INTRODUCTION
CHAPTER 1

INTRODUCTION

“Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way—that is not easy.”

Aristotle

We are at the beginning of a new century where intelligence and success are not viewed the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole student has become the center of concern, not only his reasoning capacities, but also his interpersonal skills, and emotions.

1.1 THE PROBLEM AND ITS BACKGROUND

The present era is confronted with the varying expectations due to global world competition to excel in all the aspects of human interaction, whereas education is not an exception. Education is itself passing through a very challenging yet delicate time to restructure itself to come true to the global educational needs of students. Due to this change, many different types of expectations are held by the self, parents, teachers and society at large. In an effort to fulfill these expectations sometimes, students plunge into desperate situations. This desperate situation emerges because of the conflict what they are capable of doing and what is expected of them. This conflict develops negative thinking in students. Students are unaware of what is happening to them, why their achievement and adjustment frustrating them. This so latently take place in the emotional domain of students that students come to know this when it reaches the stage of gravity starts
hampering the interaction, peace, harmony and achievement and start feeling emotionally disturbed.

Students can personally gain a lot from managing their emotions effectively. A positive emotion helps a person to live and to learn better. A negative emotion will influence one’s life, study and health (Wang, S. L., 1993). For example, research has shown that they can receive bigger success if they are more emotionally managed. Effective emotional management can also enhance the feelings of personal achievement, identity, and well being. Thus, the ability to manage emotions is important. Many students grow up with below average interpersonal skills for dealing with others in a socially appropriate manner (Todis B. et al, 2001). As children develop they must learn how to manage emotion strategically within a variety of social context so that their emotional behavior confirms to cultural expressions. For example, children learn to alter their expression of emotion for social purposes to avoid from embarrassing themselves by displaying an emotion that others would view inappropriate to the situation.

Emotional management refers to the ways in which students influence their own feelings and expressions and the ways in which they influence other student’s feelings or as the ability one has to alter their emotional response to provocative situations. In everyday circumstances, emotion management skills are often called upon to dampen one’s emotional arousal, especially negative emotions such as anger and frustration (Thompson R. A., 1994). People who have developed these emotional management skills, understands and express their own emotions, recognize emotions in others, and manage emotions to achieve adapted behavior (Salovey et al, 1993). More recently, however, it has been recognized that emotions play a role in almost all work activities. Emotions influence what tasks students’ work on, what effort they exert, how they react to situations, and how they influence other people. In other words, what they feel and how they express their emotions affects their performance and the performance of others. Effective emotion management is therefore highly beneficial.
Here emotional intelligence is also very relevant. Emotional intelligence can be defined as a person's ability to monitor, understand, use and change emotions in self and others. It is therefore clearly relevant to emotional management. However, there is some disagreement about what constitutes emotional intelligence and about the extent to which it overlaps with personality traits and general intelligence. Nevertheless, preliminary evidence suggests that aspects of emotional intelligence may relate to emotional management. Emotional intelligence competencies can be learned and could therefore be enhanced by appropriate training.

There is a wide range of emotion regulation strategies that can be used to maintain or change the feelings. Some of the most effective strategies for alleviating negative emotions involve: Engaging with the problem at hand, reappraisal of the situation, thinking about something pleasant, or doing something active. Ineffective regulation strategies include avoiding the problem and venting anger (Ming-Kung Yang, Gwo-Shing Wang, 2001). Students at secondary level specially suffer under which disturbs their emotional intelligence and consequently become the reason for poor learning.

Thus, students can use a diverse range of methods as well as strategies to influence emotional management depending upon some personality characteristics, which play an important role in emotional management of an individual. Acting does not always appear authentic and the discrepancy between what they express and feel may cause them to feel alienated. This method of emotional management requires more effort but can lead to better performance. The provision of role models and mentors can also help shape how to use emotion skills. Supportive supervision can also have a role in influencing how individuals and teams use emotions.

Since, students spend a lot of time in school with teachers in studying and preparing for examinations along with a big part of their lives at home in
relationship with their family and friends. This network of relationship is an important aspect of their life and bring a lot of support and joy but many times these relationships turns unpleasant. At that point student become unsure and begin to blame, criticize others and sometimes even self. In this process students feel emotionally suffered. Sometimes students are intrigued, baffled and even frustrated at the behavior of other human beings and even their own behavior with others.

In all these circumstances students are at a loss to know how to handle these relationships as well as the pressure exerted due to the increased expectations of them and their teachers or parents properly. They are always under the cloud because they are always worried about their future and family. This creates so many problems in them mainly because of the incapability of managing their emotions in a proper way.

The researcher being a teacher has witnessed these desperate emotional fabrics of students and realized that they are not able to manage their emotions and moved by this. Decide to study the emotional management of students after identifying their level of emotional intelligence, personality types and achievement of students. The study undertaken may be stated as follows:

1.2 STATEMENT OF THE PROBLEM

"Evolving strategy for emotional management at different levels of emotional intelligence in relation to personality characteristics and achievement at secondary level".

1.3.1 EMOTIONAL MANAGEMENT

Emotional management can be defined as “The mental ability we are born with which gives our emotional sensitivity and potential for emotional management skills that help us maximize our long term health, happiness and survival” or
“Knowing how to separate healthy from unhealthy feelings and how to turn negative feelings into positive ones” (Mayer et al).

Emotional management skills contribute to student’s success in school and to their later success in the workplace (Huffman, Mehlinger, and Kerivan, 2000). Emotionally competent students are able to deal better with strong emotions and express them in socially acceptable ways than students with skill deficits (Eisenberg, Cumberland, and Spinrad, 1998). Effective emotion management is associated with decreased aggression (Underwood, Coie, and Herbsman, 1992) and increased social-emotional competence (Eisenberg, Fabes, and Losoya, 1997).

An important ingredient of emotion management is attentional persistence, or the ability to remain focused on a goal while resisting internal or external distractions (Belsky, Friedman, and Hsieh, 2001). A benchmark of attentional persistence is the ability to resist immediate rewards in order to reach difficult goals (see Metcalfe and Mischel, 1999, for a review). One way that researchers have measured this ability, called “delay of gratification,” is to see how long preschool-aged children can wait alone in a room with a tasty marshmallow. They are promised a second marshmallow if they can resist eating the first one until the experimenter comes back into the room. Young children who could not wait long enough to get both marshmallows tended to get lower scores on the Scholastic Aptitude Test (SAT) when in high school and show social-emotional deficits in adolescence and adulthood. Further, delay of gratification appears particularly helpful to individuals who are highly sensitive to peer rejection (Ayduk et al., 2000; Sethi, Mischel, Aber, Shoda, and Rodriguez, 2000).

Emotion management refers to the ways in which students influence their own feelings and expressions and the ways in which they influence other people’s feelings. All students engage in emotion management as part of their studies and schools often play a significant role in shaping emotion management.
History of emotional management

The study of emotions is booming. In the 1970’s attention was already moving in this direction, for instance in studies on mentalities and everyday life, but not on the whole a rather personal and involved version of this field of study was dominant: the sensitivity and encounter movement. In the 1980’s interest in the subject of emotions and emotion management has found expression in rapidly increasing number of comparatively dethatched psychological, sociological and historical studies. In the 1970’s, a Dutch sociologist interested in the subject remarked that, in general sociologists pay little attention to the emotions of the people they study, whereas emotions are quite central for the novelists. That may still be true but the recent attention paid to the social aspects of emotions and emotion management suggests that this difference is at least diminishing.

Components of emotional management

The present study deals with the study of some important components of emotional management extracted from a wide range of emotions under the category of positive as well as negative ones.

Positive emotions

Here are a few of our positive emotions, which are important in our day to day lives.

1. Survival: Nature developed our emotions over millions of years of evolution. As a result, our emotions have the potential to serve us today as a delicate and sophisticated internal guidance system. Our emotions alert us when natural human need is not being met. For example, when we feel lonely, our need for connection with other people is unmet. When we feel afraid, our need for safety is unmet. When we feel rejected, it is our need for acceptance which is unmet (thrvnenet.com).
2. Decision making: Our emotions are a valuable source of information. Our emotions help us make decisions. Studies show that when a person's emotional connections are severed in the brain, he can not make even simple decisions. Because he doesn't know how he will feel about his choices (thrivenet.com).

3. Goal focus: Goal setting involves establishing specific, measurable, achievable, realistic and time-targeted goals. Work on the theory of goal-setting suggests that it's an effective tool for making progress by ensuring that participants in a group with a common goal are clearly aware of what is expected from them.[citation needed] On a personal level, setting goals helps people work towards their own objectives, most commonly with financial or career-based goals. Goal setting features as a major component of personal development literature:

- Goals provide a sense of direction and purpose (Goldstein, 1994).
- Goal setting capitalizes on the human brain's amazing powers: Our brains are problem-solving, goal-achieving machines.

Goals that are difficult to achieve and specific tend to increase performance more (Swezey et al, 1994). A goal can become more specific through quantification defining certain tasks that must be completed. Setting goals affects outcomes in four ways (Latham et al, 2002):

- Choice: goals narrow attention and direct efforts to goal-relevant activities, and away from perceived undesirable and goal-irrelevant actions.
- Effort: goals can lead to more effort; for example, if one typically produces 4 widgets an hour, and has the goal of producing 6, one may work more intensely towards the goal than one would otherwise.
• Persistence: Someone becomes more prone to work through setbacks if pursuing a goal.

• Cognition: Goals can lead individuals to develop and change their behavior.

4. Self confidence: Confidence is a word which we frequently use in everyday language yet rarely do we stop and think what it means. Most dictionary definitions of confidence focus on two related ideas:

• Confidence is about being certain of your own abilities
• Confidence is about having trust in people, plans or the future.

Confidence is thus not simply a feeling that things will go well but also a judgment on our own, or others, abilities. When the abilities in question are our own, having confidence, suggest a high level of self-assurance. Since confidence involves the belief that things will turn out well, confidence may sometimes be used interchangeably with optimism. Instead of confidence, psychologists are more likely to use terms which may still be difficult to define but which are more focused and so more amenable to measurement. The most commonly used terms by psychologists are: self-esteem, self-efficacy and optimism. George Morris in his handbook ‘Creating Confidence’ used the following formula for confidence:

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\text{Confidence} = \text{self-efficacy} + \text{optimism}
\]

5. Happiness: The only real way to know that we are happy is when we feel happy. When we feel happy, we feel content and fulfilled. This feeling comes from having our needs met, particularly our emotional needs. We can be warm, dry, and full of food, but still unhappy. Our emotions and our feelings let us know when we are unhappy and when something is missing or needed. The better we can identify our emotions, the easier it will be to determine what is needed to be happy (Seligman 2004).
6. **Motivation**: Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. It involves the biological, emotional, social and cognitive forces that activate behavior. In everyday usage, the term motivation is frequently used to describe why a person does something. For example, you might say that a student is so motivated to get into a clinical psychology program that she spends every night studying. Psychologists have proposed a number of different theories of motivation, including drive theory, instinct theory and humanistic theory (Kendra Cherry, about.com).

**Negative emotions**

Here are a few of our negative emotions, which are important in our lives.

1. **Disappointment**: There seem to be at least two ways the word "disappointment" is used. A combination of sadness and surprise, which fits with some academic definitions of disappointment or a combination of disapproval and disbelief. Many people use the expression of disappointment as a way of laying a guilt trip on someone else.

2. **Anger**: Anger is a completely normal, usually healthy, human emotion which may lead to aggression. But when it gets out of control and turns destructive, it can lead to problems, in your personal relationships, and in the overall quality of your life. And it can make you feel as though you're at the mercy of an unpredictable and powerful emotion. Anger is an emotion related to one's psychological interpretation of having been offended, wronged or denied and a tendency to undo that by retaliation. Videbeck (2006) describes anger as a normal emotion that involves a strong uncomfortable and emotional response to a perceived provocation.
R. Novaco (2000) recognized three modalities of anger: cognitive (appraisals), somatic-affective (tension and agitations) and behavioral (withdrawal and antagonism). DeFoore. W (2004) describes anger as a pressure cooker; we can only apply pressure against our anger for a certain amount of time until it explodes. Anger becomes the predominant feeling behaviorally, cognitively, and physiologically when a person makes the conscious choice to take action to immediately stop the threatening behavior of another outside force (Raymond, 2006). The external expression of anger can be found in facial expressions, body language, physiological responses, and at times in public acts of aggression (Michael Kent). Uncontrolled anger can, however, negatively affect personal or social well-being (Raymond Novaco, 2000).

3. **Sadness:** Sadness is emotional pain associated with, or characterized by feelings of disadvantage, loss, despair, helplessness, sorrow, and rage. When sad, people often become outspoken, less energetic, and emotional. Crying is an indication of sadness. Sadness can be viewed as a temporary lowering of mood, whereas depression is more chronic. Sadness is a normal emotion that can make life more interesting. Much art and poetry is inspired by sadness and melancholy. Sadness almost always accompanies loss. For example, when we say goodbye to a loved one, we usually feel sad. The sadness is even deeper if a close relationship has ended or a loved one has died. Sadness also helps us appreciate happiness. When our emotions eventually changes from sadness toward happiness, the sense of contrast adds to the enjoyment of the mood (Leonard Holmes. 2010).

4. **Fear:** Fear is a distressing negative emotion induced by a perceived threat. It is a basic survival mechanism occurring in response to a specific stimulus, such as pain or the threat of danger. Fear is apparently a
universal emotion; all persons, consciously or unconsciously, have fear in some sort (Burham H., 1932). In short, fear is the ability to recognize danger leading to an urge to confront it or flee from it (also known as the fight-or-flight response) but in extreme cases of fear (terror) a freeze or paralysis response is possible. Additionally, fear is frequently related to the specific behaviors of escape and avoidance, whereas anxiety is the result of threats which are perceived to be uncontrollable or unavoidable (Ohman, 2000). It is worth noting that fear almost always relates to future events, such as worsening of a situation, or continuation of a situation that is unacceptable. Fear can also be an instant reaction to something presently happening.

5. Anxiety: The root meaning of the word anxiety is 'to vex or trouble'; in either presence or absence of psychological stress, anxiety can create feelings of fear, worry, uneasiness, and dread (Bouras & Holt, 2007). Anxiety is a generalized mood that can occur without an identifiable triggering stimulus. Anxiety is related to situations perceived as uncontrollable or unavoidable (Ohman, 2000). Another view defines anxiety as "a future-oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events," (David H. Barlow, 2002) suggesting that it is a distinction between future and present dangers which divides anxiety and fear. In a review (Sylvers, Patrick; Jamie Laprarie and Scott Lilienfeld, 2011), fear and anxiety were said to be differentiated in four domains: (1) duration of emotional experience, (2) temporal focus, (3) specificity of the threat, and (4) motivated direction. Fear was defined as short lived, present focused, geared towards a specific threat, and facilitating escape from threat; while anxiety was defined as long acting, future focused, broadly focused towards a diffuse threat, and promoting caution while approaching a potential threat. Anxiety takes several forms: phobia (Neil R. Carlson, 2010), social anxiety, obsessive-compulsive, and post-traumatic stress.
6. Stress: Stress occurs when people perceive that events are placing excessive demands on them. The degree of stress experienced depends on one’s perception. Perceptions in fact, determined weather a given situation is experienced as an excessive demand for an opportunity. These perceptions depend on an individual’s interpreting habits or some specific thought patterns. Thus, interpretive habits or thought patterns cause stress and more the interpretive style is optimistic, more the individual is resilient to stress (Pooja Garg & Renu Rastogi, 2009).

All humans have basic emotional needs. These needs can be expressed as feelings, for example the need to feel accepted, respected and important. While all humans share these needs, each differs in the strength of the need, just as some of us need more water, more food or more sleep. One person may need more freedom and independence; another may need more security and social connections. One may have a greater curiosity and a greater need for understanding, while another is content to accept whatever he has been told.

One of the major problems that have been observed in schools is the treatment of all children as if their emotional and psychological needs were identical. The result is many children's needs are unsatisfied. They then become frustrated, as any of us do when our needs are unmet. They act out their frustration in various ways which are typically seen as "misbehavior." This is especially evident when children are expected to all do the same thing for the same length of time. The better we identify their unique needs and satisfy them, the few behavioral problems. It is also evident when they are made to do things which are not interesting to them, or when they are not challenged enough with things which are relevant to their lives. One of the things teenagers who are cutting themselves seem to have in common is they are extremely bored at school as well as emotionally neglected, over-controlled or abused at home. In dysfunctional families it is most often the emotional needs which are not met. The children and teenagers are getting
enough to eat and they have a roof over their heads, but their emotional needs are not being met. It is helpful to become more aware of these emotional needs as a first step towards helping each other.

STRATEGIES FOR EMOTIONAL MANAGEMENT

Much of the research on the development of emotion-management strategies has focused on the management of distressing emotions, especially anger. In a comprehensive summary of the research on emotion management,

Brenner and Salovey (1997) note that children use some emotion-management strategies consistently throughout childhood, while the use of other strategies changes with age. For example, although young children often seek the assistance of adults to manage distressing feelings, they become less reliant on adult support with age. Another general management strategy is distraction, which is to think about or do something that takes one's mind off of the emotion. A common distraction strategy for both younger and older children is behavioral distraction (for example, managing sadness by coloring or playing basketball). Although children at all ages tend to use behavioral distraction with about equal frequency, older children more frequently use cognitive distraction (such as thinking about something pleasant) in response to distressing emotions than do younger children.

Another emotion-management strategy that children use is changing the situation that prompts the distressing emotion. For example, a child who is worried about the height of the tallest slide on the playground decides to play on a lower slide instead. There are no age differences in children's use of this strategy. As children get older, however, they more frequently try to change their feelings rather than try to change the situation itself. For example, children change their feelings by using relaxation strategies (taking deep breaths to calm down) or reframing their thinking about the situation (instead of thinking about not knowing anyone on the first day of school, thinking of it as an opportunity to meet new friends).
Emotional management means taking conscious control of your attitude and making it positive. This is crucial because attitude often becomes a self-fulfilling prophecy because generally people act according to the situation and their knowledge but also to their feelings and their mood.

Students can use a diverse range of methods to influence emotion management. The provision of role models and mentors can also help shape how to use emotion skills. Supportive supervision can also have a role in influencing emotions.

There is a wide range of emotional management strategies that students can use to maintain or change their feelings. Some of the most effective strategies for alleviating negative emotions involve: engaging with the problem at hand, reappraisal of the situation, thinking about something pleasant, or doing something active. Ineffective regulation strategies include avoiding the problem and venting anger etc.

The importance of emotional management

One of the hardest things to learn when it comes to working with the law of attraction is how to manage our emotions. This is such an important skill if you are to attract the things that you want into your life that you should devote some time and energy to it. We attract to us what we think and feel about the most, so the more we let our negative emotions rule the more negative things we will attract to ourselves. Sometimes it can be difficult to stay positive when the world around us throws the stuff at us it does; however, regardless of what the world do we need to manage our own emotional state.

Every day we all have to deal with people or situations or things in our lives that cause us to feel down and out or angry or any number of other negative emotions. That is a normal part of life. The difference is in how you allow it to effect you. Any number of things could happen from a failed relationship, to failed friendships, to trouble and stress on the job. Your ability to keep your eye on your goals and
manage your emotions and keep them in the positive realm is directly in alignment with your success and your ability to attract everything you want in your life.

There are some things you can do to keep your emotions in a positive state. First you need to keep your mind on where you are going regardless of what happens right now. Right now is only a temporary situation, but your goals and the future you want to build become a part of your every day life. A runner doesn't focus on the pain in his legs or the people next to him. He keeps his eye on the finish line and pushes with everything he has until he crosses that line. Then he can look back at the pain and the other runners and what happened as all of that is a part of the past at that point, and as we all know, the past is gone and will never return.

Another important thing to remember when things happen is that this one thing isn’t your entire life. If you have someone at work who gives you problems, remember that that person is just that person. It isn’t your spouse, or the hobbies you have, or all of the other things you have going on in your life. The good will always out weigh the bad if you remember to think about them. There is always more good going on in your life and more positive there if you take the time to see it. We often allow what is happening right now to cloud our entire emotional state and life. We allow things to consume our thinking, and this will only slow down your progress and accomplishments.

Remember to manage your emotions or your emotions will manage you. Keep your eye on the goal and keep moving toward it no matter what. Even if things do get so bad that it feels as though nothing but bullets and bombs are flying at you, keep moving. Keep your eye on the prize. Even with death one step behind you, keep moving. Manage your emotions and keep them in the positive, and as soon as you begin to recognize that they are moving into the negative, make a shift in your head and your heart. The universe rewards those who take action and manage their life.
Relevancy of emotional management and emotional intelligence

Emotional intelligence can be defined as a person's ability to monitor, understand, use and change emotions in self and others. It is therefore clearly relevant to emotion management. However, there is some disagreement about what constitutes emotional intelligence and about the extent to which it overlaps with personality traits and general intelligence. Nevertheless, preliminary evidence suggests that aspects of emotional intelligence may relate to effectiveness. Emotional intelligence competencies can be learned and could therefore be enhanced by appropriate training.

1.3.2 EMOTIONAL INTELLIGENCE

Emotional intelligence can be defined as "The ability to process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotion" (Mayer) or "The innate potential to feel, use, communicate, recognize, remember, learn from, manage and understand emotions" (Steve Hein).

Goleman (1995) found that academic intelligence has little to do with emotional life. People with high IQ scores can be poor managers of their social lives and prone to unbridled passions and impulses. Goleman noted that IQ contributes approximately 20% to the factors that determined life successes. He contended that emotional intelligence abilities – motivating oneself, persisting when faced with frustration, controlling impulse, delaying gratification, regulating one's moods and empathizing with others – may explain a portion of the factors comprising the other 80% of life successes (Goleman). Goleman (1998b) found that in a study of an organization's most outstanding leaders, emotional intelligence proved to be twice as important as technical skills and IQ.
So, what is the relationship between emotion and intelligence? Goleman (1995) asserted that the constructs of "emotion" and "intelligence" act in harmony with one another and are not incongruous at all. Emotions are often presented as disorganized interruptions of mental activity (Salovey & Mayer, 1990). Instead of interfering with rational thought, Mandler (1984) suggested that intense emotional situations actually stimulate intelligence by helping individuals prioritize thought processes. Emotions have been thought to link logical thought processes rather than disrupting them (Mayer & Salovey 1993).

Nature of emotional intelligence

For emotional intelligence to qualify as intelligence, it must meet three established criteria – (a) conceptual, (b) correlational, and (c) developmental (Mayer, Caruso & Salovey as cited in King, 1998).

The abilities that define emotional intelligence comprise the conceptual criterion (King 1999). The abilities distinguish performance from personality traits and talents (Mayer & Salovey, 1993, 1997, Scar, 1989, as cited in Mayer & Salovey, 1993). According to King (1999), Mayer and Salovey combined the research on emotions to create a framework for emotional intelligence. The mental processes were illustrated as abilities and were divided into four classes known as the Four Branch Model. The model is comprised of four branches that range from basic psychological processes to higher integrated processes (Mayer & Salovey, 1997).

Perceiving Emotions is the lowest level and deals with the perceptions of emotions within one self and others. It is at that level that an individual begins to understand how others might feel in a particular circumstance and appreciate different points of view. At the second level, assimilating emotions, one begins to understand how other might feel in a particular circumstance and see different points of view. The third level, understanding Emotions, involves the understanding and labeling of emotions. It is at this level that individuals recognize the variations of each emotion. The highest level, Managing Emotions, concerns the ability to recognize
and appreciate both pleasant and unpleasant feelings is self and others. Judging emotion truthfully for what it is and using the information to grow intellectually expresses the essence of this level. The second criterion that enables emotional intelligence to qualify as intelligence is that it must be correlational (Mayer & Salovey as cited by King, 1999). Correlational means that it should be correlated with other intelligences (Mayer & Salovey, 1993). In their first study, Mayer and Salovey predicted scores for emotional intelligence that would distinguish it from other intelligences. The results indicated that the test is reliable regardless of the scoring method. The test proved to be positively correlated with one another. The third criterion is that the construct of intelligence should be developmental (King, 1999). The second study by Mayer and Salovey (1997) showed that emotional intelligence met the developmental criterion with growth from adolescence to early adulthood. As predicted in the study, the adults did score higher than the adolescents (King). Based on the results of the two studies, emotional intelligence may qualify as a type of intelligence. The results showed that (a) emotional intelligence is a set of abilities (conceptual); (b) emotional intelligence correlates with other intelligences (correlational); and (c) it shows growth from adolescence to early adulthood (developmental).

History of emotional intelligence

When reviewing the literature, the work of particular researchers often appears. Some of the most recognized authors and a discussion of their works follow. Edward Thorndike is credited with the initial study of emotional intelligence (Goleman, 1995). The term had not yet been coined but Thorndike (1920) researched dimensions of emotional intelligence as a form of “social intelligence”. Howard Gardner (1983) continued to expand the knowledge of interpersonal and intrapersonal skills in the mid-1980s. Salovey and Mayer (1990) are given credit for introducing the term “emotional intelligence” in the early 1990s. Finally, Daniel Goleman (1995) published two very successful books in which he described emotional intelligence and how emotional intelligence is used in the workplace.
Over time, researchers have attempted to unite emotion with intelligence (Goleman, 1995). Thorndike according to Goleman was one of the first theorists to attempt to define the aspect of social intelligence that we now know as emotional intelligence. Social intelligence can be explained as the ability to understand others and act appropriately in human relations (Goleman,). Marlowe (1986) defined social intelligence as the ability to understand other people and social interactions and to use this knowledge to lead and guide other to mutually satisfying outcomes (Click 2002). Researchers agreed that social intelligence is important for academic and career achievement (Lord, De Vader and Aliger, 1986; Wentzel, 1991 as cited in Click 2002).

Cognitive skill in drawing accurate conclusions from social interactions and the effectiveness of social behavior based on such observations express the foundation of social intelligence (Walker & Foley, 1973 as cited in Click 2002). Thorndike (1920) initially investigated social intelligence as one component of intelligence measured by the IQ score (Click 2002). He ultimately distinguished social intelligence from other forms of intelligence and defined it as the capability to understand people and to act wisely in human relations (Thorndike). Later, Sternberg (1988) concurred with Thorndike's findings stating that social intelligence is not only distinct from academic abilities but is also an integral part of what makes people do well in the practicalities of life. He noted that conventional IQ tests assess only the analytical aspect of intelligence (Sternberg, 1996). Goleman credited Sternberg for attempting to widen the sphere of intelligence and reinvent it in terms of what it takes to lead a successful life.

Gardner (1983) argued in his theory on multiple intelligences that traditional IQ tests measure linguistic, logical-mathematical, and sometimes spatial intelligences. He described the differences between and among people in seven different forms of intelligence (Gardner). Linguistic intelligence describes the ability to understand words and how they are combined to form language. Logical-mathematical intelligence is the dimension that speaks to the ability to see
patterns, order, and logical chains of reasoning. The musical intelligence refers to individuals able to discern pitch, melody, tone, rhythm, and other qualities of musical symbolism. The ability to accurately perceive and think in terms of the visual qualities of the world and its dimensions is known as the spatial intelligence (Gardner & Hatch, 1999). The bodily-kinesthetic dimension describes the ability to control one’s bodily motions, and the capacity to handle objects skillfully intrapersonal. Intelligence concerns the ability to access and understand the components of one’s own inner self including feelings, reactions, and aspirations. The last of Gardner’s types of intelligence parallels the aforementioned definition of social intelligence more closely than any of the other six intelligences. Interpersonal intelligence enables and individual to notice and make distinctions among other individuals including the ability to interpret their moods, temperaments, motivations, and intentions. Gardner emphasized that as people mature physiologically, their intelligences can also be expected to mature. Finally, he underscored the importance of the interaction between the person and the culture in the individual’s environment in shaping human behavior.

Salovey and Mayer (1990) co-formulated the phrase “emotional intelligence.” They defined emotional intelligence initially as the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them, and to use that information to guide one’s thinking and actions (Salovey & Mayer). The ability skills component of emotional intelligence coincides with the definitions of other types of intelligences, specifically, social intelligence (Guilford, 1967; Hunt, 1928; Salovey & Mayer; Sternberg & Smith, 1985 as cited in Click 2002). Salovey and Mayer considered emotional intelligence as a subset of social intelligence in its capacity to monitor and evaluate others’ feelings and emotions and to use that knowledge to guide actions. They found that there exists a set of conceptually related mental processes involving emotional information (Salovey & Mayer). The processes include appraising and expressing emotions in the self and other, regulating emotions in self and others and using emotion in adaptive ways (Salovey & Mayer). Mayer and Salovey (1993) augmented the explanation of
emotional intelligence and broke it into four components. The components include the perception, appraisal, and expression of emotion, emotional support for thinking; understanding and analyzing emotions and applying emotional knowledge, and reflective regulation of emotions to promote emotional and intellectual growth (Mayer & Salovey).

Mayer and Salovey (1993) reported that it was the manner in which they defined emotional intelligence — “as involving a series of mental abilities — [that] qualifies it as a form of intelligence” (p.435). They also argued that because emotional intelligence requires processing emotions, it “may have better discriminant validity from general intelligence than social intelligence” (Mayer & Salovey, p. 435). In other words, emotional intelligence may be a more valid measure as a specific type of intelligence than social intelligence (Mayer & Salovey).

Executive EQ, the popular book by Cooper and Sawaf (1997), outlined a model of emotional intelligence that related specific skills and tendencies to four cornerstones (Click, 2002). Emotional literacy is the knowledge of one’s own emotions and how they function. Emotional fitness includes emotional hardiness and flexibility. Emotional depth is described as emotional intensity and potential for growth. Finally, emotional alchemy is described as the ability to use emotion to spark creativity (Click, 2002).

Attain, although Salovey and Mayer (1990) created the term “emotional intelligence”, it entered national consciousness with Daniel Goleman’s (1995) book “Emotional Intelligence.” The book became a national best seller with more than four million copies sold worldwide (Miller, 1997). It also made popular the notion of viewing the experience and expression of emotions as a domain of intelligence (Schutte et al., 1997). Goleman offered his book as a “guide to making sense of the senselessness” that seems to have recently overtaken our world: random violence, school shootings – events Goleman termed “emotional malaise” (Salopek, 1998, p. 26 as cited in Click, 2002). Goleman popularized the idea of
being "emotionally intelligent" with the notions that success in life does not depend solely on high IQ score.

Goleman (1998b) grouped capabilities into three categories: purely technical skills, cognitive abilities, and competencies demonstrating emotional intelligence. In the interview with Salopek, Goleman continued to describe the competencies he found to be most vital to success in the workplace. By competencies, Goleman referred to emotional intelligence based competencies (Salopek). This is a set of human capabilities that are based more on the working of a different part of the brain than pure cognitive ability or technical skill. The competencies include self-confidence, empathy, the need to get results, constant improvement, influence, and teamwork (Salopek). Goleman stated in the interview that "these are the abilities that every organization needs to develop in people" (Salopek, p. 27). Goleman reiterated that emotional intelligence-based competencies are learned abilities and are not static (Salopek). Goleman concluded that emotional competencies are most important at the highest levels of responsibility in a firm.

Definition of emotional intelligence

Emotional intelligence is a characteristic that can be nurtured and developed in a person. Teachers and other adults need to gain more information about emotional intelligence and through their influence develop emotional intelligence in the children.

Emotional intelligence is one of the latest 'buzz word' in education. Much research has been conducted about the importance of emotional intelligence in the realm of education. Researchers such as Goleman, Salovey and Sluyter, and Gardner have all worked to impress upon educators the importance of emotional intelligence. Goleman (1995) has noted that emotional intelligence predicts as such as 80% of a person's success in life, whereas the traditional measure, IQ, only predicts about 20%. Traditionally, the emphasis when evaluating potential performance has been intellectual; now compelling research indicates that
emotional intelligence is twice as important as IQ plus technical skills for outstanding performance. According to studies by EQ University (1999), emotional intelligence is on the decline across all economic groups and cultures. Peter Salovey of Yale and John Mayer of the University of New Hampshire coined the term “emotional intelligence” in 1999. Emotional intelligence is defined by Mayer and Salovey as follows: Emotional Intelligence is the ability to perceive emotions, to access and generate emotions, so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. (Mayor and Salovey 1997). The four areas are further defined as follows:

Identifying emotions the ability to recognize how you and those around you are feeling. Using emotions to facilitate thought the ability to generate an emotion, and then reason with this emotion (also called emotional facilitation of thought or assimilating functions) understanding emotions-the ability to understand complex emotions and emotional “chains”, how emotions transition from one stage to another. Managing emotions- the ability which allows you to manage emotions in yourself and in others. Spencer defines emotional intelligence as an underlying characteristic of an individual which is causally related to effective or superior performance on the job. Emotional intelligence gives us a framework for thinking about competencies that can play a critical role in an individual's success.

The fact that the term emotional intelligence encompasses so many abilities and competencies dilutes the impact of its meaning. Perhaps Hendric Weisinger in his 1998 definition says it best: Quite simply, emotional intelligence is the intelligent use of emotions! It is emotionally intelligent when you intentionally make emotions work for you by using them to help guide your behaviour and thinking in ways that enhance your results. Emotional intelligence is a measure of emotional and social competencies or one’s ability to identify emotional expressions in oneself and others (Goleman, 2001; Hettich, 2000). Although both IQ and EQ can be improved through training and changed over time, EQ is distinct from IQ in that it is one’s
ability to regulate emotions in response to environmental stimuli (Sutarno, 1996; Bar-On, 1997). Emotional intelligence has been popularized as a learned skill that is a better predictor of life success than intellectual attainment or technical ability (Goleman, 1995). Emotional intelligence has been studied for years in various theories. Harvard University psychological Howard Gardner introduced the theory of 'multiple intelligences' in 1983. He identified two varieties 'knowing one's inner world' and 'social adeptness' (Kemper, 1999). This distinction between interpersonal and intrapersonal intelligence is the basis for the development of EQ theories (Wells, Torrie & Prindle, 2000). Reuven Bar-On (1997) used Gardner's work to define emotional intelligence within the context of personality theory. He describes EQ as 'an array of personal, emotional, and social abilities and skills that influence one's ability to succeed in coping with environmental demands and pressures.' Within Bar-one's model there were five domains: Intrapersonal Skills, Interpersonal Skills, Adaptability, Stress Management, and General Mood.

Salovey and Mayer (1990) defined emotional intelligence within a developmental model of intelligence. Their model is comprised of four hierarchical tiers that define a person's ability to recognize and group emotions. Within the first stage, individuals learn how to identify emotions in themselves and others as well as how to discriminate between expressions of emotions. In the second stage, individuals use emotions to aid in the decision making process. The third stage is characterized by the ability to employ emotional knowledge. The capacity to recognize the relationships among emotions and transitions from one emotion to another are attributes of this stage. Finally the fourth stage is characterized by the ability to manage emotions by behavior associated with the information those emotions convey. In contrast to Salovey and Mayer, Goleman (2001) proposed a performance based theory of emotional intelligence. Specifically, he relates emotional intelligence as 20 competencies in four clusters of general abilities. The four clusters consist of Self Awareness, Social Awareness, Self-Management, and Relationship Management. Each of the four clusters is seen as distinct from cognitive abilities and each other.
These researchers provide sampling theories about emotional intelligence that have emerged since Gardner’s initial work in the early 1980s. All these theories have in common is the basic premise that emotional intelligence refers the abilities to recognize and regulate emotions in one self and others.

**Daniel Goleman’s definition of emotional intelligence**

Goleman explained in his book the basic definition of emotional intelligence categorizing it into five assets/abilities (1995).

(1) **Self-Awareness**

This is the ability to recognize and understand an emotion or feeling as it happens; being aware of one’s mood and thoughts about that mood. This ability is the most important aspect of emotional intelligence as it is the basis on which the other four abilities are built upon.

(2) **Self-Regulation**

This is the ability to manage emotions, handle feelings appropriately and the ability to think before acting.

(3) **Motivation**

This is the ability to emotions into the service of a goal. It is a passion to work for reasons that go beyond money or status: a tendency to pursue goals with energy and persistence.

(4) **Empathy**

This is the ability to recognize and understand emotions of others. It is the fundamental ‘people skills’. It is also the effectiveness in relating and responding to people according to their emotional reactions.
(5) Relationship management

This is the ability to manage emotions in others. It also includes those abilities that lead to popularity, leadership, and interpersonal effectiveness.

1.3.3 PERSONALITY FACTORS

Personality may be defined as "The dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment" (All Port).

Generally authors have defined personality in terms of factors or in terms of types. Stagner (1961) uses the term factor to refer to a consistent feature of personality which has some emotional or ideational content.

Introversion extroversion is a dimension of personality which is normally distributed. That is most people are around average, while others can be placed towards one extreme or the other. Introverts on the other hand are more easily distractible, quickly find, repetitive, task boring, like variety, condition poorly and lose conditioned response quiet quickly. Eysenck regards introverts and extroverts as basic personality types who differ from one another in a large number of personality traits. Eysenck and Eysenck picture the typical extroverts and introverts as follows:

The typical extrovert is sociable. like parties, has many friends, needs to have people to talk to and does not like reacting or studying by himself. He craves excitement, takes chance, often sticks his neck out, acts on spur of the moment and is generally an impulsive individual. He is fond of practical jokes, always has a ready answer and generally likes change. He is carefree, easygoing and likes to "laugh and he merry". He prefers to keep moving and doing things, tends to be aggressive and loose his temper quickly, altogether his feelings are not kept under tight control and he is not always a reliable person.

The typical introvert is a quiet, retiring sort of person, fond of books rather than people. He is reserved and distant except to intimate friends. He tends to plan a
head, "looks before he leaps" and distrusts the impulse of the movement. He does not like excitement, takes matters of everyday life with proper seriousness and likes a well ordered mode of life. He keeps his feelings under close control, seldom behaves in an aggressive manner and does not lose his temper easily. He is reliable somewhat pessimistic and places great value on ethical standards.

Conklin defines extroversion "as a more or less prolonged condition in which attention is controlled by the objective condition of attention more than by the the subjective and in which the content of the subjective conditions are most closely related to the objective". Introversion is defined as the reverse of the above.

Fraud thinks of the introverts as "an individual in whom exists an exaggeration of the thought processes in relation to directly observable social behavior, with an accompanying tendency to withdraw from social contacts" whereas the extrovert is "an individual in whom exists diminution of the thought processes in relation to directly observable social behavior with an accompanying tendency to make social contacts". McDougall, who mentioned that "the essential mark of the extreme introvert is the tendency to internal activity of the brain, especially to an axes of those activities of the highest level in which self conscious reflection and control of lower level processes bulk so largely. The essential mark of the extrovert is the ready passing over of the effective urge into action and expression without the modification and control of it by cerebral processes of the highest level".

White considers introversion as returns to a less clearly defined individuality and as return to a physiogenetically older and diffused form of contact with reality. Tasley taking the opposite view calls extroversion a primitive biological function of the mind.

There seems to be some agreement on these points:

1. The introvert has a more subjective, the extrovert a more objective outlook.
2. The introvert shows a tendency to self control (inhibition). The extrovert shows a tendency of lack of such control.
3. The introvert shows a higher degree of cerebral activity whereas the extrovert a higher degree of behavioral activity.

In the present study the definitions of extrovert and introvert presented by Eysenck have been followed by the investigator.

1.3.4 ACADEMIC ACHIEVEMENT

"Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post secondary years and working life." (Steinberger, 1993) Merriam Webster defines achievement as "the quality and quantity of a student's work." This second definition is the one that more or less applies to this research, the former being too exhaustive. What we need here is the quality of the students' work; we need to calculate the mean of their overall grades during the first semester of the current year. "Refers to average marks obtained by an individual in the final examination".

As academic achievement is one of the important variables in the present study, a brief discussion of this is given in the upcoming section:

Concept of achievement

Achievement is the amount of knowledge derived from learning. The child gains knowledge by the instructions he receives at the school. Class rooms are organized around a asset of core activities in which a teacher assigns tasks to pupils and evaluates and compares the quality of their work. In the course of time pupils differentiate themselves according to how well they perform a variety of tasks, most of which require the use of symbolic skills. The class-room activities force pupils to cope with various degrees of success and failure both of which can
be psychologically problematic. The school provides a wider variety of achievement experiences than does the family. As proceed through successive school levels, the rigors of achievement increase for those who continue along the academic line.

The concept of achievement has several references:

"It usually denotes activity and mastery, making an impact on the environment rather than fatalistically accepting it and competing against some standard of excellence." (Dreeban 1968) According to the Dictionary of Education (Carter, 1959) academic achievement means "the knowledge attained or skills developed in the school subjects, usually designated by test scores, or by the marks assigned by the teachers or both." Dictionary of Psychology (Chaplin 1961) defines educational or academic achievement as specified level of attainment or proficiency in academic work as evaluated by the teachers, by standardized tests or by a combination of both. Comrey (1949) says achievement in school consists of moving towards instructional objectives. Achievement of instructional objectives is the degree to which the pupil has moved towards the objectives of the school. These objectives are the goals in the direction of which the curriculum seeks to change pupils. Thus achievement is accomplishment of proficiency of performance in a given skill or body of knowledge. Achievement may be distinguished from ability. Achievement is what one acquires whereas the ability is the innate capacity of the mind. Achievement, no doubt, depends upon ability, but is not the only criterion for achievement.

**Student academic achievement**

Academic achievement of school students has been one area in which most research has concentrated in past four to five decades. A large number of studies have tried to identify various psychological and environmental factors that affect student achievement.
There are still many factors and conditions which have been related to student academic achievement, but empirical studies of these are not yet made. On the other hand, there are a few factors which have been related to student academic achievement, but such studies are not many with the result that the conclusion drawn from them can not be considered stable. Teaching competency and attitude of teachers towards teaching and student morale are such factors.

1. Intellectual factors
2. Environmental, Biographical and S.E.S. factors as predictors of academic achievement

1.4 OBJECTIVE OF THE PRESENT STUDY

The objectives along with their sub-objectives of the present study are as mentioned below:

1. To study the emotional management of students belonging to high and low level of emotional intelligence at secondary level.

Sub-objectives:

a. To study the survival component of emotional management of students belonging to high and low level of emotional intelligence.
b. To study the decision making component of emotional management of students belonging to high and low level of emotional intelligence.
c. To study the goal focus component of emotional management of students belonging to high and low level of emotional intelligence.
d. To study the self confidence component of emotional management of students belonging to high and low level of emotional intelligence.
e. To study the happiness component of emotional management of students belonging to high and low level of emotional intelligence.
f. To study the motivation component of emotional management of students belonging to high and low level of emotional intelligence.
g. To study the disappointment component of emotional management of students belonging to high and low level of emotional intelligence.

h. To study the anger component of emotional management of students belonging to high and low level of emotional intelligence.

i. To study the sadness component of emotional management of students belonging to high and low level of emotional intelligence.

j. To study the fear component of emotional management of students belonging to high and low level of emotional intelligence.

k. To study the anxiety component of emotional management of students belonging to high and low level of emotional intelligence.

l. To study the stress component of emotional management of students belonging to high and low level of emotional intelligence.

2. To study the emotional management of students belonging to extroversion and introversion level of personality at secondary level.

**Sub-objectives:**

a. To study the survival component of emotional management of students belonging to extroversion and introversion level of personality.

b. To study the decision making component of emotional management of students belonging to extroversion and introversion level of personality.

c. To study the goal focus component of emotional management of students belonging to extroversion and introversion level of personality.

d. To study the self confidence component of emotional management of students belonging to extroversion and introversion level of personality.

e. To study the happiness component of emotional management of students belonging to extroversion and introversion level of personality.

f. To study the motivation component of emotional management of students belonging to extroversion and introversion level of personality.
g. To study the disappointment component of emotional management of students belonging to extroversion and introversion level of personality.

h. To study the anger component of emotional management of students belonging to extroversion and introversion level of personality.

i. To study the sadness component of emotional management of students belonging to extroversion and introversion level of personality.

j. To study the fear component of emotional management of students belonging to extroversion and introversion level of personality.

k. To study the anxiety component of emotional management of students belonging to extroversion and introversion level of personality.

l. To study the stress component of emotional management of students belonging to extroversion and introversion level of personality.

3. To study the emotional management of students belonging to high and low level of academic achievement at secondary level.

Sub-objectives:

a. To study the survival component of emotional management of students belonging to high and low level of academic achievement.

b. To study the decision making component of emotional management of students belonging to high and low level of academic achievement.

c. To study the goal focus component of emotional management of students belonging to high and low level of academic achievement.

d. To study the self confidence component of emotional management of students belonging to high and low level of academic achievement.

e. To study the happiness component of emotional management of students belonging to high and low level of academic achievement.

f. To study the motivation component of emotional management of students belonging to high and low level of academic achievement.
g. To study the disappointment component of emotional management of students belonging to high and low level of academic achievement.

h. To study the anger component of emotional management of students belonging to high and low level of academic achievement.

i. To study the sadness component of emotional management of students belonging to high and low level of academic achievement.

j. To study the fear component of emotional management of students belonging to high and low level of academic achievement.

k. To study the anxiety component of emotional management of students belonging to high and low level of academic achievement.

l. To study the stress component of emotional management of students belonging to high and low level of academic achievement.

1.5 HYPOTHESIS

According to the objectives of the study, the hypothesis of this research work is as follows:

**Hypothesis 1:**

There is no significant difference between emotional management of students belonging to high and low level of emotional intelligence at secondary level.

**Sub-hypothesis:**

- a. There is no significant difference between survival component of emotional management of students belonging to high and low level of emotional intelligence.

- b. There is no significant difference between decision making component of emotional management of students belonging to high and low level of emotional intelligence.
c. There is no significant difference between goal focus component of emotional management of students belonging to high and low level of emotional intelligence.

d. There is no significant difference between self confidence component of emotional management of students belonging to high and low level of emotional intelligence.

e. There is no significant difference between happiness component of emotional management of students belonging to high and low level of emotional intelligence.

f. There is no significant difference between motivation component of emotional management of students belonging to high and low level of emotional intelligence.

g. There is no significant difference between disappointment component of emotional management of students belonging to high and low level of emotional intelligence.

h. There is no significant difference between anger component of emotional management of students belonging to high and low level of emotional intelligence.

i. There is no significant difference between sadness component of emotional management of students belonging to high and low level of emotional intelligence.

j. There is no significant difference between fear component of emotional management of students belonging to high and low level of emotional intelligence.

k. There is no significant difference between anxiety component of emotional management of students belonging to high and low level of emotional intelligence.

l. There is no significant difference between stress component of emotional management of students belonging to high and low level of emotional intelligence.
**Hypothesis 2:**

There is no significant difference between emotional management of students belonging to extroversion and introversion level of personality at secondary level.

**Sub-hypothesis:**

a. There is no significant difference between survival component of emotional management of students belonging to extroversion and introversion level of personality.

b. There is no significant difference between decision making component of emotional management of students belonging to extroversion and introversion level of personality.

c. There is no significant difference between goal focus component of emotional management of students belonging to extroversion and introversion level of personality.

d. There is no significant difference between self confidence component of emotional management of students belonging to extroversion and introversion level of personality.

e. There is no significant difference between happiness component of emotional management of students belonging to extroversion and introversion level of personality.

f. There is no significant difference between motivation component of emotional management of students belonging to extroversion and introversion level of personality.

h. There is no significant difference between anger component of emotional management of students belonging to extroversion and introversion level of personality.
i. There is no significant difference between sadness component of emotional management of students belonging to extroversion and introversion level of personality.

j. There is no significant difference between fear component of emotional management of students belonging to extroversion and introversion level of personality.

k. There is no significant difference between anxiety component of emotional management of students belonging to extroversion and introversion level of personality.

l. There is no significant difference between stress component of emotional management of students belonging to extroversion and introversion level of personality.

**Hypothesis 3:**

There is no significant difference between emotional management of students belonging to high and low level of academic achievement at secondary level.

**Sub-hypothesis:**

a. There is no significant difference between survival component of emotional management of students belonging to high and low level of academic achievement.

b. There is no significant difference between decision making component of emotional management of students belonging to high and low level of academic achievement.

c. There is no significant difference between goal focus component of emotional management of students belonging to high and low level of academic achievement.

d. There is no significant difference between self-confidence component of emotional management of students belonging to high and low level of academic achievement.
e. There is no significant difference between happiness component of emotional management of students belonging to high and low level of academic achievement.

f. There is no significant difference between motivation component of emotional management of students belonging to high and low level of academic achievement.

g. There is no significant difference between disappointment component of emotional management of students belonging to high and low level of academic achievement.

h. There is no significant difference between anger component of emotional management of students belonging to high and low level of academic achievement.

i. There is no significant difference between sadness component of emotional management of students belonging to high and low level of academic achievement.

j. There is no significant difference between fear component of emotional management of students belonging to high and low level of academic achievement.

k. There is no significant difference between anxiety component of emotional management of students belonging to high and low level of academic achievement.

l. There is no significant difference between stress component of emotional management of students belonging to high and low level of academic achievement.

1.6 SCOPE AND SIGNIFICANCE IN THE PRESENT SCENARIO

To sum up, emotion is a complex concept. It is composed of personal and environmental elements that affect an individual on many levels. Although emotion is very important, it can have negative influences. As such, it is crucial to
determine how to transfer negative emotion into positive emotion. Several theories have been advanced to explain relative emotional concepts. It is necessary to provide help or consultancy to students in order to manage their emotions and to manage the changes in emotions, appropriately.

Emotion-scripts provide children with culturally meaningful emotional experiences and plans of action for managing feelings and the circumstances surrounding emotional experiences. A lot of studies have been made to understand how developing children acquire these emotion scripts. These studies reflect that, there was no age, gender, or abuse-related differences in selected strategies. Younger children provided more simplistic justifications than older children. Problem-solving was most often cited as the best coping strategy when feeling shamed or angry, support-seeking when sad, and both strategies when fearful. Distancing was identified as the best strategy when one's feelings were hurt. Aggression was overwhelmingly selected as the worst option regardless of situation.

These abilities play an important role in an individual's future career development and in the achievement of organizational goals. Therefore, it is necessary for future educationists to do further studies on how to plan emotional management courses for betterment of students.

1.7 DELIMITATIONS OF THE STUDY

The delimitations of the present study are as follows:

1. The study will be confined to only four variables mainly, emotional management, emotional intelligence, personality characteristic and academic achievement.

2. The subject will be selected from secondary school situated in urban areas.

3. The secondary level students belonging to U. P. Board will be taken in the present study.