"A STUDY OF THE EMOTIONAL INTELLIGENCE'S RELATIONSHIP WITH ADJUSTMENT, STRESS, AND ACCOMPLISHMENT AMONG SENIOR SECONDARY STUDENTS."

Thesis

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CHAPTER–I

INTRODUCTION

Since the turn of the millennium, the traditional distinctions between intelligence and success have shifted. The accepted theories of intelligence are gradually being replaced by new ones. The attention has not just focused on his intellect, but also on his creativity, emotion, and interpersonal skills. The concept of multiple intelligences was first put forth by Howard Gardner (1983), Mayer and Solvay (1990), and then Goleman (1993). (1995). A person's success or emotional intelligence is no longer just determined by their IQ; social awareness and luck also play a vital role. Mr. Goleman, thank you for your time (1995). We want to find out if emotional intelligence has an impact on stress, adjustment, and academic accomplishment. Is emotional intelligence a factor in the success of high-achieving students in high school? Students with a high level of emotional intelligence are more likely to experience stress and difficulty adjusting to college life. Exist any connections between emotional intelligence and the ability to cope with pressure, adjust to change, and succeed in one's goals?

According to Mayer and Salovey (1993), emotional intelligence is the capacity to monitor one's own and others' moods and emotions, to discriminate between them, and to utilise this information to direct one's thinking and actions, as well as to encourage emotional and intellectual growth. Caruso and Wolfe (2004) describe emotional intelligence as the capacity to notice emotions, access and generate them to aid thought, comprehend emotions and emotional knowledge, and control emotions reflectively in order to foster emotional and intellectual progress. Sibia et al. (2005) developed an emotional intelligence measure based on the Indian dimensions of emotional intelligence, namely identifying, assimilation, comprehension, and management of emotions, as well as the components of emotional intelligence discernible in the Indian context-social sensitivity, prosocial

interaction, action tendencies, and affective states. In other words, it is a collection of abilities that lets an individual to navigate a complicated world - the personal, social, and survival components of general intelligence, as well as the illusive common sense and sensitivity required for effective daily functioning. Psychologists are examining several facets of emotional intelligence. They are examining the phenomenon's impact on various demographic groups.

During adolescence, a person's physical, emotional, and social characteristics undergo fast shifts. As a result of their aggression, teenagers are more likely to engage in dangerous behaviours including drug misuse, homicide, and suicide. A lack of positive interpersonal relationships, an unfavourable relationship with one's relatives, community, and education are some of the reasons why these activities are carried out. This led to a decision to look into the interpersonal skills of various adolescent populations in the United States.

Emotional intelligence has gained popularity in recent years, and study into its numerous components has accelerated. Nonetheless, this is a field with a great deal of uncharted terrain. It represents the most recent advances in our knowledge of the relationship between reason and emotion. The concept is derived from the term "social intelligence." Thorndike (1920) describes it as "the capacity to comprehend and control men and women, boys and girls—the capacity to act prudently in human relationships." The intelligence theories are classified into three clusters (Ruisel, 1992): abstract intelligence (the ability to comprehend and manipulate verbal and mathematical symbols); concrete intelligence (the ability to comprehend and manipulate objects); and social intelligence (the ability to comprehend and manipulate social objects) (the ability to understand and relate to people). Gardner's (1983) theory of multiple intelligences includes inter- and intrapersonal intelligences as components of intelligence:

A person's interpersonal intelligence is the ability to understand other people, their motivations, and how to collaborate with them. The ability to work well with others is a prerequisite for many professions, including sales, politics, education, medicine, and the clergy. The ability to make connections between people has been flipped, but is this the case with interpersonal intelligence? Accurate and verifiable self-portraits and the ability to use them effectively in daily life are examples of self-awareness In other words, emotional intelligence is "a subset of social intelligence that includes the ability to monitor one's own and others' emotions, to discriminate between them, and to utilise that information to guide one's thinking and behaviour" (Mayer and Salovey,1993). It can be broken down into five distinct categories:

•**Self awareness–** Acknowledging your own emotions as they occur.

•**Managingemotions**–Making sense of one's emotions; understanding what drives them; finding solutions to deal with anxiety, dread, and despair.

•**Motivatingoneself**–self-control in the face of strong emotions; the ability to withhold gratification and stifle urges.

• **Empathy –** Taking into consideration the sentiments and worries of others; appreciating the diversity in how others perceive the same situation.

•**Handling relationships–** Assisting others in managing their own emotions; developing interpersonal skills.

Self-control and self-motivation are within the psychomotor domain, whereas self-awareness (interpersonal intelligence), empathy, and interpersonal interaction management (interpersonal intelligence) are basically social intelligence qualities. While social intelligence encompasses emotional intelligence, the two are not mutually exclusive. As a result, emotional intelligence spans a wider range of abilities than social intelligence because it includes both the ability to think about interpersonal emotions and the ability to reason about one's own internal feelings.

Emotional intelligence focuses on the emotional components of interpersonal and societal issues rather than social intelligence.

A new debate rages about the relative importance of EQ and GIQ. In real life, cognitive and emotional intelligence work together to determine success, but there isn't enough data to prove that they are related in the scientific literature. IQ and emotional intelligence (EI) have been found to be correlated in a range of studies ranging from 0.00 to 0.36. Bar-On observed correlations between 0.06 and 0.12 that were positive but not statistically significant using Mayer's EI measure, while Mayer (2000) found zero correlations between fluid intelligence and verbal intelligence. There is no denying the importance of both kinds of intellect, but they serve different purposes. IQ is only a little element in determining a person's success in life. In this sense, emotional intelligence plays a significant role in determining one's ultimate success in life (Neil, 1996). EI and intelligence have been proven to have no meaningful correlation (Koifman, 1998; Ciarrochi et al., 2000; Fillion, 2002; and Saklofske et al., 2003). Nevertheless, a few other researchers have shown only a weak to moderate link between emotional intelligence and IQ (Derksen et al., 2002; Fannin, 2002; Lam and Kirby, 2002; and Schulte, 2003). EI is also highly linked to pupils' social intelligence, according to research (Herring, 2001). Research has shown that emotional intelligence (EI) is a key predictor of academic success (Bar-On and Orme, 2000; Jeager, 2002; and Parker, 2002). No evidence was found to support assertions that emotional intelligences could predict academic success (Newsome et al., 2003). By leading by example, emotionally intelligent leaders have been proven to use emotional information to understand, cope with, and solve problems (Purkable, 2003). While emotional intelligence was found to significantly correlate with both grade point average and achievement test scores, Fannin (2002) found analytic intelligence to be a greater predictor of academic accomplishment than emotional intelligence. According to Jordan et al., 2002, EI has been proven to

be favourably associated with team performance and sales performance (Chipain, 2003).

EI has also been discovered to define psychological well-being in a different way. According to a number of studies, emotionally intelligent people have a higher capacity for problem-solving, better pulse control, a more positive outlook on life, and a larger sense of well-being (Dupertuis and Garrido, 1998). High emotional intelligence (EI) has been linked to better physical and mental health (Parker et al., 2001). Although EI is associated with mood management skills, it does not have an effect on the ability of people to avoid moods from impacting judgement (Ciarrochi et al., 2000). It has been discovered that people who have a high level of emotional awareness are less likely than others to have biases in their judgments that are congruent with their moods (Ciarrochi et al., 2003).

In today's fast-paced world, stress is inevitable. There are many types of stress, but some are pathological and can cause a wide variety of illnesses and illnesses. Our health and well-being can be adversely affected by a wide range of physiological changes caused by stress. Organize, modify, harmonise, or make appropriate are all examples of the verb "adjust." People's wants and the expectations of the outside world have clashed since the dawn of humanity. For example, some species are thriving thanks to Darwin's (1859) evolutionary theory whereas others have died out since they couldn't adapt. Thus, our ability to adjust and evolve as a species is now as important as it was for Darwin's primordial species. This is even truer now for all of us. Others either disappear, suffer, or become a burden on society for such few of us who are lucky enough to live and succeed.

Students' ability and performance are both factors in determining their level of achievement. We teach our students with one goal in mind: their achievement. What is a good indicator of a person's success? Is it necessary to have a sharp scientific mind? No! Emotional intelligence and the multiple intelligence theory (Gardner,

1983) have been offered as key new theories (Mayer And Salovey, 1990; Goleman, 1995). As a result, we might conclude that success is dependent on a combination of intelligence and emotional control. A person's success is no longer determined solely by their IQ; emotional intelligence, social intelligence, and even luck all play a role (Goleman, 1995).

A person's personal, social, and survival intelligence is often more important than a person's cognitive intelligence in everyday life. These characteristics of intelligence are the focus of emotional intelligence. A person's emotional and personal well-being can be gauged by their level of emotional intelligence. Emotional intelligence can be assessed at any age, from children to adults. Empathy, socially responsible, impulse control, and the ability to engage with people in an age-appropriate and sustainable manner are all examples of attributes associated with high levels of emotional intelligence. A person's ability to deal with the stresses and strains of daily life is reflected in their level of emotional intelligence. Since each individual has a unique personality, their behaviour, attitude, values, and motivations reflect their unique sense of self and emotional intelligence.

According to Taylor (2002), people with high levels of emotional intelligence are able to monitor their own and others' emotions, discern between them, and then utilise that information to influence their thinking and behaviours in numerous aspects of life, including the job and the home (Salovey & Mayer, 1990). Professors Peter Salovey and John Mayer coined the term emotional intelligence in 1990 and categorised it as a type of social intelligence, which they called EI. It is our emotions that allow us to adapt and survive despite adversity.

"Emotional intelligence" refers to the ability to recognise and control one's own emotions, which is necessary for problem solving and creative thinking.

Stress and the ability to cope with life's changes are widely acknowledged as social as well as personal issues. This might cause stress and maladjustment when a

person's job performance isn't consistent. It is possible to tackle these problems by employing the concept of emotional intelligence. Businesses, academic institutions, and college students alike have become more interested in emotional intelligence in recent years. The concept of emotional intelligence has stimulated research and curriculum creation in these institutions in an effort to improve educational stuff and make it more relevant to students. Long-term benefits accrue from developing emotional intelligence. Many parents and educators are scrambling to teach their children the emotional intelligence skills they need to deal with life's ups and downs in light of increased conflict among young children. It has been established that persons who are able to manage their own emotions and successfully communicate with others are more likely to be content in their work and personal lives, which is why emotional intelligence training has been incorporated into corporate training programmes. People who are contented are more likely to retain and utilise information better than those who are unhappy.

Neuroscientific studies show that a person's emotional well-being is essential to good learning. According to a study by the National Centre for Clinical Infant Programs, Daniel Goleman's book "Emotional Intelligence" is essential to a student's success in school. The following are crucial elements to grasping this concept:

- Confidence
- Curiosity
- Intentionally
- Self-control
- Relatedness
- Capacitytocommunicate
- Abilityto co-operate

Emotional intelligence includes all of these characteristics. Personal and professional traits that are essential for growth and success. An educated student is far more likely to succeed than an uninformed one. A person's emotional intelligence is a greater predictor of future achievement than traditional measures like GPA, IQ, and other standardised test scores.

CONCEPTOFEMOTIONALINTELLIGENCE

Before considering the greater notion of emotional intelligence, one must first understand the basic concept of emotions and intellect. We frequently rely on our emotions to guide our judgments and behaviours. It's common to see them exert such a strong influence over our actions that we have no choice but to comply. It is impossible for a person who lacks mental energy to function normally in the world at large. Our personalities are formed in large part as a result of our behaviour being guided by emotions. In this section, we'll examine our feelings in order to have a better understanding of our actions.

EMOTIONS:

Latin 'emovere' meaning "to stir up" or "to arouse." Emotion is derived from this Latin word. As a result, we might define emotion as a mental and physical state of agitation or excitement. Based on this argument, many psychologists have attempted to establish their own definition of the term "emotion.". Here are a few examples of definitions like this.

"Emotion is a'moved' or'stirred-up' state of an organism," according to Woodworth. It is a heightened state of emotion, as the individual perceives it. It appears to an external observer as a disordered muscular and glandular activity."

According to Crow & Crow, "emotion is an affective experience that occurs in conjunction with the individual's generalised inner adjustment and mentally and physiologically stimulated states and manifests itself in his overt conduct."

According to Charles G. Morris, "emotion is a complex subjective experience that involves diffuse physiological changes and manifests itself overtly through characteristic behavioural patterns."

According to Ross, "Emotions are states of consciousness characterised by a strong emotional component." In other words, these are distinct "states of consciousness" or the "feeling-tone of a certain characteristic," or the "affective colouring of the experience."

It is described as "the state of becoming moved, disturbed, or aroused in some way" by Arthur Gersield.

'Emotions occur when feelings become intense,' says C W Vallintine.

Emotions are, in the words of C.S. Myers, "I see as the source of all of this, instinct as the source of precognitive response to a condition."

"Emotions are the essential, permanent, and unchanging emotional aspect of instinct," says McDougall.

Emotion, according to McDougall, is the result of an emotional response to an innate thrill. It's not uncommon for a child to flee from an approaching bull because of stimulation of related fear (conative element of one's behaviour) when he sees the bull. McDougall recognised 14 basic instincts and came to the conclusion that every emotion is the outcome of some innate behaviour, no matter what its origin is. In the table below, you'll find a list of these instincts and their associated emotions:

Table I: Instincts with associated Emotions.

S. No.	Instincts	Emotions accompanying it
1.	Flight or escape	Fear
2.	Pugnacity or combat	Anger
3.	Repulsion	Disgus
4.	Curiosity	t
5.	Parental	Wonde
6.	Appeal	r
7.	Constructi	Tender emotion, Love
8.	on	Distress
9.	Acquisitio	Feeling of
10.	n	creativeness
11.	Gregariousne	Feeling of
12.	ss Sex and	ownership Feeling
13.	mating Self-	of Loveliness Lust
14.		

Emotion can be defined as a set of feelings or emotional experiences that are associated by physical effects that generally prompt someone to engage in one or more behavioural acts. Even while everyone has emotions, the extent to which they show themselves differs from person to person. Human behaviour is intertwined with emotional states.

BIOLOGY OF EMOTION:

This notion is achievable due to a relatively recent surge in brain imaging technologies, which has allowed for the incremental mapping of the brain's circuitry

over the previous few decades. For example, scientists have known for some time that the prefrontal lobes are important in emotion processing. This is why, in the 1940s, someone proposed disconnecting the prefrontal cortex from the lower brain (or removing the prefrontal lobes entirely) in mentally ill patients, a procedure known as a prefrontal lobotomy that was eventually abandoned due to the fact that it left patients with no emotional life at all. However, scientists did not fully understand the prefrontal cortex's function until recently; it turns out that it is not where emotion is produced, but where it is reasoned and processed.

The prefrontal cortex, which is a component of the neocortex, or what Goleman refers to as the "thinking brain," interacts with the limbic system, an evolutionarily older section of the brain that Goleman refers to as the "emotional brain." The amygdale region of the limbic system is, in Goleman's words, "the seat of all passions," and it is through the identification of this region's function that scientists have begun to grasp the processes by which emotions form.

Neuroscientist Joseph LeDoux of New York University's Center for Neural Science has recently shown that the emotional and intellectual minds are intertwined in an important way. When information from the senses enters the brain, it first passes through the thalamus, which acts as a sorter, deciding which parts of the brain should receive it. He discovered the neural pathways that transport this information. Two signals are sent from the thalamus to the amygdala and the neocortex if the incoming information is emotional, for example. To put it another way, the emotional brain receives and processes information faster than the cognitive brain, which allows it to act more quickly in times of crisis. An emotional hijacking is what Goleman refers to as a common phenomenon.

The amygdale and the rest of the limbic system are a vestige of a time when emotions such as rage, lust, and anxiety were far more beneficial to the species' survival. Now,

such emotional brain domination can result in a felony, or it can result in something less severe and more common, such as a blue slip.

EMOTIONAL CHARACTERISTICS:

1. Emotional experiences are linked to biological instincts or drives. When a basic need is satisfied or threatened (the satisfaction is jeopardised), emotions intervene.

2. Emotions are a manifestation of perception. A proper stimulus (object or scenario) must be perceived in order to initiate an emotional experience. Thus, organic changes within the body may amplify emotional responses.

3. Emotions are primarily about the experience of being alive and experiencing the world around you. Feelings—the stuff of the heart—are at the core of every sort of emotional experience. Affective experiences include both emotions and feelings. There is only a small difference in magnitude. Pleasure or displeasure can be evoked in response to how something or someone is regarded. Intensity or strength of these feelings may vary. They become emotions if they are strong enough to disturb one's thinking and prompt rapid action. Thus, the most serious emotional feeling is the desire to perform or act. Consequently (conative component).

4. Psychological states are influenced by one's emotions. The body undergoes a variety of physical and physiological changes as a result of emotional experiences. It's easy to spot some of the shifts in outward behaviour. Pupil dilation, flushing of the face, tears, heartbeat and voice choking are just a few examples of changes that might occur as a result of an emotional stimulation. Internal physiological changes occur in tandem with the externally evident ones. Adrenal gland dysfunction is one such example of how the body's circulatory and digestive systems might change.

Along with the aforementioned traits, emotions have certain other properties worth mentioning. These include the following:-

- Every biological organism possesses emotions.

- They are present throughout growth and can be arousing in both young and old.
- Emotions are highly personal and vary greatly between individuals.
- The same emotion can be elicited by a variety of stimuli—objects or events.
- Emotions rise quickly, then fade away. An emotional state is often left in the wake of arousing an emotional response.
- Emotions have a displacing quality. The fury generated by the boss's reprimand is channeled into abusing the children at home.
- A single feeling might give birth to numerous similar emotions.

There is a negative link between emotional outbursts and IQ. While reasoning and a sharp intellect act as a check on unexpected emotional outbursts, emotional experiences impair reasoning and thinking abilities.

EMOTIONAL CONTROL

With such a high value placed on emotions, it becomes critical that they are appropriately guided in order to accomplish the intended goals. Emotional control is necessary for:

1) Personality integration and development.

2) To ensure the child's complete and proper development.

3) To avert psychological conflict.

4) To alleviate misery and dissatisfaction.

5) To develop character and promote life's progress.

How to Control?

The following are the primary techniques for emotional control:

1) By maintaining a healthy lifestyle.

2) By avoiding activities and situations that are extremely fascinating.

3) By altering one's environment.

4) By repeatedly presenting the stimulus.

5) By assimilation of the individual into society.

6) Through sublimation and conditioning substitution.

7) By attempting to rationalise the circumstance.

Emotional repression is unhealthy and should be avoided at all costs. Controlling emotions does not mean repressing them or refusing to release them. If emotional energy is entirely blocked, psychic re-vibrations will persist, potentially resulting in personality disorders. As a result, youngsters should be encouraged to take on increasing levels of responsibility and self-direction. The teacher should refrain from interfering excessively. Additionally, emotions offer zest and spice to life and contribute significant characteristics to personality.

THE DIFFERENT TYPES OF EMOTIONS

We can determine that feelings have both positive and bad effects on an individual's well-being if we study the influence of various emotional experiences. The following elements determine whether or not an emotion is useful to an individual:

i. Emotional experience frequency and intensity.

ii. The circumstance, the occasion, and the kind of the stimulus that elicits the feeling.

iii. Affective experience or emotions.

The final factor—the nature of the emotional experience—is critical in this direction. Emotions can be broadly classified into two types: Positive and Negative emotions.

Strong experiences such as attachment (love), amusement, curiosity, joy, and happiness, on the other hand, are essential for a person's natural development and are detrimental to negative ones such as fear, wrath, and jealousy.

To expect pleasant and negative emotions to be constantly beneficial or detrimental is unrealistic because of their very nature. Another factor to consider while evaluating their influence is whether or not they are frequent or intense. Having too much of anything can be harmful. Emotions of any kind, no matter how intense or frequent, can be harmful if experienced in excess. Negative emotions, on the other hand, are essential for human well-being. A person's fear helps him or her deal with an oncoming threat. Children who lack fear are more likely to be injured because they have not learnt how to protect themselves from harm.

Emotional Disturbances' Symptoms:

Certain signs in adolescents are indicative of mental distress. The teacher can identify these adolescents and provide them with particular instruction.

Excessive nail biting, thumb sucking, lip biting, scratching the nose, pulling or twisting hair, scratching the head, picking the face, rubbing the face with the hand, leaning the face on the hands, and rocking the legs, among other symptoms.

Other processes such as hostility, inattention, shyness, disengagement, and hyperactivity may also be indicators of emotional distress.

EMOTIONAL CHARACTERISTICS IN ADOLESCENCE

1) Nature is a tangled mess. He has gone through several emotional storms and upheavals before he hits adolescence. As a result of his interactions with his surroundings, his emotional development grows more complex. Adolescents gain the ability to conceal their true emotional experiences, so we can't understand them merely based on their outward displays of emotion.

2) An increase in the complexity of one's internal feelings. Young children tend to communicate their feelings in regard to tangible objects, whereas adolescents can do so in response to more abstract or nonexistent ones.

3) Emotional awareness is heightened. It's reasonable to assume that as a child grows older, he or she will become more understanding of delays and less impatient

as a result of thinking about the past and fantasising about the future. He gets a rush from thinking about the possibilities that lie ahead. His social circle has radically transformed. He's now making acquaintances with some of his fellow students. His network of acquaintances grows. Elders and children become more important to him. A hero can be a historical person, politician, heroine or hero, or another leader whose principles he aspires to mould his life after on occasion, and he establishes an emotional bond with that hero in this way.

4) Bearing the strain. Adolescents learn how to handle disagreements that emerge in a range of social settings. The importance of self-restraint is emphasised. In adolescence, adolescents have the ability to feel and experience in a truly unique way.

5) Capacity to express one's emotions. During adolescence, adolescents develop a greater capacity to empathise with others and to share their own sentiments. During childhood, children are unable to control their emotions. When an adolescent is able to relate to another person in such a way that the other person's happiness is as important to him as his own, he has completely developed the ability to share emotional experiences. Meaning that his love for the people around him grows on par with his love for himself.

6) Loyalty grows stronger with time. Emotional growth begins in childhood and continues until adolescence. These allegiances are linked to colleagues and leaders in a wide range of fields.

7) Emotional realism. The child has now entered the realm of reality. An teenager is capable of perceiving and appreciating his or her environment. He is aware of both the flaws and strengths in a person's character.

8) Retrospective examination of hopes and aspirations. Adolescence is the stage of life during which a person develops lofty ambitions and goals for the future. While some teens work diligently to meet their aspirations, others remain mired in illusion,

living in a world of day dreams and flights of imagination that render their expectations unattainable.

9) Tolerance for solitude. Adolescents acquire a sense of isolation. They occasionally prefer to be alone in their homes.

ADOLESCENTS' COMMON EMOTIONAL PATTERNS:

Emotions, such as love, affection, and fear, grow in two distinct directions: joy and sorrow, as well as rage and resentment. We'll examine how emotions change as we become older.

Love and Affection: For adolescents, the connection between love and sexual desire is of paramount importance. The emotion of love and connection begins to emerge in an organism as a result of physiological anomalies as early as its infancy. To begin with, infants acquire feelings of love and attachment. In childhood, love and affection are communicated through tangible, inanimate and animated items in the surroundings, but in adolescence, the emotion of love and affection is linked with humans and only rarely with pets.. Adolescence is a time when a person can distinguish between individuals he wants to hang out with and those he does not. Childhood loves aren't sexual in nature, but Gilliland says that they can become such during puberty. The number of people with whom you're acquainted decreases. As a result of their intense love for one another, adolescents form strong bonds with one another. The friendships forged during this time period will last a lifetime. There is nothing more exciting for teens than their sexual development. Sex and its ills occupy the majority of his thoughts.

Pleasure, Delight, and Joy. Physical appearance is a source of satisfaction and pleasure during youth.

In the first place, a person experiences joy when they find a situation in which they naturally fit or are well-suited.

The release of pent-up energy is often a source of joy for teenagers.

Among adolescents, feeling superior is the third most common source of enjoyment. Every adolescent has feelings of insecurity and uncertainty about their future, so everything that can be done to alleviate those feelings is welcome. It is common for adolescents to feel a sense of superiority when they score well on an exam, are elected to the student government, or are named the winner of a sporting event or tournament.

Worry: Worry is a fictitious dread. It is the result of repeated rehearsals of the feared circumstance. According to some psychologists, it is referred to as 'anxiety,' an emotional state in which distressing occurrences do not occur concurrently with the condition, but are predicted in the future. Adolescents are concerned about the following:

1) Academic work.

2) Examination and examination.

3) School issues such as teacher favouritism, difficult homework, inability to concentrate, lack of knowledge on how to study, fear of failure, and deficiencies relating to 'their sex role.'

4) Concerns for the home. Incomprehension between adolescents and parents, parental disease, marital difficulties, friends' health, financial difficulties, and personality weakness.

Fear is a significant negative emotion. There has been no systematic study of adolescents' anxieties under Indian contexts. Fear is instilled in a youngster by the environment in which he or she grows up. As for the objects of dread during adolescence, no generalizations can be made. The following are some categories of objects that may generate dread.

1) Aversion to material possessions. Snakes, dogs, weird noises, lions, elephants, and aeroplanes all make an appearance.

2) Social interactions.

a) Meetings with high-ranking officials.

b) Associating with senior citizens.

b) Reciting in class or from a platform.

c) Isolation in a room.

d) Consultation with members of the opposing sex.

As a child gets older, he or she experiences fewer and fewer instances of fear.

To a certain extent, anger is also a learned reaction to environmental cues. By nature, it is a gregarious animal For both feelings, "the underlying premise is the same, a breakdown in coordinated cerebral activity." Stability of mental processes is sought through two unique kinds of response: fighting and aggressiveness. Restoring integrative cerebral function is the ultimate goal of each of these treatment modalities."

a) Material item failure.

b) Bullying at the hands of the instructor, parents, elders, and peers.

b) Being treated unfairly.

d) Sarcasm, intrusion on his rights by siblings or parents.

e) Refusal of self-assertions, disrespectful remarks, unwelcome counsel, being refused an invitation to a party, and failing to complete activities undertaken.

EMOTIONAL IMPACT

Emotions have a profound effect on an individual's life. Emotions have two distinct types of consequences, which are discussed here.

A. Good effects of emotions

1. Motivational factor. Emotions operate as motivators, propelling the organism to action. Love, fear, rage, and curiosity may all contribute to our success. Throughout history, young men have made self-sacrifices for their loved ones. Fear of failing pushes individuals to study diligently for examinations. Emotions operate as a motivator, propelling our actions toward a goal.

2. A source of pleasure. Individuals become monotonous as a result of suppressed emotional impulses and habitual actions. Positive emotions, in particular, enhance our enjoyment of life. They contribute to the thrill. Adolescents read novels, go to movies, theatres, and watch television, among other things, to compensate for their lack of emotional intensity.

3. The body's source of strength and endurance. Emotions provide our bodies with strength. Under emotional excitement, an individual can perform uncommon tasks that appear difficult under regular circumstances. As an illustration, an individual pursued by a dog is capable of leaping over a five-foot-high wall that he cannot leap over under normal circumstances. Emotions provide our bodies with strength and endurance. Fatigue does not develop while in an emotional condition. If a child is passionate about his subject, he can work for hours on end without showing signs of exhaustion.

B. The Negative Effects of Emotions:

Emotions also have a detrimental effect on an individual's behaviour. Emotions have the most detrimental effect on an individual's physical health. Constant emotional tension can result in sleep deprivation, restlessness, headaches, chronic exhaustion, insomnia, and an inability to eat.

Kuhlen conducted study on the effects of persistent emotional strain in 1952. He reported that emotional tensions impair an individual's efficiency, mood swings, and behavioural inconsistencies. Additionally, it has an effect on memory. Forgetting heightens an individual's emotional state. Individuals are incapable of reasoning, thinking, or concentrating on a topic. Constant emotional stress impairs one's ability to learn. Fear and rage, for example, have the most significant effect on the cognitive process, manifesting as moodiness and irritability. They influence our outlook on life. Negative emotional experiences over an extended period of time can have a

detrimental effect on an individual's overall personality and may result in neuroticism.

EDUCATION'S IMPORTANCE:

1. Emotions are critical for the instructor. Emotional appeals result in the development of attitudes, ideals, purposes, and interests. They alleviate the monotony of a near-perfect machine, rendering existence dull and meaningless. As a result, a teacher can achieve better success in his or her profession by activating the children's emotions. Without emotional appeal, the instruction will be dull, and a dull lesson will remain unsuccessful. Thus, emotions are an effective way to pique students' interest in their schoolwork.

2. They occasionally pave the way for larger accomplishments. When children are emotionally charged, they can perform extraordinary feats. The teacher should include this fact into classroom activities.

3. Strong emotions can serve as a catalyst for the release of some other more primitive and unwanted feelings.

4. They imbue personality with character and serve as its emotional foundation. Pupils' temperaments are largely determined by their level of emotionality, and the instructor adjusts his instruction and demeanour accordingly.

5. Emotions are powerful motivators of behaviour. The teacher's role is to evoke the appropriate emotions in children, so establishing the pupils' subjective conditions for learning.

6. Emotional training and proper stimulation and management can help you develop a taste for good values, qualities, and subjects of study. The effectiveness of the lesson's emotional appeal determines its transfer value.

7. The greatest bloom of character, which is the primary goal of education, is the result of beautiful emotional development. To be successful in this direction, the teacher must begin with the emotions.

INTELLECTUAL ABILITY:

All teachers believe that one of the most significant single variables affecting education is the quality of conduct referred to as intelligence. The term intellect is a nebulous and confusing concept. Psychologists have interpreted the term differently and are in debate about the term's meaning. Over the last fifty years, considerable research has been conducted on the nature and measurement of intelligence. There is a wealth of literature accessible on this subject. Intelligence has been addressed as a construct in psychological literature; no one understands what intelligence is. Due of its ambiguity, the concept of intelligence has grown less accepted in recent years and has come under fire from psychologists. Psychologists have presented several meanings for the term, but no two psychologists agree on a single definition.

People have a preconception about the term's meaning, which makes it difficult to comprehend the concept of intelligence. The misconception is that intelligence is a term that refers to things or tangible objects that can be immediately experienced, while it is actually an abstraction from an individual's actions. As a result, it is preferable to use the word "intelligent" rather than "intelligence."

In comparison to animals, man is believed to possess particular cognitive capacities that distinguish him as a rational being. He is capable of reasoning, comprehending, adapting to, and confronting novel problems. He is unquestionably superior to animals in all of these dimensions of conduct. However, human beings are not identical. Individuals vary significantly. A teacher is easily aware of these distinctions between his students. Some learn quickly, while others linger for an extended period of time. Some individuals require only one demonstration to effectively handle the instruments, while others require regular individual supervision.

What makes one person more effective than another in responding to a certain situation? Without a doubt, interest, attitude, desired knowledge and talent, and so on, all contribute to this achievement. However, there is something that greatly contributes to these different variations. It is referred to as 'Intelligence' in psychology. Our great Rishis dubbed it 'Viveka' in ancient India.

THE MEANING AND INTERPRETATIONS OF INTELLECTUAL ABILITY:

The intelligence of a certain child or people is frequently brought up in our daily conversations. All of these comments are based on our observation of the individual concerned's performance or performance or conduct in compared to others in his or her group. What is it about a person's behaviour or performance in a group that makes him or her succeed or fail? A person's interest, attitude, desire for information, and communication skills all play a role in how he acts or performs. However, there's a lot more going on than just that. This is referred to as intelligence in psychology.

The dictionary defines intelligence as "the ability to acquire and use knowledge." Many definitions of intelligence have been developed by psychologists based on their own understanding of the term. There are several definitions of intelligence, but Boring defined it as "Intelligence is what intelligence tests test." Vernon and Freeman have standardised all of the definitions. Let's have a look at these psychologists' classification of intelligence definitions. Intelligence can be defined as:-

Woodworth and Marquis define intelligence as "intellect put to use of intellectual capacities for the handling of a situation or the accomplishment of a job."

'Intelligence', according to Stern, is a general capacity of an individual to deliberately modify his thoughts to changing conditions. Is the ability to adjust to different situations and circumstances in life."

Terman argues that "a person is proportional to the extent to which he is capable of abstract thought."

Intelligence, according to Wagnon, is the ability to adapt to new and changing circumstances.

"Intelligence is the aggregate or global capacity of an individual to behave purposefully, to think rationally, and to interact successfully with his environment," says Wechsler.

The power of an individual to adapt to new settings, solve new issues, or carry out higher processes of thought-abstract thinking and to them is referred to as intelligence by Sandiford.

"Intelligence is defined by Stoddard as the ability to carry out activities that are difficult (complex), abstract, cost effective (rate of work), accommodative to a goal, social benefit (group acceptability), emergence of originals, and to maintain these actions under conditions that necessitate concentration of energy and resistance to emotional forces."

He says that "Intelligence" refers to the ability "to behave purposefully, to think rationally and to deal successfully with his surroundings."

There are three types of intelligence according to Thorndike: Handling of physical objects; interacting with others; abstract thinking; and social interaction.

As a whole these definitions create an inadequate impression because they highlight that intelligence is the ability to learn.

Abstractions must be dealt with

to change one's mind or one's behaviour in response to new circumstances.

While this definition appears to incorporate all three perspectives into one, it has also been criticised by other psychologists due to their differing views. There have been numerous attempts to come to some sort of consensus, but none have been successful. However, it has been reported that British psychologists have come to

some sort of agreement on an appropriate definition for intelligence. To them, intelligence is a measure of one's ability to think critically and creatively:

- To see relevant relationships between objects orideas; and
- To apply these relationships to novelsituations.

Learning and applying what one has learned are included in these definitions, as is the ability to adapt to new conditions and solve new issues. Theoretical and practical, abstract and concrete, intelligent behaviour can be classified into two kinds. Theoretical operations prepare a person to deal with and overcome real-world challenges and to adapt to changing environmental conditions. Cognitive or mental abilities play a major effect in whether or not an individual's actions are successful or unsuccessful, according to our analysis. As Rex and Margeret Knight put it, "Intelligence is the factor that is common to all mental capacities" (1952, p.1952), and therefore, the judgement about intelligence can be taken with the appraisal of a person's performance on a given task, how he reacted and responded to the scenario. Intelligence can be defined in this way if we try to put it in a real-world context:
A person's mental or cognitive abilities that enable him solve his actual life problems and lead a happy and contented existence are what we call intelligence. It's important to remember Piaget's work on intelligence development between 1957 and 1981 (when he died). As far as he was concerned, the first two years of a child's life were essentially a period of sensory-motor activity.

FIRST STAGE:

Thinking in advance: (Between two and four years). In this stage, he used the term'symbolic activity', which he defined as the use of signs and symbols to represent things like external objects, situations, and relationships, such as 'doggie' for all species.

SECOND STAGE: 'Intuitive stage': (between the ages of four and seven) He defines this as a 'conservation experiment' at this point in his thinking, which is influenced

by the main elements of what he sees and experiences. In the case of equal-capacity jars, if one is taller, the youngster will conclude that the taller jar contains more water. Until this point, he associates height with enhanced storage capacity.

FINAL STAGE: Operational activities (Between seven to eleven years), An elementary school student should be able to classify, relate, and count objects, as well as grasp how to organise them in terms of time and space, by this stage.

Stage four: the official operations stage: (Between eleven to fifteen years). At this point, he is able to reason independently of the context in which he is operating. Abstract thinking, deducing possible outcomes, conducting experiments, and drawing accurate conclusions are all now within his reach. He can now think about the results of these tests in terms of their practicality, and he can do it in a logical manner. Intelligence doesn't expand because additional cells are added after birth, but rather because cells continue to grow and their interconnections become more complicated. If this progression is halted, mental illness will result.

VERNON'SCLASSIFICATION:

First, a biological perspective. Adaptability is highlighted in this aspect of definition. Humans are just one of the many types of organisms on the planet that are able to adapt to their surroundings. If we consider psychology to be a biological discipline, then we must likewise consider intellect to be an adaptation to the environment. Intelligence can only be viewed through the prism of this perspective. This is the broadest and most inclusive definition of intelligence. According to Vernon, this concept of intellect is the most fundamental of all.. According to this definition, intelligence is the ability to adjust to new surroundings in a relatively efficient manner. There are many outstanding men who have been judged to have a high level of intelligence (Pascal, Kafka, and many academic experts) who have been ill-suited to their social or physical surroundings. In the study of cultural variations, the biological idea of intelligence is of little practical utility.

Second, a psychological perspective. According to Vernon, the second type of definition is psychological in nature. In terms of intelligence, scientists were unable to agree on the proportional importance of genetic and environmental factors in the development of the brain. Intelligence was defined by C. Butt, an English psychologist, as natural cognitive ability. A consequence of this concept is that intelligence as defined differs from intelligence as assessed by tests since scores on existing mental influence tests have been demonstrated to be vulnerable to environmental influences. There are two methods that psychologists have sought to get out of this jam: intelligence "A" and intelligence "B," or fluid and crystallised intelligence, have been distinguished by D.O.Hebb and R.B.Cattel. Hebb and Cattel's distinctions are nearly identical. Fluid intelligence or "A" is regarded of as genetic potentiality, or the underlying innate traits of an individual's nervous system; while crystallised intellect or "B" is primarily the consequence of experience and learning and contextual circumstances. Psychologists have identified two distinct but intertwined forms of intelligence that, under normal conditions, are very impossible to identify apart. In addition, it is hard to evaluate genetic potential without taking into account the effects of education, training, and other life experiences.

Second, adopting an operational definition of intelligence can help solve the conundrum.

3) A methodical strategy. Operational definitions of intelligence fall under the second group. The concept of intelligence must be defined operationally if it is to be understood clearly and definitively. Definitions in science do not take the form of a list of isolated terms like those found in dictionaries, but rather of the specific circumstances under which a statement containing the term is either true or untrue. When a word is used in a phrase, it is defined in terms of what is required for it to be true. Observations can only be made if specific conditions are met, which is why

operational definitions are often used. For example, we must first administer a specific type of test in order to determine a child's IQ. After then, keep an eye on how he does on the test and then make some calculations and conclusions based on that. The meaning of IQ in the statement is defined by all of these factors. Ramu possesses an IQ of 115. ' An operational definition of intelligence that everyone can agree on for scientific work would be of enormous use, and it would distinguish it from common perceptions of intelligence.

Freeman's classification

1) The ability to change or adapt. This category focuses on an individual's ability to adapt to his or her surroundings. People are judged as intelligent based on their capacity to adapt to new settings and challenges. Anyone with a high level of intelligence will have no problem making the transition. He is able to adapt quickly and effectively to any scenario, and he may change his conduct accordingly. Social engagement is more difficult for those with a low IQ since they are less flexible and have fewer options to respond to. This category includes Stern's definition. Individuals have a general aptitude to adapt their thoughts to new situations, and this ability is known as intelligence.

2) Capacity to pick up new information. This category's definitions emphasise the relevance of an individual's ability to acquire new knowledge. As a measure of one's intelligence, a person's ability to learn It's said by Buckingham, "Intelligence is the ability to learn."

3) The ability to think logically and abstractly. Using concepts and symbols effectively in dealing with situations is emphasised more in this defining area, especially when a problem is presented that may be resolved by employing verbal and numerical symbols.

A person's ability to carry out abstract thinking indicates his or her intellect, according to Terman's definition of intelligence. Keep in mind that distinct

definition categories are not mutually exclusive, but rather interdependent. For the sake of clarity, the sections have been divided. Even if it appears at first glance that three categories of intelligence are very distinct, it is clear that learning capacity is a prerequisite for the other two characteristics of intelligence. Let's have a look at it with an example. It is impossible to assume that a youngster who is unable to learn is capable of adapting in social situations and developing the ability to carry out abstract thinking or problem-solving abilities. Each of the types of definitions should be considered to be inclusive and interrelated.

Two broad definitions: D. Weschler's name is mentioned. As the definition states, "Intelligence is an individual's total or global capacity to act with purpose, to reason, and to interact successfully with his environment."

There are many definitions of intelligence, but Stoddard's (1943) was the most comprehensive: "Intelligence is the ability to undertake activities that are characterised by (1) difficulty and (2) complexity and (3) abstraction and the ability to maintain such activities under conditions that demand energy concentration and resistance to emotional forces."

TYPESOFINTELLIGENCE:

Intelligence can be divided into three types, according to E. L. Thorndike.

Either a) concrete or b) abstract intelligence C) social intelligence.

In the context of concrete materials, "concrete intelligence" refers to the ability to make sense of information. It is the ability of a person to understand and respond appropriately to real-world situations. Diverse aspects of day-to-day living demonstrate the existence of actual intelligence. Individuals are tested on their ability to control real-world objects in performance and picture tests.

The ability to respond to words, numbers, and letters, as well as other abstract concepts, is abstract intelligence. Symbol manipulation is required for all IQ tests, which are all assessments of abstract intellect. Ordinary school courses like reading,

writing, history, and the like all necessitate a certain level of abstract intellect. Philosophers and mathematicians are examples of the highest level of abstract intellect.

Social awareness: It refers to the ability of an individual to deal with social problems on a day-to-day basis. The ability to understand and respond to others in a way that achieves the intended outcomes is all that is required to be considered socially intelligent. A person with a high level of social intelligence is someone who is adept at dealing with others. Social intelligence is measured by one's ability to adapt well in social settings.

A FEW ESTABLISHED FACTS ABOUT INTELLIGENCE:

1. The link of intellect and heredity and environment: on numerous occasions, psychologists have sought to weigh the relative importance of nature and nurture. Their research indicates that intelligence is a product of genes and environment. Both are critical components of an individual's intellectual development and cannot be prioritised.

2. Intelligence distribution: There are individual disparities in how intelligence is distributed in nature, such as wealth, health, and so forth. This distribution is regulated by the axiom "The majority of people are average, a few are very bright, and a few are exceptionally dull."

3. Intelligence growth: when a child matures, his intelligence grows as well, as seen by intelligence tests. Now the question arises as to when this expansion ceases to occur. Individuals differ in their age at which mental growth ceases. However, intellect hits its peak in the majority of cases between the ages of 16 and 20. Following that, intelligence's vertical expansion halts. However, horizontal growth—acquiring information and skills—continues throughout an individual's lifetime.

4. Intelligence and gender disparities: Numerous research have been conducted to determine whether women are less intellectual than males or vice versa. These investigations yielded contradictory outcomes. No meaningful change has been discovered in a few instances. As a result, it is reasonable to believe that gender differences do not contribute to intellectual disparities.

5. Intelligence and racial or cultural differences: Numerous scholars have examined the concept that a certain race, caste, or cultural group is more intellectual than others. It has been a big concern in the United States of America for generations. The findings of previous studies indicating whites are a superior race over blacks have been challenged. Intelligence is not an innate attribute of any race or culture. The "bright" and the "dark" exist in every race, caste, and ethnic group, and the observed disparities can be accounted by environmental factors.

MISTAKEN PERCEPTION OF INTELLIGENCE:

Numerous misconceptions exist regarding the nature and idea of intelligence. To begin, let us define what intelligence is not.

I Intelligence is not synonymous with knowledge, even if the acquisition of knowledge is highly dependent on intelligence and vice versa.

(ii) Intelligence is not synonymous with memory. A person who is extremely brilliant may have a poor memory, and vice versa.

(iii) Despite the fact that intelligence is a significant determinant in performance, adjustment, and character formation, intelligence does not guarantee against abnormal behaviour, backwardness, and delinquency.

EMOTIONAL DEVELOPMENT AT DIFFICULT DEVELOPMENT STAGES:

The term "development" refers to the changes that take place over the course of time. In terms of emotional development, these changes can be seen:

- Since an individual's birth, he or she gradually develops many emotions.
- As a child's emotional state evolves, so do the things that trigger it.
- The ways in which a youngster displays his feelings evolves.

INFANTILE EMOTIONAL DEVELOPMENT:

1. From the moment of birth, the infant's cry and bodily movements appear to indicate the presence of an emotional component in him. What feelings, if any, does he experience during this stage is a difficult question to answer.

2. "The earliest predictor of emotional activity at birth and shortly thereafter is broad excitement in response to forceful stimulus," as Mrs. Hurlock puts it. Emotional states cannot be recognised or categorised since there is no clear evidence of distinct emotional patterns. A generalised excitation that occurs in response to any stimuli is characterised by these stages.

3. Excitement is swiftly broken down into simple pleasure and displeasure responses, as the broad excitation becomes more specific. Wet, cold, or hot items on the baby's skin, hunger and discomfort, and other unpleasant stimuli trigger unpleasant responses. To get a good reaction from your pet, use soothing methods of touching and licking your pet.

4. According to Spitz, the division of general excitation into pleasurable and painful responses follows the following pattern: "For the first two months, pleasure and dislike are triggered by 'physical' stimulation. Pleasure is elicited by 'psychological' stimulus by the third month, as evidenced by the baby's smile in reaction to a human face. Later displeasure can be elicited by psychological as well as physical cues, as demonstrated by the infant's reaction to being left alone." (E.B. Hulock, 1959).

5. Before six months of age, a baby's emotional activity is expressed by pleasant and unpleasant responses, stating at this moment that there are just two emotions (distress and delight). By the time an infant reaches the age of six months,

unpleasant emotions such as anger, fear, and resentment have taken hold. Between the tenth and twelve months, positive feelings such as elation, love, compassion, and enjoyment enter the field. Most emotions, both positive and negative, take the shape and become distinct within two years, as shown in a 1931 study of bridges.

6. Throughout childhood, children's emotional expressions change constantly. Facial expressions and body positions might be difficult to distinguish in the first few months of life. Only mothers are capable of figuring out what's making their child so upset and angry. Later in life, they're easily recognisable. In addition, an infant's screaming, yelling, and violent gestures of body parts grow less violent as he approaches childhood; yet, a child reacts forcefully to emotionally unpleasant situations during the early months of infancy. As we grow older, our language abilities improve but our muscular abilities deteriorate.

CHILDHOOD EMOTIONAL DEVELOPMENT

Emotions can be identified in children as early as their first few years of life, as was previously said. Because of this, emotional growth occurs after the stage of emotions has passed and the expression of emotional experiences has evolved as a result. As a child grows up, the following changes can be observed in him or her:

- In infancy, the child's first concern is his or her own well-being, hence situations influencing the infant's immediate well-being typically provoke the infant's emotions. As he matures, he must learn to deal with a wider variety of stimuli. His emotional behaviour is affected by social interactions, the school environment, and other factors that he was exposed to as a child. New experiences and interests become intricately tied to his emotions, and his emotional behaviour is linked to new stimuli. At the same time, he's unresponsive to a wide range of previous stimuli. For example, he shows no animosity or fear of strangers when getting dressed or showered.

- In emotional conduct, there has been a dramatic transformation. Excessive intensity is usually what governs his behaviour in infancy, as shown by his motor reactions such as weeping, yelling, and so forth. Even yet, a child's endeavour to legitimately express his behaviour occurs throughout childhood for a variety of reasons. During childhood, the child is able to express his feelings through language. Second, he grows in social awareness and learns that expressing his feelings isn't always desirable or suitable for him to do so in social situations. Thirdly, his brain learns to control his emotional outbursts in an appropriate manner.

Thus, the youngster progresses toward emotional stability and control and eventually exhibits a substantial degree of control over his emotions in his latter years of childhood.

ADOLESCENCE EMOTIONAL DEVELOPMENT:

Adolescence disrupts the emotional balance once more. Once again, an individual is confronted by a violent and intense wave of emotional experience. This is a period of intense storm and stress in terms of emotional experiences. At no other stage of life is this emotional energy as potent and destructive as it is during adolescence. Controlling one's emotions is quite tough for an adolescent. He becomes restless due to the abrupt activation of sexual glands and the significant rise in physical energy. Additionally, teenagers' moods are inconsistent.

Emotions shift rapidly and frequently throughout this stage. They become tremendously depressed as a result. As a result, there is an excessive amount of confusion about the nature of their emotional state.

At this level, emotional training and effective channelling of emotional energy are critical. "There is a flood that begins to rise in the veins of youth at the age of eleven or twelve," the Hadow report stated. It is referred to as adolescence. If the tide can

be caught at the flood and a new trip began in the strength and direction of its current, we believe it will continue to fortune." (J.S. Ross, 1951).

ADULTHOOD EMOTIONAL DEVELOPMENT

Adulthood is the pinnacle of emotional development. Generally, all individuals reach emotional maturity during this time. Let us attempt to comprehend what emotional development entails.

THE IMPORTANCE OF EMOTIONAL MATURITY:

As a general rule of thumb, an emotionally mature person may communicate his or her feelings in a manner that is both appropriate and controlled. The following are the traits of an emotionally mature person:

1) Almost all of his feelings and the way he expresses them are plainly obvious in him.

2) Emotional manifestation is very developed. Generally, he displays his feelings in a manner that is socially acceptable.

3) He has the skill to regulate his feelings. He's not known for having sudden, out-of-control emotional outbursts. He has the ability to keep his emotions under control and hide them from others.

4) The individual no longer clings to simple idealism, but instead observes things in their true context. He is not a daydreamer and has no desire to escape reality.

5) His intellectual faculties, such as reasoning and reasoning, are correctly used when he makes a decision. His mind directs him more than his emotions do.

6) He lacks the propensity of rationalisation, i.e. he never defends his undesired or improper behaviour with reasoning. Additionally, he never absolves himself of responsibility for his own errors. He is always truthful in his actions.

7) Self-confidence and self-esteem are strong in him. His self-esteem and self-concept are never in jeopardy since he refuses to do or display anything that would jeopardise them.

8) He is not self-contained. He considers others and is concerned with the maintenance of social relationships. He never engages in antisocial behaviour that can result in social problems and the breakdown of social connections.

9) He have the fortitude to express his emotions at the appropriate time and in the appropriate location. If his self-esteem is threatened or an innocent person is attacked, he can rise to the situation by expressing his wrath. However, if he makes a mistake and is reprimanded by his supervisor, he is equally capable of controlling his wrath. Stability is a characteristic of mature emotional behaviour. A mature person exhibits no abrupt change in emotion.

In conclusion, Arthur T. Jersild believes that emotional maturity should entail more than just restriction and control. According to him, this is an extremely limited definition of emotional maturity. He composes. "An accurate description of emotional maturity must take into account the entirety of an individual's potential and abilities, as well as his capacity to use and enjoy them. In the broadest sense, emotional maturity refers to the degree to which an individual has realised his or her potential for richness of life and developed his or her capacity to enjoy things, relate to others, love, and laugh: his capacity for whole-hearted sorrow when an occasion for grief arises... and his capacity to show fear when an occasion for fear arises, without feeling compelled to put on a false mask of courage." (C. F. Skinner, 1968).

EMOTIONALINTELLIGENCE

All of us want to succeed. Many of us aspire to be outstanding leaders who achieve great success. There is no one-size-fits-all formula or procedure that works for everyone. Authors, speakers, coaches, and other experts in the field of success are abounding in the marketplace. Not to mention the numerous audio and video

cassettes, CDs, and websites that may be accessed. New and innovative leadership styles are needed for both company and the world at large to succeed. Emotional and intellectual intelligence (IQ) are essential components of effective leadership (EQ).

While working for the New York Times as a scientific writer in 1990, Goleman discovered an essay in a minor academic journal authored by two psychologists: John Mayer, now a professor at the University of New Hampshire, and Peter Salovey, a professor at Yale. Emotional intelligence was coined by Mayer and Salovey.

An intense debate about whether IQ was driven by our genes or our experiences raged on in those days, and the debate raged on for decades. However, a whole new way of thinking about what it takes to be successful in life was introduced here. In his 1995 book, Emotional Intelligence: Why it Can Matter More Than IQ, Goleman highlighted his fascination with the subject. Akin to their theory but also a number of other exciting developments in science, such as the first fruits from the emerging field of affective neuroscience that examines how emotions are regulated in the brain, he used the phrase to synthesise a wide range of scientific findings and to bring previously disparate lines of inquiry together.

Going back ten years before the publication of this book, Goleman thought he could have popularised the term "emotional intelligence" by overhearing two strangers use it and both understanding what it meant. What a naive man he was.

This concept of EQ, or emotional intelligence, has gained a lot of traction in recent years, popping up even in unlikely places like the comic cartoons Dilbert and Zippy the Pinhead, as well as in Roz Chastain's work in The New Yorker. He's come across toy boxes that claim to boost a child's EQ, and lonely personal ads that praise its merits for people seeking potential partners. On a shampoo bottle in his hotel room, an EQ joke was printed.

The idea has even spread to the most remote corners of the globe. A number of languages, including German, Portuguese, Mandarin Chinese, Korean, and Malay have adopted the term "EQ" as a synonym, according to him. In English, he uses the word EI (emotional intelligence) to refer to emotional intelligence. A PhD student in Bulgaria, an Indonesian college student, a schoolteacher in Poland, and a Shanghai-based corporation are just some of the people who have contacted him via email. An Argentine CEO's book on emotional intelligence and leadership is recommended to business students in India.

The idea of EI is also in sync with the ideas of religious scholars in the following faiths: Christianity, Judaism, Islam, Hinduism, and Buddhism.

Teachers' enthusiasm for "social and emotional learning," or SEL, has been the most gratifying component for him, as demonstrated by the establishment of SEL programmes. His research in 1995 revealed that there were just a few of programmes out there aimed at developing students' emotional intelligence. Tens of thousands of schools throughout the world now offer students the opportunity to participate in SEL programmes. SEL education is currently required in numerous districts and even states in the United States, indicating that children must learn these life skills in addition to fundamental arithmetic and language skills.

In Illinois, for example, students in kindergarten through high school are expected to demonstrate specific skills in self-awareness. Among the many examples of a well-rounded curriculum, students in the early elementary years should be taught to recognise and articulate their emotions and the ways in which they influence their behaviour. Children should be able to pick up on nonverbal signs about how another person feels by the end of elementary school, and by the middle school years, they should be able to figure out what stresses them out or drives them to do their best. For example, students in high school should learn how to listen and communicate in

a way that avoids escalating conflict, and to negotiate for a mutually beneficial solution.

Some schools in Singapore, Malaysia, Hong Kong, Japan, and Korea have assumed a leading position in SEL around the world. Many other countries, including Australia and New Zealand and a few countries in Latin America and Africa, have followed in the footsteps of the United Kingdom, which pioneered EI in Europe. For the first time, UNESCO initiated a global drive to promote SEL in 2002 by distributing a statement defining 10 key principles for adopting SEL to education ministries in 140 countries.

Programs that focus on character education, anti-bullying, drug prevention, and school discipline are all included in the umbrella term "SEL" in some states or nations. Students' well-being and academic performance can both benefit from addressing these challenges, but it's not enough to stop there.

When it comes to programmes that promote children's education and prevent problems like violence, he summarised the preliminary findings in 1995. Children's self-awareness and self-confidence, as well as their ability to manage their emotional states or impulses, may now be scientifically proven to have an impact on their behaviour as well as their academic success.

Meta-analysis of 668 evaluation studies on SEL programmes for students ranging in age from preschool to high school found that this is the most important finding of the study. SEL pioneer and University of Illinois at Chicago professor Roger Weisberg led the massive survey. Weisberg oversees the University of Illinois at Chicago's Collaboration for Academic, Social, and Emotional Learning (CASEL).

In terms of test scores and grade point averages, research shows that SEL programmes have a positive impact on students' academic performance. In participating schools, up to 50 percent of students saw a rise in their achievement scores and up to 38 percent saw an increase in their grade point averages. School

safety was enhanced as well, with misbehaviour incidents decreasing by 28 percent, suspensions decreasing by 44 percent, and other disciplinary actions decreasing by 27 percent. Attendance rates rose, and 63 percent of the students displayed a more optimistic attitude. Astonishing outcomes in the field of social science show that SEL has delivered its promise of influencing behaviour.

Additionally, in 1995, he proposed that SEL's effectiveness may be attributable in part to its effect on children's developing neural circuitry, specifically the executive functions of the prefrontal cortex, which are responsible for managing wording memory (what we remember as we learn) and inhibiting disruptive emotional impulses. That notion is now supported by the first scientific evidence. Researchers at Pennsylvania State University, including PATHS curriculum co-creator Mark Greenberg, claim that the programme boosts both academic performance and the prefrontal cortex's two most important functions: attention and working memory. This clearly demonstrates the important role played by neuroplasticity, the brain's ability to change form in response to repeated exposure to learning.

STATEMENTOFTHEPROBLEM

“A STUDY OF THE EMOTIONAL INTELLIGENCE'S RELATIONSHIP WITH ADJUSTMENT, STRESS, AND Accomplishment AMONG SENIOR SECONDARY STUDENTS”.

Explanation for the Problem:

The link between Emotional Intelligence and Adjustment, Stress, and Achievement in senior secondary students was investigated. Emotional Intelligence is the independent variable in this study, whereas stress, adjustment, and achievement are dependent variables on Emotional Intelligence. The link between Emotional Intelligence and stress, adjustment, and academic accomplishment of senior secondary pupils was examined. It was determined whether or not Emotional Intelligence has any relationship with the dependent variables. Emotional

Intelligence is a broad term that encompasses two fundamental facets of personality, namely emotional and cognitive dimensions. Occasionally, a person with a high IQ may be unable to adjust to his environment due to a lack of emotional control. Whereas an Emotionally Intelligent person is capable of identifying his or her emotions and their causes, as well as utilising them to solve life's challenges. Thus, the emotional component is far more significant than intelligence alone. A balanced personality can only be developed via harmonic and balanced co-ordination of the mind and heart. Adolescence is a time of stress and pressure; numerous changes occur in an individual throughout this stage, including bodily changes, emotional changes, and social changes. As a result, it is extremely usual for students to behave differently during this stage. This research identifies kids who have low emotional intelligence and as a result are maladjusted, under-stressed, and low achievers in the classroom environment. Their emotional intelligent behaviour can be examined in order to help them adjust to their school and social environments.

CHAPTER –2

LITERATURE REVIEW

A literature study is a pre-requisite to any research project before it can be planned and carried out. It's a lot like doing an initial survey to figure out how far everything is apart, and then coming up with a game plan from there. To minimise repetition and gain an edge from similar study, it helps the investigator to identify the methods and technology used to collect data, and how they are organised and interpreted. It's essential for researchers to read up on the relevant literature before to reporting their findings, for all of these reasons.

Studies done

T. Sabapthy (2006). "A study of the relationship between Manifest Anxiety, Emotional Maturity, and Academic Achievement in standard Xth students." Fourth Survey of Educational Research (Vol. 1), New Delhi: NCERT, 84.

Anxiety, emotional maturity, social maturity and socioeconomic status were all examined in connection to academic achievement. Academic success was strongly linked to an individual's emotional maturity, particularly intellectual achievement.

The Yates (2009). "The relationship among emotional maturity and health behaviours among students enrolled in health education".

He conducted research on the association among emotional maturity and health behaviours among students enrolled in health education. The emotionally intelligent inventory (EQI), the emotionally intelligent survey (EIS), and the Health Habits Survey were used to examine the association among emotional intelligence and health habits in male and female students (HHS). This study revealed that there was a correlation between college-aged health education students' health behaviours and their emotional intelligence.

Cary Cherniss (2000). "What is emotional intelligence and why is it important?" Rutgers University Graduate School of Applied and Social Psychology:

Is there anything new about emotional intelligence that this essay has to say? In some ways, the idea of emotional intelligence is nothing new. Although it is based in psychology, human development, and intelligence, psychology, and sociology have a long history of thought and research. On top of that, Goleman has never claimed otherwise. Emotional intelligence has long been studied by psychology and there is a growing body of research showing that these abilities are crucial for success in a range of areas of life. This was one of his main points.

Instead of disputing whether emotional intelligence is innovative, he thought it would be more interesting and useful to examine how important it is for successful work performance. A large body of research currently shows that an individual's capacity for emotional perception, identification, and management serves as the foundation for many sorts of social and emotional competences necessary for success in virtually any career. Even more so, as the pace of change accelerates, so too will the need for this particular combination of traits become more important. For I.Q. psychologists, this is great news. They will be able to help clients use emotional intelligence to improve their productivity and well-being at work in the future.

M. Kaur (2011). A study of teenagers' emotional maturity in connection to intelligence, academic achievement, and environmental triggers, P.U.Chandigarh Ph.D. Thesis.

The study enrolled 356 students in the XI class. There is a considerable positive association between intellectual ability and emotional maturity. It was discovered that students with a high IQ also have a high level of emotional maturity, and vice versa. Additionally, it was discovered that students with a high I.Q. do academically

well. This high level of emotional maturity is associated with increased intelligence, academic achievement, and environmental catalysts.

Miglani, D. (2011). "Emotional Intelligence and Adolescent Academic Achievement." D.A.V. dissertation, Abohar College of Education.

Emotional intelligence and academic accomplishment, according to Miglani, go hand in hand. Students with high I.Q.s are not necessarily more successful academically than those with lower I.Q.s. In addition to academic progress, there are many other elements at play.

"Emotional and Social Learning: A Foundation for Improving Mental Health and Reducing Risk Behaviors in Children and Youth," Payton et al. (2011).

Students' social and emotional well-being is at the heart of this research, which aims to provide both theoretically and empirically support for its promotion and maintenance. To reduce the prevalence of high-risk behaviours, it includes measures (drug, alcohol, and unsafe sex). Children and adolescents' mental health and problem behaviours are both improved when Social-Emotional Learning (SEL) is implemented, according to a study.

Primal Leadership: Harnessing the Power of Cognitive Empathy, Daniel Goleman, Richard Boyatzis, and Annie Mckee, 2012. Tom Karp, a Rushmore University Ph.D. student, reviewed this work.

The book Primal Leadership by Goleman, Boyatzis, and McKee discusses the application of emotional maturity in leadership. The author argues that leaders should succeed not only in terms of ability and intelligence, but also in terms of emotional intelligence traits such as self - acceptance and self.

They believe that recent advancements in neuroscience have shown that the emotions and behaviours of leaders have a significant impact on people they lead. A lot of controversial ideas about how the human mind and psyche work, as well as the premises that support those ideas, are skimmed over in the book.

Emotional resources: What do leaders need to thrive and how can they develop an emotionally healthy business environment that is favourable to long-term transformation and performance are the two major topics addressed in the book The best part of the book is devoted to the first question, which deals with the emotional resources needed by a single leader to cope. Secondly, I believe the book does not fully address the subject of how to bring about long-term transformation in organisations.

There are case studies at the end of the book that show how the many principles introduced in the book can be put into practise. It's an easy read, yet it's packed with valuable information gleaned from years of research on the topic of emotional intelligence. In my opinion, the book is a fantastic resource for anyone who wants to improve as a leader. It's true that some parts of the work are weak. Goleman and Alinitial. were stretched by marketers or others in order to generate enough content for a book, and the question is whether or whether this was done intentionally or not.

In today's society, organisations and individuals compete for superior leadership. Many people have different ideas on what makes a successful leader. While outstanding management alone is not enough in today's complex corporate world, searching for a modern leadership agenda is more vital than ever.

A leader can no longer govern merely on the basis of brute force; talents, experience, and intelligence will nevertheless play a significant role in the leadership equation. Analytical, emotional, financial, and so on are just a few of the skills needed to succeed as a leader.

In many firms now, there is a "return to the 1970s" mentality, with little opportunity for emotional leadership, as Goleman et al. advocate in this book. This, I hope, will pass. As a result, I believe the time of the book is appropriate — corporate executives need to appear nicer than before, and not just while they are in the

spotlight. Today's economic environment and public venues, as well as the connections and people concerns they entail, are simply too complicated to revert to a top-down, power-based leadership style.

Emotional resonance, in my opinion, will be a critical component of leadership in the future. However, this is more of a declaration of convictions and ideals than it is a consequence of what we can see now. However, there is a glimmer of optimism. Will I promote the emotional leadership techniques outlined in this book to certain of my clients when I counsel and advise them? Yes, but I will have difficulty arguing my point.

D. Prasad, Ph.D., P.U. Chandigarh, 2012, "Intellective and Non-Intellective Factors Were associated with Arithmetic Creativity at the Elementary School Level."

In his study, he discovered a substantial positive link between mathematics performance and mathematical creativity in a sample of 540 pupils in the seventh grade in the state of Andhra Pradesh.

S. C. Gakhar (2013). "Emotional maturity of secondary school students: self conception and academic accomplishment." Chandigarh's Punjab University.

The goal of this study is to find out if students' academic success is influenced by their level of psychological maturity and their sense of self-worth. It was found that students attending government and private schools have different levels of emotional maturity, as well as students who attend hostels and day scholars; (ii) students who attend hostels and day scholars have different levels of emotional maturity; and (iii) students who have working or non-working mothers have different levels of emotional maturity and academic achievement on self-conciousness. It was revealed that there was a strong negative correlation between emotional development and one's self-perception. In addition, it was observed that school performance and emotional maturity have a negative correlation. In terms of

emotional development, there is a huge disparity between boys and girls. Rural students, as evaluated by their mean emotional maturity inventory scores, had higher levels of emotional maturity than pupils in metropolitan areas, according to the findings. In terms of emotional maturity, public and private school children are vastly different. Because private school pupils have a lower mean score on the emotional maturity measure than their public school counterparts, they are more emotionally mature than their peers. In addition, studies show that there is no significant difference in the emotional development of day scholars and those who live in dorms. Children of working mothers and those of stay-at-home mothers have the same emotional maturity, according to the research.

Saurashtra & Meenakshi (2013). "Adolescent family determinants and depression: A correlational research". Gujarat, Rajkot.

We wanted to find out what causes depression in teens. A total of 526 eighth, nine, and tenth graders from several Rajkot schools participated in the study. Joshi and Vyas administered the Personal Data Sheet, the Achenbach Child Behaviour Questionnaire, the Sherry and Sinha Family Relationship Inventory, and an Indian adaptation of the Moos and Moos Family Environmental Scale to a sample of pupils chosen at random. The results were derived through the use of multiple regression analysis. Six out of the twenty-one characteristics examined were shown to be significantly associated with adolescent depression, according to the research. Parental avoidance, cohesion, moral religious importance, control, and the educational qualifications of fathers and mothers are all included in this list of six characteristics.

Suresh B. (2003). "A study of the link between extraversion-introversion and readjustment and educational success in teenagers." Kerala.

An extraversion-introversion relationship with adolescent adjustment and the influence of certain demographics and environments were the primary aims of this

research, as were I a relationship between extraversion-introversion and adolescent academic achievement as well as the influence of certain demographics and environments on both of these variables. The sample was selected using a stratified random sampling method. The Thiruvananthapuram Revenue district had 1,418 teens. A variety of instruments were employed to gather information, including the Kerala introversion-extraversion scale, the openness to new experiences scale, a desire to accommodate, academic achievement indices, and a personal data sheet. A variety of statistical methods were employed, including the average, standard error of measurement, t-test, product moment correlation, and partial correlation strength. Adolescents from high-income families had a positive correlation between introversion and academic achievement, and a negative correlation was found between introversion and English proficiency in the sample as a whole. The study also found that avoidant personality disorder was associated with a negative correlation between introversion and school adjustment.

"The Relationship Among Cognitive Compassion and Academic Performance in Eleventh Grade Students," H. Williford, 2003. Naba Abisamra is a Montgomery resident and an undergraduate at Auburn University.

Knowledge and success are no longer measured in the same way as they were in the previous century as we enter the next one. The accepted theories of intelligence are gradually being replaced by new ones. The whole child/student is now the focus of attention, not just his mental ability but also his creativity, emotions, and interpersonal abilities. After Gardner and Mayer & Salovey (1990), the notion of multiple intelligences was put forth by Daniel Goleman (1993) and Howard Gardner (1983). (1995). Emotional intelligence, social intelligence, and good fortune are now as important as IQ when it comes to determining one's level of success as they were in the past (Goleman, 1995). Determine if self-control and academic achievement are linked in this study. In the 11th grade, do the most successful students have high

emotional intelligence, or is there no association at all? Students in Montgomery, Alabama, the study's location, made up the study's population. There will be a sample of 500 11th-graders from both public and private schools. Women, men, and people from a variety of socioeconomic backgrounds and skill levels will all be fairly represented. Researchers presented an EQ-i, which is the first scientifically validated assessment of emotional intelligence (EQ-i), to a sample of participants. You can take the BarOn EQ-i in roughly 30 minutes with 133 questions. It was determined that 500 students received a mean mark of 3.5 out of 4.0 throughout the second semester of school, with the top 10% of students receiving an average score of 4.0. Emotional Intelligence levels were then matched to these grades in order to evaluate whether or not there is a correlation between emotional maturity and academic achievement.

Petrides and co-authors (2014). "A research project examining the role of emotional intelligence, cognitive capacity, and academic performance."

The study's goal was to see if there was a link between emotional intelligence and academic accomplishment in terms of cognitive ability. For this study, 659 pupils were surveyed. Transformational leadership and cognitive capacity were found to be linked by emotional intelligence, with better IQ and EQ leading to greater academic performance. Emotional maturity was also found to be linked to unauthorised absences and expulsions from school in their study.

Building Emotionally Intelligent Scale (EIS), Jyoti Bhatia and Girijesh Kumar, MJP Rohilkhand University, Bareilly, 2005.

An emotional intelligence test in Hindi has been designed to examine several aspects of emotional intelligence in a variety of samples. The scale, item selection, tryout, scoring, and item analysis are all described in detail with regard to their emotional aspect. To determine whether or not this scale's validity and reliability, a variety of methods are considered.

Additionally, data from the normal distribution test are shown.

Groups	Mean	Median	Mode	S.D.	Skew- ness	Kurtosis
Administrators (N=100)	35.39	29.66	30.97	12.56	-0.53	0.032
Teacher Education (N-40)	32.37	35.63	40.13	16.95	-0.46	0.016
Teacher-trainees (N=50)	31.63	32.19	39.01	15.85	-0.32	0.040

The above-mentioned sample's skewness and kurtosis data are summarised in the following table. The results from these three groups show that the distribution of the data is very close to normal, validating the validity of the emotional intelligence scale (EIS).

V. Lekhi (2015). "A study of adolescents' emotional maturity in associated with cognitive and non-cognitive characteristics," Ph.D. Thesis, Punjab University, Chandigarh.

A correlation among IQ and emotional maturity was found among 939 students in Punjab state's XI class who attended senior secondary schools. A high level of emotional development and a well-balanced personality can be seen in students who have a high I.Q.

"Effects of positive emotional concentration on emotional maturity and physiological stress recovery in high school adolescents", Markham (2015).”

Students' emotional maturity and physiological recovery from stress were studied as a result of this research. Emotional intelligence (as judged by the Intrapersonal,

Managing Stress, and Adaptability subscales of the EQ-i: YV), heart rate, and trait anxiety were all examined in a sample of 99 grade nine teenagers for this study (62 trained, and 37 in the waiting group). Coherence during autonomic recovery from stress was significantly improved by training, despite minimal influence on EI or trait anxiety. Students with low levels of anxiety had higher levels of EI and higher levels of coherence, while the stress management subscale had lower levels of trait anxiety and higher levels of inter-personal intelligence.

Nikolaou & Tsaousis (2015). "The relationship between emotional intelligence and physical and psychological well-being".

They looked into the link among emotional intelligence and overall health and well-being, both physically and psychologically. An investigation into the relationship between emotional intelligence (IE) attributes including the ability to observe, control, apply and understand emotions and emotional well-being is the goal of this study. First, 365 respondents filled out questions about their EI and overall health in the first experiment. EI was expected to have a negative impact on overall health. The findings are analysed in light of the importance of emotional skills for family and healthy lifestyles, as well as their practical consequences and research directions.

P. Bansibihari & L. Surwade (2016). "Emotional maturity and teacher efficacy". Vol. 6, No. 1 of Educational Tracks.

According to the study's goals: Teachers' effectiveness, emotional maturity, and emotional stability can all be assessed, as can their emotional maturity and stability. Teachers' effectiveness can also be assessed, as can their emotional maturity and stability. Finally, teachers' effectiveness can be compared between emotionally mature and emotionally immature teachers. A total of 355 intermediate teachers from Navapur and Dhule in North Maharashtra were included in the study (180 men and 175 women). Mahash Bhargava and Yaghvir Singh (1990) analysed students' emotional maturity using the emotional maturity scale, whereas Pramod Kumar and

Mutha utilised the instructors effectiveness scale to evaluate teachers. t-test and mean, standard deviation, and standard error of the mean were used to arrive at final conclusions. Female teachers were found to be more emotionally mature and stable than male teachers, who were found to be less so. If a teacher's instruction is judged to be of average quality, it is more likely that the instructor is emotionally mature, as opposed to emotionally immature. (iii) In the emotionally mature group, there is no gender difference in the effectiveness of teachers.

Bhaskara Rao Digumarti & Digumarti Harshitha (2016). "A Study on Secondary School Students' Adjustment". State of Andhra Pradesh.

Life has grown increasingly competitive, especially for students. Due to the limited number of seats at the top, there is no room for a mediocre student today. Secondary school students' adjustment level was the goal of the study, as were the differences in adjustment levels between residents and nonresidential high school students, private and public secondary school students, as well as the differences between boys and girls. There were 200 students in all who were polled from various Andhra Pradesh institutions, both residential and non-residential. In spite of the fact that both private and public secondary school students had low levels of adjustment, the study found that non-residential schools' students were better adjusted than residential schools' students; private and public secondary school students' levels of adjustment were identical, and there was no statistically significant difference between the levels of adjudication between the two groups.

M. E.'s Singh, S. (2016). "The Effects of Cognitive Empathy and Personality Type on Role Stress in Physician Couples". Rajasthan University, Jaipur.

Health care providers have come to realise that they are not meeting the demands of the general population in recent years. A 2x2 factorial study design was used to investigate the effect of psychological intelligence and personality type on role stress in the public as well as in the private sectors. An investigation into the impact

of emotional intelligence and personality type on role stress was the goal of this study's research. A significant effect on role stress was found for both Emotional Intelligence and Personality Type (F = 15.92, P >.01; F = 7.78, P > 0.01), and their interactions were also shown to be significant (f = 5.17, P 0.05). Only one feature of the type A personality has been linked to an increased risk of heart disease, according to researchers. Stress can be exacerbated by a lack of emotional intelligence, but this is not the only factor. Work performance, adjustment, and life satisfaction are all influenced by one's level of Emotional Intelligence and personality. Life is a never-ending battle for those with low IQ and a type A personality. They are never happy with their life; on the contrary, they are always unhappy. Higher IQs and temperament types B tend to be happier and more energetic. Disparity in emotional intelligence between government and private sector doctors. Personality types A and B, respectively. There is a huge discrepancy between these two groups on every metric down to the 0.01 degree. Doctors in the public sector may be argued to have less emotional intelligence than those in the private sector. Because the government sector provides greater prospects for promotion, this may be the reason.. Personality type B and emotional intelligence were shown to be high in private sector physicians. Physicians in this group have a reputation for being unhurried and patient, which is reflected in their demeanour and work habits. They speak slowly, prefer to complete one task at a time, and are not easily disturbed by delays. These elements aid in their practical success.

"Emotional Intelligence as Correlates of Intelligence, Creativity, and Academic Achievement," Gakhar, S.C., and E' Manhas, K.D. (2016). Punjab University, Chandigarh, Department of Education.

As a result of the findings, educators and curriculum designers will be inspired to build academic and extracurricular activities that help teenagers prepare for life's problems from an early age. A total of 400 male and female high school students

from government and private institutions in Jammu and Kashmir participated in the current study. General intelligence (r =.208) and emotional intelligence (r =.208) are strongly linked. A link between adolescent creativity and Emotional Intelligence (r =.610) was found in the study's results. Emotional intelligence (r = 0.128) has a strong correlation with academic performance (r = 0.11).

P.K. Gupta, "Stress assessment and treatment among female smokers", Agra, 2016.

Researchers set out to examine the stress levels of smokers, teach them stress management strategies based on Jacobson's Progressive Muscles Relaxation Technique, and track the impact of stress reduction on smoking frequency. Twenty female smokers completed the ICMR psychosocial stress scale for this study. One-third of the participants in the intervention, all of whom were female smokers, had high or extremely high stress levels. The intervention was started with daily sessions of 40-45 minutes of Jawbson's progressive Muscles Relaxation after the GSR measure (average of three days) determined the daily smoking frequency and stress levels of all three female smokers. Smoking frequency and GSR (average of three days) were measured at the end of a 15-day intervention. In all three groups, the intervention successfully reduced stress levels, resulting in the following findings: Among smokers, stress plays an important role in their decision to light up, and Jacobson's Progressive Muscle Relaxation JPMR, a stress management technique, has been shown to be beneficial in lowering stress levels.

Ajaykumar Bhimrao Patil (2016). "Student instructors' emotional intelligence in connection to sex, faculty, and academic accomplishment". Satara.

Researchers set out to examine the stress levels of smokers, teach them stress management strategies based on Jacobson's Progressive Muscles Relaxation Technique, and assess the impact of stress management/reduction on smokers' cigarette use. ICMR psychosocial stress was administered to a group of 20 female

smokers who volunteered their time. Among a group of smokers with moderate to severe levels of stress, three women were selected for intervention and are now quitting their cigarettes. A three-day mean Galvanic skin response (GSR) measurement was used to determine the daily smoking frequency and stress levels in all three female smokers before Jawbson's progressive Muscles Relaxation (JMR) sessions of 40-45 minutes a day were started each day. Smoking frequency and GSR (average of three days) were measured at the end of a 15-day intervention period. A decrease in stress levels was determined to be a successful outcome for all three groups once the intervention was implemented. Smokers are more likely to smoke because of stress, and the stress management technique (Jacobson's Progressive Muscle Relaxation JPMR) is more successful in lowering stress levels in smokers than other methods.

E. V. Romould (2016). "Enhancing students' teachers' emotional intelligence with an enneagram educational programme." Vol. 6, No. 3 of Educational Tracks.

The study's goals were to see if the Enneagram educational programme improved student teachers' abilities in emotional self-awareness, sentimental expression, empathy for others' feelings, creativity, and connections with others in the classroom. A control group design with pre- and post-testing was adopted by the researcher. An experimental group and a control group were both established at random, and both groups were then posted. Designing pre- and post-test control groups in a parallel or equivalent manner is a common term for this approach. At each stage, a sample is selected. In this research, the B.Ed. schools and the student instructors were handled as two separate units. The EQ Map Questionnaire, an Interview Schedule for student teachers, and a Reaction Scale for comments on the intervention programme were utilised to collect data for the two-stage random sampling approach. At reach to this conclusion, the data were analysed with the use

of the mean, standard deviation, and analysis of covariance. In the end, the findings were this: Using the Enneagram, a psychological and spiritual model of mankind, individuals can delve deeply into their character, balance their daily lives, and understand their own particular growth path. It is more creative for instructors to find their passions, focus their attention on it, learn to watch it, and understand what it teaches them about themselves through their work with the Enneagram. This method untangles the natural response and provides insight into how to deal with the issues, particularly the repetitious behaviour and emotions. (4) An education in the Enneagram helps people develop greater self-awareness and knowledge of their own and other people's emotional states of mind while also improving communication and interpersonal relations skills. Teachers that use Enneagram knowledge in the classroom improve their communication patterns, interpersonal relationships, and integrity, and they develop and maintain a favourable and supportive teaching environment. One may conclude that the teacher training programme in particular is a worthwhile investment for society.

Smita Singh and Koteswari Vemireddy Bala (2016). "Emotional intelligence and stress coping mechanisms in product managers". University of Singapore and IFIM, Bangalore.

In today's highly competitive corporate climate, intellect alone is not enough to keep a company afloat. In order to deal with the everyday stress and expectations of such an unpredictable environment, the brain, emotions, and the coping mechanism must all operate together in harmony. Emotional maturity and how people cope with stressful situations aren't widely studied, thus this analysis was prompted by that. Project managers (N=50) from a variety of Hyderabad-based information technology firms were asked to participate in a study to see how their stress-coping strategies correlated with their emotional intelligence. Emotional intelligence and stress coping resources were also investigated in relation to age. Emotional

intelligence and overall stress coping resources were found to have a strong positive correlation in this study. As we become older, our emotional intelligence and stress-coping abilities improve. People with high emotional intelligence employ more cognitive and physical stress coping resources; emotional intelligence improves with age; project managers' skill at stress coping resources increases with age. This was the conclusion reached at the end of the study.

"Emotional difficulties in secondary school pupils and their relationship to life events and academic progress," Ayodhya P. (2017). Hyderabad's Osmania University.

Using a survey method, this study examined the emotional challenges of schoolchildren and their relationship to stresses (life events) and academic progress. We wanted to find out if students with and without emotional issues differed in their mean life event scores from one another, as well as to find out if there was a gender difference in their mean life event scores. We also wanted to find out if students with and without emotional issues differed in their mean life event scores from one another. . When comparing kids with and without emotional issues, sociodemographic characteristics should be taken into consideration. ; to look into academic achievement; to see if students with and without emotional problems differ in terms of academic achievement; to see if students with and without emotional problems differ in terms of mean life event scores in relation to academic achievement; to determine whether students with and without emotional problems differ in terms of mean life event scores in relation to academic achievement; to determine Boys experienced more life events and more occurrences, and they were more likely than girls to have worse academic achievement, according to the results. Scholastic achievement was found to have no effect on intelligence in the current study because scholastic achievement was found to have stabilised over time; no differences were found between sociodemographic factors and emotional disorders,

scholastic achievement and life events, or between scholastic achievement and intelligence in the current study because scholastic achievement was found to be stable over time;

Darsana, M. (2007). "The connection between emotional maturity and specific achievement-facilitating variables among upper secondary school pupils." Kerala, Kollam.

The study's goal was to examine the emotional intelligence of different groups based on sex, school location, type of school administration, and socioeconomic position in order to see if there was any correlation between mental health and academic success. Study goals included determining the relationship between emotional intelligence and success-enhancing variables in the overall sample as well as relevant subsample, as well as comparing groups based on gender, school location, style of leadership at the school, as well as socio-economic status (high SES, low SES). There is a strong correlation between emotional intelligence and motivation to succeed, as well as between males and females' emotional maturity and emotional understanding, according to the researcher. This study found a large gender gap, indicating that this statistic should be used in future studies. The results of this study show that there is a gender difference in social ability, with men outperforming women. In terms of emotional awareness, emotional facilitation of thought, and emotional control, there are no significant variations between boys and girls.

Ramrakha and co-authors (2017). "Childhood behavioural and emotional disorders"

They wanted to know if behavioural and mental health problems in childhood were linked to an early sexual debut, risky sex at age 21, and sexually transmitted diseases up to age 21. Various meditational methods were also examined. We gathered information from youngsters as young as 5 and as old as 21 years old. Gender, socioeconomic status, parenting styles, and even shifts in one's physical location

were all taken into consideration. High levels of antisocial behaviour in children between the ages of 5 and 11 were linked to an increased risk of early sexual debut and unsafe sex. There was no link found between being hyperactive and having problems with one's sexual health. High levels of worry, on the other hand, were linked to a lower risk of sexually transmitted diseases or unsafe sex. Some of the association between antisocial behaviour and early sexual debut and hazardous sex was accounted for by participation in delinquent peer groups. Some of the link between antisocial behaviour and an early sexual debut may be explained by a difficult relationship with one's parents. Behavioral and mental issues in childhood are linked to poorer adult sexual health, according to these data.

Among others, Ross et al (2017). "Delinquent vs non-delinquent adolescents' empathy and emotional responsiveness."

They studied the empathy and emotional responsiveness of delinquent and non-delinquent youth. Empathy scales and interview questions measuring empathy, emotional responsiveness, guilt, shame, and antisocial attitudes and behaviours were given to two groups of male adolescents in this study: incarcerated young offenders (N = 64; mean age = 16.3 years) and community youth (N = 60; mean age = 16.6 years). The two groups of young men were compared using the empathy scales and interview questions. Even though both groups agreed on the broad definition of empathy, juvenile offenders were less likely to show empathy for specific individuals or events and were more likely to justify their empathic behaviours in terms of themselves alone. Their emotional reactions to stimuli were also described as less acute. As expected, responsive empathy was a more reliable predictor of delinquency than self-reported antisocial behaviour, correctly categorising 69% of young offenders and comparison juveniles. Despite the fact that reduced self-reported aggressive conduct and attitudes were linked to reduced

guilt, only a modest difference existed between the two groups, limiting the TOSCA-utility A's ability to predict recidivism.

"Emotional Adaptation and Acceptance Letter of the Child: Corresponds of Achievement," Usha P. (2017). Kerala.

There were two main purposes of the research: first, to see if there was a link between math achievement and (a) emotional adjustment and (b) family acceptance of the child for the entire sample and relevant sub-samples; second, to compare math achievement between boys and girls and urban and rural samples. A survey was the method of choice. Using a proportionate stratified sampling process, 700 students in standard IX were picked from three districts in Kerala. Emotional adjustment, family approval of the kid rating scale, and a math achievement exam were all employed in the study. Pearson's product moment coefficient of correlation was used to analyse the data. Children's emotional adjustment, family acceptance, and mathematics achievement differ significantly between rural and urban students, according to the study, which found a link between the two variables in both the overall sample and subsamples. The study also found no link between the two variables in the emotional adjustment of students. As a result, studies show that a child's academic success is closely tied to his or her ability to cope emotionally and be accepted by family members.

Vineeta Chaudhary (2018). "Academic achievement's effect on creativity". Uttarakhand's Nainital.

The goal of this study is to examine the link between academic achievement and creativity in students who are creative and those who are not creative. Students from various high schools were selected for a random sample of 500. We tested Baquer Mehdi's originality on both a technical and nonverbal level. The Jalota Mental Ability Test was used to categorise the students as either creative or non-creative. The students' grades were determined by their final exam scores. There was a

connection coefficient of 0.234 between creativity and academic achievement for creative kids and 0.14 for non-creative pupils. The correlation between these two characteristics and the creative children was significant. It shows that creative students who scored higher on creativity tests also scored higher on indicators of academic accomplishment, and the reverse is true as well. In contrast, there was no correlation between these two traits in students who were not creative. High achievers and creative students have a positive and significant relationship with academic accomplishment, while non-creative students have no such connection. Exam scores are a reliable measure of an individual's ability to attain academic success since they provide as an indication of their ingenuity.

"Emotional Awareness: A Theory Building," Kaur Jagpreet and Singh Kulwinder (2018). Pujabi University, Patiala.

Emotional maturity is the most recent discovery in our understanding of the relationship between logic and feeling. There is a strong connection between "social intelligence" and the notion in question. Emotional and cognitive skills are required for every ability. To put it another way, this is the antithesis of intelligence's purely cognitive aspect. The psychometric dependency of emotional maturity and intellect has been examined theoretically.

Neeta Mahajan & Shweta Sharma (2018). "Adolescence's stress and storm". Agra.

Teenagers' anxieties were examined in four distinct areas: physical, social, emotional/psychological and educational. A multi-stage stratified random sample process was used to choose 40 boys and 40 girls (ages 15-17) for this study. The data was collected using a self-structured questionnaire. School has been reported to be the main source of anxiety for girls; ladies have been found to be more concerned than males with their grades and percentages. Boys were shown to have a greater prevalence of physical anxiety than girls. There was a notable gender gap

in the levels of generalised anxiety experienced by the two groups. Although anxiety and mental strain were shown to be more prevalent in boys for unknown reasons, girls were found to be more emotionally unstable than boys. Adolescents, on the other hand, have been found to be exceedingly self-conscious and embarrassed when they are the target of criticism from others.

Vandana Mehra & Anjali Sharma (2018). "The effect of yogic practises on female adolescents' social and academic stress". Chandigarh University & D. M. College of Education, Moga.

Study participants were 120 female high school students in Chandigarh, India, who attended a representative government school in the city. Research was conducted in order to determine the effects of yoga on social stress in high school students; to determine the effects of yoga on social stress in high school students; to determine the effects of yoga on social stress in high school students; to determine the effects of yoga on social stress in high school students; to determine the effects of yoga on social stress in high school students; and to determine the effects of yoga Researchers came to the important conclusion that students who used yogic techniques had lower levels of stress in their social and academic lives. In the current study, researchers looked at the impact of yogic practises on the social and academic stress of adolescents. Adolescents' social and academic stress can be alleviated with the help of yogic practises. The study is essential for psychologists, educators, principals, parents, and counsellors who want to manage teenagers in an effective manner.

Mishra Mukti, Rao Vaishali, and Gautami Bhatpahari (2018). "College females' emotional intelligence". Chhattisgarh, Raipur.

We wanted to see if there was any difference in emotional intelligence between college girls from tribal and non-tribal backgrounds, as well as those from the schedule caste. Emotional intelligence was tested in a study by Ajawani et al. (2002)

on twenty female undergraduates ranging in age from 18 to 22 years old, with backgrounds ranging from tribal to non-tribal. It measures 15 dimensions of emotional intelligence, including emotional self-recognition, assertiveness, self-esteem, self-actualization, self-actualization independence, interpersonal relationships, social responsibility and empathy, reality-testing, adaptability, problem-solving, stress tolerance, impulse control, and optimistic outlook The mean and f-ratio were determined to establish the significance of the disparities between tribal, non-tribal, and schedule caste college women's emotional intelligence. No statistically significant differences in emotional intelligence were found between tribal, non-tribal, and schedule caste college students.

CHAPTER –3

RESEARCH DESIGN

The establishment of a research design is the third stage of academic research. A study design is a cartography technique that relies on sampling. Samples are used to test theories and hypotheses. A research strategy, methodology, and instruments are used to acquire evidence and analyse the results. A research design is the preparatory work that must be done before a project can be started. The following elements make up a study design:

- The study's goals and objectives
- The research's hypotheses
- An investigation's methodology and approach
- The design of the research tools to be used in sampling
- Assembling information
- Methods of data analysis

To test hypotheses, the researcher needs a process that allows him or her to determine the link between an independent variable and a dependent variable. Design for research has two primary purposes according to Nokerling'er:

- In order to respond to research inquiries.
- To keep everything consistent.

Reliability, validity, objectivity, and correctness are among criteria taken into consideration when developing a study design. The design and implementation of any research project is meticulously planned so that we may use empirical evidence to flesh out our research questions.

THE STUDY'S GOALS AND OBJECTIVES:-

The goals of this study were to accomplish the following:

O1.Emotional maturity and stress in high school kids are to be studied.

O2.This research aims to examine the association between emotional intelligence and student adjustment in high school pupils.

O3. Students in senior high school participated in this study to see if there was any link between their study habits and their grades.

O4. People with and without emotional maturity will be compared in terms of their stress levels.

O5. Examine differences in mean adjustment scores between pupils with high emotional intelligence and those who have low emotional intelligence.

O6. To examine the disparity in mean academic achievement between students with high and low emotional maturity.

O7. To see if there is a difference in mean stress levels between males and females with high emotional intelligence and those with low.

O8. To examine the difference in mean adjustment scores between males and females with high and poor emotional intelligence.

O9. To examine the difference in mean academic achievement between male and female students with high and poor emotional maturity.

O10. To examine the difference in mean stress levels between urban and rural pupils with high and poor emotional intelligence.

O11. To examine the difference in mean adjustment scores between domestic and international students with high and poor emotional intelligence.

O12. To examine the difference in mean academic achievement between urban and rural students with high and poor emotional maturity.

THE STUDY'S HYPOTHESES:

The current investigation has enabled the formulation of the following hypothesis:-

H1. Stress and Emotional Intelligence do not appear to be linked in any meaningful way among students in the upper secondary school grades.

H2. No correlation exists between Emotional Intelligence and Adjustment in students in the upper secondary school grades.

H3. Emotional Intelligence and Academic Achievement Have No Relationship Among Senior High School Students.

H4. Among students with and without a high level of emotional intelligence, there is no statistically significant difference in the mean stress scores.

H5. Students with strong and poor levels of cognitive empathy do not differ significantly in their mean Adjustment scores.

H6. Between students with high or poor Emotional Intelligence, there is no discernible difference in their mean Cognitive Achievement scores.

H7. Stress levels among rural and urban students with high Emotional Intelligence are not statistically different.

H8. Among rural and urban students with low Emotional Intelligence, there is no statistically significant variation in mean stress ratings.

H9. Students with strong Emotional Intelligence, regardless of gender, have similar mean Stress scores.

H10. Students with low Emotional Intelligence, both male and female, have similar mean Stress ratings.

H11 The mean Adjustment scores of rural and urban students with strong Emotional Intelligence are not significantly different.

H12. Rural and urban students with low Emotional Intelligence do not have significantly different mean Adjustment scores.

H13. Boys and girls with a high level of emotional intelligence do not have significantly different mean Adjustment scores.

H14. Male and female students with low Emotional Intelligence do not differ much in their Adjustment scores on average.

H15. Rural and urban students with high Emotional Intelligence do not have statistically significant differences in mean Intellectual Achievement scores.

H16. No significant difference in mean Intellectual Achievement scores exists between rural and urban pupils with poor Emotional Intelligence.

H17. Students with strong Emotional Intelligence score the same academically whether they are male or female.

H18. Male and female students with low Emotional Intelligence have no statistically significant differences in mean Cognitive Achievement scores.

METHOD OF RESEARCH APPLIED

Descriptive survey methods were used to investigate the correlation between self - esteem and stress, emotional maturity, and adjustment, and emotional intelligence and academic achievement, as well as to determine whether rural/urban and male/female learners with good emotional intelligence had significantly different mean strain, adjustment, and academic achievement scores. Students in the eleventh grade were given the emotionally intelligent scale, the stress scale, and the adjustment scale by the researcher, who conducted the research in various Delhi-area schools, both urban and rural.

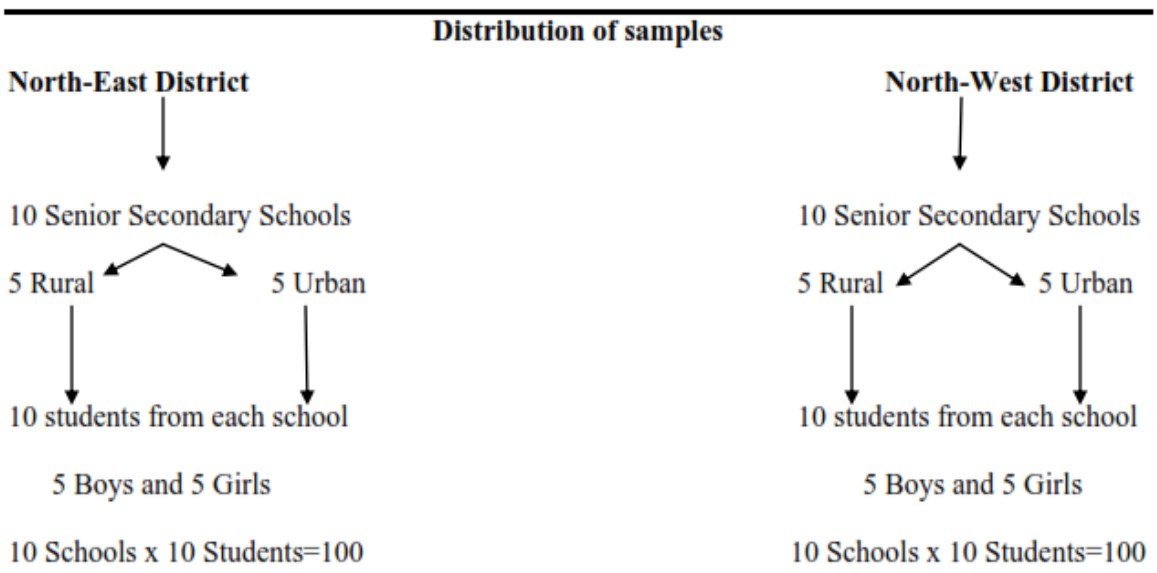
Sampling Techniques

The sample is critical to both the conduct of research and the interpretation of its findings. Unless an exceptional case occurs in which a whole sense is taken, research is usually always undertaken using a sample from which generalisations about the cases from which a sample was drawn are drawn.

Random sampling was utilised to collect data on 200 senior secondary school students from urban and rural schools. For the urban and rural areas, samples were taken from Lucknow region schools. Delhi is divided into eight districts. However, the study's sample was selected from two districts: North-West and North-East.

Following the selection of these two districts, a random sample procedure was used to choose 20 Co-Ed. Government Senior Secondary Schools. A total of 200 pupils were randomly selected from these schools. The sample distribution and the names of the schools from which data were obtained are depicted in the figure and table below, respectively.

Fig. 2



In view of the importance of sampling the investigator selected the following schools:

Table-II

School Names and Numbers of Urban Senior Secondary Schools

Sr.no.	Name of the School	Class selected	No. of students	
			Boys	Girls
1.	Govt. Co-Ed. Sr. Sec. School, Lucknow	XI	05	05
2.	Govt. Co-Ed. Sr. Sec. School, Loni Lucknow.	XI	05	05
3.	Govt. Sarvodaya Bal Vidyalaya, Lucknow	XI	05	05
4.	Govt. Sarvodaya Bal Vidyalaya, Lucknow	XI	05	05
5.	Govt. Co-Ed. Sr. Sec. School, Lucknow.	XI	05	05
6.	Govt. Co-Ed. Sr. Sec. School, Lucknow.	XI	05	05
7.	Govt. Co-Ed. Sr. Sec. School, Lucknow.	XI	05	05
8.	Govt. Co-Ed. Sr. Sec. School, Lucknow.	XI	05	05
9.	Govt. Co-Ed. Sr. Sec. School, Lucknow.	XI	05	05
10.	Govt. Sarvodaya Bal Vidyalaya, Lucknow	XI	05	05
	TotalNo. ofStudents	XI	50	50

Table-III

Name and Numbers of Rural SeniorSecondary Schools from where data were collected

Sr.no.	Name of the School	Class selected	No. of students	
			Boys	Girls
1.	Govt. Co-Ed. Sr. Sec. School, Lucknow	XI	05	05
2.	Govt. Co-Ed. Sr. Sec. School, Char Bhaag Lucknow	XI	05	05
3.	Govt. Co-Ed. Sr. Sec. School, Alam Bhaag Lucknow	XI	05	05
4.	Govt. Co-Ed. Sr. Sec. School, Indra nagar Lucknow	XI	05	05
5.	Govt. Co-Ed. Sr. Sec. School, Munshi ki Pulia Luckniw	XI	05	05
6.	Govt. Co-Ed. Sr. Sec. School, Hajrat Gang Lucknow	XI	05	05
7.	Govt. Co-Ed. Sr. Sec. School, Lucknow	XI	05	05
8.	Govt. Co-Ed. Sr. Sec. School, Lucknow.	XI	05	05
9.	Govt. Co-Ed. Sr. Sec. School, lucknow	XI	05	05
10.	Govt. Sarvodaya Bal Vidyalaya, Lucknow	XI	05	05
	TotalNo. ofStudents	XI	50	50

Instruments of Research and Their Descriptions

The following standardized instruments were used in the study:

- Emotional IntelligenceScale (EIS)
- Bist BatteryofStress Scale (BBSS)

- Bell Adjustment Inventory

(I) Emotional IntelligenceScale (EIS)-(2007)

Anukool Hyde Sanjyot pethe and Upinder Dhar invented this test. This 34-item exam assesses emotional intelligence via ten elements.

- Self-Awareness
- Empathy
- Self-motivation
- Stability in terms of emotions
- Integrity in dealing with others
- Self-Development
- Commitment to values
- Dedication
- Compassionate Conduct

Reliability:- A reliability coefficient based on the responses of 200 people was used to assess the scale's dependability. The split-half reliability coefficient was found to be 0.88.

Validity:- The scale has good content validity in addition to its face validity, because all of the items were related to the component being evaluated. According to the experts' assessments, the scale's components are directly related to the concept of emotional intelligence. Using the coefficients of dependability, a reliability index was calculated, and its value of 0.93 indicated a strong validity value (Garrette, 1981).

EMOTIONAL INTELLIGENCE FACTORS:-

(a) Self-awareness is the capacity to be aware of oneself, as evaluated by items 6,12,18,29. These answers include "I am capable of continuing to accomplish what I believe in in the face of severe criticism," "I have my priorities straight," "I believe in myself," and "I have developed rapport with and sustained personal friendships with coworkers." This component is the most powerful, accounting for 26.8 percent of

variance and carrying a total factor load of 2.77. This element has a 0.66 correlation with the total score.

(b) Items 9, 10, 15, 20, and 25 measure one's ability to empathise with and understand another person. Many people have traits like these, such as: "I am open to hearing other people's worries and anxieties," "I am always ready to listen without interrupting," "I try to see things from the other person's point of view," and "I am able to stay focused even while under pressure." This component accounts for 7.3% of the variance and has a factor load of 3.11. There is a 0.70 correlation between the factor's score and the overall score.

(c)Self-motivation is defined as internal motivation and is quantified by the numbers 2, 4, 7, 8, 31 and 34. These are the goods. "People tell me that I inspire them," I am capable of making intelligent decisions while maintaining a healthy balancing act of emotion and reason, "I am capable of assessing a situation and then acting," I am capable of concentrating on the task at hand in the face of distractions, "I believe that feelings should be managed," and "I genuinely think that happiness is an attitude." This component contributes 6.3 percent of the variance and has a factor load of 3.28. It has a correlation coefficient of 0.77 with the total score.

(d) The items 14, 19, 26, and 28 assess emotional stability. These include the following: "I am able to maintain my composure in both good and terrible situations," "I am receptive to fresh ideas and information," and "I am relentless in working hard despite difficulties and setbacks." With a cumulative energy load of 2.51, this component explains 6.0 percent of variance. This element has a 0.75 association with the total score.

(e) Relationship management is quantified by 1,5,11, and 17. The statements that quantify this aspect are "I can motivate everyone else to work even when circumstances are unfavorable," "I am self-motivated to accomplish a good job," "I am viewed as sociable and outgoing," and "I can see the bright side of any scenario."

With a cumulative energy load of 2.38, this component explains 5.3 percent of variance. This element has a 0.67 correlation with the total score.

(f) Items 16, 27, and 32 assess integrity. "I am capable of standing up for my values," "I go above and beyond what is asked of me," and "I am conscious of my shortcomings" are the phrases that quantify this quality. With a cumulative energy load of 1.88, this component explains 4.6 percent of variance.

(g) Self-development is quantified by items 30 and 33, which read "I am able to detect and separate my emotions" and "I feel a need to improve myself even when my profession does not need it," respectively, and accounts for 4.1 percent of the variation with a maximum weight of 1.37.

(h) Items 21 and 22 assess value orientation. The phrases "I am capable of upholding norms of honesty and integrity" and "I am capable of confronting others' unethical behaviour" account for 4.1 percent of variation with a cumulative energy load of 1.29.

(i) The elements 23 and 24 quantify commitment. This component is measured by "I am capable of meeting obligations and follow pledges" and "I am organised and meticulous in my job." This factor explains 3.6 percent of the variance and has a factor load of 1.39.

(j) The measures 3 and 13 assess altruistic conduct. The items are "I am capable of encouraging others to take initiative" and "I am capable of resolving issues in my immediate vicinity." With a cumulative energy load of 1.3, it explains 3.0% of variance.

(II) Bist Batteryof StressScale (BBSS)-(2006)

Abha Rani Bist of Kumaun University in Almora was the inventor of this battery.

This battery is equipped with the following scales:

(a) Scale of existential stress (SES)

(b) Scale of achievement stress (SAchS)

(c) Scale of academic stress (SAS)

(d) Scale of self-actualization stress (SSAS)

(e) Scale of physical stress (SPS)

(f) Scale of self-concept stress (SSCS)

(g) Scale of social stress (SSS)

(h) Scale of role stress (SRS)

(i) Scale of institutional stress (SIS)

(j) Scale of family stress (SFS)

(k) Financial stress scale (FSS)

(l) Scale of vocational stress (SVS)

(m)Scale of superstition stress (SSUS)

This battery assesses the four stressors:

- Disappointment
- Struggle
- Stress
- Tension

(a) Reliability:

According to the three methods used to evaluate the battery's reliability, the battery was found to be reliable in three ways: 1) short-term correlations between test results, 2) long-term stability, and 3) split-half correlation coefficients and co-relations between total scores and the scores on each element.

(b) Validity

Almost all scales appear to be valid in terms of both content and items. This is supported by the way in which things are chosen. A second time was devoted to determining the scales' internal consistency (also known as their discriminability). Constructs that tested students' differentiation on a relevant dimension were the first sort of constructs to be studied in this study. A part of my recollection was taken over by someone else. For example, the theory-predicted construct could be linked to the scale-measured construct. An impartial assessment was carried out. On both occasions, the construct's validity was proven.

(III) Bell Adjustment Inventory

The Bell adjustment inventory (student version) is a frequently used personality test. H. M. Bell created the inventory in 1934. The portfolio was once again subjected to all technical procedures for test standardisation during the adaption process, which makes it particularly suitable for usage in Hindi-speaking communities. Because the standardised samples included undergraduate students from a variety of rural and urban universities, this inventory can be used in high school final classes as well as in colleges, in both individual and group settings.

Following item analysis, 135 items were kept from a total of 140 in the Mohsin-shamshad adaptation of the Bell adjustment inventory (1969). The test measures four different aspects of adjustment: physical health, social well-being, and emotional well-being, and then compiles the results to get an overall adjustment score. Stubbornness, submissiveness, and introversion are all measures of social awkwardness; sadness, anxiety, and other mood disorders are indicators of emotional awkwardness. These are all ways to measure how well people are adjusting to their new environments. A high score on the inventory indicates little or no adjustment, whereas a low score indicates a great deal of adjustment, both in terms of specific areas and across the board. Home (35), Health (31), Social (34), and Emotional (34) are the four adjustment areas with the most items each (35 items). There are three

options for each response. Reliabilities: We may sum up the results of the overall assessment, as well as the results of the test-retest and odd-even reliability analyses conducted in various regions:

Dimensions	**Test-Retest**	**Odd-even (full-test)**
Home	.700	.806
Health	.804	.824
Social	.868	.738
Emotional	.919	.855

Validity: Each sub-items scale's were chosen based on their strength of relationship with the sub-total test's test results. To accomplish this, Kelley's (1939) proposal of comparing extreme groupings comprising of the 27% higher and 27% lower performing groups was followed.

(IV) Test of ability

To determine the kids' performance, their previous class grades were used.

Conduct of Examinations and Data Collection

To achieve a more positive response, cooperation, real interest, and personal interaction, the investigator visited each school personally. The administrators of these institutions were contacted to enlist their assistance in administering the tools and collecting data, and dates for data collection were established. The investigator made every effort to compile a report that included all responders. Each student received all three sets of tests and instructions on how to complete them on time and without incident.

Emotional Intelligence Scale: The researcher followed the manual's directions for administering this test to the children. The following instructions were given.

(i) There is no time restriction for completing this test, but it should take no more than 10-15 minutes to complete.

(ii) Make it clear that replies should be evaluated for consistency before giving the scale. All responses are strictly confidential.

(iii) It was also made clear that there are no right or wrong answers to the questions. There is a wide range of responses to different situations, and these comments are meant to show that. The scale is not meant to assign moral or ethical values to the people it measures.

(iv) Emphasis was placed on the importance of responding to all statements and leaving no statement unanswered.

(v) Despite the fact that the scale is self-administered, it has been discovered that reading aloud the response page instructions to the student teachers is useful.

A total of 200 students from the aforementioned institutions took the test. Before the test, they were given the preceding instructions.

There should be a scale of 5 for strong agreement, 4 for agreement, 3 for neutral agreement, 2 for disagreement and 1 for extreme disagreement for each item or phrase.

Bist Battery of Stress Scales: The investigator followed the manual's directions for administering this test to the kids. The directions were as follows:

(i) There is no time limit on how long this test must be completed.

(ii) Prior to administering the scale, it is prudent to explain verbally that responses should be reviewed for consistency. Responses will be kept completely secret.

(iii) It was also stressed that there are no correct or incorrect responses to the statements. The statements are intended to illustrate the range of individual responses to diverse situations. The scale is intended to identify distinctions between persons, not to judge them as good or bad.

(iv) Emphasis was placed on the importance of responding to all statements and leaving no statement unanswered.

(v) Although the scale is self-administered, it has been found beneficial to read aloud to the student instructors the instructions given on the response page.

The exam was given to 200 students from the aforementioned schools. They were given the instructions above prior to the test's administration. Positive statements are scored as follows:

Always	**Often**	**Sometimes**	**Rarely**	**Never**	**Total**	**Grand**
too much	**Much**	**Average**	**Less**	**Not at all**		**Total**
4 4	3 3	2 2	1 1	0 0		

Negative remarks, on the other hand, are the exact opposite. There will be different totals for frequency and quantity. As a result of adding the frequency and quantity points, the final tally will be determined. The higher the score, the greater the amount of stress. It is inevitable that each tally will result in:

(a)Frequency of stress score

(b)Quantity ofstress score

(c)Totalstressscore

Directions for answering the questions were included on front cover of the test booklet, as were the protocols for administering the test. Although no time limit is specified, the inventory process takes around 35 to 40 minutes. Following the instructions, the testee should be given a test booklet of Bell's adjustment inventory and requested to fill in his name, date, and class, as well as make any other relevant entries. He should then silently read the instructions. He should be advised to refrain from reading the questions unless specifically requested. Before the actual exam

begins, it is necessary to check that the testee/testees have comprehended the instructions. The test may be given to a person or a group. The inventory is graded by counting the number of responses that are marked in each adjustment area. Each response should be assigned a score in the manual. Each response must be assigned a value of one. A high score indicates insufficient correction. The aggregate of scores in several areas provides an indication of overall adjustment.

StatisticalTechniquesUsed

The data were analysed and interpreted using the following statistical techniques:

(i) Mean

(ii) Median

(iii) t-test

(iv) Correlation of the Product Moment

DELIMITATIONS

- The current study focused exclusively on Co-Ed. Senior Secondary pupils.
- The sample size was set at 200 students in class XI.
- The population was restricted to those aged 17-20 years.
- The current study focused exclusively on ten urban and ten rural region schools.
- The sample for urban and rural schools was restricted to the Delhi region.
- To determine a student's achievement, their previous class grade was used.
- Academic and familial stress were the only sources of stress.

CHAPTER 4
ANALYSIS AND INTERPRETATION OF DATA

The data collected from the participants was examined to meet the study's goals. Quantitative analysis of the data was performed. Detailed information about each response is provided in this chapter.

The students took three different types of assessments, each with a different set of standards. These were utilised to determine the relevance of the association between emotional intelligence, stress, adjustment, and academic accomplishment. To find out if rural/urban and male/female pupils had different levels of emotional intelligence, it was used to compare stress, adjustment, and academic achievement scores. A total of 200 seniors from rural and urban high schools make up the sample. Appendix A to L (See in appendices) lists the emotional intelligence, adjustment, stress, and academic achievement scores of students selected for the study from various schools.

Data interpretation results in conclusions and results. It is critical to have a relevant picture of the data gathered. It indicates what the discovery shows? What do these terms imply? What purpose do they serve? What is the solution to the first problem?

The following pages detail the hypotheses, their computed findings, and the interpretation based on those results. The data are interpreted only on the basis of the investigator's objective approach. There is no judgment, and data tampering occurs regardless of the outcome.

Hypothesis 1:

There is no evidence of a link among Emotional Intelligence and Anxiety in Senior Secondary Students.

Table IV:

Relationship between Emotional Intelligence and Stress

Relationship between	Calculated 'r' value	Standard Error	Significance of Relationship 't' value	Table 't' value at 0.01 level	Table 't' value at 0.05 level	Degree of freedom (N-2)
EI and Stress	-0.4650	0.0624	7.45	2.58	1.96	198

Interpretation:

This demonstrates that when emotional intelligence scores grow, stress levels decrease. A high stress number indicates a higher level of stress. This suggests that students with a high level of emotional maturity have less stress in their lives. The obtained't' value with degree of freedom (198), which is 7.45, is greater than the table't' value for the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates a negative significant association between emotional intelligence and stress, implying that emotional intelligence has a direct effect on stress levels in senior secondary students. Students with a high level of emotional intelligence lead stress-free lives.

Hypothesis 2:

There is no evidence of a link among Emotional Intelligence and Adaptation amongst Senior Secondary Students.

Table:-V

Relationship between Emotional Intelligence and Adjustment

Relationship between	Calculated 'r' value	Standard Error	Significance of Relationship 't' value	Table 't' value at 0.01 level	Table 't' value at 0.05 level	Degree of freedom (N-2)
Emotional Intelligence and Adjustment	-0.506	0.0613	8.260	2.58	1.96	198

Interpretation:

The calculated 'r' value indicates that emotional intelligence and adjustment are negatively correlated. This demonstrates that when emotional intelligence scores grow, adjustment scores decline. A lower adjustment score indicates better adjustment. This suggests that pupils who demonstrate a high level of emotional intelligence are well-adjusted. The resulting 't' value with level of flexibility (198), which is 8.260, is greater than the table's 't' value at the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates a negative significant association between emotional intelligence and adjustment, implying that emotional intelligence has a direct impact on adjustment in senior secondary students. Students that demonstrate a high level of emotional intelligence are well-adjusted in their lives.

Hypothesis 3:

There is no evidence of a link among Emotional Intelligence and Academic Achievement in Senior Secondary Students.

Table:-VI

Relationship between Emotional Intelligence and Academic Achievement

Relationship between	Calculated 'r' value	Standard Error	Calculated 't' value	Table 't' value at 0.01 level	Table 't' value at 0.05 level	Degree of freedom (N-2)
Emotional Intelligence and Academic Achievement	0.2633	0.0685	3.84	2.58	1.96	198

Interpretation:

The calculated correlation coefficient indicates a positive relationship between study habits and academic achievement. The resulting 't' value with degree of freedom (198), which is 3.84, is more than the table's 't' value at the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates that the null hypothesis is rejected, indicating that there is a strong positive association between scholastic achievement among seniors. Students that have a high level of emotional intelligence achieve greater academic success.

Hypothesis 4:

There is no statistically significant difference in mean Stress scores between students with lower and higher Emotional Intelligence.

Table:-VII

Difference between mean Stress scores of students having High and Low Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Stress of high Emotional Intelligence students	106	133.198	24.35	6.36	1.96 at 0.05 level	199
Stress of low Emotional Intelligence students	94	151.64	16.37		2.58 at 0.01 level	

Interpretation:

The resulting 't' value with level of flexibility (199), which really is 6.36, is more than the table's 't' value at the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates that the null hypothesis is rejected, indicating that there is a substantial difference in mean Stress levels between students with elevated / low Emotional Intelligence.

Hypothesis 5:

There is no statistically significant difference in the mean Adaptation scores of kids with and without high emotional intelligence.

Table:-VIII

Difference between the mean Adjustment scores of students having High and Low Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Adjustment of high EI students	106	38.83	12.94	6.63	1.96 at 0.05 level	199
Adjustment of low EI students	94	50.64	12.23		2.58 at 0.01 level	

Interpretation:

The derived 't' value with level of flexibility (199), which is 6.63, is more than the table's 't' value at the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates that the null hypothesis is rejected, indicating that there is a substantial difference in mean Adjustment scores between students with elevated / low Emotional Intelligence.

Hypothesis 6:

There is no statistically significant difference in mean Educational Academic achievement of pupils with and without high Emotional Intelligence.

Table:-IX

Difference between the mean Academic Achievement scores of students having High and Low Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Academic Achievement of high EI students	106	66.06	8.45	2.96	1.96 at 0.05 level	199
Academic Achievement of low EI students	94	62.18	9.89		2.58 at 0.01 level	

Interpretation:

The resulting 't' value with level of flexibility (199), which is 2.96, is more than the table's 't' value at the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates that the null hypothesis is rejected, indicating that there is a statistically significant difference in the mean Educational Academic achievement of children with elevated / low Emotional Intelligence.

Hypothesis 7:

There is no statistical difference in mean Stress scores between rural and urban students with high Emotional Intelligence.\

Table:-X

Difference between mean Stress scores of rural and urban Students having High Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Stress of high EI rural students	54	124.72	22.02	4.25	1.96 at 0.05 level	104
Stress of high EI urban students	51	144.31	25.04		2.58 at 0.01 level	

Interpretation:

The resulting 't' value with level of flexibility (104), which is 4.25, is more than the table's 't' value at the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates that the rejection of the null hypothesis, indicating that there is a substantial difference in mean Stress ratings between rural and urban children with high Emotional Intelligence.

Hypothesis 8:

There is no difference in mean Stress scores between rural and urban pupils with poor Emotional Intelligence.

Table:-XI

Difference between mean Stress scores of rural and urban Students having Low Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Stress of low EI rural students	46	145.96	15.29	2.63	1.96 at 0.05 level	94
Stress of low EI urban students	49	154.35	15.81		2.58 at 0.01 level	

Interpretation:

The derived 't' value with level of flexibility (94), which is 2.63, is more than the table's 't' value at the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates that the rejection of the null hypothesis, indicating that there is a substantial difference in mean Stress ratings between rural and urban pupils with poor Emotional Intelligence.

Hypothesis 9:

The constant Stress scores of male and female students with high Emotional Intelligence are not significantly different.

Table:-XII

Difference between the mean Stress scores of male and female students having High Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Stress of high EI male students	53	135.23	24.25	1.28	1.96 at 0.05 level	104
Stress of high EI female students	52	129.23	23.61		2.58 at 0.01 level	

Interpretation:

The resulting 't' value with level of flexibility (104), which is 1.28, is less than the table's 't' value at the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates that the null hypothesis is accepted, indicating that there really is no significant difference in mean Stress ratings between male and female students with high Emotional Intelligence.

Hypothesis 10:

The constant Stress ratings of male and female students with poor Emotional Intelligence are not significantly different.

Table:-XIII

Difference between the mean Stress scores of male and female students having Low Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Stress of low EI male students	47	150.47	14.41	1.15	1.96 at 0.05 level	94
Stress of low EI female students	48	154.15	16.68		2.58 at 0.01 level	

Interpretation:

The obtained 't' value with level of flexibility (94), which is 1.15, is less than the 't' value in the table for the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates that the null hypotheses, indicating that there is no statistically significant difference in the mean Stress ratings of males and females with low Emotional Intelligence.

Hypothesis 11:

There is no statistically significant difference Readjustment scores between student users with high Emotional Intelligence.

Table:-XIV

Difference between the mean Adjustment scores of urban and rural students having High Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Adjustment of high EI rural students	54	37.44	12.68	1.34	1.96 at 0.05 level	104
Adjustment of high EI urban students	51	40.76	12.75		2.58 at 0.01 level	

Interpretation:

The derived 't' value with level of flexibility (104), which is 1.34, is less than the table's 't' value at the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates that the null hypothesis is accepted, indicating that there is no difference in mean Adjustment scores between rural and urban pupils with high Emotional Intelligence.

Hypothesis 12:

There is no variation Adjustment scores between rural and urban students with poor Emotional Intelligence.

Table:-XV

Difference between the mean Adjustment scores of urban and rural students having Low Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Adjustment of low EI rural students	46	50.15	11.85	0.20	1.96 at 0.05 level	94
Adjustment of low EI urban students	49	50.69	13.62		2.58 at 0.01 level	

Interpretation:

The resulting 't' value with level of flexibility (94), which is 0.20, is less than the 't' value in the table for the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates that the null hypothesis is accepted, indicating that there is no significant difference in mean Adjustment scores between rural and urban pupils with low Emotional Intelligence.

Hypothesis 13:

There is no statistically substantial distinction Adjustment scores between male and female students with high Emotional Intelligence.

Table:-XVI

Difference between the mean Adjustment scores of male and female students having High Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Adjustment of high EI male students	53	39.74	12.52	0.28	1.96 at 0.05 level	104
Adjustment of high EI female students	52	39.00	14.19		2.58 at 0.01 level	

Interpretation:

The resulting 't' value using level of flexibility (104), which is 0.28, is less than the table's 't' value at the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates that the null hypothesis is accepted, indicating that there is no significant difference in mean Adjustment scores between male and female students with high Emotional Intelligence.

Hypothesis 14:

There is no statistically substantial distinction Adjustment scores between male and female students with poor Emotional Intelligence.

Table:-XVII

Difference between the mean Adjustment scores of male and female students having Low Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Adjustment of low EI male students	47	51.66	11.86	1.23	1.96 at 0.05 level	94
Adjustment of low EI female students	48	48.54	12.86		2.58 at 0.01 level	

Interpretation:

The derived 't' value with level of flexibility (94), which is 1.23, is less than the table's 't' value at the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates that the null hypothesis is accepted, indicating that there is no significant difference in mean Adjustment scores between male and female students with low Emotional Intelligence.

Hypothesis 15:

There is no statistically substantial distinction Academic Achievement scores between rural and urban pupils with high Emotional Intelligence.

Table:-XVIII

Difference between the mean Academic Achievement scores of rural and urban students having High Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Academic Achievement of high EI rural students	54	71.05	13.42	6.86	1.96 at 0.05 level	104
Academic Achievement of high EI urban students	51	61.22	15.32		2.58 at 0.01 level	

Interpretation:

The resulting 't' value with level of flexibility (104), which is 6.8666, is more than the table's 't' value at the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates that the hypothesis is rejected, indicating that there is a substantial difference in mean Academic Achievement scores between rural and urban pupils with high Emotional Intelligence.

Hypothesis 16:

There is no statistically substantial distinction Academic Achievement scores between rural and urban pupils with poor Emotional Intelligence.

Table:-XVIX

Difference between the mean Academic Achievement scores of rural and urban students having Low Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Academic Achievement of low EI rural students	46	64.91	10.13	3.10	1.96 at 0.05 level	94
Academic Achievement of low EI urban students	49	59.08	8.07		2.58 at 0.01 level	

Interpretation:

The derived 't' value with level of flexibility (94), which is 3.10, is more than the table's 't' value at the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates that the hypothesis is rejected, indicating that there is a substantial difference in mean Academic Achievement scores between rural and urban pupils with low Emotional Intelligence.

Hypothesis 17:

There is no statistically substantial distinction Academic Achievement scores between male and female students with high Emotional Intelligence.

Table:-XX

Difference between the mean Academic Achievement scores of male and female students having High Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Academic Achievement of high EI male students	53	63.43	9.45	2.81	1.96 at 0.05 level	104
Academic Achievement of high EI female students	52	68.31	8.32		2.58 at 0.01 level	

Interpretation:

The resulting 't' value with level of flexibility (104), which is 2.8074, is greater than the table's 't' value at the 0.05 and 0.01 levels, which are respectively 1.96 and 2.58. It demonstrates that the hypothesis is rejected, indicating that there is a substantial difference in mean Academic Achievement scores between male and female students with high Emotional Intelligence.

Hypothesis 18:

There is no statistically substantial distinction Academic Achievement scores between males and females with poor Emotional Intelligence.

Table:-XXI

Difference between the mean Academic Achievement scores of male and female students having Low Emotional Intelligence

Senior Secondary Students	N	Mean	Standard Deviation	C.R. Test Calculated 't' value	Table 't' value	Degree of Freedom
Academic Achievement of low EI male students	47	60.57	9.74	2.00	1.96 at 0.05 level	94
Academic Achievement of low EI female students	48	64.29	8.36		2.58 at 0.01 level	

Interpretation:

The computed 't' value (94), which is 2.00, seems to be greater than the table's 't' value at the 0.05 level, which is 1.96. It demonstrates that the hypothesis is rejected at the 0.05 level, indicating that there is a significant difference in mean Academic Achievement scores between male and female students with low Emotional Intelligence.

Table:-XXII: Compiled Table of Relationship between Variables

S. No.	Relationship	Calculated 'r' Value	Significance of Correlation Calculated 't' value	Standard Error
1.	**Emotional Intelligence and Stress**	-0.4650	7.45*	0.0624
	a) Emotional Intelligence and Academic Stress	-0.5407	9.05*	0.05975
	b) Emotional Intelligence and Family Stress	-0.315	4.69*	0.0671
2.	**Emotional Intelligence and Adjustment**	-0.506	8.260*	0.0613
	a) Emotional Intelligence and Home Adjustment	-0.5196	8.574*	0.0606
	b) Emotional Intelligence and Health Adjustment	-0.5293	8.792*	0.0602
	c) Emotional Intelligence and Social Adjustment	-0.4434	6.971*	0.0636
	d) Emotional Intelligence and Emotional Adjustment	-0.3521	5.302*	0.0665
3.	**Emotional Intelligence and Academic Achievement**	+0.2633	3.840**	0.0685

***negative significant correlation**

****positive significant correlation**

CHAPTER-V
MAINFINDINGSANDSUGGESTIONSFORFURTHERSTUDIES

1. There is discovered there is a statistically positive relationship between leadership intelligence and stress in senior secondary pupils, indicating that emotional intelligence has a direct effect on stress. This demonstrates that when emotional intelligence scores grow, stress levels decrease. A high stress number indicates a high degree of stress. This suggests that students with a high level of emotional intelligence have less stress in their lives. A substantial negative association between interpersonal skills and academic stress was discovered, indicating that emotional intelligence has a direct impact on college stress among senior secondary pupils. This demonstrates that when emotional intelligence scores grow, academic stress levels decrease. A high academic stress value indicates a high level of academic stress. This suggests that kids with a high level of emotional intelligence experience less academic stress in their lives.

A negative significant association between emotional intelligence and family stress has been discovered, indicating that emotional intelligence has a direct effect on family stress in senior secondary pupils. This demonstrates that when emotional intelligence scores grow, family stress ratings fall. A high family stress number indicates a high level of family stress. This suggests that students with a high level of emotional intelligence experience less familial stress in their lives.

2. A Negative Substantial Association Between Cognitive Empathy and Adjustment has been discovered, indicating that emotional intelligence has a direct effect on adjustment in senior secondary students. This demonstrates that when emotional intelligence scores grow, adjustment scores decline. A lower adjustment score indicates better adjustment. This suggests that pupils who demonstrate a high level of emotional intelligence are well-adjusted. Students that demonstrate a high level

of emotional intelligence are well-adjusted in their lives. There is a negative positive relationship between leadership intelligence and home adjustment, emotional maturity and health modification, emotional intelligence and social adjustment, and emotional intelligence and emotional adjustment between many senior secondary students, indicating that emotional intelligence has a direct effect on home adjustment, health adjustment, social adjustment, and emotional adjustment. This suggests that students with a high level of emotional intelligence have a high degree of adjustment in their home, health, social, and emotional lives. Emotional intelligence individuals exhibit a lower level of family stress in their lives.

3. A substantial positive connection among Emotional Intelligence and Academic Performances has been discovered among senior secondary pupils. This indicates that students who demonstrate a high level of emotional intelligence achieve greater academic success.

4. A significant difference in the constant stress scores of students with high and low emotional intelligence was discovered. This suggests that pupils with low emotional intelligence and those with good social skills have a high and low level of stress in their lives, respectively.

5. A significant difference in mean adjustment scores was discovered between students with high and low emotional maturity. This suggests that kids with a low emotional intelligence have a high level of adjustment in their lives, whereas students with a high emotional intelligence have a low level of adjustment.

6. A significant difference in the mean academic achievement scores of students with high and low emotional intelligence was discovered. This indicates that pupils who demonstrate a high level of emotional intelligence also demonstrate a high level of academic accomplishment.

7. A substantial difference in mean Stress ratings was discovered between rural and urban adolescents with high Emotional Intelligence.

8. A substantial difference in the mean Perceived stress of rural and urban pupils with poor Emotional Intelligence was discovered.

9. No significant difference in mean Stress scores was discovered between male and female students with high Emotional Intelligence.

10. No significant difference in mean Stress scores was seen between male and female students with poor Emotional Intelligence.

11. No significant difference in mean Adjustment scores was detected between rural and urban adolescents with strong Emotional Intelligence.

12. No significant difference in mean Adjustment scores was detected between rural and urban pupils with poor Emotional Intelligence.

13. No significant difference in mean Adjustment scores was discovered between male and female students with strong Emotional Intelligence.

14. No significant difference in mean Adjustment scores was identified between male and female students with poor Emotional Intelligence.

15. A substantial difference in mean Intellectual Achievement scores was discovered between rural and urban kids with high Emotional Intelligence.

16. A substantial difference in mean Intellectual Achievement scores was discovered between rural and urban pupils with poor Emotional Intelligence.

17. A substantial difference in mean Academic Achievement scores was discovered between male and female pupils with high Emotional Intelligence. At the 0.05 level, a significant difference in mean Intellectual Achievement scores was discovered between male and female students with poor Emotional Intelligence.

Interpretation of the findings in conjunction with a review of the pertinent literature

In 1999, a study was conducted on the association between emotional intelligence and health practises. It was discovered that emotional intelligence has a positive correlation with the formation of healthy behaviours. Additionally, the researcher

discovered in this study that pupils with a high level of emotional intelligence had a favourable health adjustment in their lives. A 2001 study discovered a positive association between emotional intelligence and academic achievement. The study discovered a positive substantial association between emotional intelligence and academic achievement in this case as well. A 2003 study discovered a positive association between secondary school pupils' adjustment and academic achievement. A substantial association between emotional intelligence and academic achievement was discovered in 11th graders. There was a moderate link between emotional intelligence, cognitive ability, and academic success. Correlations between emotional intelligence and coherence were positive, while correlations between trait anxiety, interpersonal intelligence, and the stress management subscale were negative. A 2005 study on student adjustment discovered that secondary school students had a low level of adjustment; non-residential school students were more adjusted than residential school students; and there were no significant differences in the level of adjustment possessed by private and public secondary school students. In the same year, a study was conducted on the influence of emotional intelligence and personality type on role stress. It was discovered that emotional intelligence and personality type have a significant effect on role stress, as well as a large interaction effect. In the same year, a study on emotional intelligence as a predictor of intellect, creativity, and academic accomplishment discovered a positive correlation and interrelationship between all three factors. The authors conducted a study on stress assessment and management among female smokers, in which they gathered a sample of smokers and non-smokers and assessed their stress levels. Additionally, a study was conducted on the association between emotional intelligence and physical and psychological health functioning. In 2006, a study was conducted on student teachers' emotional intelligence in connection to their sex, faculty, and academic accomplishment. It

was discovered that there is no significant difference between male and female student teachers' emotional intelligence, that there is no significant difference between art and science student teachers' emotional intelligence, and that there is no significant difference between academic achievement and emotional intelligence among student teachers. Another study discovered a good link between emotional intelligence and total stress coping resources. In 2008, a study was conducted at Raipur University, Chhattisgarh, to determine the emotional intelligence of female students. The same year, a study on the emotional intelligence of self-help group members was conducted, and it was discovered that self-help group members' emotional intelligence is unrelated to their age, marital status, family type, community, or family status. According to a study, pupils whose mothers work obtain higher grades than students whose mothers do not work. Among 2008, a study was conducted on emotional intelligence as a predictor of stress in student teachers. It was discovered that there was a negative association between emotional intelligence and stress, indicating that people with high emotional intelligence experience less stress. In 2009, a study on emotional intelligence, achievement motivation, and academic achievement was conducted, and it was discovered that all three factors had a positive link. The same year, a study was conducted on the influence of emotional intelligence on psychological distress in high school students. It was discovered that emotional intelligence is beneficial in reducing students' psychological anguish. Additionally, a study found no significant association between emotional intelligence and stress among pupil teachers pursuing a B.Ed. This could be because individuals are mature enough to manage their stress levels regardless of their emotional intelligence level.

There is a positive link between the following factors in this study:

- The Relationship Between Emotional Intelligence and Academic Achievement, which demonstrates that when emotional intelligence rises, academic achievement

increases as well, and vice versa. Additionally, this study demonstrates the existence of a negative association between the following variables: - Emotional Intelligence and Stress (Academic and Family Stress), Emotional Intelligence and Adjustment (Home, Health, Social, and Emotional), which indicates that students with a high level of emotional intelligence experience less stress and have a more positive adjustment in their lives, which is extremely beneficial for achieving success in life. Additionally, it demonstrates a Significant Difference in the Mean (Stress and Academic Achievement) Scores of Students with High and Low Emotional Intelligence in some circumstances. The following variables were found to be significantly different: mean stress scores of students with high and low emotional intelligence, mean adjustment scores of students with high and low emotional intelligence, mean academic achievement scores of students with high and low emotional intelligence, mean stress scores of rural and urban students with high or low emotional intelligence, mean academic achievement scores of rural and urban students with high or low emotional intelligence, mean stress scores of rural and urban students with high or low emotional intelligence, mean academic achievement scores of rural and urban students with high or low emotional intelligence. Additionally, it demonstrates that there is no significant difference between the Mean (Adjustment, Stress, and Academic Achievement) Scores of Students with High and Low Emotional Intelligence, i.e., mean stress scores of male and female students with high emotional intelligence, mean stress scores of male and female students with low emotional intelligence, mean adjustment scores of rural and urban students with high emotional intelligence, mean adjustment scores of rural and urban students with high emotional intelligence, mean adjustment scores of rural and urban students with high emotional intelligence, mean

There are numerous studies on emotional intelligence and achievement, intelligence and emotional maturity, emotional intelligence correlates with intelligence,

creativity, and academic achievement, and the relationship between anxiety, emotional maturity, and academic achievement, but only a few studies on emotional intelligence in relation to stress, adjustment, and academic achievement have been conducted on senior secondary students.

Today's education places a high premium on the cognitive (head) component and places less emphasis on the affective (heart) component. All agree that education should assist students in overcoming life's obstacles and adjusting successfully to adulthood. Education should not be limited to providing food for the brain; it should also replenish the heart. Thus, this subject is extremely beneficial for students who are unable to adapt to their surroundings and lead stressful lives; by increasing their emotional intelligence, they may overcome these difficulties. Similarly, this study is extremely beneficial for teachers since it demonstrates how a teacher may increase his students' emotional intelligence in order to facilitate their transition and understand their emotions in order to help them make the best choices possible in life. Swami Vivekananda made an excellent point in this regard, stating, "It is the heart that takes one to the ultimate place that mind can never attain."

SUGGESTIONS FOR ADDITIONAL RESEARCH

- This study is applicable to a broad sample of 500 senior secondary students from public and private schools.
- The purpose of this study is to determine the effect of EQ or IQ on the degree of stress experienced by secondary school students.
- Correlation between academic achievement and stress in terms of emotional intelligence.
- Correlation of stress and adjustment with emotional and general intelligence.
- The effect of emotional intelligence on personality characteristics in graduate and undergraduate students.
- Emotional intelligence and general intelligence are related.
- Emotional intelligence and social intelligence are related.
- Emotional intelligence and job happiness are related.
- There is a significant gap in emotional intelligence between eighth-grade kids and undergraduate students.
- The relationship between elementary school teachers' emotional intelligence and personality can be examined.
- This study could also be conducted on the teaching profession and teacher adjustment at self-financing institutions.
- The study could also be conducted on other professions to determine their appropriate adjustment and performance in those fields.
- Additionally, the study can be conducted on graduate and postgraduate students from various universities.
- It is possible to do effective research on the nature of human behaviour in relation to emotional intelligence.
- To investigate the relationship between IQ and EQ (Emotional Quotient) and leadership traits.

- To investigate the efficacy of IQ and EQ in modifying behavioural aspects.
- To investigate the adjustment of public school instructors and private school teachers using Emotional Intelligence.
- Emotional Intelligence: Curriculum Analysis.

CONCLUSION

It is simple to interact with someone who has normal emotions, but dealing with someone who is emotionally unstable is quite tough. Emotional Intelligence is a term that encompasses both emotion and intelligence. The heart is ruled by emotions, whereas the brain is ruled by intelligence. The twin characteristics are intertwined and exert a huge amount of influence on persons' daily lives. Intelligence and success are no longer perceived in the same way as they were previously. Today, the entire student is the focus of attention, not just his or her thinking abilities, but also his or her creativity, emotion, and interpersonal skills. IQ is no longer the sole indicator of success; emotional intelligence, social intelligence, and luck all play a significant influence in an individual's success and adjustment. Today, numerous behavioural issues such as stress, adjustment, and achievement are major concerns among the adolescent groups that we observe on a regular basis. All human interactions are characterised by three factors: emotion, communication, and conflict, all of which have a unique effect on each individual. The ability to relate effectively with others is a critical component of personal and professional success that can be enhanced through increased emotional intelligence. According to research, individuals who skillfully regulate their own emotions and interact with others are more likely to have happy lives. Additionally, contented individuals retain information more successfully than dissatisfied individuals. It's a number that will send shivers down your spine: up to 1.2 lakh individuals commit suicide in India each year. Additionally, about four lakh people attempt suicide each year. The majority of them have been diagnosed with some form of mental illness or stress, rendering them unable of adjusting to their new environment. Today's education places a high premium on the cognitive (head) component and places less emphasis on the affective (heart) component. All agree that education should assist individuals in overcoming life's obstacles and adjusting successfully to their new

circumstances. Education should not be limited to providing food for the brain; it should also replenish the heart. Swami Vivekananda correctly stated, "It is the heart that leads one to the highest place where mind cannot go." This study demonstrates that emotional intelligence has a direct effect on senior secondary students' stress, adjustment, and academic accomplishment. Adolescence is a time of stress and hardship for adolescents. Thus, this study was extremely beneficial to these pupils. As this study discovered, students who have a high level of emotional intelligence have less stress in their lives, are more adaptable, and achieve higher academic accomplishment. According to research, IQ accounts for only 20% of achievement in life, whereas emotional intelligence accounts for the remaining 80%. This suggests that emotional intelligence is also a strong predictor of success.