields of Psychology, Mental Health Nursing & Child Health Nursing . The opinion from the experts for the relevancy and the appropriateness to the tools of quantitative probes has been obtained. The tools were modified according to the suggestion given by the experts. The tools were translated and validated from bilingual experts.

ETHICAL CONSIDERATION

1. The study proposal was approved by the Doctoral Committee.
2. Ethical clearance obtained from the Institutional Ethics Committee- BIHER.
3. Formal administrative permission obtained from R&D Department - Bharath Institute of Higher Education and Research, Principal and Guide - Bharath College of Nursing, Principal -College of Nursing- J.K, School Head Master & Administrative in charge of selected School, Coimbatore.
4. Informed consent from schools & parents or guardian consent from participants taken after explaining the purpose of the study.
5. Confidentiality of information was maintained by utilizing attendance number for the sample.

PLAN FOR PILOT STUDY

- The investigator will obtain formal permission from Doctoral Committee & Institutional Ethics Committee, R&D Department - Bharath Institute of Higher Education and Research, Chennai, Principal and Guide - Bharath College of Nursing, Principal -College of Nursing- J.K, Director- School Head Master & Administrative in charge of selected School, Coimbatore..
- There are four zones in Coimbatore district, randomly selected two zones then selected one school from each zones. After school selection took general survey to check the students’ strength of each class specifically 8th and 9th grade at selected school from Coimbatore district.
- After ensuring the validity and reliability of the tool, pilot study was conducted among 42 students – experimental for 21 & control for 21 assigned, quantitative analysis to ascertain the feasibility of the study.
- Data collected over a period of 3 months and 2 weeks. Probability simple random sampling technique was adapted to select the students based on the inclusion criteria. Informed consent taken from the participants before collecting data.
- To experimental and control group pre test level of academic stress, test anxiety and emotional intelligence with help of standard scale questionnaire.
- For experimental group, provided positive psychology intervention weekly one session conducted on Friday or Saturday, each session for 45 mints. When delivering the intervention the school students divide into 4 groups, each group had 5 students and last group had 6 students, total 21 students was there in experimental group. No intervention for control group. The post test was conducted after one month. So total duration of data collection period was 3 months and 2 weeks.
- For control group deliver the intervention after post test assessment.

Description of the intervention (if any)

- Positive Psychology intervention focusing three categories, first one cope with academic stress, next how to reduce the test anxiety and finally increase the emotional intelligence among school students.
- Students will be trained in each over a period of 10 sessions with the duration of 45 mints in each session.
- Sessions will be based on lecture cum discussion, worksheet activity, games, brainstorming, group activity and interactive session

Data collection procedure:

Sessions	Intervention			Duration
	Positive psychology intervention	Activities	Methodology	
	Ascent consent from parents or guardian , Pre Test on academic stress, Test anxiety & Emotional Intelligence			1Hours
Session I	PPI	Introduction	Lecture cum Discussion	15 minutes
	Coping with academic stress	Stress introduction	Ppt slide with lecture	15 minutes
Keep stress diary		Self assessment stress diary .	25 minutes	
Session II		Booting positive emotion.	Worksheet activities, group discussion	25 minutes
		Maintain -self care activities	Discussion ,hand out, daily self care assessment chart	20 minutes
Session III		Build positive relationship	Discussion, activity worksheet	20 minutes
		ild hopefulness in life	Discussion , activity work sheet, group activities	25 minutes

Session IV		Bounce back resilience	Lecturer cum discussion, group discussion, pamphlet.	25 minutes
		Positive affirmations	Every day practices at home	20 minutes
Session V	Management to reduce the test anxiety	Introduction on Test anxiety	Slide with lecturer method	15 minutes
		The documentary and talk it out	Work sheet activity, sharing experience with others. group activities	30 mints
		Imagined self techniques	Best exercise ,group activity	25 mints
Session VI		Managing your time and plan the exam	Work sheet activity	25 mints
		Forgiveness exercises	Activity sheet, group best exercise	20 mints
Session VII	Management to reduce the Test anxiety	Grounding five senses techniques	Group activities, practices at home	25 mints
Session VIII	Increases the Emotional intelligence	Self awareness	Group activities, lecturer cum discussion	20 mints
		Self motivational	Hand activity, name gaming	25 mints
		Self management skill	Group activity and discussion & filling up	45 mints
Session IX		Social Skill	Gratitude letter writing activity, role play on promote communication skill	45 mints
Session X		Empathy	Brainstorming critical thinking, group activities cum discussion, decision making skill develop.	45 mints
	One Month After Post Test on academic stress, Test anxiety & Emotional Intelligence			1Hours

DATA ANALYSIS METHODS:

S.NO .	OBJECTIVES	Possible Methods of Analysis Planned
1	To assess the level of academic stress, test anxiety and emotional intelligence in the experimental and control group.	Mean & SD
2	To assess the effect of positive psychology intervention on academic stress, test anxiety and emotional intelligence.	Paired t Test & unpaired t Test
3	To find out the association between the post test score level of academic stress, test anxiety and emotional intelligence in the experimental group with their selected demographic variables.	Chi square

4.	To correlate the level of academic stress, test anxiety and emotional intelligence in the experimental group.	Pearson correlation
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Table 1: Frequency & Percentage distribution of demographic variables of school students in experimental group. (n=21)

S.No.	Selected Demographic Variables	N	%
1	Age in years		
	a) 12-13	4	19.04%
	b) 13-14	13	61.90%
	c) 14-15	4	19.04%
2	Gender		
	a) Female	10	47.61%
	b) Male	11	52.38%
3	Educational standard		
	a) 8 th standard	10	47.61%
	b) 9 th standard	11	52.38%
4	Family monthly income		
	a) < 10000	1	4.76%
	b) 10000 to 20000	6	28.57%
	c) 20000 & above	14	66.66%
5	Type of family		
	a) Nuclear	15	71.42%
	b) Joint	6	28.57%
	c) Reconstituted	0	0%
	d) Single Parent	0	0%
6	Reside with		
	a) parents	21	100%
	b) Guardian	0	0%
	c) Hostel	0	0%
7	Parents Educational Status		
	a) Primary School	3	14.28%
	b) secondary School	6	28.57%
	c) Degree	12	57.14%
	d) None of these	0	0%
8	Are u going for any special coaching classes?		

	a) Yes	8	38.09%
	b) No	13	61.90%

Table 2: Frequency & Percentage distribution of demographic variables of school students in Control group (n=21)

S.No.	Selected Demographic Variables	N	%
1	Age in years		
	a) 12-13	3	14.28%
	b) 13-14	10	47.61%
	c) 14-15	8	38.09%
2	Gender		
	a) Female	10	47.61%
	b) Male	11	52.38%
3	Educational standard		
	a) 8 th standard	10	47.61%
	b) 9 th standard	11	52.38%
4	Family monthly income		
	a) < 10000	1	4.76%
	b) 10000 to 20000	8	38.09%
	c) 20000 & above	12	57.14%
5	Type of family		
	a) Nuclear	16	76.19 %
	b) Joint	5	23.80%
	c) Reconstituted	0	0%
	d) Single Parent	0	0%
6	Reside with		
	a) parents	21	100%
	b) Guardian	0	0%
	c) Hostel	0	0%
7	Parents Educational Status		
	a) Primary School	0	0%
	b) secondary School	4	19.09%
	c) Degree	17	80.95%
	d) None of these	0	0%
8	Are u going for any special coaching		

	classes?		
	a) Yes	5	23.80%
	b) No	16	76.19%

COMPARISON OF PRE AND POST TEST ACADEMIC STRESS WITHIN AND BETWEEN GROUPS:

Group	Pre test		Post test		Paired t value	P value
	Mean	SD	Mean	SD		
Control	98.7	15.1	76.7	8.1	4.982	<0.001*
Experimental	97.8	17.2	56.95	10.9	7.872	<0.001*
Independent t value	0.192		6.639			
P value	0.425		<0.001*			

COMPARISON OF PRE-TEST LEVEL OF ACADEMIC STRESS BETWEEN GROUPS:

Pre test stress	Group				Total		Chi-square value	P value
	Control		Experimental					
	N=21	%	N=21	%	N=42	%		
Slight stress	2	9.5%	3	14.3%	5	11.9%	0.651	0.722
Moderate stress	18	85.7%	16	76.2%	34	81.0%		
High stress	1	4.8%	2	9.5%	3	7.1%		

COMPARISON OF POST-TEST LEVEL OF ACACEMIC STRESS BETWEEN GROUPS:

Post test stress	Group				Total		Chi-square value	P value
	Control		Experimental					
	N=21	%	N=21	%	N=42	%		
No stress	0	0.0%	2	9.5%	2	4.8%	11.125	0.004*
Slight stress	13	61.9%	19	90.5%	32	76.2%		
Moderate stress	8	38.1%	0	0.0%	8	19.0%		

Figure:1 COMPARISON OF PRE AND POST TEST LEVEL OF ACADEMIC STRESS IN CONTROLGROUP:

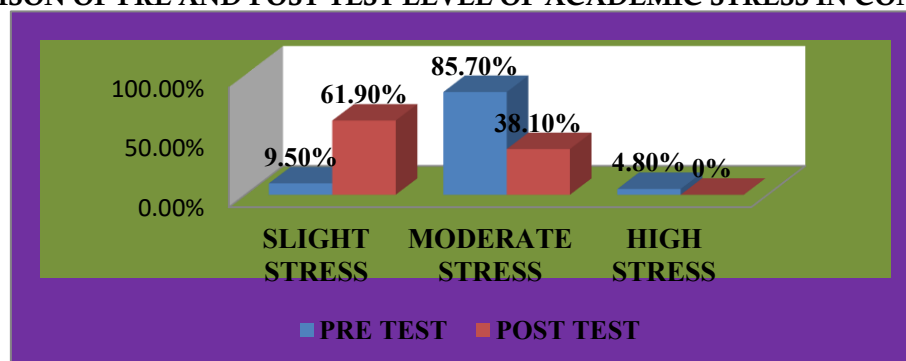
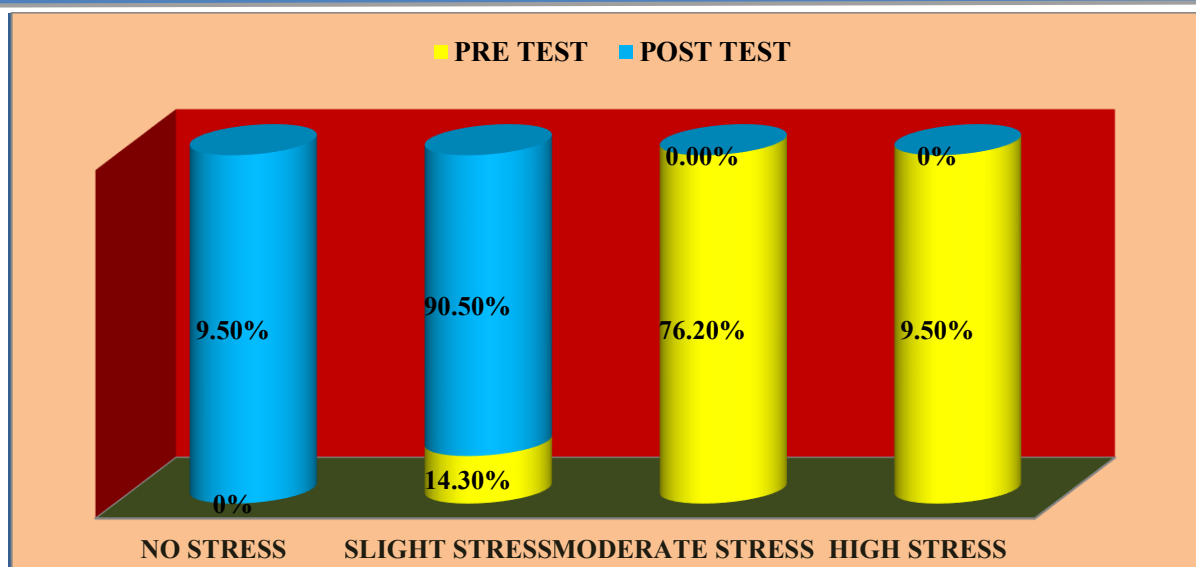


Figure:2 COMPARISON OF PRE AND POST TEST LEVEL OF ACADEMIC STRESS IN EXPERIMENTAL GROUP:



COMPARISON OF PRE AND POST TEST ANXIETY WITHIN AND BETWEEN GROUPS:

Group	Pre test		Post test		Paired t value	P value
	Mean	SD	Mean	SD		
Control	40.2	3.5	28.	2.8	12.314	<0.001*
Experimental	40.3	3.3	24.7	3.7	14.359	<0.001*
Independent t value	-0.138		4.163			
P value	0.446		<0.001*			

*Statistically significant at 5% level of significance

COMPARISON OF PRE-TEST LEVEL OF TEST ANXIETY BETWEEN GROUPS:

Pre test anxiety	Group				Total		Chi-square value	P value
	Control		Experimental					
	N=21	%	N=21	%	N=42	%		
High	10	47.6%	7	33.3%	17	40.5%	0.889	0.346
Extremely high	11	52.4%	14	66.7%	25	59.5%		

COMPARISON OF POST-TEST LEVEL OF TEST ANXIETY BETWEEN GROUPS:

Post test anxiety	Group				Total		Chi-square value	P value
	Control		Experimental					
	N=21	%	N=21	%	N=42	%		
Normal	2	9.5%	12	57.1%	14	33.3%	11.643	0.009*
High normal	12	57.1%	6	28.6%	18	42.9%		
Moderate high	5	23.8%	3	14.3%	8	19.0%		
High	2	9.5%	0	0.0%	2	4.8%		

Figure:3 COMPARISON OF PRE AND POST TEST LEVEL OF TEST ANXIETY IN CONTROLGROUP:

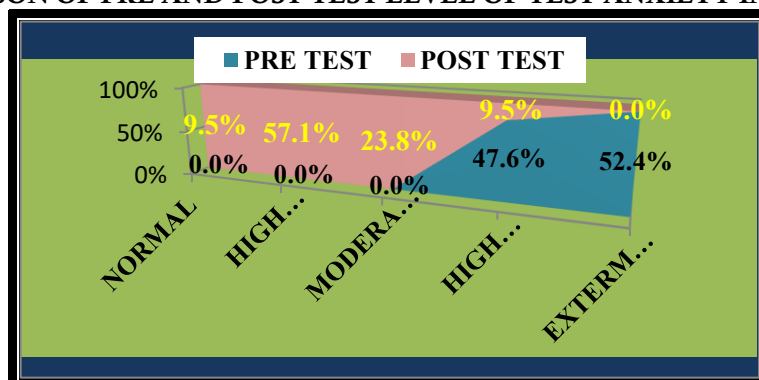
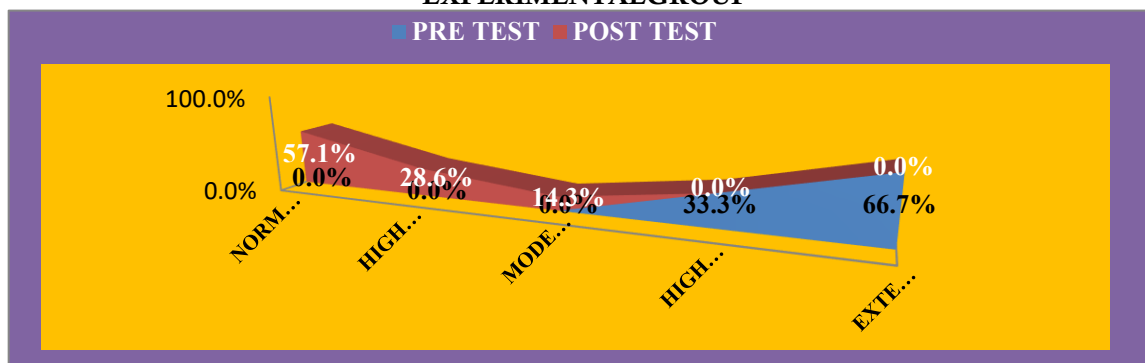


Figure: 4 COMPARISON OF PRE AND POST TEST LEVEL OF TEST ANXIETY IN EXPERIMENTAL GROUP



COMPARISON OF PRE AND POST TEST EMOTIONAL INTELLIGENCE WITHIN AND BETWEEN GROUPS:

Group	Pre test		Post test		Paired t value	P value
	Mean	SD	Mean	SD		
Control	74.7	10.5	92.7	14.6	-5.607	<0.001*
Experimental	79.1	15.3	102.3	7.3	-5.973	<0.001*
Independent t value	-1.083		-2.704			
P value	0.143		0.005*			

*Statistically significant at 5% level of significance

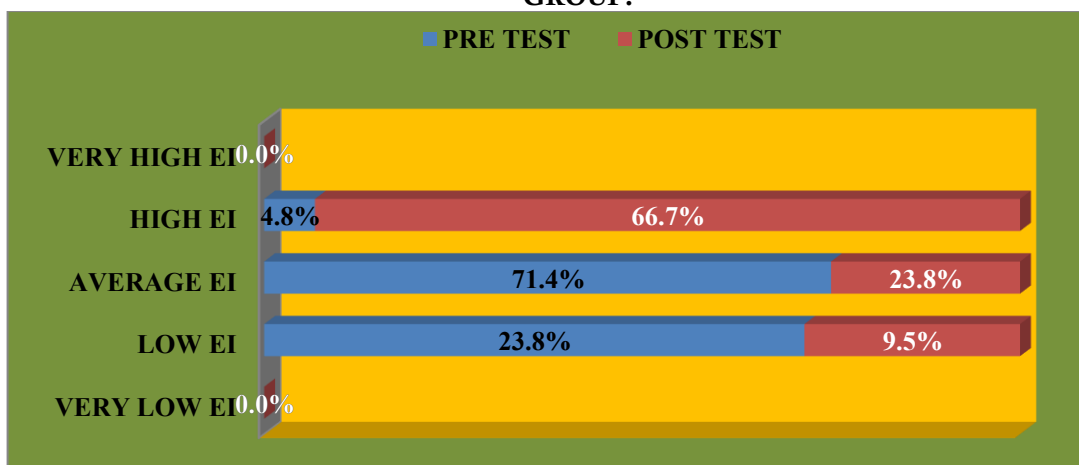
COMPARISON OF PRE-TEST LEVEL OF EI BETWEEN GROUPS:

Pre test EI	Group				Total		Chi-square value	P value
	Control		Experimental					
	N=21	%	N=21	%	N=42	%		
Very low	0	0.0%	1	4.8%	1	2.4%	4.633	0.327
Low	5	23.8%	3	14.3%	8	19.0%		
Average	15	71.4%	12	57.1%	27	64.3%		
High	1	4.8%	4	19.0%	5	11.9%		
Very high	0	0.0%	1	4.8%	1	2.4%		

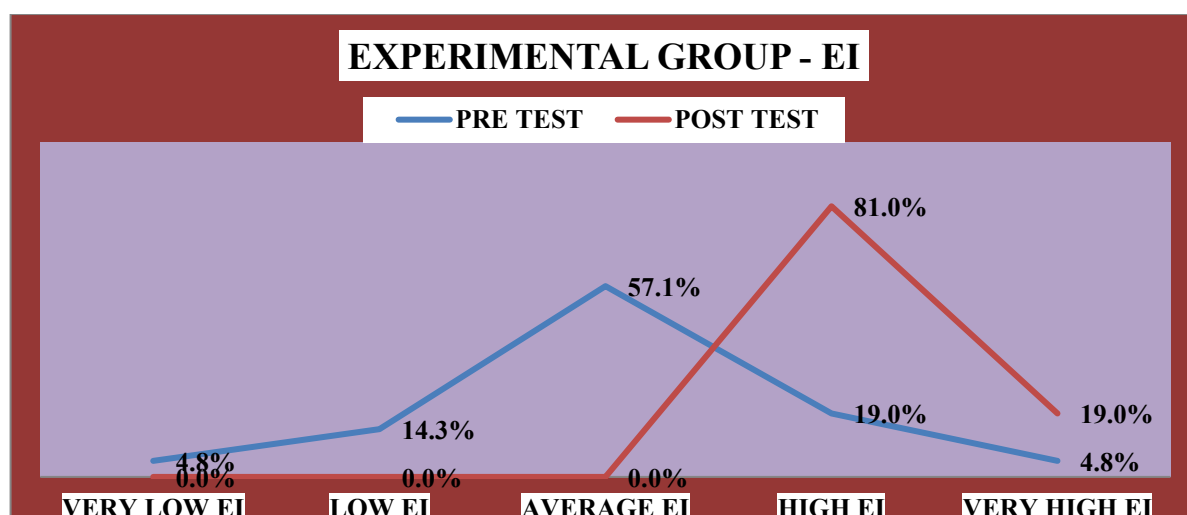
COMPARISON OF POST-TEST LEVEL OF EI BETWEEN GROUPS:

Post test EI	Group				Total		Chi-square value	P value
	Control		Experimental					
	N=21	%	N=21	%	N=42	%		
Low	2	9.5%	0	0.0%	2	4.8%	11.29	0.010*
Average	5	23.8%	0	0.0%	5	11.9%		
High	14	66.7%	17	81.0%	31	73.8%		
Very high	0	0.0%	4	19.0%	4	9.5%		

Figure: 5 COMPARISON OF PRE AND POST TEST LEVEL OF EMOTIONAL INTELLIGENCE CONTROL GROUP:



Figures6: COMPARISONS OF PRE AND POST TEST LEVEL OF EMOTIONAL INTELLIGENCE IN EXPERIMENTAL GROUP:



ASSOCIATION OF DEMOGRAPHIC VARIABLES WITH POST TEST LEVEL OF ACADEMIC STRESS IN EXPERIMENTAL GROUP

Demographic variables		Post test stress				Total		Chi-square value	P value
		No stress		Slight stress					
		N=2	%	N=19	%	N=21	%		
Age	12 to 13	1	50.0%	0	0.0%	1	4.8%	10.224	0.006*
	13 to 14	1	50.0%	13	68.4%	14	66.7%		
	14 to 15	0	0.0%	6	31.6%	6	28.6%		
Gender	Female	2	100.0%	8	42.1%	10	47.6%	2.432	0.119
	Male	0	0.0%	11	57.9%	11	52.4%		
Education	8th	1	50.0%	9	47.4%	10	47.6%	0.005	0.943
	9th	1	50.0%	10	52.6%	11	52.4%		

Family Income	10000 to 20000	1	50.0%	8	42.1%	9	42.9%	0.046	0.83
	20000 & above	1	50.0%	11	57.9%	12	57.1%		
Family Type	Joint	1	50.0%	8	42.1%	9	42.9%	0.046	0.83
	Nuclear	1	50.0%	11	57.9%	12	57.1%		
Reside with	Parents	2	100.0%	19	100.0%	21	100.0%		
Parents Education	Degree	1	50.0%	7	36.8%	8	38.1%	0.207	0.902
	Primary	0	0.0%	1	5.3%	1	4.8%		
	Secondary	1	50.0%	11	57.9%	12	57.1%		
Special Coaching Class	No	2	100.0%	13	68.4%	15	71.4%	0.884	0.347
	Yes	0	0.0%	6	31.6%	6	28.6%		

RESULT: The analysis of demographic variables and post-test academic stress levels reveals significant associations between age and academic stress level with a chi-square value of 10.224 and a p-value of 0.006, indicating a statistically significant relationship. In the age group of 12 to 13, 50% reported no stress, while stress levels varied across older age groups. Gender, education level, family income, family type, and parents' education showed no significant association with stress levels, as indicated by p-values greater than 0.05.

ASSOCIATION OF DEMOGRAPHIC VARIABLES WITH POST TESTLEVEL OF TEST ANXIETY IN EXPERIMENTAL GROUP

Demographic variables		Post test anxiety						Total		Chi-square value	P value
		Normal		High normal		Moderate high					
		N =12	%	N =6	%	N =3	%	N =21	%		
Age	12 to 13	0	0.0%	1	16.7%	0	0.0%	1	4.8%	2.917	0.572
	13 to 14	8	66.7%	4	66.7%	2	66.7%	14	66.7%		
	14 to 15	4	33.3%	1	16.7%	1	33.3%	6	28.6%		
Gender	Female	7	58.3%	3	50.0%	0	0.0%	10	47.6%	3.293	0.193
	Male	5	41.7%	3	50.0%	3	100.0%	11	52.4%		
Education	8 th	4	33.3%	5	83.3%	1	33.3%	10	47.6%	4.295	0.117
	9 th	8	66.7%	1	16.7%	2	66.7%	11	52.4%		
Family Income	10000 to 20000	6	50.0%	2	33.3%	1	33.3%	9	42.9%	0.583	0.747
	20000 & above	6	50.0%	4	66.7%	2	66.7%	12	57.1%		
Family Type	Joint	6	50.0%	2	33.3%	1	33.3%	9	42.9%	0.583	0.747
	Nuclear	6	50.0%	4	66.7%	2	66.7%	12	57.1%		

Reside with	Parents	12	100.0%	6	100.0%	3	100.0%	21	100.0%		
Parents Education	Degree	3	25.0%	4	66.7%	1	33.3%	8	38.1%	9.406	0.052
	Primary	0	0.0%	0	0.0%	1	33.3%	1	4.8%		
	Secondary	9	75.0%	2	33.3%	1	33.3%	12	57.1%		
Special Coaching Class	No	10	83.3%	4	66.7%	1	33.3%	15	71.4%	3.033	0.219
	Yes	2	16.7%	2	33.3%	2	66.7%	6	28.6%		

RESULTS:

The analysis of demographic variables in relation to post-test anxiety levels indicates that there are no statistically significant associations for age, gender, education, family income, family type, or special coaching classes, as all p-values exceed 0.05. Overall, while most demographic factors did not show significant effects on anxiety levels, the trend in parental education warrants further investigation.

ASSOCIATION OF DEMOGRAPHIC VARIABLES WITH POST TEST EMOTIONAL INTELLIGENCE IN EXPERIMENTAL GROUP

Demographic variables		Post test EI				Total		Chi-square value	P value
		High		Very high					
		N=17	%	N=4	%	N=21	%		
Age	12 to 13	1	5.9%	0	0.0%	1	4.8%	2.471	0.291
	13 to 14	10	58.8%	4	100.0%	14	66.7%		
	14 to 15	6	35.3%	0	0.0%	6	28.6%		
Gender	Female	8	47.1%	2	50.0%	10	47.6%	0.011	0.916
	Male	9	52.9%	2	50.0%	11	52.4%		
Education	8 th	8	47.1%	2	50.0%	10	47.6%	0.011	0.916
	9 th	9	52.9%	2	50.0%	11	52.4%		
Family Income	10000 to 20000	8	47.1%	1	25.0%	9	42.9%	0.643	0.422
	20000 & above	9	52.9%	3	75.0%	12	57.1%		
Family Type	Joint	8	47.1%	1	25.0%	9	42.9%	0.643	0.422
	Nuclear	9	52.9%	3	75.0%	12	57.1%		
Reside with	Parents	17	100.0%	4	100.0%	21	100.0%		
Parents Education	Degree	7	41.2%	1	25.0%	8	38.1%	0.73	0.693
	Primary	1	5.9%	0	0.0%	1	4.8%		

	Secondary	9	52.9%	3	75.0%	12	57.1%		
Special Coaching Class	No	13	76.5%	2	50.0%	15	71.4%	1.112	0.292
	Yes	4	23.5%	2	50.0%	6	28.6%		

RESULTS: The analysis of demographic variables in relation to post-test emotional intelligence (EI) levels reveals no statistically significant associations, as indicated by p-values greater than 0.05 across all categories. Overall, while emotional intelligence levels varied across age groups, no demographic factors significantly influenced these scores.

Correlations

		Pre_stress	Pre_anxiety	Pre_EI
Pre_stress	Pearson Correlation	1	-.057	-.069
	P value		.720	.665
Pre_anxiety	Pearson Correlation	-.057	1	-.038
	P value	.720		.810
Pre_EI	Pearson Correlation	-.069	-.038	1
	P value	.665	.810	

The Pearson correlation coefficients indicate that pre-stress has a negative correlation with pre-anxiety (-0.057) and pre-EI (-0.069). Since the p values >0.05, the correlation was not statistically significant (p = 0.720 and p = 0.665, respectively). Similarly, pre-anxiety shows a weak negative correlation with pre-EI (-0.038), which was also not significant (p = 0.810).

Correlations

		Post_stress	Post_anxiety	Post_EI
Post_stress	Pearson Correlation	1	.456**	-.178
	P value		.002	.258
Post_anxiety	Pearson Correlation	.456**	1	-.253
	P value	.002		.106
Post_EI	Pearson Correlation	-.178	-.253	1
	P value	.258	.106	

*Statistically significant at 5% level of significance

The correlation among post-stress, post-anxiety, and post-emotional intelligence (EI) indicates a statistically significant positive relationship between post-stress and post-anxiety, with a Pearson correlation coefficient of 0.456 (p = 0.002). In contrast, the correlation between post-stress and post-EI is negative (-0.178) but not statistically significant (p = 0.258). Similarly, the correlation between post-anxiety and post-EI was also negative (-0.253) and not significant (p = 0.106).

List risks and benefits of the study:

- The study will incur minimal risk since it involves detailed socio demographic data to assess the level of academic stress, test anxiety and emotional intelligence before and after administering positive psychology intervention to students selected schools at Coimbatore.
- It helps to find out the level of academic stress, test anxiety and emotional intelligence among school students and through gives positive psychology intervention to cope all aspect of academic task with positive desired outcomes and improve emotional intelligence level of the vulnerable group of participants.

FEASIBILITY

- There was no difficulty found during the pilot study by the researcher.
- Data collection schedule
- Therefore it is feasible to conduct the main study.

CONCLUSION

The main aim of the present study was to evaluate the effects of positive psychology intervention on academic stress, test anxiety and emotional intelligence among school students in selected schools at Coimbatore.

Pilot study was conducted at two schools one for control and another one for experimental (Mount Carmel matriculation & Sri Visweswara vidyalaya matriculation higher secondary school).

Quantitative method approach – true experimental design was adopted. Total 42 students were selected using simple random sampling technique. Here, first 21 students for control and next 21 for experimental. The data was collected and analyzed using descriptive and inferential statistics and presented in the form of graphs and tables for quantitative method.

CONTROL STUDY: Pre-test scores of students showed that 9.5% had slight stress, 85.7 % had moderate stress level and 4.8% had high stress level of academic stress. Comparatively Post-test scores of students showed that was slight changes there in the level of academic stress with 0% had no stress level, 61.9 % had slight stress level and 38.1% had moderate stress level of academic stress in control group students.

EXPERIMENTAL STUDY: Pre-test scores of students showed that 14.3% had slight stress, 76.2 % had moderate stress level and 9.5% had high stress level of academic stress. Comparatively Post-test scores of students showed that was slight changes there in the level of academic stress with 0% had no stress level, 90.5 % had slight stress level and 0% had moderate stress level of academic stress in experimental group students.

CONTROL STUDY: Pre-test scores of students in test anxiety showed that 47.6% had high test anxiety and 52.4 % had extremely high test anxiety level. Comparatively Post-test scores of students showed that was some changes in the level of test anxiety with 9.5% had normal test anxiety level, 57.1% had high normal test anxiety level, 23.8 % had moderate high test anxiety level and 9.5% had high level of test anxiety in control group students.

EXPERIMENTAL STUDY: Pre-test scores of students in test anxiety showed that 33.3% had high test anxiety and 66.7 % had extremely high test anxiety level. Comparatively Post-test scores of students showed that was reduced in the level of test anxiety with 57.1% had normal test anxiety level, 28.6% had high normal test anxiety level, 14.3 % had

moderate high test anxiety level and 0% had high level of test anxiety in experimental group students.

CONTROL STUDY: Pre-test scores of students in EI showed that 0% had very low, 23.8% had low level of EI, 71.4% had average level of EI, 4.8% had high level of EI and 0% had very high level of EI. Comparatively Post-test scores of students showed that was some changes in the level of EI 9.5% had low level of EI, 23.8% had average level of EI, 66.7% had high level of EI and 0% had very high level of Emotional intelligence in control group students.

EXPERIMENTAL STUDY: Pre-test scores of students in EI showed that 4.8% had very low, 14.3% had low level of EI, 57.1% had average level of EI, 19.0% had high level of EI and 4.8% had very high level of EI. Comparatively Post-test scores of students showed that was some changes in the level of EI, 0% had low level of EI, 0% had average level of EI, 81.0% had high level of EI and 19.0% had very high level of Emotional intelligence in experimental group students.

It was found that the positive psychology intervention was effective to reduce academic stress, test anxiety and increases the Emotional Intelligence of the school students and it was significant at the level of $p < 0.001$.

It was found that there was statistical significant association between the post-test levels of academic stress with selected demographic variable of age. Other demographic variable of gender, education standard, family income, family type, parents' education and special coaching class showed no significant association with academic stress levels, as indicated by p-values greater than 0.05.

It was found that there was no statistical significant association between the post-test levels of test anxiety with selected demographic variable of age, gender, education standard, family income, family type, and parents' education and special coaching class, as indicated by p-values greater than 0.05.

It was found that there was no statistical significant association between the post-test levels of emotional intelligence with selected demographic variable of age, gender, education standard, family income, family type, and parents' education and special coaching class, as indicated by p-values greater than 0.05.