CHAPTER- I

INTRODUCTION

1.1 Introduction

Education is the most important invention of mankind. Man without education would still be living just like an animal. It is education, which transformed man from a mere ‘two legged animal’ into human being. The word Education is like a diamond which appears to be of a different colour when seen from different angles. It is as basic to civilization for social survival. Education of an individual does not begin at school or college; it begins much before the birth that is when it is in the mother’s belly in the form of an embryo. It ends not when he graduates from the university but at his death. Hence education is a lifelong process. The concept of education is dynamic. It has passed through many ages and stages in the process of evolution and at every stage it has had a different meaning according to the existing social conditions.

One essential and binding feature of human relationship is to be a man of culture. If education produces such a man it has done its job nicely. A man of culture is an invaluable asset to society. Education develops social efficiency in people which implies social awareness, economic productivity, cultural and moral refinement. Education makes people fit for life. Fitting of the individual for a life with other fellows means that a man should be a good thinker, a good worker, a
good leader and a good companion. Education tells the person how to play the game of life wisely and well on three play grounds-senses, skills and the soul.

Although a person’s feelings cannot be observed directly by others but they can be inferred from his overt behavior and verbal report of his introspection, as no one can doubt the reality of emotions as conscious experience. To produce an emotion, a stimulus situation must be related to past experience and seen as having implications in the future. In an organization when an employee feels the presence of a threatening situation, he may handle it in either of the two ways. He may be confident of his ability to handle the situation and may see it as a challenging opportunity to prove himself or experience fear or dread. Thus, our appraisal of situation and subsequent emotions are strongly influenced by our own estimate of capabilities. The emotions aroused depend not so much on the events themselves, as on how they are appraised.

Buck (1985) has defined emotion as the process by which motivational potential is realized or ‘read out’, when activated by challenging stimuli. In other words, emotion is seen as a ‘read out’ mechanism carrying information about motivational systems. Emotions have long been considered to be of such depth and power that in Latin, for example, they were described as ‘motus anima’, meaning literally the spirit that moves us. Contrary to most conventional thinking, emotions are inherently neither positive nor negative; rather, they serve
as the single most powerful source of human energy. In fact, each feeling provides us with vital and potentially profitable information every minute of the day. This feedback ignites creative genius, improves and shapes trusting relationships, provides an inner compass for one's life and career, guides to unexpected possibilities and even saves organization from disaster. To exhibit emotions is very easy but doing it at the right time, at the right place, with the right person and to the right degree is difficult. The management of emotions has given rise to the most talked about term "Emotional Intelligence".

Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. Emotions if properly used are an essential tool for successful and fulfilling life. But if emotions are out of control, it can result in disaster. In day-to-day life, they affect our relations with other people, our self-identity and our ability to complete a task. Emotional process is not an isolated phenomenon but component of general experience, constantly influencing and influenced by other processes going on at the same time. Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. To be effective, the cognitive processes must be in control of the emotions, so that they work for rather than against.
**Emotional Intelligence**

Emotional Intelligence motivates employees to pursue their unique potential and purpose, and activates innermost potential values and aspirations, transforming them from things they think about, to what they do. Emotional intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work. Cooper and Sawaf (1997) define emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Mayer and Salovey (1993) define emotional intelligence as the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's thinking and action. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and / or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth.

The famous psychologist Thorndike (1920) through his concept of social intelligence laid down a solid foundation of the essence of emotional intelligence. He used the term social intelligence to describe the skill of understanding and managing other people. Gardner (1983) introduced the idea of multiple intelligences, which included both interpersonal intelligence and intrapersonal intelligence. Sternberg (1997) referred to the concept of social intelligence in the name of
contextual intelligence through his triarchic theory of intelligence. This component of one's intelligence (other components being componential and experimental) relates with one's capacity of making adjustment to various contexts with a proper selection of contexts so that one can improve one's environment in a proper way.

The term emotional intelligence appears to have originated with Darwin (1872), who theorized about a broader emotional social intelligence necessary for human survival and adaptation. In modern times, the term Emotional Intelligence was popularized by Goleman (1995). Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for motivating emotions well in ourselves and in our relationships. It is the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth. It is also defined as an array of non-cognitive capabilities competencies and skills that influence one's ability to succeed in coping with environmental demands and pressure. According to Goleman (1995), emotional intelligence has five elements: self-awareness, self-regulation, motivation, empathy, and social skills.

**Emotional Quotient Vs. Intelligence Quotient**

Intelligence refers to abilities to adjust with the situations. It is a concept that refers to individual differences in the ability to acquire knowledge to think and reason effectively, and to deal adaptively with the environment. Earlier, it was thought that performance is the outcome of certain abilities, collectively known as intelligence. However,
increasingly it has been realized that in addition to intelligence, emotions are equally or even more responsible for performance. Hence, the concept of EQ has become popular particularly in management sciences. Emotions are powerful organizers of thought and action and paradoxically indispensable for reasoning and rationally. EQ comes to the aid of IQ when there is a need to solve important problems or to make a key decision. It enables to accomplish this in a superior fashion and in a fraction of the time – a few minutes or even moments, for example, instead of the entire day or more of the exhausting non-stop linear, sequential thinking that might be required to reach the same decision without the aid of EQ. Moreover, emotions awaken intuition and curiosity, which assist in anticipating an uncertain future and planning our actions accordingly.

In fact, emotional intelligence is an indispensable activator and enhancer of IQ, IQ and EQ inerrelate with each other and this creates a dynamic tension from one to the other, stabilizing their respective energies. For people with identical IQs, some outperform others. This suggests something beyond, which IQ is at work. That something or a large part of it, is EQ. When emotions are acknowledged and guided constructively, they enhance performance. Unlike IQ, EQ can be developed and nurtured even in adulthood and can prove beneficial to one's health, relationship and performance. Over the years, vigorous debate has surrounded the issue of whether nature (genetic endowment) or nurture (environment influences) primarily determine personality or not? Personality is defined as the combination of stable
physical and mental characteristics that give the individual his or her identity. Emotional intelligence can be learned and gradually developed unlike IQ which after a particular age cannot be developed. EI is developed through experiences. Competencies keep on growing through experiences; people get better and better in handling emotions, influencing others and in social adroitness. In fact, studies that have tracked people's level of EI through the years, show that people get better and better in those capabilities as they grow handling their own emotions and impulses.

1.2 Social Science

Social science is a major category of academic disciplines, concerned with society and the relationships among individuals within a society. It in turn has many branches, each of which is considered a "social science":

The main social sciences include economics, political science, human, geography, demography and sociology. In a wider sense, social science also includes some fields in the humanities such as anthropology, archaeology, jurisprudence, psychology, history, and linguistics. The term is also sometimes used to refer specifically to the field of sociology, the original 'science of society', established in the 19th century.

Positivist social scientists use methods resembling those of the natural sciences as tools for understanding society, and so define science in it stricter modem sense. Interpretive social scientists, by
contrast, may use social critique or symbolic interpretation rather than constructing empirically falsifiable theories, and thus treat science in its broader sense.

In modern academic practice, researchers are often eclectic, using multiple methodologies (for instance, by combining the quantitative and qualitative techniques). The term social research has also acquired a degree of autonomy as practitioners from various disciplines share in its aims and methods.

Social science is, in its broadest sense, the study of society and the manner in which people behave and influence the world around us.

Social science tells us about the world beyond our immediate experience, and can help explain how our own society works - from the causes of unemployment or what helps economic growth, to how and why people vote, or what makes people happy. It provides vital information for governments and policymakers, local authorities, non-governmental organisations and others.

1.2.1 Concept and Definition of Social Science

- a branch of science that deals with the institutions and functioning of human society and with the interpersonal relationships of individuals as members of society
- a science (as economics or political science) dealing with a particular phase or aspect of human society
The term Social science has been defined variously by different scholars in the following ways:

**Barretal**: “The Social science is an integration of experience and knowledge concerning human relations for the purpose of citizenship education.”

**National Council for the Social Science (NCSS)**: “Social science is the integrated study of the Social sciences and humanities to promote civic citizenship”

**Social science Committee**: “What we study in Social science is the life of man in some particular place at some particular time. We therefore use every possible, “subject” to help us understand his problems and how he dealt or deals with them….. man’s struggle with environment yesterday and today, man’s use or misuse of his powers and resources, his development, the essential unity of civilization- these are the main themes of Social science.

**The Secondary Education Commission of the National Education Association U.S.A.**: “Social science are understood to be those whose subject matter related directly to the organization and development of human society and to man as a member of Social group.

### 1.2.3 Aims of Teaching Social Science

Social studies education develops right from kindergarten and into high school to help students understand their place in the world. Social Studies teaches children their roles and responsibilities
particularly in relation to social and civic affairs. It helps students develop critical thinking abilities, prepares them to participate competently and productively as concerned citizens and teaches them to address societal and global concerns using literature, technology and other identifiable community resources. Social studies include history, political science, sociology, geography, economics and civics and it is an integral part in ensuring well-rounded education in the curriculum.

The following are some of the important aims of teaching Social science at the school stage of education.

- Development of Human Relationship
- Training for Citizenship
- Development of Thinking and Decision making Ability
- Development of Social Competence
- Teaching the Art of Self-realization
- To help the Students adjust to Social and Physical Environment
- Development of Economics Competence
- Social science can help the child to Develop his Personality
- To gain insight into Spiritual, Economic and Political values.
- A Study of Social science can lay the Foundation for Continuing Education in Adult Life.
- To develop a sense of belongingness among the students.
• The teaching of Social science would enable the students to use leisure profitably.
• To promote World Peace
• To provide knowledge about Social reality
• Teaching of knowledge

**Civic Competence**: The National Council for the Social Studies defines the subject as the integrated study of the social sciences and humanities to promote civic competence. Social studies educates students on citizenship, providing them with the knowledge, skills and attitudes that will help them to become competent and responsible citizens who are informed, thoughtful, participate in their community and exhibit moral and civic virtues. For example, students learn about voting as a form of political participation, and how they can exercise their right to vote in elections to choose the leaders that they want.

**Critical Thinking**: Social studies education teaches students about history and enables them to understand how society has evolved. It places a strong emphasis on important and enduring ideas, events and personalities that affect peoples’ lives. From these lessons, students are able to learn about their place in the living history of the Nation and to establish a foundation for their future ideas. The subject not only offers students a strong knowledge content base, but it also helps them develop an ability to think critically about societal issues and learn how to address them based on their understanding of social values.
- **Social Understanding**: The subject also includes the study of the interrelationship among people, as well as the relationship between them and their environment. This allows students to develop an understanding of society and the human condition. Social studies education creates awareness in students of the diversity and interdependence of the world and helps them to recognize the challenges and benefits of living in a world with multiple cultures and ideologies. For example, learning about the multi-cultural Indian society helps students understand democracy, rights and freedoms and the need to balance the various values, cultures and ideologies to have a balanced and peaceful co-existence.

- **Integrating Ideas**: Social studies involves a number of subjects including history, geography and economics. Students learn how to integrate ideas from different disciplines to come up with reasoned decisions, and to make the connections between related concepts and ideas so that they are better able to identify problems affecting society. For example, investigating poverty in society requires knowledge in history, economics and politics. Students have to make the connection between ideas such as discrimination, resource allocation and political priorities to make sense of how poverty affects certain populations in the country.

**1.2.4 Values of Teaching Social Science**

Some of the values of teaching Social science are stated below;

- Develops Social character
• Develops a Sense of Belonging

• Imparts Education for Identification

• Helps in a clear Understanding of democracy.

• Develops moral and intellectual values.

• Helps in the creative use of Leisure

• Helps for a better choice of careers

• Provides Right Experience

• Develops a Cosmopolitan Outlook

• Provides a Special Kind of Mental Training

• Carrying out Responsibilities

• Concern for others

• Socialized the students.

• Open mindedness

• Develops Creativity

• Development of a Spirit of Co-operation

1.3 Emotional intelligence

Emotional Intelligence (EI) describes the ability, capacity, skill or, in the case of the trait Emotional Intelligence model, a self-perceived ability, to identify, assesses, and manage the emotions of one's self, of others, and of groups. Different models have been proposed for the definition of Emotional Intelligence and disagreement exists as to how
the term should be used. Despite these disagreements, which are often highly technical, the ability Emotional Intelligence and trait Emotional Intelligence models (but not the mixed models) enjoy support in the literature and have successful applications in different domains.

The root of the world emotion is motere, the Latin verb to move, plus the prefix "e" to connote "move away", suggesting that a tendency to act is implicit in every emotion. Emotion refers to a feeling and its attendant thoughts, psychological and biological states, and range of impulses to act. The oxford English Dictionary defines emotion as "any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state".

There is a long - standing debate about which emotions should be considered primary - the blue, red, any yellow of feeling from which myriad blends come - or if there are primary emotions at all. The argument for a set of core emotions is based to some extent on studies that suggest there are universally recognized facial expressions for four emotions; fear, anger, sadness, and enjoyment. The universality of facial expressions of emotion was probably first noted by Darwin, who saw it as evidence that these signal have been stamped by evolution into the central nervous system. According to some theorists the following families of emotion are universal.

**Anger:** fury, outrage, resentment, wrath, exasperation, indignation, vexation, acrimony, animosity, annoyance, irritability, hostility and perhaps at the extreme, pathological hatred and violence.
**Sadness:** grief, sorrow, cheerlessness, gloom, melancholy, self-pity, loneliness, dejection, despair and when pathological, severe depression.

**Fear:** anxiety, apprehension, nervousness, concern, consternation, misgiving, wariness, qualm, edginess, dread, fright, and terror as a psychopathology, phobia and panic.

**Enjoyment:** happiness, joy, relief, contentment, bliss, delight, amusement, pride, sensual pleasure, thrill, rapture, gratification, satisfaction, euphoria, whimsy, ecstasy, and at the far edge, mania.

**Love:** acceptance, friendliness, trust, kindness, affinity, devotion, adoration, infatuation, and agape.

**Surprise:** shock, astonishment, and amazement, wonder.

**Disgust:** content, disdain, scorn, abhorrence, aversion, distaste, and revulsion.

**Shame:** guilt, embarrassment, chagrin, remorse, humiliation, regret, Mortification and contrition

Each of these categories has a basis emotional nucleus at its core, with its variants rippling out in myriad mutations. In the outer ripples are Moods, which, technically speaking, are more muted and last far longer than an emotion (it is relatively rare to maintain range all day, for example, but less rare to be in an irritable mood, during which shorter bouts of anger are easily triggered). Beyond moods are dispositions, the temperamental proclivity to evoke a given emotion or mood such as melancholy, anxiety, or cheer. Further beyond such
inclinations are the disorders or emotion such as clinical depressive disorders or generalized anxiety disorder, in which an individual feels chronically trapped in a toxic state.

Emotional intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily actions. Because emotional intelligence is so closely tied to the ways we relate to ourselves and others, research suggests it is responsible for as much as 80% of the "success" in our lives.

The idea of emotional intelligence is not new. The first known writings about the emotional basis of learning come from Plato. What is new, however, is the recognition that the cognitive, emotional, and social parts of ourselves are deeply interconnected and interdependent -- that our feelings dramatically influence our thinking, that our behaviors are inseparable from our emotions.

- There is no thinking without feeling, no feeling without thinking.
- Action, feeling, and thought all affect one another.
- One literally makes choices about how one feel.

1.3.1 Concept of Emotional Intelligence

The earliest roots of emotional intelligence can be traced to Darwin’s work on the importance of emotional expression for survival and second adaptation. In the 1900s, even though traditional
definitions of intelligence emphasized cognitive aspects such as memory and problem solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as 1920, E. L. Thorndike used the term social intelligence to describe the skill of understanding and managing other people.

Similarly, in 1940 David Wechsler described the influence of non intellective factors on intelligent behavior, and further argued that our models of intelligence would not be complete until we can adequately describe these factors. In 1983, Howard Gardner’s Frames of Mind: The Theory of Multiple Intelligences introduced the idea of Multiple Intelligences which included both Interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and Intrapersonal intelligence (the capacity to understand oneself, to appreciate one’s feelings, fears and motivations). In Gardner’s view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence are lacking in ability to fully explain performance outcomes.

The first use of the term "Emotional Intelligence" is usually attributed to Wayne Payne’s doctoral thesis, A Study of Emotion: Developing Emotional Intelligence from 1985. However, prior to this, the term "emotional intelligence" had appeared in Leuner (1966).
Greenspan (1989) also put forward an Emotional Intelligence model, followed by Salovey and Mayer (1990), and Goleman (1995).

As a result of the growing acknowledgement by professionals of the importance and relevance of emotions to work outcomes, the research on the topic continued to gain momentum, but it wasn't until the publication of Daniel Goleman's best seller Emotional Intelligence: Why It Can Matter More Than IQ that the term became widely popularized. Nancy Gibbs’ 1995. Time magazine article highlighted Goleman's book and was the first in a string of mainstream media interest in EI. Thereafter, articles on Emotional Intelligence began to appear with increasing frequency across a wide range of academic and popular outlets.

Emotional Intelligence entails the appropriate awareness, management, and expression of the range of these emotions. In this sense, many psychiatric in the fourth edition of Diagnostic and Statistical Manual of Mental Disorder (ESM -IV) - such as the anxiety and mood disorder - bespeak a deficit in affective self-regulation, which is a key capacity of emotional intelligence. To the extent that emotional intelligence skill like effectiveness of regulation can be cultivated, particularly in young people, the risk of developing such psychiatric disorders should be diminished.

To be emotionally intelligence is to have the personal skills that characterize a rich and balanced personality. Emotional intelligence includes, as Aristotle put it, the rare ability 'to be angry with the right
person, to the right degree, at the right time, for the right purpose, and in the right way”. Emotional intelligence is distinct from intelligence quotient (IQ), which is the ability to perform cognitive tasks adeptly; each of these kinds of intelligence is based in differing but interlinked neural circuitry, with emotional intelligence largely mediated by limbic and prefrontal areas and I.Q by neo-cortical zones alone. Emotional intelligence and I.Q are not opposing competencies, but discrete and synergistic ones.

The theory of emotional intelligence offers a new psychological framework for primary prevention in psychiatry that integrates recent discoveries in cognitive science, neurological science, and child development. The competencies of emotional intelligence are crucial for the self-management of emotion and for the skillful handling of relationship. These abilities are learned throughout life, with primary learning occurring during childhood. Such learning shapes the underlying neurological circuitry, which continues to mature into adolescence.

Emotional intelligence can be enhanced through the systematic offering of beneficial learning expired through remedial learning and coaching.

Those who fail to master the competencies of emotional intelligence face a spectrum of heightened psychiatric risk, such as mood and anxiety disorders, eating disorders, and substance abuse. Because these skills of emotional intelligence are teachable, offering
children and adolescents opportunities to strengthen these competencies can act an inoculation against a spectrum of social and psychiatric risks.

1.3.2 Major Models of Emotional Intelligence

Substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalizations. There has been much confusion regarding the exact meaning of this construct. The definitions are so varied, and the field is growing so rapidly, that researchers are constantly amending even their own definitions of the construct. At the present time, there are three main models of EI:

- Ability Emotional Intelligence models
- Mixed models of Emotional Intelligence
- Trait Emotional Intelligence model

a. The Ability-Based model: Salovey and Mayer’s conception of Emotional Intelligence strives to define Emotional Intelligence within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of Emotional Intelligence was revised to: "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional
nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model proposes that Emotional Intelligence includes 4 types of abilities:

**Perceiving emotions** - The ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts- including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

**Using emotions** - The ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving.

The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.

**Understanding emotions** - The ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.

**Managing emotions** - The ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.
The ability-based model has been criticized in the research for lacking face and predictive validity in the workplace.

**Measurement of the ability-based model**

Different models of Emotional Intelligence have led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, most researchers agree that they tap slightly different constructs. The current measure of Mayer and Salovey's model of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is based on a series of emotion-based problem-solving items. Consistent with the model's claim of Emotional Intelligence as a type of intelligence, the test is modeled on ability-based IQ tests. By testing a person's abilities on each of the four branches of emotional intelligence, it generates scores for each of the branches as well as a total score.

Central to the four-branch model is the idea that Emotional Intelligence requires attunement to social norms. Therefore, the MSCEIT is scored in a consensus fashion, with higher scores indicating higher overlap between an individual's answers and those provided by a worldwide sample of respondents. The MSCEIT can also be expert-scored, so that the amount of overlap is calculated between an individual's answers and those provided by a group of 21 emotion researchers.

Although promoted as an ability test, the MSCEIT is most unlike standard IQ tests in that its items do not have objectively correct
responses. Among other problems, the consensus scoring criterion means that it is impossible to create items (questions) that only a minority of respondents can solve, because, by definition, responses are deemed emotionally 'intelligent' only if the majority of the sample has endorsed them. This and other similar problems have led cognitive ability experts to question the definition of Emotional Intelligence as a genuine intelligence.

In a study by Follesdal the MSCEIT test results of 111 business leaders were compared with how their employees described their leader. It was found that there were no correlations between a leader's test results and how he or she was rated by the employees, with regard to empathy, ability to motivate, and leader effectiveness.

b. **Mixed Models of Emotional Intelligence**

The Emotional Competencies (Goleman) model

The model introduced by Daniel Goleman focuses on Emotional Intelligence as a wide array of competencies and skills that drive leadership performance. Goleman’s model outlines four main Emotional Intelligence constructs:

- **Self-awareness** - The ability to read one’s emotions and recognize their impact while using gut feelings to guide decisions.

- **Self-management** - Involves controlling one’s emotions and impulses and adapting to changing circumstances.
- **Social awareness** - The ability to sense, understand, and react to others’ emotions while comprehending social networks.

- **Relationship management** - The ability to inspire, influence, and develop others while managing conflict.

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Goleman’s model of Emotional Intelligence has been criticized in the research literature as mere "pop psychology" (Mayer, Roberts, & Barsade, 2008).

Individuals have profile of differing abilities in each of these areas; for instance, someone masterful at managing anger may be inept at soothing someone else's upsets. Neurological givens determine initial capacities within each domain of emotional intelligence. Each individual has underlying neurological set points that determine temperament – for example, the ability to control emotional impulse, shyness, or irritability.

Although the underlying basis for emotional competences is neural, the brain circuitry involved is malleable. To a great extent, each of the five domains represents sets of habit and responses that are learned, and so can be improved with appropriate effort.
Using a related measure, Jack Block found that the hallmarks of emotional intelligence are self-assurance, optimism, and social poise. Emotional intelligence individuals have superior self-control and ability to motivate themselves. Life is meaningful for them; they are principled and responsible. They manage and express emotions appropriately, being assertive but sympathetic and caring in relationships. Their emotional life is rich but balanced; they are comfortable with themselves, others, and the social universe they live in. They manage stress with undue worry or rumination. They tend to be gregarious, spontaneous, playful, and open to sensual experience.

**c. The Bar-On model of Emotional-Social Intelligence (ESI):** Bar-On defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On posits that Emotional Intelligence develops over time and that it can be improved through training, programming, and therapy. Bar-On hypothesizes that those individuals with higher than average E.Q.’s are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in Emotional Intelligence can mean a lack of success and the existence of emotional problems. Problems in coping with one's environment are thought, by Bar-On, to be especially common among those individuals lacking in the subscales of reality testing, problem solving, stress tolerance, and impulse control. In general, Bar-On considers emotional intelligence and cognitive
intelligence to contribute equally to a person’s general intelligence, which then offers an indication of one’s potential to succeed in life. However, doubts have been expressed about this model in the research literature (in particular about the validity of self report as an index of emotional intelligence) and in scientific settings.

**Measurement of the ESI Model**

The Bar-On Emotion Quotient Inventory (EQ-i), is a self-report measure of Emotional Intelligence developed as a measure of emotionally and socially competent behavior that provides an estimate of one’s emotional and social intelligence. The EQ-i is not meant to measure personality traits or cognitive capacity, but rather the mental ability to be successful in dealing with environmental demands and pressures. One hundred and thirty three items (questions or factors) are used to obtain a Total EQ (Total Emotional Quotient) and to produce five composite scale scores, corresponding to the five main components of the Bar-On model. A limitation of this model is that it claims to measure some kind of ability through self-report items (for a discussion, see Matthews, Zeidner, & Roberts, 2007). The EQ-i has been found to be highly susceptible to faking (Day & Carroll, 2008; Grubb & McDaniel, 2007).

**d. The Trait Emotional Intelligence model**

Petrides and colleagues (2009) proposed a conceptual distinction between the ability based model and a trait based model of EL Trait Emotional Intelligence is "a constellation of emotion-related self
perceptions located at the lower levels of personality”. In lay terms, trait Emotional Intelligence refers to an individual’s self-perceptions of their emotional abilities. This definition of Emotional Intelligence encompasses Behavioral dispositions and self perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait Emotional Intelligence should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

The trait Emotional Intelligence model is general and subsumes the Goleman and Bar-On models discussed above. The conceptualization of Emotional Intelligence as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability. This is an important distinction in as much as it bears directly on the operationalization of the construct and the theories and hypotheses that are formulated about it.

**Measurement of the Trait Emotional Intelligence model**

There are many self-report measures of EI, including the EQi, the Swinburne University Emotional Intelligence Test (SUEIT), the Schutte Self-Report Emotional Intelligence Test (SSEIT), a measure by Tett, Fox, and Wang (2005). From the perspective of the trait Emotional Intelligence model, none of these assess intelligence, abilities, or skills (as their authors often claim), but rather, they are limited measures of trait emotional intelligence (Petrides, Furnham, & Mavroveli, 2007). The
Trait Emotional Intelligence Questionnaire (TEIQue) is an open-access measure that was specifically designed to measure the construct comprehensively and is currently available in 15 language.

The TEI Que provides an operationalization for Petrides and colleagues' model that conceptualizes Emotional Intelligence in terms of personality. The test encompasses 15 subscales organized under four factors: Well-Being, Self-Control, Emotionality, and Sociability. The psychometric properties of the TEI Que were investigated in a study on a French-Speaking Population, where it was reported that TEIQue scores were globally normally distributed and reliable.

### 1.3.4 Emotional Intelligence not as a form of intelligence

Goleman's early work has been criticized for assuming from the beginning that Emotional Intelligence is a type of intelligence. Eysenck (2000) writes that Goleman’s description of Emotional Intelligence contains assumptions about intelligence in general, and that it even runs contrary to what researchers have come to expect when studying types of intelligence: "Goleman exemplifies more clearly than most the fundamental absurdity of the tendency to class almost any type of behaviour as an 'intelligence'... If these five 'abilities' define 'emotional intelligence', we would expect some evidence that they are highly correlated; Goleman admits that they might be quite uncorrelated, and in any case if we cannot measure them, how do we know they are related? So the whole theory is built on quicksand: there is no sound scientific basis".
Similarly, Locke (2005) claims that the concept of Emotional Intelligence is in itself a misinterpretation of the intelligence construct, and he offers an alternative interpretation: it is not another form or type of intelligence, but intelligence—the ability to grasp abstractions—applied to a particular life domain: emotions. He suggests the concept should be relabeled and referred to as a skill.

The essence of this criticism is that scientific inquiry depends on valid and consistent construct utilization, and that in advance of the introduction of the term EI, psychologists had established theoretical distinctions between factors such as abilities and achievements, skills and habits, attitudes and values, and personality traits and emotional states. The term Emotional Intelligence is viewed by some as having merged and conflated accepted concepts and definitions.

1.3.5 Emotional Intelligence has no substantial predictive value

Landy (2005) has claimed that the few incremental validity studies Conducted on Emotional Intelligence have demonstrated that it adds little or nothing to the explanation or prediction of some common outcomes (most notably academic and work success). Landy proposes that the reason some studies have found a small increase in predictive validity is in fact a methodological fallacy - incomplete consideration of alternative explanations: "Emotional Intelligence is compared and contrasted with a measure of abstract intelligence but not with a personality measure, or with a personality measure but not with a measure of academic intelligence." Landy(2005)
In accordance with this suggestion, other researchers have raised concerns about the extent to which self-report Emotional Intelligence measures correlate with established personality dimensions. Generally, self-report Emotional Intelligence measures and personality measures have been said to converge because they both purport to measure traits, and because they are both measured in the self-report form. Specifically, there appear to be two dimensions of the Big Five that stand out as most related to self-report Emotional Intelligence—neuroticism and extraversion. In particular, neuroticism has been said to relate to negative emotionality and anxiety. Intuitively, individuals scoring high on neuroticism, are likely to score low on self-report Emotional Intelligence measures.

1.3.6 The Nature of Emotional Intelligence

Several studies have demonstrated that students with high IQs do not necessarily succeed in their adolescent and adult lives. While individuals with purely high IQs possess a great range of intellectual interests and abilities, they have difficulty dealing with their own emotions and with the emotions of others. Other intangible characteristics and abilities, such as self-motivation, impulse control, the ability to regulate one’s own emotions, and empathizing with others clearly have an effect on a person’s accomplishments in life; these qualities have been collectively termed "emotional intelligence!. People with high emotional intelligence levels excel socially, are outgoing and cheerful, are rarely fearful or worried, and are sympathetic and caring.
in their relationships. Emotional intelligence can be broken down into five main domains: knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships.

1. **Knowing one's emotions:** People deal with their emotions by either being aware of them, engulfed by them, or accepting of them. Individuals who are aware of their emotions are able to manage their emotions more easily because they are able to recognize that they are feeling a particular emotion at a certain time and are able to reflect on their emotions. Conversely, those who are engulfed by their emotions are not very aware of their own feelings, and therefore become lost in them, resulting in a feeling of being overwhelmed by their emotions. People who are accepting of their moods are clear about their feelings, but they also do not try to change them. In addition, being aware of one's emotions also plays a role in making decisions, such as in trusting one's "gut feeling." Therefore, individuals who are aware of their own emotions are able to have a more certain sense of how they really feel about the decisions they make throughout their lives.

2. **Managing emotions:** Anger is a powerful emotion that builds on itself; escalating anger is caused by a series of aggravations, resulting in emotion's ability to overcome reason. Ways in which people manage their anger include reflection on the situation, distraction through a long walk or exercise, and relaxation. However, if individuals are not aware of their anger, it will be difficult for them to cool off. Worry is
another emotion that can spiral out of control without careful management. Chronic worry can lead to an intensifying cycle, possibly leading to phobias, obsessions and compulsions, or panic attacks. Worry can also worsen feelings of melancholy and depression. Like anger, worry can be controlled through self-awareness of its onset, and further control may be achieved through relaxation techniques. Individuals who are able to manage their emotions can more easily rebound from setbacks, disappointments, and frustrations, while those who are poor managers of their feelings find themselves always fighting feelings of distress and anger.

3. Motivating oneself: Managing one's emotions in order to reach a goal is essential for paying attention, mastery, creativity, and self-motivation. For example, students who are anxious, angry, or depressed have difficulty learning. Students who are overwhelmed by worry before an exam will not be able to perform well because they will be worrying about failing rather than thinking about the exam questions. When emotions overpower concentration, as in the aforementioned situation, the working memory is overwhelmed, making even simple tasks such as reading a sentence difficult. In contrast, positive motivation has an obvious positive function in successful individuals. Self-motivation may include pleasure from performing the current task, a healthy degree of anxiety, optimism, or hope. In addition, emotional self-control, or the ability to stifle impulsiveness and delay gratification, is the building block for achievement.
Successful individuals have described situations in which they have achieved a level of peak performance, and have disappeared into an ecstatic and steady absorption in the moment. This state is called "flow" or "the zone." People in the flow state have perfect control over the task at hand, are able to unconsciously respond to changing demands, and receive positive self-feedback in the form of ecstasy and relaxation. Some have proposed using the concept of flow in education. Entry to the flow state can occur when students find a task they are skilled at, and face it at a level that slightly taxes their ability. In addition, because being in the flow state results in positive self-feedback, students who are in flow will be more interested in what they are learning about. Further, students in the flow state are not bored because their tasks are not too simple, nor are they worried and anxious because their tasks are not overly difficult. Being able to get into the flow state enables outstanding performance of all types; people who have this skill tend to be more highly productive and effective in any enterprise.

4. Recognizing emotions in others: Empathy, or the ability to perceive the subjective experience of another person, develops from self-awareness; if people are more understanding of their own emotions, they will be more adept in understanding the feelings of others. The development of empathy begins in infancy through the process of attunement between parent and child. Through attunement, parents let their children know that they have a sense of what that child is feeling. Lack of attunement during infancy may develop into later emotional
dysfunction for the child; a study demonstrated that a cohort of violent criminals had life histories that suggested emotional neglect and lack of attunement during infancy and childhood. Not surprisingly, lack of empathy is a common characteristic in murderers, rapists, and child molesters. In contrast, individuals who are empathic are more attuned to the subtle social signals that indicate what others need or want, making them proficient in occupations such as the caring professions, teaching, sales, and management. In addition, empathy is the root for caring for others and acts of altruism.

5. Handling relationships: While the exchange of emotions between people is often subtle and virtually unnoticeable, these emotional signals are essential in interpersonal interactions; people who are poor at receiving these cues are prone to problems in their relationships. Individuals who possess interpersonal intelligence are skilled in organizing groups, negotiating solutions, personal connection, and social analysis. Unlike some people who would do almost anything to gain approval, these individuals are able to please others while staying true to themselves and without compromising their own beliefs or values. Studies of children trying to become part of an established play group have found that popular children take time to passively observe the group dynamic, eventually join the group in a tentative and cautious fashion, and then continue to observe the group's interactions in an attempt to understand the group dynamic before entering in the group activity or conversation. On the other hand, children who have trouble reading other's emotions are often frustrated, unpopular, and
socially isolated. The ability to initiate and maintain relationships is due, in large part, to skill in managing emotions in others.

1.4 School adjustment

Generally, adjustment means the relationship that any organism establishes with respect to its environment. The term usually refers to social or psychological adjustment and when used in the sense it carries a clear positive connotation, that is well adjusted. The implication is that the individual is involved in a rich, ongoing process of developing the potential reacting to and in turn changing the environment in a healthy, effective manner. In other words adjustment is a state of compute equilibrium between an organism and its environment, a state wherein all needs are satisfied and all organismic functions are being carried out smoothly.

1.4.1 Concept of Adjustment

The term “Adjustment” came into use in psychology during 1930’s and was given strong endorsement by Laurence Schaffer’s classical book. The Psychology of Adjustment (1936).

The concept of adjustment originated in Biology. In Biology the term is usually employed as “Adaption” a concept which was a cornerstone in Darwin’s Theory of Evolution where it was maintained that, those species most fitted to adapt to the hazards of the physical world, survived.
The Biological concept was borrowed by the psychologists and renamed ‘Adjustment’, which refers to the individual’s behaviors dealing with or mastering demands that are made upon him by his environment.

Every individual strives constantly to satisfy the needs. The environmental pressure on the other hand forces man to behave in certain ways. The interaction of the individual with the environment represents a dynamic state of equilibrium, disequilibrium between the exigencies of the personal needs and the situational demands. Thus, an individual, while satisfying the needs has to function within the framework of the environment to which one belongs. Upon examination various activities of an individual’s life, it would be found that most of them involve in adjustment to home, health, social, emotional, educational problems. The process of adjustment being continuous starts right from birth and proceeds till death.

A plethora of definitions are given to term ‘Adjustment’ by psychologists and others. These definitions relate mainly to two or three basic aspect of adjustment.

Eysenck and Arnold define adjustment as, i) A state in which the needs of the individual on the one hand and the claims of the environment on the other hand are fully satisfied. Harmony between the individual and the objective or social environment; and ii) The process by which this harmonious relationship can be attained.
According to Boring et al., adjustment is a process by which living organism maintains balance between its needs and the circumstances that influence the satisfaction of these needs. And for Munn, adjustment is a continuous process of satisfying one’s needs rather than something fixed and statistic and it involves virtually all aspects of human behaviour.

Boring et al., Munn are similar in their approach in defining adjustment as a process of satisfying one’s needs. Munn for instance, emphasize the continuous process of satisfying one’s needs as adjustment, which implies virtually all aspects of human behaviour.

Adjustment is not accepted as something fixed and static. Similarly, Boring and associates refer to adjustment as a process by which living organism maintains balance between its needs and the circumstances that influence the satisfaction of these needs. The underlying aspects in these definitions are; (i) the existence of human needs; (ii) satisfaction of their needs; and (iii) the process of maintaining balance between the needs of their satisfaction.

1.4.2 Nature of Adjustment

Following Points are Considered as a Nature of Adjustment

1. Three Elements: An analysis of the process of adjustment will reveal the presence of three main elements:

   i) Motive: The very process of adjustment in the living being is set in motion by the presence of some motive or need or requirement.
ii) **Thwarting conditions:** When the environment does not present any features that tend to become obstacles in the fulfillment of these needs then the adjustment is natural, facile, effortless and no problem results. But, if circumstances create obstacles in the path of such fulfillment then the process of adjustment progresses further.

iii) **Varied responses:** Once the fulfilment of a need has been obstructed, the individual indulges in various actions which are reaction to the obstacle. Such a reaction can be normal just as much as it can be abnormal.

iv) **Solution:** As a result of these reactions and responses the individual achieves a degree of adjustment with the circumstances. The problem of adjustment is thereby solved.

All these various component elements of adjustment can be well understood with the aid of a concrete example. A student is actuated by a strong desire to stand first in the class by working extremely hard but fails to achieve the objective because of lack of the necessary mental equipment. Lack of the requisite intelligence forms an obstacle to the satisfaction of the motive, and hence, as a result, the student condescends to lower the aim somewhat by aiming at securing a second division. In order to accommodate the change of objective the student changes the mode of study. A change of response, a suitable modification of the objective, and the objective is achieved with satisfaction. The adjustment problem is also solved. Such a process of
adjustment is an universal phenomenon, and is to be seen at every level of life, at various times and under most conditions.

2. **Motivation in Adjustment:** Generally speaking, the process of adjustment can be set in motion by any motive; for example, the physical needs are constantly being manifested in the form of adjustive behaviour patterns. But from popular view point these needs do not have much importance, for on the one hand they are easily satisfied and, on the other, in the event of their dissatisfaction life itself ceases in the organism, thus obviating all further adjustment activity. Hence, social motives and requirements have greater importance for the adjustment process. Social motives are developed within a cultural environment. Individuals of different cultures have different motives and different cultures do not generate identical motives. For example. The society requires development and encouragement of such motives as self-respect, self-realization, acceptance, security, love, sympathy, etc., and these social motives naturally have definite influences upon sex and other biological needs. Just as social motives have greater importance than physiological needs, in the same manner the process of adjustment places greater emphasis upon motives that are stronger than others. Strong motives, once they have been excited, can only be satisfied. Inability to satisfy them only leads to further dissatisfaction, and this tension is not ended till the objective has been attained.

3. **Thwarting in adjustment:** It has been remarked earlier, that one important element in the process of adjustment is the presence of
conditions that thwart the satisfaction of motives. Many are the forms that this thwarting can take, and is known to take. One form is frustration. For example, a person fails to catch a train and reach the destination because the wristwatch was not functioning properly, then the person faces the frustration that arises out of the environment. This frustration can also be present in the individual himself. Another form of thwarting or obstacle is conflict. A state of conflict is precipitated when the individual is actuated by more than one motive arising simultaneously and in the throes of these various motives one cannot decide upon the direction of action that one should adopt. Among the classical example of a state of conflict and indecision is the state of the mind of Arjuna, described in the Gita, as Arjuna is divided between war and peace, between indecision and attachment. If similarly, a student wants to continue the interest in games while at the same time does not want to neglect academic pursuit, then the mind will be a battlefield of contention between these two desires. This state of conflict and tension will continue till the individual decides upon one particular motive and rejects the other. When conflict extends over a very long period of time, the individual shows signs of mental illness and other abnormalities of behaviour and conduct.

Frustration and conflict, the two forms of thwarting mentioned earlier, are closely related. Normally, when frustration results from some obstruction, the organism involved is seen adopting aggressive and violent behaviour towards the obstacle. Such aggressive behaviour can be direct as well as indirect. In children and unintelligent people it
takes a direct form while in the case of most adult and intelligent people it takes a more indirect manifestation. Now, if the child’s normal expression of aggression and violence resulting from some form of frustration is curbed and restricted, then it is not actually prevented, but at the same time it becomes repressed and gives rise to feelings of fear and insecurity. Thus, some people become violent on being faced with some frustrating feelings of fear and insecurity as a result of the curb on their aggressive behaviour. As to the mode of behaviour that should be adopted in dealing with obstacles that cause frustration, an individual learns through trial and error. Different situations and circumstances find a person behaving differently, and the behaviour patterns of adjustment that satisfy are repeated while the patterns that cause displeasure are discarded and replaced. And, various reactions concerning the adjustment to different frustrations gradually take on the form of habits. Hence, adult individuals-display permanent individual differences in the patterns of adjustment.

4. Maladjusted Reactions: These include any state that contradicts that of adjustment. In this the individual organism fails to maintain a balance between his needs and the circumstances that influence the satisfaction of them. And, in this condition one observes reactions that are tendentious towards further imbalance. Reactions of this kind include all those behaviour patterns which can be called abnormal. For example, all kinds of mental illness will be cited as maladjusted reactions. Mal-adjustment will be the term to be applied to criminal, delinquent and anti-social behaviour. The maladjusted individual fails
to attain a state of adjustment with his circumstances, and instead of trying to face up to the situation, one tries to run away from it. Abnormal fears and mental formations are to be seen in the individual. Even mistakes are construed as no mistakes, and one has to rationalize upon them. Instead of working to achieve something on one’s own accord, one identifies oneself to achievement of others and thereby gets satisfy action. Individual has very little capacity to cooperate with others, and finds it difficult to live with them. A person prefers solitude and loves to wander in an imaginary world. Extreme day-dreaming is a maladjusted reaction. Another example of it is the projection of one’s faults upon another and holding oneself responsible for own frustrations. Similarly, many apparently adult individuals are seen behaving in a markedly childish manner, this too is a form of maladjusted reaction. Briefly, maladjusted reactions include all such reactions which prove obstacles to adjustment.

1.4.3 Meaning and Definitions of Adjustment

The dictionary meaning of the word ‘adjustment’ is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent.

Thus, when people make an adjustment between two things, they adapt or modify one or both of them to correspond to each other. In some situations, one of the factors may not be changeable and so the one which is, has to be modified in some way to suit the other. The extension of a ladder by a suitable length to reach an upper story window is a good example of such an adjustment. Wearing of clothes
according to the requirements of the seasons is another such example as ordinarily, it is beyond our capacity to change the seasons according to our clothes. Modern technology has, of course, made it possible to adjust the temperature inside houses and workplaces to harmonize with our needs.

There has been a continuous struggle between the needs of the individual and the external forces since time immemorial. According to Darwin’s (1859) theory of evolution, those species which adapted successfully to the demands of living, survived and multiplied while others who did not, died out. Therefore, the adaptation or changing of oneself or one’s surroundings according to the demands of the external environment became the basic need for our survival. It is as true today with all as it was with the Darwin’s primitive species. Those of who can adapt or adjust to the needs of changing conditions can live happily and successfully, while others either vanish, lead miserable lives or prove a nuisance to society. However, the concept of adjustment is not as simple as adaptation. Psychologists and scholars differ considerably in interpreting its meaning and nature as can be seen from the following definitions:

Drever (1952): explained it that adjustment means the modification to compensate for or meet special conditions.

Webster (1951): describe it as adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like.
Good (1959): States adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment.

Warren (1934): mentions that the adjustment refers to any operation whereby an organism or organ becomes more favourably related to the environment or to the entire situation, environmental and internal.

Crow and Crow (1956): An individual’s adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment.

Shaffer (1961): on the other hand described it as the adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

Gates and Jersild (1948): explain it as the adjustment is a continual process in which a person varies his behaviour to produce a more harmonious relationship between himself and his environment.

Vanhaller (1970): thought adjustment as psychological survival in much the same way as the biologist uses the term adaptation to describe physiological survival.
Shaffer's definition:

First definition: lays stress on needs and their satisfaction. One feels adjusted to the extent one's needs are gratified or in the way of being gratified. The individual tries to bring changes in the circumstances in order to overcome the difficulties in the realization of one's needs. Sometimes one reduces the quantum of needs so that one may feel satisfied within the limited resources of needs and in this way, tries to keep a balance between needs and the capacity of realizing these needs. As long as the balance is maintained remains adjusted. The very moment it is disturbed drift towards mal-adjustment starts.

The second definition: takes adjustment as a signal of harmonious relationship between a man and the environment. One has to fit oneself in the prevailing circumstances. When people adjust themselves by this means we are changing in some way to adapt or accommodate them in order to fit certain demands of their environment. The conditions in the environment are in a continuous chain of changes. People change their nature in order to fit in the realm of nature. Thus, the process of adjustment is a continuous process. Trying to change or modify the behaviour for bringing a perfect understanding between oneself and the environment. For example if an urban girl, is married to a rural boy and made to live a village life, girl has to change her behaviour, her habits and her ways of life for accommodating herself in the changed circumstances.
The last definition: takes clue from the Darwin's theory of evolution. Darwin maintained that only those organisms most fitted to adopt to the changed circumstances survive. Hence, the individuals who are able to adjust themselves in changed situations in their environment can live in perfect harmony and lead a happy life. In this way adjustment as psychological term is a new name for the term adaptation used in biological world. In all senses, adjustment implies a satisfactory adaptation to the demands of day-to-day life.

The discussion can lead to summarize in the following way:

i) Adjustment is a process that takes to lead a happy and well contented life.

ii) Adjustment helps in keeping balance between the need and the capacity to meet these needs.

iii) Adjustment persuades to change the way of life according to the demands of the situation.

iv) Adjustment gives strength and ability to bring desirable changes in the conditions of the environment.

Therefore, in defining adjustment in its comprehensive way, we can conclude that Adjustment is a condition or state in which one feels that one's needs have been (or will be) fulfilled and one's behaviour conforms to the requirements of a given culture.
1.4.4 Areas of Adjustment

The main areas of adjustment are the following:

1. Health Adjustment:

   If a child's physical development and abilities are in conformity with those of age mates and it does not feel any difficult, in its progress due to some defects or in capabilities in its physical organs and enjoys full opportunity of being adjusted.

2. Emotional Adjustment:

   Emotions play an important role in one's adjustment to self and the environment. An individual is said to be emotionally adjusted when being able to express emotions in a proper way at proper time. It requires one's balanced emotional development and proper training in the outlet of emotions.

3. Social Adjustment:

   How far one is adjusted can be ascertained by one's social development and adoptability to the social environment. Social adjustment requires the development of social qualities and virtues in an individual. It is also requires that one should be social enough to live in harmony with one's social beings and feel responsibility and obligation towards one's fellow beings, society and country.

4. Home Adjustment:

   Home is the source of greatest satisfaction and security to its members. The relationships among the family members and their ways
of behaviour play leading role in the adjustments of a child. All problematic and delinquent behaviour is the result of that adjustment and mal adjustment to a greater extent is the product of faulty bearing and uncongenial atmosphere at home.

5. *Occupational Adjustment:*

In adults, their occupation plays a great role. How best is individual suited to job? Individual's Involvement in job, the job satisfaction, working conditions, financial satisfaction, relationship with colleagues and boss, professional growth etc., determines his adjustment with occupation one has chosen to lead a life.

6. *School Adjustment:*

School environment casts its influence over the adjustment of the children and the adolescent. How far a child is satisfied with its school building, its discipline, time-table, co-curricular activities, methods of teaching, classmates, schoolmates, teachers and head of the institution is completely reflected in the total adjustment of the child in school environment.

**1.4.5 Characteristics of a Well Adjusted Person**

Following are the some of the characteristics of a well adjusted person in the society.

- Awareness of one's own strengths and limitations.
- Respecting one's self and the others.
- An adequate level of aspiration.
- Having satisfaction of the basic needs.
- Does not possess critical or fault finding attitude.
- Flexibility of behavior: is not rigid in the attitude or way of living.
- Capable of struggling with odd circumstances: He has sufficient will and courage to resist and fight against odds.
- Holds a realistic vision and does not fly unnecessarily in the world of ideas and imagination. Always plans, thinks and acts on the real footing.
- A well adjusted person feels satisfied with the surrounds and fits well with ones home, family, neighbourhood and other social places.
- As a student, one likes the school, schoolmates, teachers and feels satisfied with the daily routine.
- A well adjusted person has his own philosophy of life which one tries to observe while keeping in view the demand of the changed situation and circumstances.
- Is cheerful and energetic.
- Possesses an optimistic view of life.
- Has self-confidence, self-respect and feels secure in a group.
- Can think and take own decision.
- Does not come into clash with the environment.
- Solves most of the conflicts at the conscious level only.
- Is physically, mentally, socially and emotionally well balanced.
- Does not create problems either to the parents or to the society.
- Displays a high degree of morality.
- Proves to be an asset to the society and contributes to the society as abilities persist.
- Can get along with other people and is friendly.
- Can tolerate normal amount of frustration.
- Have a sense of personal worth and a normal positive self-concept.
- Shows emotional maturity and is able to regulate and express emotions in a desirable manner.

**1.4.6 Adjustment in School**

One, as a teacher, is more concerned with the adjustment of students in school because the primary purpose of education is to train students to be successful in their social life. They are trained to face social and economic problems. The process of adjustment starts right from the birth of the child and continues till death. Human beings have the highest capacity to adapt to new situations. They not only adapt to physical demands but also adjust to social pressures.

Teachers have important role in modifying and shaping the personality of students in accordance with natural objectives of life. The greatest contribution of teachers will be to channalise the energy of
students to reconstruction in their social life. One of the challenges hurled at teachers is to maintain the mental and physical health of the children and youth of the nation. The teacher has to emphasize on the harmonious development of students’ personality so that they can contribute to the welfare of the country. Teacher can facilitate their adjustment in life and can also help students in maintaining their mental health because proper mental health leads to social adjustment.

There are some school-related factors which influence students’ adjustment in school. Important factors are as follows:

i) *Proper training to teachers:* Teachers who are properly trained in educational psychology may help students in their adjustment. Teachers’ personality and democratic attitude are also important factors which can promote adjustment in students.

ii) *Adequate curriculum:* Curriculum should be planned and transacted in such a way that it should fulfill psychological and social needs of students. Need fulfillment leads to better adjustment.

iii) *Adequate recreational facilities:* Facilities such as sports, library, debate and excursion may help students in their adjustment. School should provide proper recreational facilities to them.

iv) *Classroom climate:* If the classroom climate is affectionate and cooperative enough, it can facilitate better adjustment in students.

v) *Proper relationships between administrations:* Cordial relations between the Principal and teachers, and teachers and teachers, and
teachers and office staff also play an important role in creating harmonious and congenial environment in the school.

**vi** Evaluation system of the school: Evaluation should be rigid cum flexible. Too much subjectivity and unreliability should be avoided. Numerical marking should be avoided and grades should be given to students. Due to low marks, students lose confidence in their life which affects in their mental health. The world 'fail' should not be used by the teachers.

An adjustment is a habitual method of overcoming blocks, reaching goals, satisfying motives, relieving frustration and maintaining equilibrium. Every individual uses own mechanism to maintain a balance in one’s own personality. The following measures can also help students in adjusting to the school environment.

- The school environment should be free from partiality and should provide the feeling of security in students, irrespective of their socio economic status.
- School environment should be democratic. Students' representation on various committees should be made.
- School should organise various curricular activities for students.
- Teachers should know the fundamental principles of human behaviour to solve students' problems. They must be emotionally stable and have positive attitude towards teaching. They should create conducive school climate.
• Students should be encouraged to express their views and feelings on various issues related to school freely.

• Teachers should develop a variety of interests in students so that they can satisfy their emotions.

• Day-to-day problems can be discussed in class.

• Sex and moral education should be an integral part of the school curriculum.

• School can organise guidance services for students.

• There should be flexibility in school activities to accommodate the individual needs of the students.

1.4.7 Role of Parents and Teachers in helping children for better adjustment

A well adjusted individual is an asset to himself and a boon to the society whereas a maladjusted personality brings misfortune to one's self and discomfort to others. It is necessity to devise some means and to take some precautionary measures in advance so that, we may have well adjusted personalities out of our younger generation.

The following are some of the measures, if implemented by concerned people effectively may prevent a person being mal adjusted.

• The teachers should identify the maladjusted children and make use of their knowledge of mental hygiene to help them to overcome their abnormalities. For this they must be sympathetic and affectionate and dig deep into their unconscious wishes and
desires and must help them to resolve these conflicts at the conscious level.

- The specific factors that are responsible for maladjustment must be noted by making a case study of the children and efforts should be made to remediate them.

- Every teacher should have a clear concept of mental health in order to help children to develop as mentally healthy, well adjusted persons.

- Adequate care must be taken in bringing about balanced growth and development of child’s personality in all aspects-physical, mental, social and emotional. There should be perfect harmony and balance between the different aspects of growth and development.

- Provide opportunities and give necessary assistance to the child for the satisfaction of basic needs. The child should not suffer from physical, mental, social and emotional starvation.

- The child should be helped in realizing his strengths as well as weakness. We should not be too much critical of him/her. Child should be accepted with all his/her limitations and shortcomings.

- The child should be helped in setting a proper level of aspiration, ideals and ambitions for the future life.
• Help the children to develop tension tolerance in them. So, that they may not break under stress and strains of the adds of the life.

• In order to help children in adjusting with the demands of the society and culture, parents and teachers should themselves try to practice the right ways and good habits. The children should be made to realize the importance of the cultural and social milieu etc.

• Proper care should be taken to provide healthy environment to the children by concerned people of the society. They must provide adequate love and care to the children and arrange for the satisfaction of their needs as well as actualization of their potentialities.

• Parents, teachers and others must provide guidance and counseling services for them whenever required by them.

• Provides a class-room climate that permits young people to feel free to express themselves and to put forth their best efforts as individuals and as members of groups.

• Develops a youngster’s self- respect and self- esteem by Compliments for work well done, a smile or a word of recognition.

• Has an appreciation that deviation from acceptable behavior is caused due to factors that stem from the school, the home and his community.
• Recognizes that a student who “causes no trouble,” may be experiencing serious emotional conflicts.

• Recognizes that chronic behavior cases may be sent to specialists for diagnosis and treatment.

• Accepts that every pupil is different, and because he is different, he will achieve in keeping with his needs.

• Develops comprehensive cumulative records by collecting, socio-metric information, autobiographies and similar information through class-room setting.

• Practices good mental health.

• Participates and contributes to the effectiveness of case conferences.

1.5. Study Habits

Many students do badly in academically, due to factors other than low intellectual capacity. One such factor is poor Study habits, which often result in poor academic performance even among the naturally bright students. Habits are true indicators of individuality in a person. So Study habits are the behavior of an individual related to studies, which are adjudged from his study habits. In the process of learning, learners’ habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. The pattern of behavior adopted by students in the pursuit of their studies is considered under the caption of their Study habits. Study habits reveal student’s personality. Learner’s learning character is
characterized by his study habits. Study habits serve as the vehicle of learning. It may be seen as both means and ends of learning.

Study habits play a very important role in the life of students. Success or failure of each student depends upon his own study habits. Of course, study is an art and as such it requires practice. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligence and effort of students. No doubt, regular study habits bring their own rewards in the sense of achievement of success.

Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one’s cognitive processes during learning. According to Patel (1976) study habits include; i) Home environment and planning of work; ii) Reading and note taking habits; iii) Planning of subjects; iv) Habits of concentration; v) Preparation for examination; vi) General habits and attitudes; and vii) School environment.

The study habits are influenced by attitudes, personality traits, and levels of aspirations, teaching methods adopted and material they are to learn. So, it is the effort of teachers to develop good Study habits among students. Such habits are the best equipments with which they can live and lead their lives with confidence. If the habits are developed in the young age they will definitely cherish the joy of its fruits in the rest of their lives, because grown up children are already habituated to certain things. So they find it difficult to modify their habits and
behavior. Therefore, it is better to develop study habits in secondary school students. It is the proper time and age to cultivate study habits. At this age students are quite matured. They are able to know what is good and what is bad. They can avoid bad things and invite good things with the help of teachers.

Habits are true indicators of individuality in a person. Study habits relate to the behaviour of an individual, related to the studies. It is adjudged from of his study habits. Styles of studying are known as study habits. In the process of learning habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. The pattern of behaviour adopted by students in the pursuit of their studies is considered under the caption of their study habits. Study habits reveal student’s personality. In action at their studies, learner's learning character is characterized by his study habits. Study habits serve as the vehicle of learning. It may be seen as both ends and means of learning.

There are many types of disadvantaged students: Physically, mentally, socially and culturally, educationally and emotionally. The socially disadvantaged are not handicapped by genetic deficiency, but by the socio-economic circumstances of their lives. The socio-economic disadvantages prevent them from developing their basic and natural potentialities. The disadvantages are not inside the individual, but outside in the society.
Study habits differ from students to student; it differs amongst different types and categories of socially disadvantaged students. Many students do badly academically, due to factors other than low general intellectual capacity. One such factor is unhealthy study habits, which often result in poor academic performance even among the naturally bright students.

Adolescence is a period of bio-social transition from childhood to adulthood. This period extends roughly from 12 to 19 years. Now-a-days puberty occurs earlier than it used to be, due to improvement in nutrition and healthcare. This has lengthened the transition from childhood to adulthood.

Dramatic biological changes occur in adolescents. In early adolescence they experience growth spurt. As a result they stop thinking of themselves as children and parents begin to expect mature behaviour from them. Conflicts with parents, teachers, and society may arise over their demands and expectations. Along with this the task of establishing a personal identity which involves understanding of self, of one’s relationship with others, and of one’s values and roles in society become important. Erikson (1981) refers to this as ’identity crisis’ adolescents adopt many strategies to resolve this crisis by trying out different roles like good girl/boy, beautiful daughter/son, a rebel, athlete, and so on.

The world is becoming more and more competitive. Parents desire that their children achieve high in academically. During this stage the
influence of school far outweighs all others. So good schooling and effective teacher guidance are of utmost importance. Performance at school and experiences in the larger world are related to the self-image of students. They have to strive hard to achieve better results academically. As a result school and studies become major stressors. Hence, adolescents tend to give up or neglect recreational activities. This has resulted in the absence of physical and mental relaxation. The best type of relaxation is one in which the students learns the skill of relaxing. Schools should provide opportunities for regular physical and mental training like yoga as relaxation.

1.5.1 Concept of Study Habits

Study is the process of acquiring knowledge; one's own effort is needed for such gaining of knowledge and understanding. Since many people do not study efficiently, they fail. A student’s failure to achieve the level of which he is capable is most often due to wrong habits built in the early years besides goals, motivation and personal relations. One such problem is lack of good Study habits.

Neurological explanation of the nature of the habit;

Every kind of activity brings nervous system into action. Messages are carried by sensory nerves and responses come back by motor nerves. Synapses connect both kinds’ of nerves. They are the junctions where the two ends of the Neurones (sensory as well as motor) meet. They pass on feelings and receive impulses for action. When some action is accomplished for the first time there is some
synoptic resistance. With every repetition of the action the resistance is weakened and a smooth path is formed which facilitates further repetition of the same action. In this way habitual behavior becomes automatic, mechanical and quick.

**Psycho-analytical explanation of the nature of habit;**

The psycho –analysis does not stop at the nature of the habit as the neurologists put it. They say that its nature is mainly functional as there is always a strong emotion impelling the individual to repeat the same action again and again till a habit is formed.

### 1.5.2 Meaning and Definitions of Study Habits

Study habits have been described in different ways. According to Sorenson, "Effective methods of study consist basically in applying those fundamental principles which underline efficiency".

For William H. Armstrong "Study is the total of all the habits, determined purposes and enforced practices that the individual uses in order to learn that, study is hard work. No easy substitute is available". According to him “Study is a matter of governing will of accepting a right purpose and of concentrating one's energies towards its achievement".

Webster defines study as "an act or process of acquiring by one's own effort knowledge of some subject" Thomas Risk expands this general concept to apply it more specifically to college situation. "Study
is planned effort on the part of the learner in solving a problem, in getting knowledge or understanding, or in acquiring certain abilities”.

"Habit is an accomplished form of behaviour in which things are done quickly, accurately and automatically with little voluntary attention”.

Hence acquisitions of some habits promote personal efficiency and their formation may be facilitated by some of the principles of learning.

"A well formed habit furnishes its own source of motivation. Habits are more or less routine ways of acting or responding more important than the ways acting is that they constitute a form of motive. Habits can become motives for future conduct and make for economy of action”.

In total, study means "students’ way of studying, whether systematic or unsystematic, efficient or inefficient etc."

Another definition given by Carter V. Good is that a basic lecture involved in the application of mind to problem or subject; the characteristic pattern which an individual follows in learning about things and people is study habit "Study skill is any special ability used in study, such as reading, outlining, summarizing or locating material”.

Study can be interpreted as a planned programme of subject mastery. Any application of energy directed towards the learning of new materials, is the solution of a problem. The discovery of new
relationship or similar purposeful activity can be considered to be study. It is necessary for students to develop special habits and skills. Since well formed habit furnishes its own source of motivation, habits are more or less routine ways of acting or responding more important than ways of acting is that they constitute a form of motive. Habits can and do become motives for future conduct and makes for economy of action.

Although many far-reaching reforms have been formulated and implemented in our education system, practically no thought has been given to developing Study Habits in students. "One of the greatest defects of the Indian Education System is the lack of training in effective methods of study".

A student is expected to know how to study properly. This is one of the most important abilities which a student should acquire during his college days. The most important requisite for effective Study Habits is a good system of study. In order to evolve a good system of study the individual should involve two fundamental abilities, viz., regularity of work and the persistence until the end.

1.5.3 Characteristics of habitual actions

The following are the main characteristics of the habits

- Uniformity: Habitual actions are always uniform.
Facility: According to Gault and Howard, “Habitual action goes straight to its mark with a minimum wasteful effort and energy.” Habits make a performance very easy.

Independence of attention: It becomes automatic and mechanical. No special attention is needed in the performance of habitual actions such as talking, walking, typing etc.

Propensity: There is some unconscious urge behind the habit. Stout says, “We are prone to do what we are used to do.”

Similarity of situation: Habits can be performed only under similar circumstances.

Acquired to repetition: Habit is acquired through repetition.

There is much psychological sense in the proverb, ‘practice makes a man perfect’.

1.5.4 Advantages of habits

Economy of mental and bodily energy: As habits become automatic and mechanical actions, we save much mental and bodily energy. Two ladies may go on walking and talking and knitting at the same time.

Reduction of fatigue: Owing to the above advantage, habits tend to reduce fatigue.

Simplification of movements: Habits make movements simple. In the beginning of an action many random movements are made
but they are all simplified when habit is made. After that the same simplified behavior goes on.

- **Accuracy**: Habits make our behavior in specific situations not only simple but also accurate and definite. The typist makes no mistake in handling several keys.

- **Speed**: They give us speed also. As the action becomes simple, accurate, definite, automatic it does not require much time.

- **Higher powers free**: Due to the above-mentioned advantages the higher power of thinking and intelligence are free to attend to more complicated requirements of life.

- **A force in the formation of character**: Habits of honesty, truth, purity and cleanliness etc., form the character of the children. Often character is described as a bundle of habits.

### 1.5.5 Good Study Habits

Good Study habits rests on attitudes towards work and on a sense of responsibility and these attitudes are built during one's living. Developing good Study habits could be taken up from the very early age. Some of the crucial requirements of study are:

- Interest in learning.

- Self discipline in studying.

- A good memory.

- Skill in assimilation.
These fundamentals of study are closely related to students and should be helped to cultivate good Study habits and Skills and have a stimulating intellectual life. If they form good Study-habits it can be easier. What they have to do for enjoying study is;

- Set up a definite time for study. Study at the same time every day. Have self-discipline. The procedures for improving self-discipline and the tips for this are many. Time schedule for study helps to assume allotment of sufficient time for study and regularity in studying.

- Improve physical conditions for study. Poor physical surroundings are often a factor for poor concentration.

- Before starting study, it is necessary to sharpen the pencil, keep ready various kinds of material and the like.

- Take down notes of important points of study, catch words and catch sentences that help remember longer what has been studied and also comprehend better.

- It is necessary to write down a few questions to see whether it is possible to answer them. This kind of review and often result in clear understanding and more permanent retention. This enables fixing responses at an automatic level to ensure immediate recall.

- There are many things to remember to study effectively like, Look-hear-say method; Pause and Short Stretches for Study,
whole method and mixed method. Rest period are necessary for good study.

- There should be some reward for study. The law of effect is involved here. Learning activity is strengthened or weakened as satisfaction or annoyance attends its exercise.

Wrong types of connections may be established if satisfaction attends undesirable types of behaviour. Rewards are good incentives for better study. This has a place in the reinforcement of learning. Students mind becomes alert if they follow this procedure. In fact if they study at the same time each day, go to study as soon as they prepare their material for study, take notes of important points of their study, and write down questions or discuss with the group. Then study becomes so simple for them and they will get so good at it, that it is just like eating a cake.

1.5.6 How to develop good Study habits among children

In order to develop Study habits among children, proper atmosphere is required. It is the duty of the school and home to provide this proper atmosphere. A summer Camp of Delhi principals was held at Pahalgam in 1956. It made the following recommendations:

- The school library and the reading-room must be well equipped, tastefully furnished, well lighted and ventilated so that the students may be attracted and encouraged to take advantage of it. It should be spacious enough and should be located in a quiet place.
Secondly, books and periodicals should be easily accessible to the students-the open shelf system is recommended.

Thirdly, new arrivals should be suitably displayed to attract attention of students and teachers.

Fourthly, it is very desirable that class libraries containing sufficient number of books on suitable topics be organized. Adequate library grant should be given for the purpose by the management and the government. Parents can also help in equipping the library by donating books, periodicals etc.

Fifthly, the time-table should be so framed that each class get at least two periods ‘every week’ for extra reading. These periods should be utilized for-

a) Silent reading of periodical and books;

b) Guiding pupils with regard to reading material and ascertaining whether they have gone through the books;

c) Reporting and discussing in the class about the books and periodicals read by the students.

Sixthly, a proper record of extra books read by each student should be maintained by allotting one page to each student in the library issue register or by making entries on the individual cards. This card should be periodically entered in the students’ progress report books.
Seventhly, the librarian should be trained, well read and interested in children so that the requisite guidance, encouragement and help may be available to the students. In a large school, there should be a library assistant to help him. If there is no trained librarian, the services of a senior teacher interested in reading should be utilized to organize the work of the library.

1.5.7 **Principles of developing Good Study Habits**

The Delhi principals at the summer camp of Pahalgam enumerated the following principles of developing good study habits.

- The study programme should be purposeful, pleasant and interesting to the child. It is obvious that unless the programme is enjoyable and meaningful, the child will develop distaste for studies.

- The goals set before the child should be well within his reach. This is necessary in order to develop in him a sense of self – confidence and achievement.

- The methods of instruction should be such as to stimulate a real desire for discovery and encourage thinking.

- The study material should be properly graded and plentiful.

- The study programme should be such as to encourage initiative and independent thinking.
- The child should be allowed to know his progress and be encouraged to make further improvement by competing with himself.

**1.5.8 How to break bad habits**

The following principles should be followed to break bad habits:

- Every repetition makes the habits more permanent. Therefore, the first opportunity should be taken to eradicate bad habits.

- Habits persist. The process of their eradication is time-consuming. Therefore, the teacher should be persistent and patient.

- Causes of bad habits should be studied and they should be attacked.

- Firm determination on the part of the teacher as well as children is necessary. The children should be motivated to root out bad habits.

- Disuse and neglect weaken habits. Therefore teachers should take care that the children get the least opportunities to act upon the formed habits.

- Desirable counter-habits should be formed.

- Never suffer an exception to occur till the undesirable habit is rooted out.

- Un-conditioning can also help in this purpose.
The teachers should note that they themselves or elders and friends of the children are free from those undesirable habits.

1.5.9 **Responsibilities of the Teachers**

- Teachers should develop their own love for reading which will stimulate the students to develop reading habits.

- They should be well versed in children’s literature so that they may suggest suitable books for the students. Generally speaking, teachers do not read children’s literature with the result that they are ignorant of the reading need of the students.

- They should adopt such methods of teaching and give assignments in a way as the students may be encouraged to supplement their class work by extra reading.

1.5.10 **Home Atmosphere to develop study Habits**

In order to develop Study habits among children, home also plays an important role. The home will become an ideal place for the promotion of sound Study habits if,

- It is situated in peaceful and beautiful surrounding.

- Parents are educated and interested in all round development of the children.

- There are harmonious relationships among the members of the family, where individuality of the child is respected and
• Privacy and facilities exist for individual study, is obviously an ideal place for the promotion of sound Study habits.

• If the financial position of parents is sound, they must provide the child newspapers, magazines, story-books etc.

• On birthdays and other festive occasions, parents should present those books as gifts.

1.6 Need for the Present study

Achievement refers to the scholastic or Academic achievement of the student at the end of an educational programme. A good number of variables such as personality characteristics of the learners, School adjustment, Study habits, the Organizational climate of the school, curriculum planning, students IQ, health, peer group, past experience, attitude towards the school subjects and teachers, the emotional care, parents love and affection, family environment, socio-economic status etc., influence achievement in different degrees. Independent and dependent variables selected for the study are explained in the following paragraphs.

Emotional intelligence has been a source of concern and research towards the end of the 20th century. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in our selves and in our relationships (Daniel Goleman, 1998). According to the proponents of emotional intelligence (EI), a person’s emotional make-up largely determines his or her professional success. They believe that EI is the
most important determinant of the extent of professional and personal success in life. According to Goleman, (1998), 80% of a person’s success in life depends on a person’s emotional intelligence, and only about 20% depends on IQ.

"Emotional Intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and / or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" Mayer and Salovey (1997). According to Herrnstein and Murray (1994), people are normally distributed in intelligence; poverty and unemployment, to some extent, is the effect of low general intelligence, and, affluence is associated with high general intelligence. Daniel Goleman (1995) countered this impression by introducing the concept. ‘Emotional intelligence’ and stated that "it (EI)can be as powerful and at-times more powerful, than IQ.

Goleman (1995) believes that Emotional intelligence appears to be an important set of psychological abilities that relate to life success. It is empathy and communicational skills as well as social and leadership skills that will be central to our success in life and personal relationship, rather than high IQ. Goleman (1995) claim that if we want to be a valued and productive member of the society it is better to have EQ.
Goleman (1995) argues that men particularly need to develop emotional skills, and he gave many examples of men with high intelligence who were not successful because they had problems with other pupils skills. He found from his research that people with high Emotional intelligence generally have successful relationships with family, friends and fellow workers. They are also are successful because they persist in the face of setbacks and channel their Emotional energies towards achieving their goals.

Characteristics of people with high Emotional intelligence Salivey (1990) have defined five characteristics of person with high Emotional intelligence. They are; i) Knowing one’s emotions, ii) managing emotions, iii) motivating one, iv) recognizing emotions in others, and v) holding relationships. Higher levels of Emotional intelligence are related to: Better academic performance (Lam and Kirby, 2002) Better social support and satisfaction with social support (Ciarrochi et.al., 2001). Lower levels of Emotional intelligence are related to Unauthorized school absences (Petrides, 2004).

Parker(2004) Studied the relationship between Emotional intelligence and Academic achievement and revealed that, Academic success was strongly associated with several dimensions of Emotional intelligence. Umadevi(2009) Studied relationship between Emotional intelligence, Achievement motivation and Academic achievement and found that, i) there was a positive relationship between Emotional intelligence and Academic achievement of Primary school student
teachers, Chamundeswari (2013) Studied Emotional intelligence and Academic achievement and revealed that, there was a positive significant correlation between Emotional intelligence and Academic achievement among the students. Researches conducted so far have revealed that, Emotional intelligence has significant effect on students’ academic achievement.

School adjustment is an important variable affecting the academic achievement of students. Adjustment is nothing but fitting into or adapting to an environment. School adjustment has different dimensions covering all main aspects of school life namely, academic matters, school mates, teachers, school organisation or environment in general and self. If the student has an adjustment with the dimensions of school life, usually there will be higher academic achievement than those of the students who were not adjusted properly with school life.

A study by Agubost (2010) agreed that a child who cannot adopt to his environment is likely to perform poorly in school. Reddy (1978) revealed that academic adjustment was significantly related academic performance. George (1966) reported that the pupils with high intelligence were identified as better adjusted and higher achievers. Researches conducted so far have revealed that, school adjustment has significant effect on students Academic achievement.

Study habits is one more independent variable have significant effect on school achievement.
Habits are true indicators of individuality in a person. Study habits relate to the behaviour of an individual, related to studies. It is adjudged from his study habits. Styles of studying are known as study habits. In the process of learning habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. The pattern of behaviour adopted by students in the pursuit of their studies is considered under the caption of their study habits. Study habits reveal student’s personality. In action at their studies, learner's learning character is characterized by his study habits. Study habits serve as the vehicle of learning. It may be seen as both ends and means of learning.

Study is the process of acquiring knowledge; one's own effort is needed for such gaining of knowledge and understanding. Since many people do not study efficiently, they fail. A student’s failure to achieve the level of which he is capable is most often due to wrong habits built in the early years besides goals, motivation and personal relations. One such problem is lack of good Study Habits.

Singh (2011) found that girls and boys differ significantly in their study habits and academic achievement. It also clears that good correlation in study habits and academic achievement. Isangedighi(1997) reported there is a strong correlation between Study habits and Academic achievement of high school students. Ramaswamy (1988) found that Academic achievement was positively
related to personality, academic motivation, self-concept, study habits and SES among high and low achieving boys and girls.

The review of studies conducted so far clearly shows that although Emotional intelligence, School adjustment and Study habits of students are thoroughly investigated, these studies examined their effect on dependent variable separately. Therefore, the present study investigate the relationship between Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science among the secondary school students.

1.7 Research Questions

Specifically, the current study attempted to answer the following questions;

1. Whether students Emotional intelligence influence upon Academic achievement of students in social science independently in case of Boys, Girls, Urban students, Rural students, Government school students and Private school students?

2. Whether students School adjustment influence upon Academic achievement of students in social science independently in case of Boys, Girls, Urban students, Rural students, Government school students and Private school students?

3. Whether students Study habits influence upon Academic achievement of students in social science independently in case of Boys, Girls, Urban students, Rural students, Government school students and Private school students?
4. Whether the interaction of students Emotional intelligence, School adjustment and Study habits taken 2 and 3 variables at a time, significantly effect upon Academic achievement of students in social science, when the data were classified into Boys, Girls, Urban students, Rural students, Government school students and Private school students?

The present study tries to find out the possible solutions to these questions.