Chapter-I
Introduction
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INTRODUCTION

We are at the beginning of a new century and 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 students have become the centre of concern, not only his reasoning capacities, but also his creativity, emotion and interpersonal skills. The multiple intelligence theory has been introduced by Howard Gardner (1983) and the emotional intelligence theory by Mayer and Solvay (1990) then Goleman (1995). IQ alone is no more the only measure for success, emotional intelligence; social intelligence and luck also play a big role in the person success and adjustment Goleman (1995). The purpose of this study is to study whether there is any relations of emotional intelligence on stress, adjustment and academic success i.e. achievements. Do the high achievers in senior secondary have a high emotional intelligence level? Do the high emotional intelligence level students have stress problems, adjustment problems or not? Do any relations of emotional intelligence on stress, adjustment and achievements exist or not?

Mayer and Salovey (1993) assert that, emotional intelligence is the ability to monitor one’s own and others feelings and emotions to discriminate among them and to use this information to guide one’s thinking and action and promote emotion and intellectual growth. Caruso and Wolfe (2004) define emotional intelligence as the ability to perceive emotions, access and generate emotions so as to assist thought, understand emotions and emotional knowledge and reflectively regulate emotions so as to promote emotional and intellectual growth Sibia et al. (2005) have developed the measure of emotional intelligence in the Indian dimensions of emotional
intelligence i.e., indentifying, assimilating, understanding and managing emotions with the components of emotional intelligence discerned in the Indian context-social sensitivity, prosocial interaction, action tendencies, and affective states. In other words, it is a set of skills that enables the person to make their way in a complex world – the personal, social and survival aspects of overall intelligence, the elusive common sense and sensitivity that are essential to effective daily functioning. Psychologists are studying the different aspect of emotional intelligence. They are studying the phenomenon on different categories of people.

Adolescent is the period of rapid changes in terms of physical, emotional and social aspects of life. One of the major and serious problems of adolescents is of aggression which forces them to do destructive things like, taking drugs, homicidal and suicidal tendencies. The source of such acts is emotional disturbance, lack of good interpersonal relationship, unhappy, relationship with parents, family and school. Therefore, it was thought to study emotional intelligence of the teenage groups.

Emotional intelligence has in recent years, been popularized, and the research into its many components has multiplied. Yet this is a field that has much unchartered territory. It is the latest developments in understanding the relations between reason and emotion. The concept has its roots in the concept of “social intelligence”. Thorndike (1920) defines it as “the ability to understand and manage men and women, boys and girls-to act wisely in human relations.” The intelligence theories grouped under three clusters (Ruisel, 1992) refer to (i) abstract intelligence (the ability to understand and manipulate with verbal and mathematics symbols); (ii) concrete intelligence (the ability to understand and manipulate with objects), and (iii) social intelligence (the ability to understand and relate to people). Gardner (1983) includes inter and intrapersonal intelligences comprising intelligence in his theory of multiple intelligences:
Interpersonal intelligence is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them. Successful sales people, politicians, teachers, clinicians and religious leaders are all likely to be individuals with high degree of interpersonal intelligence. Interpersonal intelligence……. Is a correlative ability, turned inward? It is the capacity to form an accurate, veridical model of one and to be able to use that model to operate effectively in life. Emotional intelligence, is thus viewed as, “a form of social intelligence that involves the ability to monitor one’s own and others’ emotions, to discriminate among them, and to use the information to guide one’s thinking and actions” (Mayer and Salovey, 1993) which can be categorized into five domains:

- **Self awareness** – Observing own and recognizing a feeling as it happens.

- **Managing emotions** – Handling feelings so that they are appropriate; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger and sadness.

- **Motivating oneself** – Challenging emotions in the service of a goal; emotional self control; delaying gratification and stifling impulses.

- **Empathy** – Sensitivity to others’ feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.

- **Handling relationships** – Managing emotions in others; social competence and social skills.

It may be noted that self-awareness (interpersonal intelligence), empathy and handling relationships (interpersonal intelligence are essentially dimensions of social intelligence, whereas managing emotions and motivating oneself are from psychomotor domain. Thus, emotional intelligence represents an alternative grouping of tasks to social intelligence. On one hand,
emotional intelligence is broader than social intelligence, including not only reasoning about the emotions in social relationships, but also reasoning about internal emotions that are important for personal (as opposed to social) growth. On the other hand, emotional intelligence is more focused than social intelligence in that it pertains primarily to the emotional (but not necessarily verbal) problems embedded in personal and social problems.

Now the question arises whether EI is more important than general intelligence. No doubt, cognitive abilities and emotional intelligence interactively act to determine success in actual life situations, the research evidence explaining the relationship between intelligence and emotional intelligence is not clear. The correlations between IQ and EI have been reported to range from 0.00 to 0.36, depending on the measure used. Using his own EI measure, Mayer (2000) reported a zero correlation with fluid intelligence and a 0.36 correlation with verbal IQ, Bar-On (2000) found correlations ranging from 0.06 to 0.12 positive but not significant. There is no doubt that both types of intelligence are important, but they are important in different ways. IQ contributes, at best, about 20 percent to the factors that determine life success. That is many ways in which your destiny in life depends on having the skills that make up emotional intelligence (Neil, 1996). Non significant relationship has been found between EI and intelligence (Koifman, 1998; Ciarrochi et al., 2000; Fillion, 2002; and Saklofske et al., 2003). However, some others have reported low to moderate correlation of EI with intelligence (Derksen et al., 2002; Fannin, 2002; Lam and Kirby, 2002; and Schulte, 2003). Also, EI is found to be strongly correlated to social intelligence among students (Herring, 2001). EI have been found to be significantly related to scholastic performance (Bar-On and Orme, 2000; Jeager, 2002; and Parker, 2002). However, no support was found for claims of emotional intelligences’ ability to predict academic achievement (Newsome et al., 2003). Emotionally intelligent executives have been found to be lead by
example and to use emotional information to analyze, cope with and solve problems (Purkable, 2003). Fannin (2002) found analytic intelligence to be a better predictor of grade point average and academic achievement than emotional intelligence, though emotional intelligence was also found to significantly correlate with grade point average and achievement test scores. Further, EI is found to be positively related to team-performance (Jordan et al., 2002) and sales performance (Chipain, 2003).

EI has also been found to present a different definition of psychological well-being. It has been suggested that emotionally intelligent persons represents better ability for problem-solving and for managing stress, more pulse control and a more positive attitude towards oneself and others implying greater enjoyment of life, resulting in psychological well-being (Dupertuis and Garrido, 1998). High EI is thought to be a protective factor for mental and physical health (Parker et al., 2001). Also, EI is found to be related to peoples’ ability to manage their moods, but not to their ability to prevent moods from biasing their judgments (Ciarrochi et al., 2000). People with high levels of emotional awareness were found to be less likely than others to show mood congruent biases in their judgments (Ciarrochi et al., 2003).

Stress is a common phenomenon of everyday life. All of us experience stress to some degree in one or another from through out lives, however some forms of stress are pathological and leads to development of wide variety of symptoms and disorder. Prolonged exposure to stress leads to wide variety of physiological changes that may affect our health and functioning.

Adjustment i.e., to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. There has been a continuous struggle between the needs of the individuals 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 of us as it was with the Darwin’s primitive species. Those of us, who can live happily and successfully, while others either vanish, lead miserable live or prove a nuisance to society.

Achievement encompasses student ability and performance; it is multidimensional. We educate student with one main objective in mind; their success. What is measure of success? Is it only a strong scientific mind? No! It was, in the past but now some fundamental new theories have been introduced; the multiple intelligence theory (Gardner, 1983) and the emotional intelligence theory (Mayer And Salovey, 1990; Goleman, 1995). Then we can say that success depends on several intelligence and on the control of emotions. IQ alone is no more measure of success; emotional intelligence, social intelligence and luck also play a big role in a person’s success (Goleman, 1995).

Emotional intelligence addresses the emotional, personal, social and survival dimensions of intelligence which are often more important for daily functioning that the more cognitive or mental aspect of intelligence. Emotional intelligence is in many ways a predictor of emotional and personal success in the future. The ability to measure a child or adolescent or an adult’s emotional intelligence is important. Emotional intelligence measures characteristics such as empathy, social responsibility, impulse control and the ability to relate to others in an age-appropriate and responsible manner. Emotional intelligence measures the skills one has to succeed in coping with environmental demands and pressures. As each individual have a unique
personality and different level of emotional intelligence, our personality reflected in our behavior, attitude, values, feelings and motivation.

Taylor, (2002) stated that the high emotional intelligence people have skills that help them towards success in the various spheres of life both at word and family, emotional intelligence is an ability to monitor one’s own and other emotions, to discriminate among them and to use the information to guide one’s thinking and actions (Salovey & Mayer, 1990). It was first Peter Salovey of Yale University and John Mayer of Hampshire in 1990 that coined the term emotional intelligence and described it as form of social intelligence. Emotions are the main force, which enables an organism to cope with circumstances and add colour and spice to our living.

“The ability to understand emotions and their causes, the capability to effectively regulate these emotions for problem solving and being creative is called emotional intelligence”.

The problem of stress an adjustment is widely seen as a social crisis as well as a problem of individual behavior. When an individual does not succeed in his work regularly then he comes under the area of stress and maladjustment. The concept of emotional intelligence can be used effectively in solving these problems and helps the individual to adjust in the society. In the recent years, the great interest in emotional intelligence on the part of corporations, universities and schools have seen. The idea of emotional intelligence has inspired research and curriculum development throughout these facilities to improve educational curriculum and incorporate these principles into everybody learning for students. Building one’s emotional intelligence has a lifelong impact. Many parents and educators, alarmed by increasing levels of conflict in young school children from low self-esteem to early drug and alcohol use to depression, are rushing to
teach students the skills necessary for emotional intelligence. And in corporations, the inclusion of emotional intelligence in training programs has helped employees co-operate better and motivate more, thereby increasing productivity and profits, researches have concluded that people who manage their own feelings well and deal effectively with others are more likely to live content lives. Plus, happy people are more apt to retain information and do so more effectively than unsatisfied people.

Research in brain-based learning suggests that emotional health is fundamental to effective learning. According to a report from the National Centre for clinical infant programs, the most critical element for a student’s success in the school is and understanding of how to learn from “Emotional Intelligence” by Daniel Goleman. The key ingredients for this understanding are:-

- Confidence
- Curiosity
- Intentionally
- Self-control
- Relatedness
- Capacity to communicate
- Ability to co-operate

These traits are all aspects of emotional intelligence. Traits those are key in personal and professional development and becoming successful. Basically, a student who learns is much more apt to succeed. Emotional intelligence has proven a better predictor of future success that traditional methods like the GPA, IQ and standardized test scores.
Concept of Emotional Intelligence

Before going to discuss the wider concept of emotional intelligence it is necessary to understand the concept of emotion and the intelligence first. Our emotions play quite a significant role in guiding and directing our behavior. Many a times they are seen to dominate our behavior in such a way that we have no solution other then behaving as per their wish. On the other hand, if a person has no emotional current in him then he becomes crippled in terms of living his life in a normal way. Hence, emotions play a key role in providing a particular direction to our behavior and thus shaping our personality according to their development. In this study we would like to throw light on the emotional aspect of our behavior.

Emotions

The word emotion is basically derived from the Latin word ‘emovere’ which means ‘to stir up’ or ‘to excite’. Therefore, emotion may be understood as an agitated or excited state of our mind and body. Taking clue from such derivation, various psychologists have tried to provide the definition of the term ‘emotions’ in their own ways. Let us reproduce a few of such definitions.

❖ According to Woodworth; “Emotion is a ‘moved’ or ‘stirred-up’ state of an organism. It is a stirred-up state of feeling, which is the way it appears to the individual himself. It is a disturbed muscular and glandular activity, which is the way it appears to an external observer.”

❖ According to Crow and Crow; “Emotion is an affective experience that accompanies generalized inner adjustment and mental and physiological stirred-up states in the individual and that shows itself in his overt behavior.”
According to Charles G. Morris; “Emotion is a complex affective experience that involves diffuse physiological changes and can be expressed overtly in characteristic behavior patterns.”

According to Ross; “Emotions are the modes of being conscious in which the feeling element is predominant.” In other words, these are certain “well-defined states of consciousness” or the “feeling-tone of a particular quality,” the “affective coloring of the experience.”

According to Arthur Gersfield; “Emotion as a state of being moved and stirred up or aroused in one way or the other.”

According to C.W.Vallintine; “when feelings become intense we have emotions.”

According to C.S.Myers; “I look upon emotions fundamentally a pre-cognitive response to a situation, a-priori thalamic reaction, and the instinct as the root of all this.”

According to McDougall; “Emotions are central, essential and unchanging affective aspect of instinct.”

According to McDougall; considering instincts as an innate tendency, he maintains that emotion is an affective experience that one undergoes during an instinctive excitement. For example, when a child perceives a bull coming towards him (cognition) he experiences an affective experience in the form of the arousal of accompanied emotion of fear and consequently tries to run away (conative aspect of one’s behavior). McDougall discovered 14 basic instincts and concluded that each and every emotion, whatever it may be, is the product of some instinctive behavior. These instincts with their associated emotions can be listed as given in table below:
Table I: Instincts with associated Emotions.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Instincts</th>
<th>Emotions accompanying it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Flight or escape</td>
<td>Fear</td>
</tr>
<tr>
<td>2.</td>
<td>Pugnacity or combat</td>
<td>Anger</td>
</tr>
<tr>
<td>3.</td>
<td>Repulsion</td>
<td>Disgust</td>
</tr>
<tr>
<td>4.</td>
<td>Curiosity</td>
<td>Wonder</td>
</tr>
<tr>
<td>5.</td>
<td>Parental</td>
<td>Tender emotion, Love</td>
</tr>
<tr>
<td>6.</td>
<td>Appeal</td>
<td>Distress</td>
</tr>
<tr>
<td>7.</td>
<td>Construction</td>
<td>Feeling of creativeness</td>
</tr>
<tr>
<td>8.</td>
<td>Acquisition</td>
<td>Feeling of ownership</td>
</tr>
<tr>
<td>9.</td>
<td>Gregariousness</td>
<td>Feeling of Loveliness</td>
</tr>
<tr>
<td>10.</td>
<td>Sex and mating</td>
<td>Lust</td>
</tr>
<tr>
<td>11.</td>
<td>Self-assertion</td>
<td>Positive self-feeling or Elation</td>
</tr>
<tr>
<td>12.</td>
<td>Submission</td>
<td>Negative self-feeling</td>
</tr>
<tr>
<td>13.</td>
<td>Food-seeking</td>
<td>Appetite</td>
</tr>
<tr>
<td>14.</td>
<td>Laughter</td>
<td>Amusement</td>
</tr>
</tbody>
</table>

On the basis of these definitions we can say that emotion as some sort of feelings or affective experiences which are characterized by some physiological changes that generally lead them to perform some or the other type of behavioral acts. Emotions exist in all the individuals but the degree of their occurrence varies in all. The behavioural acts in an individual are correlated with their emotions.
Biology of emotion

What has made this theory possible is a relatively recent boom in brain imaging technologies, which has allowed for the gradual mapping in the last few decades of the brain’s circuitry. Scientists have known for some time for instance, that the prefrontal lobes are involved in the processing of emotion. This is why in the 1940s someone had the idea of disconnecting the prefrontal cortex from the lower brain (or altogether removing the prefrontal lobes) in mental patients, a procedure we know as a prefrontal lobotomy, and one we also know was eventually abandoned because it left patients with no emotional life at all. But not until recently have scientists understood the precise role of the prefrontal cortex; it is not, it turns out, the place emotion is formed, but where it is reasoned and processed.

The prefrontal cortex, which is part of the neocortex, what Goleman calls the “thinking brain,” interacts with an evolutionarily older part of the brain called the limbic system—what Goleman calls the “emotional brain.” A part of limbic system called the amygdale is, in Goleman’s words, “the seats of all passions,” and it has been in the identification of the function of this region that scientists have begun to understand the paths that emotions take in forming.

Joseph LeDoux, a neuroscientist at the Center for Neural Science at New York University, made in recent years a landmark discovery about the relationship and interaction of the emotional and thinking brains. He pinpointed the neural pathways bringing information to the brain through the senses, and discovered that information entering through the eyes or ears goes first to the thalamus, which acts as a sort of mail sorter, deciding which parts of the brain to send the information to. If the incoming information, for instance, is emotional, the thalamus sends out two signals—the first to the amygdale and the second to the neocortex. What this means is that
the emotional brain has the information first, and in the event of a crisis can react before the thinking brain has even received the information and had a chance to weigh the options. Goleman calls this an emotional hijacking, and it is apparently a quite common phenomenon.

The amygdale and the rest of the limbic system is in a way a remnant of a day when emotions like anger, lust of anxiety were much more useful to the survival of the species. Now such dominance by the emotional brain can result in a felony, or may be something a little severe and a little more common, like a blue slip.

**Characteristics of Emotions**

1. **Emotional experiences are associated with instincts or biological drives.** When the basic need is satisfied or challenged (the satisfaction is in danger), the emotions play their part.

2. **Emotions are the product of perception.** The perception of a proper stimulus (object or situation) is needed to start an emotional experience. Organic changes within the body may then intensify the emotional experiences.

3. **The core of an emotion is feeling.** Actually every emotional experience, whatever it may be, involves feelings-matter of the heart. Feelings and emotions both are affective experiences. There is only the difference of degrees. After perceiving a thing or a situation, feelings like pleasure or displeasure can be aroused. There may be some intensity or degree of strength in these feelings. When the feelings are so strong that they are able to disturb the mind and excite an individual to act immediately-they are turned into emotions. Therefore, the urge to do or act (conative aspect) is the most important emotional experience.
4. **Emotions bring psychological changes.** Every emotional experience involves many physical and physiological changes in an organism. Some of the changes which express themselves in overt behavior are easily observable. Examples of such changes are – bulge of eyes, flush of the face, flow of tears, pulse rate, beating of the heart, choke in the voice, fleeing from the situation or attack on the emotion arousing stimulus. In addition to these easily observable changes, there are internal physiological changes as well. Examples of such changes in the circulation of the blood, impact of digestive system and changes in the functioning of some glands like adrenal glands etc.

In addition to the above characteristics, emotions have some more specific features that need to be mentioned. These are:-

i. Emotions exist in every living organism.

ii. They are present at all stages of development and can be aroused in young as well as in old.

iii. Emotions are extremely individualistic and they differ from person to person.

iv. Same emotion can be aroused by a number of different stimuli-objects or situations.

v. Emotions rise abruptly but die down slowly. An emotion once aroused tends to persist and leaves behind emotional mood.

vi. Emotions have the quality of displacement. The anger aroused on account of the rebuking by boss is transferred in beating the children at home.

vii. One emotion can give birth to a number of likewise emotions.
There is a negative correlation between the upsurge of emotions and intelligence. While reasoning and sharp intellect provides a careful check on the sudden upsurge of emotions, under emotional experiences, the reasoning and thinking powers are decreased.

**Control of Emotions**

If emotions are of so great a value, it becomes imperative that they should be guided properly to achieve the desired goals. Control of emotions is needed for:

1) Integration and development of personality.
2) To ensure full and proper development of the child.
3) To avoid mental conflicts.
4) To remove dissatisfaction and unhappiness.
5) To build up character and ensure higher evolution of life.

**How to Control?**

Following are the chief ways of controlling emotions:

1) By keeping good health.
2) By avoiding highly exciting events and situations.
3) By change of environment.
4) By repeating the stimulus again and again.
5) By putting the individual in the society.
6) By conditioning substitution and sublimation.
7) By rationalizing the situation.
Repression of emotion is harmful and so should be avoided as far as possible. Controlling of emotions does not mean inhibition or refusing them to be released. If the emotional energy is completely blocked, the psychic re-vibrations will continue which may produce personality disturbances. The children, therefore, should be put more and more on their own responsibility and self-direction. The teacher should not interfere too much. Moreover, emotions give zest and spice to life and add important qualities to personality.

**Kinds of Emotions**

If we try to analyze the impact of various emotional experiences upon the well-being of an individual, we can come to the conclusion that emotions have both positive as well as negative effects. Whether an emotion will prove to be helpful or an individual depends upon the following factors:

i. Frequency and intensity of emotional experience.

ii. Situation, occasion and nature of the stimulus which arouses the emotion.

iii. Kind of emotional experience or emotions.

The last factor—the kind of emotional experience—counts much in this direction. Emotions, in general, can be categorized in two kinds—Positive and Negative emotions.

Unpleasant emotions like fear, anger, jealously which are harmful to an individual’s development are termed as negative emotions while pleasant emotions like affection (love), amusement, curiosity, joy and happiness which are very helpful and essential in the normal development of an individual are termed as positive emotions.
By their nature of positiveness and negativeness, it should not be assumed that all the positive emotions are always good and the negative emotions are bad. While weighing their impact, other factors like the frequency and intensity, situations and the nature of stimuli should also be considered. Excess of everything is bad. Emotions with too much intensity and frequency, whether positive or negative, bring harmful effects. On the other hand, the so called negative emotions are also very essential for the human welfare. The emotion of fear prepares an individual to face the danger ahead. A child who has no emotion of fear is sure to get injured because he has not learnt to save himself against a possible danger.

**Symptoms of Emotional Disturbances**

There are certain symptoms which are evidence of emotional disturbances in adolescents. The teacher can locate these adolescents in his class and can provide them individual guidance.

Symptoms: Excessive nail biting, thumb sucking, biting the lips, scratching the nose, pulling or twisting the hair, scratching the head, picking the face, touching the face with the hand, leaning the face on the hands and rocking legs etc.

Use of other mechanisms as aggression, in-attention, shyness, withdrawal and hyperactivity, also indicate emotional disturbance.

**Characteristics of Emotions in Adolescence**

1) Complexity. By the age a child reaches in adolescence, he experiences a number of emotional upheavals and storms. His emotional development becomes complex by the experiences he gets in his environment. We can not understand an adolescent by the overt
emotional expression, but we have to fathom deep to understand him, the adolescent learns to conceal his true emotional experience.

2) Development of abstract emotions. Generally children show emotional expression in relation to concrete objects but adolescents can express their emotional feelings in relation to objects which are abstract or which are not present in concrete form.

3) Emotional feelings are widened. As the child grows he starts taking account of past and imagines of future and thus we can expect him to become more patient and able to tolerate delay. He gets pleasures from what he expects in future. There is great shift in his social sphere. Now he starts making friendship with his classmates. The sphere of his social relation increases. He starts appreciating elder and younger people. Some times he is emotionally attached with a hero of his choice who may be a historical figure, politicians, heroine or hero and other leader according to whose principles he wants to shape his life.

4) Bearing of tensions. Adolescents develop competencies to bear the tensions in different social situations. The emphasis is on self-control. The adolescents feel a kind of inner freedom, freedom to feel and experience, in an intimate personal way.

5) Capacity of sharing emotions. The adolescents develop the concern about the feelings of others and an increased capacity for sharing emotional experiences with others. In childhood, children are not able to control their emotions. Sharing of emotional experiences reaches its fullest development when an adolescent is able to relate himself to another person in such a way that the satisfaction of the person is just as important as his own. It means he begins to love his neighbors as much as himself.
6) Loyalties expand. Emotional development begins from the home environment of the infant and during adolescence it is expanded beyond home and neighborhood. These loyalties are identified with peers and leaders of various fields.

7) Realism in emotional experiences. Now the child enters the period of reality. An adolescent can perceive and appreciate people around him. He recognizes the weakness and strength of one’s character.

8) Reviewing of hopes and aspirations. Adolescence is the period of life when one has high hopes and aspirations for his future life. Some adolescents work realistically to achieve their expectations and others do little to realize their hopes, they remain in illusion, and in the world of day dreams and flights of fancy which make them unrealistic.

9) Toleration of aloneness. The adolescents develop a feeling of aloneness. Sometimes they like to be alone in their homes.

**Common Emotional Patterns in Adolescents**

Emotions develop out of feeling of excitement in two channels from the early childhood: delight and distress as love, affection and fear, anger and hostility. We will examine development of emotions during adolescence.

Love and Affection: The emotion of love is very important in adolescents and is related to sexual impulse. It is the result of consequences of physiological disturbances, the emotion of love and affection develops from the very infancy in the life of the organism. In infancy love and affection develops from the very infancy in the life of the organism. In infancy love and affection develop in concrete objects of his environment, inanimate and animate but in adolescence emotion of love and affection is associated with people and only occasionally with pets. The adolescent is
able to discriminate people with whom he likes to associate and build up an affectionate association. Gilliland reports that childhood loves are not sexual in nature but in adolescence love becomes a source of pleasure. The circle of persons becomes narrow. The adolescents become very closely attached with one another because of intense feeling of love. The associations made in this period are lasting. The maturation of sex is the chief source of newness in the lives of adolescents. Most of his conversation centers round the sex and its problems.

Joy, Pleasure and Delight. During adolescence, physical condition is one of the sources of joy and pleasure.

The first cause of the joy is one in which the individual fits, or to which, by virtue of his capacities and abilities, he is well-adjusted.

The second situation which calls forth joy in the adolescent is the release of pent-up energy, the more intense the pent-up energy and the longer it has been bottled up in the individual, the stronger will be the release when it finally does take place.

The third common cause of happiness in adolescent is the feeling of superiority. Every adolescent feels insecure and uncertain in life, any situation that is opposite to these feelings, gives happiness. Passing the examination in first division, being elected to students union, and being declared first in athlete, sports or contest, gives feelings of superiority to adolescents.

Worry. Worry is an imaginary fear. It is caused by a repeated rehearsal of the situation feared. It is referred by some psychologists as ‘anxiety’ an emotional state in which the disturbing situations does not accompany the state, but is anticipated in the future. The adolescents have the following types of worries:
1) School work.

2) Examination and test.

3) School problems as favoritism by the teacher, unreasonable homework, lack of ability to concentrate, not knowing how to study, worry of failure, and inadequacies related to ‘their sex role.’

4) Home worries. Lack of understanding between adolescents and parents, illness of parents, difficulty in marriage, friends’ health, problem of money, personality weakness.

Fear: Fear is an important negative emotion. No systematic work has been done on fears of adolescents in Indian conditions. Fear is learned from the environment in which a child moves. No generalized conclusions can be drawn as the objects of fear during adolescence. Some categories of objects are listed below which may cause fear.

1) Fear of material objects. Snakes, dogs, strange noise, lions, elephants, aero planes.

2) Social relationships.

a) Meeting with people in high offices.

b) Being with elders.

c) Reciting in the class or speaking from the platform.

d) Being alone in a room.

e) Meeting with the members of the opposite sex.

Fear decreases with the advancing age of the child in number and intensity.

Anger: Anger is also a learned response to environment stimuli. It is social in nature. Hebb writing about the nature and source of anger and fear, says, “The fundamental source of either emotion is of the same kind, a disruption of coordinated cerebral activity. Fight and aggression
are two different modes of reaction tending to restore the dynamic equilibrium, or stability; of cerebral process……each of these modes of response tends to restore integrated cerebral action.”

a) Failure of material object.

b) Teasing by teacher, parents, elders, peers.

c) Being unfairly treated.

d) Sarcastic remarks, encroachment of his rights by brothers or sisters.

e) Thwarting of self-assertions, insulting remarks, unwelcome advice, not being invited to a party and failure in activities undertaken.

**Effect of Emotions**

Emotions have profound effects of the life of an individual. There are two types of effects of emotions which are described below.

A. **Good effects of emotions**

1. Source of motivation. Emotions work as motives which drives the organism for an action. Love, fear, anger and curiosity may help us to achieve our goal. Classical stories are evidences when young men sacrificed their lives for their beloved. Fear of failure motivates one to study hard for the examination. Emotions prove a motivating agent to further our action towards goal.

2. Source of enjoyment. Pent-up emotional feelings and routine activities create monotony in the individual. Emotions particularly positive add enjoyment in our life. They add excitement. Adolescents read novels, see movies, theatres and T.V. etc., which overcome the deficiency of emotional excitement.
3. Source of strength and endurance to body. Emotions give strength to our body. An individual can do unusual work under emotional excitement which appears difficult in normal conditions. As an illustration: An individual chased by a dog can jump a 5 ft. high wall which he can not jump in normal conditions. Emotions give strength and endurance to our body. Fatigue does not set in during the emotional state. If a child loves his subject, he can work hours together without any sign of fatigue.

B. Bad effects of Emotions.

The emotions also have damaging effects on the behavior of the individual. The most damaging effect of emotions is on the physique of the individual. Constant emotional tension may cause lack of sleep, restlessness, headache, chronic fatigue, insomnia and lack of appetite.

Kuhlen in 1952 conducted research on the effects of continuous emotional tension. He reported that emotional tensions affect the efficiency of the individual, shifts of moods and inconsistency in behavior. It also affects the memory. Forgetting increases the emotional state. The individual can not reason, think and concentrate on a problem. Constant emotional pressure disturbs learning ability. Fear, and anger etc, cause the most powerful effect on thought process—moodiness, and irritability etc. They bring change in our attitudes towards life. Negative emotional experiences for a long period disturb the total personality of an individual and may lead to neuroticism.

Importance in Education

1. Emotions are of great value for the teacher. Out of emotional appeals develop sentiments, ideals, purposes and interests. They relieve of the monotony of a highly perfect machine, making life uninteresting and a dead affair. A teacher, therefore, can
achieve greater success in his work by arousing emotions of the children. Without emotional appeal the lesson can not be interesting and an uninteresting lesson will remain ineffective. Thus, emotions are a good medium of arousing interest in the school work.

2. Sometimes, they make greater achievements possible. When emotionally excited, children can do extra-ordinary things. The teacher should utilize this fact in school work.

3. Strong emotions may help to break up some other crude and undesirable emotions.

4. They give a quality to personality and form its emotional basis. Temperaments of the pupils are largely controlled by the degree of emotionality and adjust his teaching and behavior accordingly.

5. Emotions are strong motivating forces of actions. The teacher should arouse right type of emotions in children, preparing subjective conditions of the pupils for the learning.

6. Taste regarding things, desirable values, virtues and subjects of learning is possible to be cultivated through emotional training and their proper stimulation and control. Transfer value of the teaching depends upon successful emotional appeal.

7. The finest flower of character which is the fundamental aim of education is the product of fine growth of emotions. The teacher should begin well with the emotions in order to achieve success in this direction.

**Intelligence**

It is acknowledged by all teachers that one of the most important single variable which affects schooling is the quality of behavior called intelligence. The term intelligence is vague and ambiguous in its meaning. Psychologists have been interpreting the term in different ways and are in disagreement on the meaning of the term intelligence. During the last fifty years, much
research has been done on the nature of intelligence and its measurement. Vast literature is available on this topic. In psychological literature, intelligence has been treated as a construct; no one knows what intelligence is. Due to the vagueness, in recent years concept of intelligence has become less acceptable and, or exposed to criticism by psychologists. Several definitions have been advanced by psychologists but no two psychologists agree on a single definition of the term.

There is one preconception in the minds of the people regarding the meaning of the term which creates difficulty in understanding the concept of intelligence. The preconception is that people think that intelligence is a noun which refers to things or concrete objects which can be directly perceived but actually it is an abstraction from the behavior of the individual. It is therefore; better to use the adjective “intelligent” instead of intelligence.

In contrast to animals, man is considered to be endowed with certain cognitive abilities that make him a rational being. He can reason, understand, adjust and face new situations. He is definitely superior to animals in all such aspects of behavior. But human beings themselves are not alike. There are wide individual differences. A teacher easily discovers these differences among his pupils. Some learn with a good speed while others remain lingering for long. There are some who need only one demonstration for handling the tools properly while for others even the repeated individual guidance brings no fruitful results.

What is it that causes one individual to be more effective in his response to a particular situation than another? No doubt, interest, attitude, desired knowledge and skill etc., count towards this achievement. But still there is something that contributes significantly towards these varying
differences. In psychology, it is termed as ‘Intelligence’. In ancient India, our great Rishis named it ‘Viveka’.

**Meaning and Definitions of Intelligence**

In our day to day conversation we often comment that particular child or individual is very intelligent or is not intelligent. All such comments are based on our observation of the performance or the performance or behavior of the individual concerned in comparison to others of his group. What makes an individual behave or perform well or not well in his group? Interest, attitude, the desire for knowledge communicative skill and similar other attributes contribute towards his performance or behavior. However, there is something else is also responsible to a large degree. In psychology this is termed as intelligence.

Intelligence, the dictionary says, is “the capacity to acquire and apply knowledge.” A number of definitions have been evolved by psychologists according to their own concept of the term intelligence. Being dissatisfied by the number of definitions and their interpretation, Boring defined “Intelligence is what intelligence tests test.” All the definitions have been systematized by Vernon and Freeman. Let us examine the classification of the definitions of intelligence done by these psychologists. Some of the definitions of intelligence are:-

**According to Woodworth and Marquis;** “Intelligence means intellect put to use of intellectual abilities for handling a situation or accomplishing any task.”

**According to Stern;** “Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is general mental adaptability to new problems and conditions of life.”
According to Terman; “An individual is proportion as he is able to carry on abstract thinking.”

According to Wagnon; “Intelligence is the capacity to learn and adjust t relatively new and changing conditions.”

According to Wechsler; “Intelligence is the aggregate or global capacity of an individual to act purposeful to think rationally, and to deal effectively with his environment.”

According to Sandiford; “Intelligence is the capacity of the individual to adjust him to new situations, to solve new problems or carry on higher processes of thought-abstract thinking and to them.”

According to Stoddard; “Intelligence is the ability to undertake activities that are characterized by difficulty, complexity, abstractness, economy (rate of work), adaptive to a goal, social value (group acceptability), emergence of originals and to maintain such activities under conditions that demand a concentration of energy and a resistance to emotional forces.”

According to Munn; “Intelligence is the global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.”

According to Thorndike; Speaks of three kinds of intelligence:

Mechanical—ability to deal with concrete material;

Social—ability to deal with people;

Abstract—ability to deal with ideas and concepts.

All these definitions when taken separately, give an incomplete picture because they partly emphasize that intelligence is the ability—
i. To learn

ii. To deal with abstraction

iii. To make adjustment or to adapt to new situations.

The definition given by Wechsler seems to combine all the three viewpoints but this definition too has come under criticism due to difference of opinion among psychologists. Several attempts have been made to reach at some general agreement but in vain. However, British psychologists are said to have reached some measures or agreement regarding a suitable definition of intelligence. To them intelligence consists of the ability—

(i) To see relevant relationships between objects or ideas; and

(ii) To apply these relationships to novel situations.

These definitions include the ability to learn and to utilize what has been learnt is adjusting to new situations and solving new problems. It leads to the conclusion that intelligent behavior can be divided into two categories— theoretical and practical, abstract and concrete. The theoretical operations make an individual capable to face and solve the actual life problems and make adjustment to the environmental situations. If we try to analyze the factor which determines the success of individuals’ activities, we can by all means say that cognitive or mental abilities have a dominant role to play in the success or failure. “Intelligence,” as Rex and Margeret Knight have put it, “is the factor that is common to all mental abilities” (1952, p.124) and therefore, the judgment about intelligence can ever be taken with the evaluation of the task one performs, how he reacts and responds to a situation. In this way, if we try to come to the practical ground, we can define intelligence as follows:
Intelligence consists of an individual’s those mental or cognitive abilities which helps him in solving his actual life-problems and leading a happy and well-contented life.

Piaget’s studies of development of intelligence from 1957 to 1981 (when he died) need to be mentioned. He described four definite stages of intellectual growth, the first two years regarded merely as sensory—motor activity.

**First stage:**

**Preconceptual thinking:** (Between two and four years). He referred to it as ‘symbolic activity’ stage-the use of signs and symbols to represent such things as external objects, situations and relationships e.g. ‘doggie’ meant all creatures and so on.

**Second stage:**

**Preoperational thought:** (Between four and seven years) called ‘intuitive stage’. At this stage, thinking is determining by the prominent features of what he observes and reasons in terms of dominant perpetual experiences, he describes this in terms of ‘conservation experiment’. If two jars of equal capacity are presented to the child, but different in shape, one taller than the other, the child would say that the tall jar contains more water. Till this stage, he associates tallness to increased capacity of contents.

**Third stage:**

**Concrete operations:** (Between seven to eleven years). At this stage, the child understand the operations of classification, relations, numbers, temporal and spatial order and has mastered may of the thought-processes (operations) required in solving concrete problems.

**Fourth stage:**
Formal operations: (Between eleven to fifteen years). At this stage, thinking has developed to an extent that he can reason apart from concrete situations. He can now engage in abstract thinking, imagine the possibilities inherent in a problem, deduce what should occur if given possibility is true, perform experiments to test his deductions, draw valid conclusions from experiments and think about these conclusions in a practical way. It has been proved that growth of intelligence is not due to any addition of new cells to the central nervous system after birth but because of the growth of cells which continues and their interconnections become complex. If this development is arrested it leads to mental deficiency.

Vernon’s classification

1) Biological approach. This category of definition emphasizes the adaptive nature of human beings. Man is one kind of organism among a million on earth who adapts to his environment. If we interpret psychology as a biological science then there is little doubt that we must also interpret intelligence as adaptation to environment. Any other view of intelligence is superficial. This is the most far reaching and general view of intelligence. According to Vernon, this idea of intelligence is the most fundamental of all. Intelligence according to this approach is the capacity to adapt relatively in new situations of life. But if we critically examine the biological concept of intelligence we find that many great men to whom one could hardly deny an assessment of exceptional intelligence (Pascal, Kafka and numerous academic experts) have been spectacularly ill-adapted in their social and physical environment. The biological concept of intelligence is not of great use from practical point of view in the study of individual differences within a culture.

2) Psychological approach. The second category of definitions, according to Vernon, is psychological. Few of the definitions advanced by experts contained a clear commitment
about the relative effects of hereditary and environmental influences in the development of intelligence. C. Butt, an English psychologist, defined intelligence as innate general cognitive ability. Since scores on existing mental influence tests have often been shown to be susceptible to environmental influences, a consequence of this definition is that intelligence as defined differs from intelligence as measured by tests. Psychologists have attempted to escape from this dilemma in two ways: D.O.Hebb and R.B.Cattel have distinguished two kinds of intelligence, calling them intelligence ‘A’ and intelligence ‘B’ or fluid and crystallized intelligence. The distinctions made by Hebb and Cattel are more or less the same. In each case fluid intelligence or ‘A’ is thought of as genetic potentiality, or the basic innate qualities of the individuals’ nervous system and the crystallized intelligence ‘B’ is mainly the result of experience, learning and environmental factors. Psychologists have specified two types of intelligence which will, in normal circumstances, overlap so much as to be in practice indistinguishable. Further, it is impossible to assess genetic potential uncontaminated by the effects of training and experience and other environmental influences.

The second type of escape from the dilemma is to adopt an operational definition of intelligence.

3) Operational approach. The third category of definitions of intelligence is operational. Operational definitions are important to understand the concept; of intelligence in clear and definite terms. Scientific terms are defined not in isolation, as in a dictionary but by stating the observable conditions under which a sentence containing the term is true or false. Instead of defining the word by itself, it is defined by giving the conditions for the truth of a sentence in which the term occurs. Such definitions are called operational, for
they frequently state what must be done in order to make certain observations. For instance, in order to determine a child’s IQ, we must first administer a test of specific kind. Then observe his performance of the test and finally make certain calculations and decisions. All of these conditions define the meaning of IQ as it appears in the sentence. Ramu has an IQ of 115. It would certainly be of great advantage to have an operational definition of intelligence that every one would accept for scientific work and would distinguish if from vague popular conceptions of the term.

**Freeman’s classification**

1) Adjustment or adaptation ability. The definitions of this category lay emphasis on the adjustment ability of an individual to his environment. The individual is thought intelligent in proportion to his ability to adjust to new situations and problems of life. The person who is intelligent has no difficulty in the adjustment. He adjusts in an effective way and can vary his behavior according to the situation. A person who is less intelligent is rigid and has less response to make in the process of social interaction. The definition, given by Stern, comes under this category. He defined intelligence as a general capacity of an individual, consciously to adjust his thinking to new environment.

2) Ability to learn. The definitions of this category emphasize the importance of an individuals’ ability to learn. Learning ability is an index of one’s intelligence. Buckingham says, “Intelligence is the learning ability.”

3) Ability to carry on abstract thinking. This category of definitions lays more emphasis on the effective use of concepts and symbols in dealing with situations, especially, presenting a problem to be solved through the use of verbal and numerical symbols.
Terman, defining intelligence, says, “An individual is intelligent in proportion as he is able to carry on abstract thinking.”

The reader should keep in mind that different categories of definitions are not exclusive of each other but are interdependent. The division has been made for the convenience of understanding. No doubt, on the surface, these categories appear quite different but when we critically examine the definitions we find that learning ability is the basic requisite condition for the other two aspects of intelligence. Let us understand it by means of an illustration. Suppose a child has no learning ability, then how can we expect that he would be able to adjust in social environment and on the learning of concepts and symbols depends on the development of ability to carry on abstract thinking and problem solving ability of the individual? It should be understood that all categories of definitions are inclusive and interdependent on each other.

Two comprehensive definitions: D. Weschler “Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.”

Stoddard (1943) presented comprehensive description “Intelligence is the ability to undertake activities that are characterized by (1) difficulty, (2) complexity, (3) abstraction, (4) economy, (5) adaptiveness to a goal, (6) social value and (7) the emergence of originals, and to maintain such activities under conditions that demand a concentration of energy and a resistance to emotional forces.”

**Types of Intelligence**

E. L. Thorndike has classified intelligence into three categories which are as follows:
a) Concrete intelligence
b) Abstract intelligence
c) Social intelligence

Concrete intelligence: Concrete intelligence means intelligence in relation to concrete materials. It is the ability of an individual to comprehend actual situations and react to them adequately. The concrete intelligence is evident from various activities of daily life. This kind of intelligence is measured by performance tests and picture tests in which the individual has to manipulate concrete materials.

Abstract intelligence: It is the ability to respond to words, numbers and letters etc. all tests of intelligence which require manipulation of symbols are tests of abstract intelligence. Abstract intelligence is required in the ordinary academic subjects in schools, such as reading, writing and history and so on. The highest level of abstract intelligence is manifested in the thought of philosophers and in the use of mathematical formula.

Social intelligence: Social intelligence means ability of an individual to react to social situations of daily life. Social intelligence would not include the feelings or emotions aroused in us by other people, but merely our ability to understand others and to react in such a way towards them that the ends desired should be attained. High social intelligence is possessed by those who are able to handle people well. Adequate adjustment in social situations is the index of social intelligence.

Some established facts about Intelligence

1. The relation of intelligence with nature and nurture: there have been a number of attempts on the part of psychologists to weigh the relative importance of nature and
nurture. The conclusion of their studies reveals that intelligence is the product of heredity and environment. Both are necessary for the intellectual growth of an individual and neither can be considered more important than the other.

2. **Distribution of intelligence**: there are individual differences with regard to the distribution of intelligence in nature like wealth, health etc. this distribution is governed by a definite principle that states “The majority of the people are average, a few very bright and a few very dull.”

3. **Growth of intelligence**: as a child grows in age, so does his intelligence as shown by intelligence tests. Now the questions arises as to at what age does this growth cease? The age of cessation of mental growth varies from individual to individual. However, in majority of cases, intelligence reaches its maximum somewhat at the age of 16 or 20 in an individual. After that the vertical growth of intelligence ceases. But the horizontal growth—accumulation of knowledge and acquisition of skills—continues throughout the life span of an individual.

4. **Intelligence and sex difference**: various studies have been concluded to find out if women are less intelligent than men and vice versa. The results of these researches have been either ways. In some of the cases, no significant difference has been found. Therefore, it is proper to think that difference in sex does not contribute towards the difference in intelligence.

5. **Intelligence and racial or cultural differences**: whether a particular race, caste, or cultural group is superior to other in intelligence—the hypotheses has been examined by many research workers. In U.S.A., it has been a burning problem for centuries. The results of earlier studies, which consider the whites to be a superior race in comparison to
the Negroes, have been questioned. Bow it has been established that intelligence is not the birth right of a particular race or group. The “bright’ and the ‘dull’ can be found in any race, caste or cultural group and the differences that are found can be explained in terms of environment influences.

**Misconception about Intelligence**

There are a number of misconceptions prevalent about the nature and concept of intelligence. For the clarification let us be clear about what is not meant by intelligence.

(i) Intelligence is not knowledge though acquisition of knowledge depends, to a great extent, on intelligence and vice versa.

(ii) Intelligence is not memory. A very intelligent person may have a dull memory and vice versa.

(iii) Intelligence is not guarantee against abnormal behavior, backwardness and delinquency in spite of the fact that it is one of the major factors contributing towards achievement, adjustment and character formation.

**Emotional development during different stages of development**

Development, in general, applies to the changes brought about with the passage of time. Emotional development in this respect reflects the following changes:

- There is a gradual birth of different emotions in an individual since his birth.
- There are changes in the conditions or nature of the stimuli that arouse child’s emotions.
- There are changes in the manners in which a child expresses his emotions.
Emotional development during Infancy

1. Right from the time of the birth, the infant cries and his bodily movements seem to give evidence of the presence of emotional element in him. What are the specific emotions, if any, he experiences at this stage is a difficult question to be answered?

2. Truly speaking, as Mrs. Hurlock puts it, “At birth and shortly afterwards the first sign of emotional behavior is general excitement to strong stimulation. There are no indications of clear-cut, definite emotional patterns that can be recognized and identified as specific emotional states.”

   Thus, it is the stages of an undifferentiated excitement to any stimulus.

3. The stage of undifferentiated excitement is over in a very short time, when the general excitement becomes differentiated into simple responses that suggest pleasure and displeasure. Stimuli like sudden loud noise, wet, cold or hot objects applied to the baby’s skin, feeling hungry and uncomfortable etc. bring unpleasant responses. The stimuli like sucking, patting, and warmth etc. bring pleasant responses.

4. The differentiation of general excitement into pleasant and unpleasant responses takes the following pattern according to Spitz:

   “During the first two months, pleasure and displeasure come in response to ‘physical’ stimulation. By the third month, pleasure is aroused by ‘psychological’ stimulation as shown in the baby’s smile in response to human face. Slightly later displeasure can be aroused by psychological as well as physical stimuli as may be seen in the baby’s reaction to being left alone.” (Hulock, E.B., 1959).

5. As said above, before the age of 6 months, the emotional behavior is expressed through pleasant and unpleasant responses, that is, there are only two emotions (distress and
delight) up to this stage. When the infant completes six months, the negative emotions take the lead and gradually in the coming months, fear, disgust, anger, jealousies all are distinguishable. Between the 10th and 12th months the positive emotions like elation, love, sympathy, enjoyment all enter in the field. Up to 2 years, as the study of bridges conducted in 1931 shows almost all the emotions, positive as well as negative, take their shape and become quite distinguishable.

6. There is continuous variation in the manifestation of emotions during infancy. In the earlier months it is very difficult to distinguish on the basis of facial expression and bodily positions. Only the mothers can determine the reasons behind her child’s crying and yelling. Later on they gradually become distinguishable. Moreover in the earlier months of infancy, child reacts more violently to emotionally disturbing situations, but as an infant approaches childhood, his crying, yelling and the vigorous movements of the body parts become less and less violent. Gradually with increasing age there is an increase in linguistic responses and a decrease in motor responses.

Emotional development during Childhood

As said above, almost all the emotions make themselves distinguishable by the beginning of childhood. Therefore, emotional development after the stage of emotions and the changes in the expression of emotional experiences. We find the following changes in a child during childhood:

1. In infancy, the child is only concerned with his own well-being; therefore, the emotions are generally aroused by the conditions which are related with his immediate well-being. But as he grows, his world grows larger and he has to respond to a variety of stimuli. During childhood, peer group relationship and school atmosphere and other
environmental factors influence his emotional behavior. His emotions get linked with the new experiences and interests and his emotional behavior gets linked with the new stimuli. At the same time, he does not react to various old stimuli. For example, he does not show anger at being dressed or bathed, nor does he show any fear of strangers.

2. There is a remarkable change in the expression of emotional behavior. In infancy his behavior is usually dominated by too much intensity and is usually expressed through motor responses like crying, yelling etc. But in childhood and especially in later childhood, the child tries to express his behavior through reasonable means and is the result of many factors. In childhood, the child is in a position to express his feelings through language. Secondly, he become social and realizes that it may not be desirable or proper for him to show his emotions at all times. Thirdly, his intellect begins to play a proper role in exercising check over emotional outbursts.

Thus, the child advance towards emotional stability and control and during the later period of his childhood, demonstrates an appreciable degree of control over his emotions.

**Emotional development during Adolescence**

The emotional balance is once again disturbed in adolescence. An individual once again experiences the violent and intensive current of emotional experience. With regard to emotional experiences, this is the period of intensive storm and stress. At no stage this emotional energy is as strong and dangerous as in adolescence. It is very difficult for an adolescent to exercise control over his emotions. The sudden functioning of sexual glands and tremendous increase in physical energy makes him restless. Moreover, adolescents are not consistent in their emotions.
Emotions during this stage fluctuate very frequently and quickly. It makes them extremely sad. So there is too much uncertainty in the nature of their emotional state.

At this stage, there is a strong need for training of emotions and proper channelization of emotional energy. The Hadow report has emphasized this need in the following words:

“There is a tide which begins to rise in the veins of youth at the age of eleven or twelve. It is called by the name of adolescence. If that tide can be taken at the flood, and a new voyage begun in the strength and along the flow of its current, we think that it will move on to fortune.” (Ross, J.S., 1951).

**Emotional Development in Adulthood**

Emotional development reaches its maximum in adulthood. During this stage, generally, all individuals attain emotional maturity. Let us try to understand what is meant by emotional maturity.

**MEANING OF EMOTIONAL MATURITY**

In brief, a person can be called emotionally mature if he is able to display his emotions in an appropriate degree with reasonable control. An emotionally mature person will possess the following characteristics:

1) Almost all the emotions can be distinctly seen in him and their pattern of expression can be easily recognized.

2) Manifestation of emotions is very much refined. Usually he expresses his emotions in a socially desirable way.
3) He is able to exercise control over his emotions. Sudden inappropriate emotional outbursts are rarely found in him. He is able to hide his feelings and check his emotional tide.

4) The person no more hangs in mere idealism, but he actually perceives the things in their real perspective. He is not a daydreamer and does not possess the desire to run away from realities.

5) The intellectual powers like thinking, reasoning etc. are properly exercised by him in making any decision. He is more guided by his intellect than his emotions.

6) He does not possess the habit of rationalization i.e. he never gives arguments in defence of his undesirable or improper conduct. Also he never puts the responsibility of his own mistakes on others. He is always honest in his behavior.

7) He possesses an adequate self-concept and self respect. He never likes to do the things or to show such behavior as can injure his self respect and is adverse to his self-concept.

8) He is not confined to himself. He thinks for others and is keen to maintain social relationships. He never engages himself in such a behavior which is antisocial and can result in the social conflicts and blockage of social relationships.

9) He has the courage to exercise his emotions at a proper time in a proper place. If there is a danger to his self respect or if an innocent person is attacked, he can rise to the occasion by exercising his emotion of anger. But if he commits a mistake and is rebuked by his boss, he is equally able to check his emotion of anger. Mature emotional behavior is characterized by greater stability. Person having such maturity shows no sudden shift from one emotion to another.
As a conclusion regarding the meaning of emotional maturity, Arthur T. Jersild is of the opinion that emotional maturity should not involve only simple restriction and control. According to him, it is a very narrow view of emotional maturity. He writes. “An adequate description of emotional maturity must take account of the full scope of the individual’s capacity and powers, and of his ability to use and enjoy them. In its broadest sense emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself for others, to love and to laugh: his capacity for whole-hearted sorrow when an occasion for grief arises… and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage.” (Skinner, C. F., 1968).

Emotional Intelligence

We all want to be successful. Many of us set goals around becoming great, successful leaders. We are all looking for the steps, strategies and or formulas that fit us best. The industry is filled with authors, speakers, coaches and other professionals that speak of secrets to success. Not to mention the tapes audio and Internet resources available. Success in the business and the world globally looks to a new and different type of leadership. Leadership that blends knowledge (IQ) with emotional intelligence quota (EQ).

In 1990, in my role as a science reporter at The New York Times, Goleman chanced upon an article in a small academic journal by two psychologists, John Mayer, now at the University of New Hampshire, and Yale’s Peter Salovey. Mayer and Salovey offered the first formulation of a concept they called “emotional intelligence.”

Those were days when the preeminence of IQ as the standard of excellence in life was unquestioned; a debate raged over whether it was set in our genes or due to experience. But here,
suddenly, was a new way of thinking about the ingredients of life success. Goleman was electrified by the notion, which he written on the title page of the book i.e. Emotional Intelligence: why it can matter more than IQ, in 1995. Like Mayer and Salovey, he used the phrase to synthesize a broad range of scientific findings, drawing together what had been separate strands of research—reviewing not only their theory but a wide variety of other exciting scientific developments, such as the first fruits of the nascent field of affective neuroscience, which explores how emotions are regulated in the brain.

Goleman remember having the thought, just before this book was published ten years age, that if one day he overheard a conversation in which two strangers used the phrase emotional intelligence and both understood what it meant, he would have succeeded in spreading the concept more widely into the culture. Little did he know?

The phrase emotional intelligence, or its casual shorthand EQ, has become ubiquitous, showing up in settings as unlikely as the cartoon strips Dilbert and Zippy the Pinhead and in Roz Chast’s sequential art in The New Yorker. He has seen boxes of toys that claim to boost a child’s EQ; lovelorn personal ads sometimes trumpet it in those seeking prospective mates. He once found a quip about EQ printed on a shampoo bottle in his hotel room.

And the concept has spread to the far corners of our planet. EQ has become a word recognized, he has told, in languages as diverse as German and Portuguese, Chinese, Korean, and Malay. (Even so, he prefers EI as the English abbreviation for emotional intelligence). In his e-mail inbox often contains queries, from, for example, a doctoral student in Bulgaria, a school teacher in Poland, a college student in Indonesia, a business in Shanghai. Business students in India read about EI and leadership; a CEO in Argentina recommends the book he later wrote on the topic.
He has also heard from religious scholars within Christianity, Judaism, Islam, Hinduism, and Buddhism that the concept of EI resonates with outlooks in their own faith.

Most gratifying for him has been how ardently the concept has been embraced by educators, in the form of programs in “social and emotional learning or SEL. Back in 1995 he was able to find only a handful of such programs teaching emotional intelligence skills to children. Now, a decade later, tens of thousands of schools worldwide offer children SEL. In the United States many districts and even entire states currently make SEL curriculum requirement, mandating that just as students must attain a certain level of competence in math and language, so too should they master these essential skills for living.

In Illinois, for instance, specific learning standards in SEL abilities have been established for every grade from kindergarten through the last year of high school. To give just one example of a remarkably detailed and comprehensive curriculum, in the early elementary year’s students should learn to recognize and accurately label their emotions and how they lead them to act. By the late elementary years lessons in empathy should make children able to identify the nonverbal clues to how someone else feels; in junior high they should be able to analyze what creates stress for them or what motivates their best performance. And in high school the SEL skills include listening and talking in ways that resolve conflicts instead of escalating them and negotiating for win-win solutions.

Around the world Singapore has undertaken an active initiative in SEL, as have some schools in Malaysia, Hong Kong, Japan, and Korea. In Europe, the U.K. has led the way, but more than a dozen other countries have schools that embrace EI, as do Australia and New Zealand, and here and there countries in Latin America and Africa. In 2002 UNESCO began a worldwide initiative
to promote SEL, sending a statement of ten basic principles for implementing SEL to the ministries of education in 140 countries.

In some states and nations, SEL has become the organizing umbrella under which are gathered program in character education, violence prevention, antibullying, drug prevention and school discipline. The goal is not just to reduce these problems among school children but to enhance the school climate and, ultimately, students’ academic performance.

In 1995, he outlined the preliminary evidence suggesting that SEL was the active ingredient in programs that enhance children’s learning while preventing problems such as violence. Now the case can be made scientifically: helping children improve their self-awareness and confidence, manage their disturbing emotions and impulses, and increase their empathy pays off not just in improved behavior but in measurable academic achievement.

This is the big news contained in a recently completed meta-analysis of 668 evaluation studies of SEL programs for children from preschoolers through high school. The massive survey was conducted by Roger Weisberg, who directs the collaborative for Academic, social and emotional learning at the University of Illinois at Chicago—the organization that has led the way in bringing SEL into schools worldwide.

The data show that SEL programs yielded a strong benefit in academic accomplishment, as demonstrated in achievement test results and grade-point averages. In participating schools, up to 50 percent of children showed improved achievement scores and up to 38 percent improved their grade-point averages. SEL programs also made schools safer: incidents of misbehavior dropped by an average of 28 percent; suspensions by 44 percent; and other disciplinary actions by 27 percent. At the same time, attendance rates rose, while 63 percent of students demonstrated
significantly more positive behavior. In the world of social science research, these remarkable results for any program promoting behavioral change, SEL had delivered on its promise.

In 1995 he also proposed that a good part of the effectiveness of SEL came from its impact in shaping children’s developing neural circuitry, particularly the executive functions of the prefrontal cortex, which manage working memory—what we hold in mind as we learn—and inhibit disruptive emotional impulses. Now the first preliminary scientific evidence for that notion has arrived. Mark Greenberg of Pennsylvania State University, a co-developer of the PATHS curriculum in SEL, reports not only that the program for elementary school students boasts academic achievement but, even more significantly, that much of the increased learning can be attributed to improvements in attention and working memory, key functions of the prefrontal cortex. This strongly suggests that neuroplasticity, the shaping of the brain through repeated experience, plays a key role in benefits from SEL.

**IQ’s shortcoming**

If there is anything close to a consensus in the understanding of intelligence. It is that the Intelligence Quotient or “IQ” does not wholly account for an individual’s success or failure in the world. In fact, most social scientists who study intelligence estimate that IQ accounts for only 20 to 30 percent of outcome. Even if, as proponents assert, IQ is the “best known predictor” of things like financial success, these numbers are not the kind you would want to wager on.

The quest to discover what accounts for the rest of who we are and what we do—the remaining 70 to 80 percent—is now what drives the field. So we can say that IQ is not the overall predictor of the success in an individual. It requires other factors for the success, in other factors emotional intelligence is one of the biggest reason in achieving the success.
The Birth of Emotional Intelligence

In 1990, Dr. Peter Salovey of Yale University and Dr. John Mayer of New Hampshire began publishing articles about something they called “emotional intelligence”. They tested how well people could identify emotions in faces, abstract designs and colors, and from these studies, they believed they discovered a sort of universal aptitude of emotions. They eventually published an article in which they outlined what emotional intelligence was, drawing together under one umbrella a series of what seemed unrelated skills.

It was not until 1995, however, when New York Times science writer Daniel Goleman wrote a popular book called Emotional Intelligence: why it can matter more than IQ that the idea of emotional intelligence caught on in earnest. What has happened since is a paradigm shift in American culture, particularly in the areas of education and corporate business where Goleman’s book—and a follow-up book called working with emotional intelligence—has shaken up the old order and brought the entrenched mid-century ways of teaching and business under scrutiny.

The idea of emotional intelligence lies in a handful of basic principles. Emotionally intelligent people, Goleman says, have the ability to marshal their emotional impulses (or, at least, more so than those who are not emotionally intelligent); they have a self awareness to know what they are feeling, and are able to think about and express those things; they have empathy for the feelings of others and insight into how others think; they can do things like delay gratification; they are group, and, most important, where they fit inside that group.

About Daniel Goleman

Daniel Goleman is an internationally known psychologist who lectures frequently to professional groups, business audiences, and on college campuses. Working as a science journalist, Goleman
reported on the brain and behavioral sciences for The New York Times for many years. His 1995 book, Emotional Intelligence (Bantam Books) was on The New York Times bestseller list for a year-and-a-half; with more than 5,000,000 copies in print worldwide in 30 languages, and has been a best seller in many countries.

His latest book, Social Intelligence: The New Science of Human Relationships will be published on Sept. 26, 2006. Social intelligence, the interpersonal part of emotional intelligence, can now be understood in terms of recent findings form neuroscience. Goleman’s book describes the many implications of this new science, including for altruism, parenting, love, health, learning and leadership.

Goleman was a co-founder of the Collaborative for Academic, Social and Emotional Learning at the Yale university Child Studies Centre (now at the University of Illinois at Chicago), with a mission to help schools introduce emotional literacy courses. One mark of the Collaborative—and book’s—impact is that thousands of schools around the world have begun to implement such programs.

Goleman’s 1998 book, working with Emotional Intelligence (Bantam Books), argues that workplace competencies based on emotional intelligence play a great role in star performance, and that both individuals and companies will benefit from cultivating these capabilities. Goleman’s book, Primal leadership—learning to lead with Emotional Intelligence (co-authored with Richard Boyatzis and Annie Mckee), explores the crucial role of emotional intelligence in leadership. Goleman is co-chairman of The Consortium for Research on Emotional Intelligence in Organizations, based in the Graduate School of Applied and Professional Psychology at Rutgers University, which recommend bests practices for developing emotional intelligence.
abilities, and to promote rigorous research on the contribution of emotional intelligence to workplace effectiveness. Goleman’s book Destructive Emotions recounts a scientific dialogue between the Dalai Lama and a group of psychologists, neuroscientists, and philosophers. He is a member of the board of directors of the Mind and Life Institute, which sponsors and ongoing series of such dialogues, and fosters relevant research.

Goleman has received many awards for this writing, including a Career Achievement award for journalism from the American Psychological Association. In recognition of his efforts to communicate the behavioral sciences to the public, he was elected a Fellow of the American Association for the Advancement of Science.

**What is Emotional Intelligence or EQ?**

The term EQ encompasses the following five characteristics and abilities:

1. **Self-awareness**—knowing your emotions, recognizing feeling as they occur, and discriminating between them.
2. **Mood management**—handling feelings so they are relevant to the current situation and you react appropriately.
3. **Self-motivation**—“gathering up” your feelings and directing yourself towards a goal, despite self-doubt, inertia and impulsiveness.
4. **Empathy**—recognizing feelings in others and tuning into their verbal and nonverbal cues.
5. **Managing relationship**—handling interpersonal interaction, conflict resolution and negotiations.

These five characteristics or domains of emotional intelligence are the predictor of the emotional intelligence quotient or EQ.
What does it mean to be Emotional Intelligence?

In Emotional Intelligence, Daniel Goleman tells the story of a study done at AT&T’s Bell Labs, a New Jersey-based think tank full of engineers who were all very successful at school and who all scored highly on IQ tests. In the study, managers and peers nominated the top 10 to 15 percent who stood out as exceptional, then the researches reviewed the records of those people, observed them working, interviewed them—all to see what it was that could possibly separate them from such stiff competition.

What they found was that the stars were more likely to have already built networks within the lab which they could rely on when they needed it to. They were the superior collaborations, the most popular Emotional Intelligence in a very big way is about being socially adept, even sophisticated—at work or at play. “Popular and charming,” writes Goleman, “are terms we use for people whom we like to be with because their emotional skills make us feel good”.

These popular and charming people, EI proponents would argue, have a more subtle control over their emotional brain, although “control” might be a misleading word. In essence, their brains are less likely to become dominated by emotional impulses. And, though the matter is complicated, it is not really their will the separates them; more than likely, it is in some large part the environment they have been exposed to, the kinds of people, the situation, their upbringing. EI promoters by no means assert that emotional intelligence is a completely learned phenomenon, or that it is independent from heredity. Based, though, on what we know of the way the brain develops in the first two decades, it seems that in some ways the neurological wiring to be able to read the emotions of others is not so different from the wiring that controls your fingers and
arms as you play violin: the neural pathways that last are the ones we use, the ones we need to get on in the world.

**Definitions of Emotional Intelligence**

**According to Daniel Goleman (1995).** “The capacity for recognizing our own feelings and those of others, for motivating our-selves, and for managing emotions well in our-selves and in our relationships.”

**According to Daniel Goleman (1995).** “Emotional Intelligence is a master aptitude, a capacity that profoundly affects all other abilities.”

**According to John D. Mayer and Peter Salovey (1995);** “Emotional Intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it.”

**According to Henry L. (Dick) Thompson;** “A person’s innate ability to perceive and manage his/her own emotions in a manner that results in successful interactions with the environment, and if others are present, to also perceive and manage their emotions in a manner that results in successful interpersonal interaction.”

**According to the views of Yetta Lautenschlanger (1997);**

To be emotionally intelligence, I submit that you must become proficient in the four areas of emotional intelligence i.e. Awareness, Acceptance, Attitude and Action. Awareness means knowing what you are feeling when you are feeling it. Acceptance means believing that emotions are a biological process taking place in the body and the brain and that is not always rational. It means being able to feel an emotion without judging it. Attitudes are beliefs that are
attached to emotions. These are times when the emotion follows the attitude, or is colored by an attitude. Unless the attitude is challenged, the emotion will continue to be felt in the same direction. Action is the behavior you take based on emotion and attitude.

According to definition given by Mayer and Salovey (1995), every one of us may be found to have varying capacities and abilities with regard to one’s dealing with emotions. Depending upon the nature of this ability, he or she may be said more emotionally intelligent or lesser, in a comparison to others in the groups.

Based on these, we may understand one’s emotional intelligence as a unitary ability (related to, but independent of standard intelligence) helpful in knowing, feelings and judging emotions in close cooperation with one’s thinking process to behave in a proper way, for the ultimate realize of the happiness and welfare of the self in tune with others.

**Why do we need Emotional Intelligence?**

Research in brain-based learning suggests that emotional health is fundamental to effective learning. According to a report from the National Center for Clinical Infant Programs, the most critical element for a student’s success in school is an understanding of how to learn from “Emotional Intelligence” by Daniel Goleman. The key ingredients for this understanding are:

- Confidence
- Curiosity
- Intentionality
- Self-control
- Relatedness
• Capacity to communicate
• Ability to cooperate

These traits are all aspects of Emotional Intelligence. Traits that is key in personal and professional development and becoming successful. Basically, a student who learns to learn is much more apt to succeed. Emotional Intelligence has proven a better predictor of future success than traditional methods like the GPA, IQ, and standardized test scores.

In recent years, the great interest in Emotional Intelligence on the part of corporations, universities, and schools nationwide. The idea of Emotional Intelligence has inspired research and curriculum development throughout these facilities to improve educational curriculum and incorporate these principles in learning for students. He became very interested in Goleman’s work back in 2000, along with the work of Howard Gardner and his Theory of “Multiple Intelligence” as a tool for providing success.

Building one’s Emotional Intelligence has a lifelong impact. Many parents and educators, alarmed by increasing levels of conflict in young school children—from low self-esteem to early drug and alcohol use to depression, are rushing to teach students the skills necessary for Emotional Intelligence. And in corporations, the inclusion of Emotional Intelligence in training programs has helped employees cooperate better and motivate more, thereby increasing productivity and profits. Researchers have concluded that people who manage their own feelings well and deal effectively with others are more likely to live content lives. Plus, happy people are more apt to retain information and do so more effectively than unsatisfied people.

As you can see EQ is more than a smile and an encouraging word, it’s a set of abilities that distinguish star performers from average leaders, the absence of which derails careers. As stated
by Daniel Goleman in his book Emotional Intelligence and Primal Leadership, and The Center of Creative Leadership. The good news is that unlike IQ, your emotional intelligence, or EQ, can be developed.

**Emotional Intelligence’s shortcomings**

Goleman argues that teaching emotional intelligence is once and for all the answer to the problems that ail us—from high school shootings to marital problems and uncommunicative boyfriends. It accounts for, Goleman insists, a great majority of what IQ does not. But in the end, one has to ask: how different from IQ is emotional intelligence. Though Goleman never uses the abbreviation in his book, EQ (short for emotional quotient) has inevitably cropped up and found its way into several book titles in the short five years since Emotional Intelligence was first published. Goleman himself has written two “unscientific” EQ tests, one for USA Today, the other for UTNE Reader, with questions like: “you are trying to calm down a friend who has worked himself up into a fury at a driver in another car who has cut dangerously close in front of him. What do you do?” The multiple choice answers that follow include possibilities like “Tell him to forget it—he’s okay now and it’s no big deal.” Or “Join him in putting down the other driver, as a show of rapport. “It seems inevitable, based on the history of intelligence testing, that the concept of emotional intelligence will eventually be reduced to a number and used to track children or stigmatize them. It certainly matters little when important scientists and intellectuals—including Alfred Binet, the man credited with creating the intelligence test-spoke out against such use of the early tests.

**Critics of Emotional Intelligence**
Some of the researchers indeed warn against the dangers of treating emotional intelligence like a panacea. Harvard psychologist Jerome Kagan, whose child—development research Goleman uses to talk about the nature of shy and gregarious kids, warns that emotional intelligence has the same blind spots as IQ and some people “handle anger well, but can’t handle fear. Some people can’t take joy. “A wise approach, Kagan explains, would be to examine emotions differently, and to not encompass them in one neat package of emotional intelligence. Another criticism of emotional intelligence is that it presumes a correct response to certain situations, when in fact a variety of emotional responses are valid. In a 1995 Time Article, Dr. Paul McHugh, director of psychiatry at Johns Hopkins University School of Medicine, lashed out at the idea of teaching emotional intelligence, which he sees as a poor attempt to reinvent the encounter group. “The author is presuming that someone has the key to the right emotions to be taught to children,” he says. “We don’t even know the right emotions to be taught to adults. Do you really think a child or eight or nine really understands the difference between aggressiveness and assertiveness?”

certainly seems to have come along at the right time. Goleman refers in his book to the 1989 massacre at an elementary school in Stockton, California, as somehow the pinnacle of what can go wrong with a society not in touch with its emotions. As we all; know now, this seemingly isolated event was just the preface to a long and bloody string of shootings that have occurred since 1995, when the book was published, all of which seem to support various ideas in emotional intelligence, that even if there is not one proper response to emotions like anxiety, guilt or anger, there are certainly inappropriate responses. And, examining it in the context of the long history of intelligence study, emotional intelligence—like the models presented by Gardner and Sternberg—while not an exact science (or even much hope to be), seems to present the model of a more level playing field, and perhaps a more sophisticated view of intellect. If
emotional intelligence is not appropriated as yet another tool of exclusion-and that danger certainly looms-it might very well be making the world a better place, and that’s not something many people would make the mistake of saying about the intelligence test.

**Domains of Emotional Intelligence**

What are the ingredients that make up superior performers’ in our organizations? Must they be intelligent? Know their stuff? Have unyielding drive? Be likeable? Recent research indicates grey matter and technical/job knowledge are but threshold competencies. What differentiate the “stars” are the personal qualities, the so-called “soft-skills.” It appears that Antoine de St. Exupery perhaps got it right in The Little Prince when he said, “That which is essential is invisible to the eye.”

The top two reasons managers are “derailed” in their careers, according to the Centre for Creative Leadership, are

1. Inability/unwillingness to adapt and
2. Failure to establish and maintain collaborative working relationships.

Goleman’s thesis is that somewhere between 75% to 90% of effective performance, particularly in the case of managers and leaders, is attributable to “emotional intelligence” (EI). What is EI? He defines it as, “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship.” He devotes two thirds of the book to laying out in detail 25 competencies, grouped into five domains, the first three reflecting how we manage ourselves and the last two how we handle our relationships with others. These domains are:-
1. **Self-Awareness**

   An ability to notice what you are feeling in the moment and to tap into your intuitive self as you deal with the daily decisions and challenges of organizational life. It includes exercising a self-confident, candid openness to feedback about your strengths, your blind spots and where you need to grow.

2. **Self-Regulation**

   Managing your deeper emotions and impulses appropriately, rather than self-indulgently (know anyone who allows himself/herself to “fly off the handle” and lash out at others?). It includes positioning these feelings against the wider perspective of your longer-term goals and the interests of others and the organization at large. “stress-hardy” individuals are those who have mastered the ability to stay focused and constructively energized in times of stress. This domain is also about choosing to be trustworthy (“walking your talk”) and allowing space in your world for ambiguity and for the (often different) ideas of others.

3. **Motivation**

   A combination of an internally generated drive to achieve, an emotional commitment (often called passion) to goals (both your own and the organizations’), a willingness to mobilize yourself and others to action, all the while placing an optimistic “spin” on challenges and setbacks you face.

4. **Empathy**

   This is an absolute key to establishing working relationships. It builds on the first two domains. You cannot tune in to others if you are preoccupied by your own disrupting feelings. Empathy means having a genuine interest in, and sensitivity to, the
perspectives, concerns and needs of others. In companies, it includes a service orientation to the customer as well as a healthy attunement to the prevailing organizational politics.

5. **Social skills**

Influencing others is a prerequisite to your success. To influence, you deal with the emotional state of others. With individuals, you build rapport, communicate resolve disagreement, and inspire them towards your vision and ideas. With groups and teams, you network (it’s a verb now), collaborate, create a sense of the team’s identity, and foster the synergy from the pursuit of collective goals.

Goleman believes all of the emotional competencies can be developed. This is done, he says, by replacing old, ingrained habits of thought, feelings and behavior with new habits. You do it by practicing the new habits, over time engaging new neural pathways in your brain as you install your new, more appropriate default responses. He outlines a 14-point process for doing this to bolster your organization’s “immune system” that keeps it healthy, resilient and able to take advantage of opportunities that emerge.

The author makes a strong case for the high leverage gained by focusing on the soft skills that underpin and drive “hard” business and organizational results. He draws our attention to the importance of what he calls the “invisible interpersonal economy” that exists in organizations. Your high performing leaders and individual contributors are those who understand and work effectively with the “currency” of this parallel economy—the emotions that are attached to the needs, hopes and fears of all who work in your organization.
So, what does this book mean for managers? I believe Daniel Goleman has tapped into some fundamental truths about human performance in organizations. He has laid out the roadmap. We need to focus the investment of our people development dollars in these emotional competencies that so often receive only lip service in business today.

This requires faith: the return on investment takes time. Why? Because many of our old habits are well entrenched, often since childhood. Many of these competencies are rooted deep in our personality. Yet, we know they hold the key to individual performance and effectiveness. What Daniel Goleman has done is move us one step closer to that question we must eventually answer in management training: Can we, in fact, develop strong performers without addressing the human psyche itself?

**Emotional Intelligence in schools**

**School as living organism**

There is currently a tendency to consider schools as organic wholes that grow and develop, and within which all the actors, their actions and their knowledge are interrelated and interact with the surrounding environment, this organic metaphor for institutions is taken up by those who seek to increase the efficiency of schools as places of learning. Amongst other things, in drawing a parallel with the functioning of living organisms, they stress internal communication and in particular the impact of daily negotiations between the actors concerning ways and means of running the school. They argue that only a far greater collaboration between all the actors can lead to real improvement of school performances. They also see the school as a place where pupils can learn something of their future social behavior from these exchanges. Yet they stop
short of pointing to the need for a more systematic approach to certain skills related to understanding emotions in oneself and in one’s relationships with others.

The underlying lessons of today’s schools

The underlying lessons of the current educational paradigm have little to do with the specific content of education, but rather are closely related to inculcating market logic and re-enforcing the concomitant drive to increased individualism. They indicate

- Attributing quantitative values to qualitative phenomena- let’s us call it putting a price on performance. You will recognize the all-pervasive marks system which rapidly becomes the dominant goal of pupils;
- Encouraging individual competition rather than group collaboration and solidarity;
- Making believe that learning is a scarce commodity, that takes places only in given places at specific times, with pre-defined subjects and with the help of experts.
- Emphasizing rationality and logic while neglecting emotions and relationships.

Learning in schools is a progressive, planned activity cast in the light of the firmly held belief that children are different from adults and that they need to be prepared for the adult world at the same time as they need to be protected from it. This conception of learning and the very idea of childhood are recent inventions. There are reasons to believe that, with the advent of a electronically networked society, the clear distinction between childhood and adulthood is disappearing. One thing is certain, whether it is via the media or directly in their lives, children are increasingly subjected to the whole range of emotions known to adults, not to mention a wide variety of relationships spreading from the best to the worst.
Introducing Emotional Intelligence in schools?

Can you teach emotional “skills” in the rarefied atmosphere of schools? It would seem that “teaching” emotional intelligence – should it is possible – challenges all the basic tenets of the current paradigm of school-based learning mentioned above. Not to mention widely extending the remit of school in terms of content and form, in particular modifying the relationship between life and school. Many teachers and parents alike might well insist that such learning is not a question for schools, but rather the responsibility of parents. But the family is no longer the ideal place for it. In the western world, the majority of families have shrunk from an extended community to its strict minimum (one or two parents and one or two children)…..and much less time is spent in the family than in school. What’s more, parents are not always in a position to cope with or dispense such emotional skills.

What would be the consequences of introducing emotional intelligence in schools? Are schools the right place for it? Is it even possible? Scientific research, in particular on how the brain works, indicates that the formation of emotional skills is much easier in the “formative” years from birth to the late teens. Looking at existing structures, school is the major activity in that age group. However, emotions rarely have a place in schools. Beyond infant’s school and early primary school, almost all efforts are concentrated on cognitive skills (reading, writing, mathematics….). What’s more, there is little or nothing in the standard training of teachers that prepares them from such a task. Yet there is no subject where the quality and ability of teachers would be more crucial.

Introducing emotions in schools would be a radical change! Yet schools do not change so readily. Those well-meaning people who have tried to introduce innovations in schools have
come up against considerable resistance from teachers, students and parents alike. Yet without their active participation, no such far-reaching change is possible.

One possible solution, if such essential skills prove too difficult to develop in schools, would be to start by introducing them in the spaces around school. During the breaks for example, Daniel Goleman describes how appointed pupil mediators, once all involved know the rules of the game, resolve conflicts in the playground. Such a “school for emotions” could be a local, community-based activity in conjunction with other activities like scouts, parent-teachers associations, artistic expression groups, clubs etc.

**What skills?**

But what exactly might such skills be? In the book, Daniel Goleman gives a considerable list. Here are some indications inspired by a list quoted by Goleman from a book called Self Science: The subject is Me (2nd edition) by Karen stone McCown et al.

- **Self awareness**
  
  One of the basic emotional skills involves being able to recognize feelings and put a name on them. It is also important to be aware of the relationship between thoughts, feelings and actions. What thought sparked off that feeling? What feeling was behind that action?

- **Managing emotions**
  
  It is important to realize what is behind feelings. Beliefs have a fundamental effect on the ability to act and on how things are done. Many people continually give themselves negative messages. Hope can be a useful asset. In addition, finding ways to deal with anger, fear, anxiety and sadness is essential: learning how to soothe oneself when upset,
for example. Understanding what happens when emotions get the upper hand and how to gain time to judge if what is about to be said or done in the heat of the moment is really the best thing to do. Being able to channel emotions to a positive end is a key aptitude.

- **Empathy**
  Getting the measure of a situation and being able to act appropriately requires understanding the feelings of the others involved and being able to take their perspective. It is important to listen to them without being carried away by personal emotions. There’s a need to be able to distinguish between what others do or say and personal reactions and judgments.

- **Communicating**
  Developing quality relationships has a very positive effect on all involved. What feelings are being communicated to others? Enthusiasm and optimism are contagious as are pessimism and negativity. Being able to express personal concerns without anger or passivity is a key asset.

- **Co-operation**
  Knowing how and when to take the lead and when to follow is essential for effective co-operation. Effective leadership is not built on domination but the art of helping people work together on common goals. Recognizing the value of the contribution of others and encouraging their participation can often do more good than giving orders or complaining. At the same time, there is a need to take responsibilities and recognize the consequences of decisions and acts and follow through on commitments.

- **Resolving conflicts**
In resolving conflicts there is a need to understand the mechanisms at work. People in conflict are generally locked into a self-perpetuating emotional spiral in which the declared subject of conflict is rarely the key issue. Much of the resolution of conflicts on using the other emotional skills mentioned here.

**Significance and importance of knowing about one’s Emotional Intelligence**

The knowing about one’s emotional intelligence in terms of his emotional intelligence quotient has wider educational and social implications for the welfare of the individual and the society. This fact has now been recognized and given practical shape and implications all round the globe. The credit of giving due publicity and acquainting the world population with the importance and significance of emotional intelligence goes to the famous American psychologist Dr. Daniel Goleman through his bestsellers like Emotional Intelligence—why it can matter more than I.Q. and working with emotional intelligence, etc. He has brought to the forefront the following points regarding the importance of emotional intelligence and its measure through his writings.

- Emotional intelligence is as powerful, and at times more powerful than IQ. While IQ contributes only about 20% to success in life, the other contribute the rest. We can infer that emotional intelligence, luck and social class are among those other factors.
- Unlike IQ, emotional intelligence may be the best predictor of success in life. Emotionally intelligent people are more likely to succeed in everything they undertake in their lives.
- Unlike what is claimed about IQ, we can teach and improve in children and any individual some crucial emotional competencies paving the way for increasing their
emotional intelligence and thus making their lives healthier, more enjoyable and successful in the coming days.

- The concept of emotional intelligence is to be applauded, not because it is totally new but because it captures on one compelling term the essence of what our children or all of us need to know for being productive and happy.

- IQ and even Standard Achievement Test (SAT) scores do not predict who will be successful in life. Even school success can be predicted more by emotional and social measures (e.g. being self-assured and interested, following directions, turning to teachers for help and expressing needs while getting along with other colleagues) than by academic ability.

- One's emotional intelligence helps him much in all the spheres of life through its various constituents or components namely knowledge of one’s emotions (self-awareness), managing the emotions, motivating oneself, recognizing emotions in others (empathy) and handling relationships. The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in one’s life. It can only be possible through one’s potential of emotional intelligence and its proper development.

The viewpoints and ideas propagated by Daniel Goleman have brought a revolution in the field of child caring, home, school and work place management. It has also provided sufficient support to the guidance and counseling services including physical and mental health programmes. Although these may seem a bit exaggeration in the tall claim that emotional intelligence is a sure guarantee for unqualified advantage in life, yet there is no denying of the fact that one’s emotional make-up counts quite substantially towards one’s ability to deal successfully with other people and with one’s own feelings. Since these qualities count
significantly towards one’s success in one’s area of achievement, it may help one to step in for the required success. Most of the problems in our life whether childhood or adolescent problems, home and family problems, work situation problems or political, regional or international problems are the result of the mishandling of the involved sentiments, feelings and emotions of the individuals concerned, group of individuals, society and the nations. If proper education, opportunities and efforts are made for the training of emotions and development of proper emotional intelligence potential among the people right from their childhood, then it will surely help in bringing mutual emotional understanding, empathy accompanied with right actions and behavior on the part of the individuals and groups for leading a better life with peace and cooperation.

To progress and let others progress and to live and let others live are thus the ultimate goals of any education or training provided for developing one’s potential of emotional intelligence. Let us now consider such measures to be adopted for the welfare of the youngsters and emotionally affected individuals.

**How to help in the proper development of Emotional Intelligence?**

The following measures may prove helpful in this direction:

- Try to help yourself and the youngsters develop the ability to correctly perceive feelings both in one and others.
- Try to give up the misgivings and misperception of the feelings in others. It leads to a hostile attribution bias. Remember that love always begets love, while suspicion, heartedness and aggressions are rewarded likewise.
• In all situations, self awareness of the feelings and emotions is most important. Try to teach the children and help yourself to know what you are feeling when you are feeling it at a particular time.

• For understanding others and their feelings, develop the qualities of a good listener. People who have a high EQ (emotional quotient) also have a high score on empathy and empathy comes through effective listening.

• Try to do away with the wrong notion that thought is most appropriate when not clouded by emotions. Try to learn the integration of thoughts and emotions, heart and mind for the appropriate behavior at the right time. Therefore, do not try to suppress emotions (as every feeling has its value and significance) but to strike a balance between rational thoughts and emotions.

• Teach the children and yourself that all emotions are healthy (because emotions are what unite the heart, mind and the body). Anger, fear, sadness, the so called negative emotions are as healthy as peace, courage and joy. The important thing is to learn the art of expressing one’s feelings or emotions in a desirable way at a desirable time in a desirable amount. In this connection, have this remark of the Great Greek Philosopher Aristotle as a guideline.

“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.”

• Try to practice and teach the children the art of managing the feelings and emotions as adequately as possible. This is especially important for the distressing emotions of fear, pain, anger etc.
• Don’t allow the emotions and feelings to develop as hindrance and obstacles in your path. Use them as a motivating agent or force for achieving your goal.

• Teach yourself and your children the lessons of empathy, i.e. developing a sense of what someone else is feeling.

• Have measures for the proper development of social skills for better communication and interpersonal relationship with others. Don’t break the communication channel and express your feelings with an equal sense of attending and listening to other’s feelings for the better management of relationship.

• Try to provide more time and efforts for developing not just cognitive professional skills but also affective skills for the development of emotional intelligence.

• Last but not the least is to provide you as a model or companion for maintaining proper emotional bonds. If you have developed yourself as an emotionally intelligent individual, you may inspire or lead others to become so. However, it is not essential to be perfect or complete for guiding others as parents, teachers or bosses. One just needs to see what others need, and be there for meeting their needs.
Fig. 1: The potential roles of emotional intelligence in Everyday life

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Potential Role of Emotional intelligence in everyday life.

In the last we can say that is there anything new about emotional intelligence? In some ways, emotional intelligence really is not new. In fact, it is based on a long history of research and theory in personality and social, as well as I/O, psychology. Furthermore, Goleman has never
claimed otherwise. In fact, one of his main points was that the abilities associated with emotional intelligence have been studied by psychologists for many years, and there is an impressive, and growing, body of research suggesting that these abilities are important for success in many areas of life.

However, rather than arguing about whether emotional intelligence is new, it is believe that it is more useful and interesting to consider how important it is for effective performance at work. Although it have not had the time to cover very much of it, it is hope that have shown that there now is a considerable body of research suggesting that a person’s ability to perceive, identify, and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost any job. Furthermore, as the pace of change increases and the world of work make ever greater demands on a person’s cognitive, emotional, and physical resources, this particular set of abilities will become increasingly important. And that is good news I/O psychologists, for they are the ones who are best situated to help clients to use emotional intelligence to improve both productivity and psychological well-being in the workplace of tomorrow.

**Concept of Adjustment**

In our day to day life we need the adjustment for living a stress free life, this adjustment may be anywhere for example: in the family, in the school, in the peer groups, in the society, in the job, etc. This is necessary for the survival of an individual is to adjust. “Life presents a continuous chain of struggle for existence and survivals,” says Darwin. The observation is very correct as we find in our day-to-day life. Every one of us strives hard for the satisfactory of our needs. While struggling to achieve something if one finds that results are not satisfactory, one either
changes one’s goal or the procedure. For example, if one aspires to join M.B.B.S. course, one works hard to get good marks in the Pre-Medical class. In case one is not able to get admission due to one’s low percentage, one may change one’s goal and feel inclined or aspire to join a B.Sc. course for medical representative job.

By restoring to such means, one protects one’s self from the possible injury to one’s ego, failure or frustration. It is a sort of shifting to a more defensive position in order to face the challenge of circumstances after failing in earlier attempt or attempts. This special feature of the living beings is termed as adjustment. If you examine the various activities of an individual’s life, you will find that most of them involve adjustment of the individual to his vocational, social and economic problems. The process of adjustment starts right from the birth of the child and continues till his death.

The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin. In those days the concept was purely biological and he used the term adaptation. The adaptability to environmental hazards goes on increasing as we proceed on the psychogenetic scale from the lower extreme to the higher extreme of life. Insects and germs, in comparison to human beings, cannot withstand the hazards of changing conditions in the environment and as the season changes, they die. Hundreds of species of insects and germs perish as soon as the winter begins.

Man, among the living beings, has the highest capabilities to adapt to new situations. Man as a social animal not only adapts to physical demands but he also adjusts to social pressures in the society.
Biologists used the term adaptation strictly for physical demands of the environment but psychologists use the term adjustment for varying conditions of social or inter-personal relations in the society. Thus, we see that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be external or internal to whom the individual has to react. Observe the life of a child, he is asked to do this and not to do other things. He has to follow certain beliefs and set of values which the family follows. His personality develops in the continuous process of interaction with his family environment. There are other demands which may be termed as internal as hunger, water, oxygen and sleep etc. If we do not fulfill these internal demands, we feel uncomfortable. With the development of the child, these physiologist demands go on increasing and become more complex.

These two types of demands sometimes come into conflict with each other and resultantly make the adjustment a complicated process for the individual. Conflicts among the various needs or demands of a person present special problems of adjustment. If you gratify one of the conflicting needs, the need which is not gratified will produce frustration and leads sometimes to abnormal behavior.

Psychologists have interpreted adjustment from two important points of views. One is adjustment as an achievement and another, adjustment as a process. The first point of view emphasizes the quality or efficiency of adjustment and the second lays emphasis on the process by which an individual adjusts in his external environment.

**Definitions of Adjustment**

*According to Shaffer (1961)*
Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs.

**According to Gates, Jerslid and others (1970)**

Adjustment is a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and environment.

**According to Vonhaller (1970)**

We can think of adjustment as psychological survival in much the same way as biologist uses the term adaptation to describe physiological survival.

Analyses of these definitions:-

- **Shaffer’s 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. An individual tries to bring changes in his circumstances in order to overcome the difficulties in the realization of his needs. Sometimes he reduces the quantum of his need so that he may feel satisfied within the limited resources of need and in this way; he tries to keep a balance between his needs and the capacities of realizing these needs. As long as the balance is maintained he remains adjusted the moment it is disturbed, he drifts towards maladjustment.

- **Gates, Jerslid and others definition** takes adjustment as a signal of harmonious relationship between a man and his environment. One has to fit oneself in the prevailing circumstances. When we adjust ourselves in order to fit as per certain demands of our environment. The conditions in the environment are in a continuous chain of changes. We change our nature in order to fit ourselves in the realm of nature. Thus the process of
adjustment is continuous. We try to change or modify our behavior for bringing a perfect understanding between ourselves and our environment. For example if an urban girl is married to a rural boy and made to live a village life, she has to change her behavior, her habits and her way of life for accommodating herself in the changed circumstances.

- **Vonhaller’s definition** takes clue from the Darwin’s theory of evolution. Darwin maintained that only those organisms most fitted to adapt 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 a psychological term is a new name for the term adaptation used in biological world. In all sense, adjustment implies a satisfactory adaptation to the demands of day-to-day life.

The above discussion can lead us to summarize in the following way:

- Adjustment is a process that takes us to lead a happy and well-contented life.
- Adjustment persuades us to change our way of life according to the demands of the situation.
- Adjustment helps us in keeping balance between our needs and the capacity to meet these needs.
- Adjustment gives us strength and ability to bring desirable changes in the conditions of our environment.

Besides the demands of one’s basic need, society also demands a particular mode of behavior from its members. In case one thinks only to fulfill one’s needs by setting aside the norms, ethics and cultural traditions of one’s society, one is not going to be adjusted in one’s environment.
Here adjustment also needs one’s conformity to the requirement of one’s culture and the society. In this way, adjustment does not only cater to one’s own needs but also to the demands of the society. 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 behavior conforms to the requirements of the society and culture.

**Adjustment as Achievement**

Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances. Business, military, education and other social activities need efficient and well-adjusted men for the progress of the nation. If we interpret adjustment as achievement, then we will have to set the criteria to judge the quality of adjustment.

**Criteria for good adjustment**

Here you must be very clear in your mind as regards the criteria of adequacy of adjustment. No universal criteria can be set for all times to come because criteria involve values judgment which differ from culture to culture and from generation to generation within the same culture. Four criteria have been evolved by psychologists to judge the adequacy of adjustment. They are as follows:

1) Physical health. The individual should be free from physical ailments like headache, ulcers, indigestion and impairment of appetite. These symptoms in individual have sometimes psychological origin and may impair his physical efficiency.
2) Psychological comfort. One of the most important facts of adjustment is that individual has no psychological diseases as obsession, compulsion, anxiety and depression etc. these psychological diseases if occur excessively cause to seek professional advice.

3) Work efficiency. The person, who makes full use of his occupational or social capacities, may be termed as will adjust in his social set up.

4) Social acceptance. Everybody wants to be socially accepted by other persons. If a person obeys social norms, beliefs and set of values, we may call him well adjusted but if he satisfies his needs by antisocial means then he is called maladjusted. But you see that societies differ in deciding the universally acceptable criteria of good behavior, for example, in our country smoking and drinking are supposed to be antisocial but there are societies where these activities are quite normal for social adjustment.

**Adjustment as process**

Adjustment as process is of major importance for psychologists, teachers and parents. To analyse the process we should study the development of an individual longitudinally from his birth onwards. The child, at the time of his birth, is absolutely dependent on others for the satisfaction of his needs, but gradually with the age he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives/ when the child is born, the world, for him, is a big buzzing, blooming confusion. He cannot differentiate among the various objects of his environment but as be matures he comes to learn to articulate the details of his environment through the process of sensation, perception and conception. The child in his infancy can respond and think about only concrete objects of his environment. The process of abstraction comes afterwards. The young children lack the capacity of self control of the instinctive impulses. Anything which appears to their senses bright they try to take hold of it.
Their development is purely on instinctive level. The nature of adjustive process is decided by a number of factors, particularly, internal needs and external demands of the child.

When a conflict occurs between internal needs and external demands, in such conditions, there are three alternatives, one, the individual may inhibit or modify his internal need or demand and second, he can alter the environment, and can satisfy his demands and third alternative, is that he can use some mental mechanism to escape from the conflicting situation and may be able to maintain the balanced of his personality.

Piaget (1952) has studied the adjustive process from different angles. He used the term accommodation and assimilation to represent the alternation of oneself or environment as a means of adjustment. A person, who carries his values and standard of conduct without any change and maintains these in spite of major changes in the social climate, is called assimilator. The man, who takes his standard from social context and changes his beliefs in accordance with the altered values of the society, is called accommodator.

Now the question arises which of the above referred processes of adjustment is more effective? It is very difficult to answer this question in clear cut terms because relative merits of either of the adjustive process described as above requires, making value judgment. The human being, in order to adjust successfully in his society, has to resort to both the devices.

**Characteristics of a well adjusted person**

A well adjusted person is supposed to possess the following characteristics:

- **Physically adjusted**: a well adjusted individual enjoys wholesome adjustment in terms of his physical health, and physiological well-being. He is physically mature and sound in
relation to his age-linked physical physiological growth and development. What he has in terms of his somatic structure, physical development, strength and abilities make him feel secure and satisfied.

- **Emotionally adjusted:** a well-adjusted individual demonstrates a well-balanced emotional behavior. He is able to express desirable emotions in a proper amount as per the needs of the situation and his own well-being.

- **Socially adjusted:** a well-adjusted individual is a socially mature individual. He has the necessary development in terms of social competency and social obligations. He knows his social environment and has a desire and capability to adjust his self to the demands of the social life.

- **Awareness of one’s own strengths and limitations:** a well-adjusted person knows his strengths and weakness. He tries to gain from his assets in some areas while accepting limitations in the other.

- **Respecting one’s self and the others:** disliking one’s self is a typical symptom of maladjustment. An adjusted individual has respect for one’s self as well as of others.

- **Adequate level of aspiration:** his level of aspiration is neither too low nor too high in comparison to his own strengths and abilities. He does not try to reach for stars and also not repent by selecting an easier course for advancement.

- **Satisfaction of the basic needs:** his basic needs like organic, emotional and social needs are fully satisfied or in the process of being satisfied. He does not suffer from emotional craving and social isolation. He feels reasonably secure and maintains his self-esteem.

- **Does not possess critical or fault finding attitude:** he knows how to appreciate the goodness in objects, persons or activities. He does not try to search for weaknesses and
faults. His observation is a scientific one rather than being critical or punitive. He likes people, admires their qualities and wins their affection.

- **Flexibility of his behavior:** he is not rigid in his attitude or way of living. He can easily accommodate or adapt himself in the changed circumstances by making necessary changes in his behavior.

- **Capable of struggling with odd circumstances:** he is not easily overwhelmed by the odd circumstances. He has sufficient will and courage to resist and fight against odds. He has an inherent drive to master his environment rather than to passively accept it.

- **Realistic perception of the world:** he holds a realistic vision and does not wander unnecessarily in the world of ideas and imagination. He always plans, thinks and acts on the real footing.

- **Feeling at home with his surroundings:** a well-adjusted individual feels satisfied with his surroundings. He fits well at his home, family, neighborhood and other social places. As a student he likes his school, school-mates, teachers and feels satisfied with his daily routine. When he enters a profession, he has a love for it and he maintains his zeal and enthusiasm in his profession despite heavy odds.

- **An adequate philosophy of life:** a well-adjusted person has his own philosophy of life which he tries to observe while keeping in view the demand of the changed situation and circumstances. He weaves his philosophy around the demand of his society, culture and his own self so that it does not clash with his environment on it one hand and his self on the other.
Criteria of Mentally Healthy Person

- **Adaptability and resilient mind:** the individual who is adaptable to the changing conditions of his environment, receptive and not rigid in his behavior, can be said mentally healthy.

- **Socially adaptable:** a mentally healthy person is socially awakened. He participates in social activities and his personality functions properly under strain and stress of emotional disturbances.

- **Emotionally satisfied:** the emotions of mentally healthy persons are well trained and controlled. He is free from persistent emotional tensions in his life.

- **Desires are the harmony with socially approved goals:** the mentally healthy person does not indulge in antisocial activities. His goal of life is in accordance with social norms. He fulfills his objectives in harmony with other peoples.

- **Insight into his own conduct:** the mentally healthy person has insight into his conduct. He self-evaluates his behavior. He improves his behavior on the basis of his self-examination.

- **Enthusiastic and reasonable:** he has enthusiasm in life. He works with curiosity and is devoted to his profession. He is reasonable in his actions. He accepts criticism sportingly.

- **Good habits:** the healthy person has good habits. He is balanced and is not easily annoyed.

- **Philosophy of life:** the healthy person has his own philosophy of life. He develops definite attitudes towards values of life.
In brief we can say that mental health is a condition which permits the maximum development of physical, intellectual and emotional states of the individual so that he can contribute maximum to the welfare of the society and can also realize his ideas and aims in life.

Areas of Adjustment

For an adequate adjustment one has to make oneself adjusted firstly to one’s self and then to one’s environment. Thus the spheres, dimensions or aspects of adjustment may be divided mainly in two categories, personal and environmental. For any individual while the adequacy of his own physical and mental health, emotional adjustment and satisfaction of personal needs are vital for the overall adjustment, the need for making adjustment with the social and occupational world can also not be overlooked. Based on this, we can categorize the overall adjustment of an individual into three spheres, namely personal, social and occupational. Let us try to know more about these three spheres of one’s adjustment.

Personal adjustment

Personal adjustment is concerned with an individual’s adjustment to his self. Now question arises as to what does the term ‘self’ mean with regard to personal adjustment. The total individuality incorporating various aspects of his growth and development, personality traits and characteristics and satisfaction of his basic needs may essentially be included in the body of the term ‘self’. In this sense, the extent to which one remains satisfied with what he owns in terms of his physical and mental development and other personality characteristics and his basic needs remain gratified, he may be called adjusted within the sphere of personal adjustment. Let us now elaborate these components of one’s personal adjustment.

ADJUSTMEMENT TO PHYSICAL DEVELOPMENT AND HEALTH
Physical growth and development follow a somewhat definite pattern. A child of a particular age is normally expected to have a certain increase in weight and height, acquire definite somatic structure and physical characteristics and have growth and development with regards to internal organs, body systems and their functioning. In case this growth and development takes place in a normal way and the individual remain satisfied, he remains adjusted otherwise it may lead to frustration and other complexes paving the way for his maladjustment. Similarly, one should keep better physical health free from stressful ailments and diseases so as to enjoy better personal adjustment. In this way if an individual’s physical growth and development as well as his physical strength, abilities and capacities are in conformity with what is expected at his age and he does not feel any difficulty in his physical functioning and general progress due to any kind of defect or inability of his physical organs, he may get along well with his adjustment to his self.

ADJUSTMENT WITH REGARD TO MENTAL DEVELOPMENT AND HEALTH

The other major aspect of one’s personal adjustment is related with his mental development and mental health. Like physical development, an individual of a particular age is expected to function at a certain level of intellectual growth and development. In case one does not acquire even the normal mental capacities and abilities expected at his age, he may feel handicapped in terms of intellectual behavior and this deficiency (while compared to others) may lead to frustration and complexes. Similarly, one who is not keeping good mental health may turn into a maladjustment personality. Anxiety, distress, stressful situation, pressures, complexes, frustration all are bitter enemies of one’s mental health and these may lead a person to total maladjustment with his self.
EMOTIONAL ADJUSTMENT

Emotions play a leading role in controlling and directing one’s behavior and providing a definite shape to his personality make-up. An individual who is capable of expressing his emotions in a proper way at a proper time may be termed as emotionally adjusted. The acquisition of such emotional adjustment may automatically help an individual to act and behave in a desired way, face the life situations properly and feel adjusted in his personal and social skills.

SEXUAL ADJUSTMENT

Sex is also a personal matter like one’s physical, mental and emotional adjustments. Moreover, the gratification of sex needs is the most important aspect of our life. As long as this need remains in the state of satisfaction, the individual feels comfortable, satisfied and adjusted but as soon as the balance is disturbed, there crops up obstacles in the path of gratification of sex needs and the individual may be drifted towards maladjustment. Studies and researches in this area have established that one’s proper sexual development, his proper attitude towards sex and the satisfaction of his sex needs in a desirable and proper way are the essential factors responsible for his adjustment to his self and the environment.

ADJUSTMENT WITH RESPECT TO THE INDIVIDUAL NEEDS

This sphere of our personal adjustment may also include all such types of adjustments that are concerned with the satisfaction of our personal needs. Among these, we may include the needs like (i) physiological or organic needs such as hunger, thrust, sleep and rest etc. (ii) material needs such as need for clothes; shelter and various other material facilities and comforts, (iii) our socio-psychological needs such as need to love and to be loved, need for expression and actualization, need to dominate, get respect and regard etc. We all, from the very beginning of
our life till the end, remain busy in working and struggling for the satisfaction of these needs, in case we get success and feel satisfied, we remain adjusted or else we are compelled to drift towards maladjustment.

**Social adjustment**

This sphere of adjustment is concerned with one’s adjustment to his social surroundings. Such adjustment is as much essential as one’s adjustment with his self. In all circumstances, one should feel reasonably satisfied with what he gets in term of his social environment. By doing so, he may get along well with others and keep himself in the category of a socially adjusted person, but if it does not happen he become a socially maladjusted person. In such circumstances, either he may cut himself off from the society or may turn into an anti-social and criminal personality. In this sense, one’s adjustment with his social set up, started from his parents, home and family and extended to the neighborhood, state, county and encircling whole world, is quite essential for the welfare of his own and the society. Let us try to know in detail about the components of one’s social adjustment.

**HOME AND FAMILY ADJUSTMENT**

One should feel the comfort and satisfaction in one’s home in the spirit of ‘Sweet Home’. He must have proper cordial relationships and behavioral adjustment with the members of his family. One who is fed up with his family environment and likes to spend most of the time outside the home so as to avoid the company of the family members is surely a person who is seriously lacking in terms of his home and family adjustment. Contrary to this, when the home and family environment are quite cooperative and congenial, the members of the family get proper opportunity for the satisfaction of their mutual personal needs and social obligations. In
such encouraging, mutually sharing, loving and peaceful environment each member works for the progress and welfare of the others besides the development of his own. Such family environment provides a reasonable insurance for the total adjustment and well-being of all the members of the family.

ADJUSTMENT WITH FRIENDS AND RELATIVES

The social circle of one’s friends and relatives is closely linked with the social environment of his home and family. One’s behavior and personality development is very much influenced, guided and patronized by one’s relatives and friends. These are the persons who come to our help in the hour of our need. One may feel secure and satisfied if he has cordial, congenial and harmonious relations with (may be few) his relatives and friends. In the contrary and opposite situations, one is bound to feel lonely, insecure and perturbed at the time of distress and casualties. In this way, the key of one’s adjustment lies in getting along well with his friends and relatives.

ADJUSTMENT WITH NEIGHBOURS AND OTHER MEMBERS OF THE COMMUNITY

Next to our home are the neighborhood and the community. Most of our physical, psychological and social needs are fulfilled through proper communication, exchange, goodwill and spirit of cooperation maintained with our neighbors and other members of the community. We can’t live in harmony and peace with indifferent and spoiled relationships with our immediate neighbors and members of the community. The essential thing is to learn the lesson of togetherness and coexistence with the members of the community in spite of differences of opinions, living standards, language, caste, religion etc.
It is futile to waste our energy and resources in endless conflicts and tensions created through mutual mistrust, fear, disliking and disrespect, jealousy and envy, false pride and inflated ego. It creates a chain of reaction and ends with the state of dissatisfaction resulting in our maladjustment with our own neighbors and members of the community. Hence, it is always better to try our best to get along well with our neighbors and members of the community. Slowly this spirit of togetherness, bond of friendship, cooperation, co-existence and peaceful living should be extended to the boundaries of one’s nation and even it would as a close-knit family.

Here the question arises as to what should one do for maintaining proper relationship with the members of his family, friends, relatives, neighbors and members of the community so that he may be well-adjusted in his social set up? The answer lies in one’s proper social development and adaptability to the social environment. One should essentially learn the lesson of mutual love and respect, goodwill and trust, cooperation and sharing and other similar qualities and virtues of a social being. One should try to know the norms, modes of living and expectations of the society for adapting himself in the existing pattern of one’s community and society. It does not mean that he should blindly lead to conformity, but in all his efforts he must first try to get along with the social set up and then work honestly for the desired changes and needed social progress.

**Occupational adjustment**

How far are we satisfied with our world of work and means of livelihood decides, to a great extent, our state or adjustment or maladjustment to our self and the environment. From the very beginning, parents aspire for a good occupation or profession for their children. They plan their education accordingly. However, entering into the profession or occupation of one’s choice or
being in tune with their abilities and capacities depend on a lot of factors. Whatevsoever it may be, once chosen one should learn to adjust and adapt to the needs and requirement of one’s profession or occupation. His success in his field of work will depend to a large extent on the sense of satisfaction he feels in performing various duties in his job. He must be reasonably satisfied and should get along well with the men and material resources available in his world of work. Such satisfaction, adaptation and adjustment to one’s occupation automatically help in attaining the desired objectives in his personal and social life leading to the overall adjustment to one’s self and the environment. Now at this stage, the question may arise as to who should be termed as an adjusted individual in his field of work or occupation. For this, let us think about the possible traits and characteristics generally found in such vocationally or occupationally adjusted persons.

i. Once entered, they feel no regret about the choice of work or occupation.

ii. They demonstrate a sense of job satisfaction through the performance of various duties regarding their job or occupation.

iii. They feel reasonably satisfied with the working conditions and facilities available for carrying out their job duties. They are not in the habit of unnecessarily complaining about limitations and non-availability of resources.

iv. They get along well with their colleagues and the officials of their world of work. They try to maintain cordial relationship and harmony with them for attaining desired proficiency in their work.

v. They are committed and have very positive attitude towards the working and value of their occupation. They do not unnecessarily dream or plan of entering into other
occupations. While respecting their own profession, they always strive to achieve a sense of satisfaction by performing their duties honestly and sincerely.

vi. They are reasonably satisfied with the opportunities provided in their personal occupation for promotion and other achievements. They do not get much perturbed despite not getting early opportunities of promotions and other incentives and believe that their work will be rewarded in one way or the other.

vii. They are usually engaged in bringing necessary improvement and modification in the methods and processes related to their occupation for qualitative improvement. They have creative sparks in them which is often reflected through their styles of functioning.

viii. They are reasonably satisfied with their occupations in terms of economic returns. They are not found comparing their salaries and financial returns with others and complaining about their chosen occupation.

ix. They maintain a sense of accountability for the assigned duties and try to maintain the image and respect of their profession by extending desired cooperation to colleagues and administrators.

**Maladjustment**

Contrary to adjustment, maladjustment represents a condition or state in which one feels that one’s needs are not (or will not be) fulfilled and he has been a failure in establishing harmony with his self and the environment. Defined in this way a person suffering form maladjustment may exhibit serious behavioral and adjustment problems causing harm to the well-being of his self and others.

**Symptoms of maladjustment**
There is a difference of degrees between maladjustment and adjustment. It is a difficult to
differentiate adjusted and maladjusted children only on the basis of observation in the classroom
or in the school. There are certain symptoms which give some indication of maladjustment if
excessively used by children. These symptoms can be divided into the following three
categories.

a) Physical symptoms.

- Stuttering
- Stammering
- Scratching head
- Facial twitching
- Biting nails
- Rocking feet
- Restlessness
- Drumming with fingers
- Vomiting

b) Behavior deviations.

- Aggression
- Lying
- Bullying
- Poor school achievement
- Hyperactivity
- Negativism
- Sex disturbances
c) Emotional symptoms.
   - Excessive worry
   - Fear
   - Inferiority
   - Hatred
   - Extreme timidity
   - Temper tantrum
   - Persistent anxiety
   - Conflicts
   - Tension

Causes of maladjustment

There is much truth in the saying that one remains adjusted as long as his basic (physiological and socio-psychological) needs get satisfied or he has some hope for their satisfaction in future. The moment he is denied the satisfaction of his needs or gets despaired, he falls as victim to the forces of maladjustment. So the causes of one’s maladjustment to his self and the environment may be both of personal as well as environment nature. Let us discuss them in brief.

Personal causes

In these types of causes, we may include the following factors:

HEREDITY FACTORS
The individual may inherit defective mental make up, physiological structure, color of the skin, constitutional defects, in-capacities and in-capabilities making him feel depressed, inferior or causing one hurdle or the other in the way of proper satisfaction of his basic needs.

PHYSIOLOGICAL OR PHYSICAL FACTORS

In many cases, physiological or physical factors liked poor health, lack of vitality, physical deformities, physical ailments, chronic diseases and bodily defects, etc. may drift one towards maladjustment. He may feel handicapped in meeting his basic needs or may develop feelings of inferiority on account of his physical deformities, sub-normalities and in-competencies etc. which may lead to the dissatisfaction to his self and the environment.

THE CAUSES INHERENT IN THE NATURE OF THE INDIVIDUAL

These causes are quite inherent in the nature and temperament of an individual. The mentionable ones may be as below:

- Unrealistic aims, goals and ideals of life.
- Lack of social maturity and adjustment.
- Lack of emotional maturity and control over the emotions.
- Improper setting of the level of aspiration.
- Unresolved conflicts and contradictory desires.
- Frustrations and desperations.

Environmental causes

In most of the cases, environmental forces are said to be the greatest or sole contributor in the germination as well as perpetuation of the cases of maladjustment prevailing in our society. The
forces of environment begin to play their role right from the conception of the child in the womb of the mother in the form of defective environmental conditions may drift him towards maladjustment.

- Improper behavior of the parents and elders towards child.
- Uncongenial and defective home environment on account of the factors like frequent quarreling between the parents, their separation or divorce, loss of one or both the parental figures, unsocial or anti-social behavior of the members of the family.
- The defective environmental conditions available in one’s neighborhood, community and society which may put hurdles in the proper satisfaction of one’s basic needs or may force him to pick bad habits for paving the way of his maladjustment to his self and others.
- The defective and uncongenial environment available in the school in terms of the behavior of teachers, peers, defective curriculum and methods of teaching, lack of co-curricular activities, too much rigidity or rules, punitive measures etc.

**Emotional health is the biggest cause of the maladjustment**

Emotional development pattern plays an important role in the personal and social development of an individual. An individual with stable emotional pattern leads a happy, healthy and peaceful life. He is at ease with himself and his surroundings. On the other hand an individual who is emotionally disturbed becomes a problem for himself as well as for others. Continuous emotional disturbance affects the individual’s growth and development. Therefore, the development of emotional is extremely important for the harmonious development of the personality of an individual. Emotions influence all the aspects of an individual’s personality.
Proper training and education will go a long way to enable the young people to control their emotions and obtain mental balance and stability. Emotions are the prime motive forces of thought and conduct and their control is very important. It has been rightly said, “To keep one’s emotions under control and be able to conceal them is considered a mark of strong character”.

**Role of the school and the teacher in the emotional development of the child**

School is expected to provide a purified, constructive and creative environment to children and teachers can play an important role in this. A teacher should not merely preach the significance of the emotional control, but he should also teach emotional control by personal example. The teacher should be patient and sympathetic towards the expression of the children’s emotions. He should not be harsh, otherwise repression and inhibition would emerge and consequently conflicts would arise which may lead to neurotic and psychotic disorders in the children. He should rather sublimate the emotions of children by presenting suitable opportunities and situations for their healthy expression. Scientific methods of teaching and organization of co-curricular activities would promote the emotional development of the child in the right direction. Undue reliance on codes of ethics, standards and ideals of society, etc. leads to emotional disturbances in children in the long run, particularly when they find their superiors themselves transgressing them. “Example is better than perfect” is a famous saying.

**Important ways for the emotional development of children**

1. Providing emotional security: when the child enters the school for the first time, he finds quite a new world. He was just like a prince in the domain of his home. His likes and dislikes had great significance. He felt himself secure physically as well as emotionally. He had a sense of belongingness and his feeling of self-assertion was also satisfied
adequately. But everything is changed in the school. He has little significance and voice in the matters over there to start with. All the other children appear to him well-knit and well adjusted in their own groups while he stands aloof. Sometimes he is ridiculed by the fellow students. All these things make him very uneasy emotionally. If the teacher is also indifferent to him or he proves to be a bit harsh for him, he loses his emotional balance. The teacher should be very careful of this situation. He should try to make the shift from home to school very agreeable for the newcomers. He should see that the newcomer may not feel the change adversely. There may be a welcome committee comprising some pupils under the guidance of a teacher to help the newcomers in desirable adjustment.

2. Equal treatment irrespective of income: poverty in sometimes happens to be the cause of emotional disturbance for some pupils in certain situation. At home the poor child was quite contended and happy in his limited world. But when poor children come across rich ones in the school, they may find colossal differences between themselves and their rich classmates as regards their clothes, their modes of life, their meals and pocket allowances etc. Some of them may develop jealousy, worry and inferiority complex if they cannot make proper adjustment with hard realities. Sometimes the teachers aggravate the situation when they happen to be quite partial and do not treat the poor children at par with the rich ones. Heavy financial demands may also disturb the poor children emotionally as they are often unable to meet the same easily.

The school is responsible to the poor students as much as to the rich ones. Resources of poor students should be studied individually and effort should be made to meet their monetary needs in connection with their education. Simple living should be a guiding principle in all the educational institutions.
3. Dynamic methods of teaching: faulty methods of teaching do not develop motivation in the children. They make lessons drudgery. The children begin to hate the very process of education. There is always tension in their minds. Learning is no more a joyful activity for them.

The improvement in the methods of teaching can go a long way in bringing back emotional security for many children. Educational work can easily be turned into play and then it will be interesting, joyful and at the same time more instructive.

4. Role of love in schools: in most of the traditional schools teaching is based on fear. Children know that they will be caned if they are not successful in studies. They get heavy home task which is often impossible to complete without help and guidance which is not always available at home. They sleep at night with the ‘dreams of canes’. They wake up in the morning with fear and constant worry. Under such circumstances emotional tranquility is hardly possible.

There is a famous saying, “Love the child and the child will love you. Hate the child and he will hate you”. Love should be the basis of all work.

5. Balanced emotional behavior of the teacher: some teachers themselves need emotional stability. Emotionally unbalanced teachers prove contagious for the innocent children. They themselves become a prey to inferiority complex, persistent worries or over-excited emotions. They are generally irritable and provocative. For the balanced emotional development of children, teachers themselves should be emotionally developed.

6. Due regard to individual differences: all children differ mentally, emotionally and physically. But we provide little individual attention to the children in schools. Some of them are backward in studies, while some of them are very superior. But they are dragged
on the same lines. The backward lag behind still more. This leads to emotional disturbance.

7. Creative and democratic concept of discipline: traditional methods of discipline are faulty. Sometimes schools become just like jails and some teachers like jailors. Discipline in such a situation is based on fear. It may serve the purpose superficially but in reality the things are far from being satisfactory. There should be positive devices of discipline. Discipline should be creative and constructive. Children should be made responsible for handling their own affairs as far as it is possible.

8. Provision of co-curricular activities: all the children and especially adolescents need provision for the expression of their pent-up emotions and for redirection of their emotional behavior. In the absence of such provision, emotional stability is not possible. Various co-curricular activities organized properly can solve this problem quite satisfactorily.

9. Provision of sex education: during adolescent period, lack of information about sex causes emotional disturbance. Teacher should provide necessary information about the sex matters and problems. There should be no shyness and this work should be done seriously.

10. Continuous evaluation: the present system of examination is faulty. Chance factor counts much in this system. It does not measure the all round development of the child and causes disturbance. Evaluation should be made continuous and objective.

11. Healthy physical conditions in the schools: poor physical conditions in the school bring fatigue and boredom to the children. They are very soon fed up with the school and its
activities. Lack of creational activities is also responsible for emotional disturbance. The school authorities should be careful in this respect also.

12. Rich and varied curriculum: the curriculum in schools should relate to the real life of children. Learning in schools should be related to the modern needs of children.

Whenever, a slight deviation from normal emotional behavior pattern in children is noticed, steps must be taken to find out the reasons and corrective measures adopted. It must be kept in view that a lot of patience is needed on the part of the teachers in this regard.

**Stress**

The word ‘Stress’ is derived from a Latin word ‘Stringi’, which means “to be drawn tight”. Stress, which is the mental and physical pressure one experiences from circumstances felt to be threatening, seems to be everywhere one turns. Although stress begins with a perception of outside events, it affects far more than the mind. Stress may be felt throughout the entire body. When stress occurs, it causes the adrenal glands, situated on the kidneys, to release a hormone known as adrenalin. At the same time, the brain instructs the pituitary gland, which is in the brain, to release adrenocorticotropic hormone (ACTH). This hormone causes the adrenal glands to produce even more adrenalin as well as other hormones known as glucocorticoids.

What are the combined consequences of all these hormones? An adolescent’s blood pressure and heart rate rise. Blood moves away from the digestive system toward the brain and muscles. One may develop an uneasy feeling in the stomach and the respiratory rate may become faster. The liver releases more glucose, a source of energy, and the teen begin to sweat. All this works well if the adolescent is in the jungle trying to flee from a wild animal. But these responses are of little use when someone is attempting to cope with the stresses of daily living.
Teens face an assortment of stresses. The release of all these hormones will cause their muscles to be tense. A teen may feel unsettled and have head, neck and shoulder pain. Other common stress-related symptoms are insomnia, skin rashes, digestive problems, recurrent abdominal pain, chest pain, musculoskeletal pain, chronic fatigue, dizziness, hyperventilation, headaches, heart palpitations, and an impaired immune system. If stress continues over a longer period of time, it may impact an adolescents’ ability to compete his or her schoolwork, and the grades may fall. Some teens eat too little or too much and may neglect their appearance. Others may have trouble concentrating and relating to other people. In addition, some teen may become irritable and have emotional outbursts.

Severe stress may lead to a depression. Some teens attempt to feel better by using tobacco, drugs or alcohol. In addition to failing to solve their problems, these actions may result in the development of a substance abuse disorder.

One should take action before the stress gets out of control. One could begin by identifying the source of the stress. Is it external, such as an illness? Or is it self-imposed, such as concern about how the teen looks? There are some other suggestions. Is there something one can do to lessen the stress or to reduce the roll it is taking? Is the stress way out of proportion? For example, is the teen making it far more important than it is? Not having a date for this Friday’s dance may seem like a major crisis. However, there is a fairy good chance that a few years from now, no one will either recall the event or care about it. On the other hand, if one’s parents are unemployed and the family may be evicted and become homeless, and then stress is a reasonable response to the situation. A teen, rather than concentrating on his or her stress could take action to connect his or her parents with a community agency that will assist them in weathering this
financial downturn. Or the teen could find a part time job to help with family finances. In other words, instead of dwelling on the stress, teens should take action to deal with the stressor.

Not all stress is bad. A life without any stress would be boring. But no one wishes to feel overwhelmed every day. As in the case of most teens, much of the stress comes from school. Between classes, after school activities, homework, sports, and friends, the days are full. If a teen also have a job, a boyfriend or girlfriend, and responsibilities at home, there may well be essentially no time for oneself. Then, factor in still more stress producing items such as college board testing preparation, college applications, junior and senior proms, inadequate financial resources, and moving to a new home, college or community. When faced with so many stresses, some teens may unravel when they are stuck in traffic or lose their keys.

So what can be done? Teens can begin by trying to introduce more order into their lives. They will spend less time looking for the keys if they are always kept in the same place. Fewer homework assignments will be forgotten if they are carefully record the same notebook. If a teen has too many after school activities, then he or she should decide which are most enjoyable and devote attention to those activities.

To help with organization and reduce stress, adolescents can make a list of all that they need to do. The most important items should be placed first. One can write down the approximate amount of time that it takes to do each task. But then one should spend time on one task at a time. When teens go from thing to thing, there is a tendency to become scattered, unfocused and develop trouble with concentration. After an item is completed, it can be crossed off the list. That will enable the adolescent to feel that he or she is working toward the goal of finishing everything.
While it is tempting to keep working—there could be so much on a teen’s list—one should occasionally make time for a break. One could go for a walk or listen to some music, call or email a friend. Teens who share their stresses with someone else may reduce them. Some adolescents enjoy spending a few minutes breathing deeply or listening to a relaxation tape or even stretching their body. Aerobic exercise will raise but sleep more restfully.

A few other points for teens may help to reduce stress. Although most teens probably heard this before, it is important to watch what is eaten. Junk food will not make the stress go away, but it will deplete a teen’s energy and contribute to weight gain. Sleep is vitally important, and one should plan to sleep at least eight hours a night. Teens who stay up very late will probably feel unwell the next day. It may also reduce one’s immunity, affect the memory and make a teen more at risk for mistakes and accidents. Extra sleep helps people deal with stress.

Teens that are faced with really serious internal stresses such as sexuality or relationship issues or really serious external stresses such as parental divorce or death or parental substance abuse, may need to obtain outside assistance. One could talk to the school counselor. The counselor should be able to provide adolescents with the name of a therapist and/or support group. Teens should not try to manage everything on their own. The stress will only be compounded.

Stress is usually thought of in negative terms. It is thought to be caused by something bad, although there are numerous definitions and much debate about the meaning of job stress. 

Ivancewich and Mattson (1987) define stress simply as the interaction of individual with the environment, but there they go on to give a more detailed working definitions as “an adaptive response, mediated by individual difference and/or psychological processes, that is a consequence of any external (environment) action, situation or event that places excessive
psychological or physical demands upon a person. Stress is defined as an adaptive response to an external situation and or behavioral deviations for organization participants.

Common observations of the investigator and the articles in the newspaper and magazines indicate that anxiety is high in adolescence. Now a day’s depression and suicide cases are much high because of anxiety provoking situation which led researchers to undertake this topic in order to get a clear picture of anxiety difference, if any, associated with anxiety. Nevertheless, it is important to investigate the nature and range of anxiety among adolescent boys and girls. This may help the adolescents to overcome anxiety. With increasing complexity of our life style, the level of stress has been increasing at a phenomenal rate. As early as in 14th century, the term stress was used to denote hardship, strain, adversity and affliction (Lubusden, 1981). In 17th century, Hooke used the word stress in the context of physical science (Hinkle, 1973). But its scientific meaning was, in fact, given in early 20th century, stress is the process that occurs in response to the situations or events (called stressors) that disrupt or threaten to disrupt our physical, or psychological functioning (Lazarus & Folkman, 1984; Taylor, 1995; Pestonjee, 1992; Baron, 2002), in fact, stress is a many faceted process that occurs in reaction to events or situations in the environment called stressors. Although we normally think stress to be coming from negative events in our lives, positive events such as getting married or receiving an unexpected job promotion can also produce stress (Brown & McGill, 1989).

Making a survey of definitions of stress, Cox (1978) has described three classes of definitions. Stress can be thought of as a response (that is, stress response to an extreme stimulus) as a stimulus (that is, as a stressor itself) and as an intervening variable emphasizing upon the interaction between individual and environment. A good example of response definitions is one given by Selye (1950) who defined stress as a nonspecific response of the body to any demand.
Characteristically, such response definitions lack the emotional component usually associated with stress. This emotional component is also lacking in stimulus definitions as that given by Levi (1987) who defined stress as conditions causing body to readapt. It can be said that here the term stress and stressor are used synonymously. In addition to these two definitions, stress is defined as intervening variable whose meaning comes closest to the everyday meaning of the term. In fact, such definitions give emphasis upon the individuals’ perceptions of the demands made by the environment demands do not match, stress arises. Recent researches have shown that like the natural directions (east, west, south and north) stress has four directions: enstress, distress, hypostress and hyper stress.

A review of literature reveals that the nature of stress as a global phenomenon has been studied by three important models: Physiological model, load of information model and interactional model.

Physiological model explains stress as a cluster of nonspecific symptoms that help persons adapt to stressors. General Adaptation Syndrome (GAS) developed by Selye (1950) is one example of physiological model. GAS consists of three stages: stage of alarm reaction, stage of resistance and stage of exhaustion. The stage of alarm occurs upon sudden exposure to any situation to which the individual is not adapted. Here the organism becomes mobilized to meet the threat as through confrontation. The third phase is that of exhaustion which occurs if the organism fails to overcome the threat and depletes its physiological resources in the process of trying.

Load of information model explains stress in terms of stimulus overload/under load (Suedfeld, 1979). It links stress not only to the quality of environmental experiences but also to the structure of experiences. Thus there may be some events that may be extremely aversive but may not
involve stimulation levels outside the optimal zone. Conversely, there may be events which are positive in nature and still produce stress. In other words, too much of good things may be stressful. Thus a U-shaped relationship is formed between stimulus overload and under load.

In interaction models stress is based upon ones’ perception of environmental events. In other words, these models focus on the relationship between the individual and the environment. The basis of the relationship is cognitive one. The cognitive model of stress has been proposed by Lazarus and Folkman (1984) who are of view that when individuals confront a news changing environment, they engage in the process of primary appraisal to determine the meaning of the events which may be perceived as positive, neutral or negative in their consequences. Once primary appraisal of potentially stressful events have occurred, secondary appraisal is initiated in which there occurs assessment of one’s’ coping abilities and resources and whether or not they will be sufficient to meet the harm, threat and challenge of stressful event. At last, the subjective experience of stress is a balance between primary and secondary appraisal. When harm and threat are high and coping ability is low, substantial stress is felt. When coning ability is high, stress may be minimal (Taylor, 1995).

There are varieties of sources of stress. Pestonjee (1992) has outlined three important sectors of life from which stress may arise: Job and Organization, social sector and intrapsychic sector. Brown (1984) has listed five categories of sources of stress: customary life events, unexpected life events, progressive, accumulating situational events, personality’s glitches, value dependent traits. Likewise, Taylor (1995) has concluded that there are three major antecedent sources of stressful behavior: stressful life events, stress in work place and work stress and families. In the present inventory attempts has been made to assess those stresses which do a rise from personal events of life.
Once we understand why we get stressed, it is not hard to find solutions. So here is the first in a two part series on coping with it. Stress is a trigger that can affect the body in a positive or negative way. Positive stress occurs when you are happy, such as when you are going on holiday. Even holidays contribute stress—you may have to take an early morning flight, stay in a strange place. But you are happy, so the stressors have a positive impact. Now think of travelling to another city to sort out a dispute. The impact on the body is negative. The difference lies in the emotions you feel. In the first case, you expect pleasure, in the second case, pain. So the perceived threat creates the biological cocktail of destruction in the body. Stress is a mind-body reaction to the triggers in our lives. The triggers themselves don’t have the power to affect us; the way we react to them does. We can’t change our environment and stressors, but we can change our reactions to triggers.

THE BIOLOGY OF STRESS: when we face a perceived negative stressor, our reaction begins with the perception of a threat-to our goals, our self-respect or ego, values or existence. We then react with anger, guilt, frustration, anxiety or fright. The body part that initiates this reaction is the place where the brain meets the rest of the body—the hypothalamus-pituitary axis. From here, triggers are sent to the body’s biological messengers to prepare for an emergency. Within seconds, the adrenaline and cortisol hormones kick in. They organize the body’s systems for a fight or flight response. In response, the blood supply gives preferential treatment to the arms and legs and prepares the liver to supply energy to the limbs. The body also shifts from the thinking, logical mode to the automatic mode—the preservation mode of ‘flight or fly’. The physical impacts of these biological messengers are:

- Decreased blood flow to the digestive system leading to indigestion, gas acidity or constipation.
• Weight gain on the abdomen
• Decreased memory
• Insulin imbalance leading to high blood sugar
• Aches and pains
• High blood pressure and high cholesterol
• Hypothyroidism
• Asthma and frequent flu

Chronic stress leads to medical conditions like chronic fatigue syndrome. The hallmarks of this syndrome are:

• Listlessness
• Low short term memory
• Cold hands and feet
• Feeling of low blood pressure or low sugar
• Body pains
• Sudden hair fall
• Sleep problems
• Lack of concentration
• Weight gain, water retention
• Women get menstrual problems
• Constant feeling of being rushed.

We boil at different degrees, this is the statement given by Ralph Waldo Emerson in 1870. It was a remarkable assessment of human beings much before the twentieth century which has been
named as the age of anxiety. Probably the twenty first century will be christened as the “era of stress” unless mankind evolves strategies to successfully cope with stress.

Stress is a fact and part of life. It is all around us-at work, in our environment and in our personal lives. Stress has become an inevitable companion today in all fields of life whether a person is an office-goer getting late for office or overburdened teacher or student or overworked housewife or a farmer tilling the field under hot sun or a soldier standing guard on snow clad mountains or a patient waiting endlessly for his turn to meet the doctor etc. Its management and coping has become a great concern for physiologists, psychologists, psychiatrists or clinicians.

**Meaning of Stress**

In psychology, the word stress is used in at least two different ways:

1. **State of psychological upset or disequilibrium**: stress is defined as the state of psychological upset or disequilibrium in human beings caused by frustrations, conflicts and other internal as well as external strains and pressures. What to do and what not to do? How to do? Where to do? These questions depict the state of stress under which one is expected to behave or act. In a more serious condition of the stress, the individual reaches a point where the physical processes are seriously affected, the mental processes are confused and the emotional state is chaotic.

2. **Stimuli causing disturbance**: in the second sense, stress is regarded as a class of stimuli which threat an individual in some way and thus cause disturbances in his behavior. Thus stresses are the factors or causes that lead to maladjustment and disorganization of the behavior.
3. **Popular meaning**: stress as a word means “to draw tight” and has been used to describe hardship, affliction, force, pressure, strain, or strong effort. It has been recognized as an external load or pressure supplied on the individual and viewed as person’s response to a disturbance.

**Definitions by Sarason (1978), Brown and McGill (1989)**: stress, is defined as the response to events that threaten or challenge a person. Whether it be a paper or examination deadline, a family problem or even a cumulative series of small events such as those faced by people on the job, life is full of circumstances-known as stressors-that produce threats to our well being. Even pleasant events such as planning a party or beginning a sought-after job—can produce stress, although negative events results in greater detrimental consequences than positive ones.”

**Operational definitions of the term Stress**

According to **Oxford Dictionary**:

“A state of affair involving demand on physical or mental angry”.

According to **Lazaries & Folkman, 1984: Taylor, 1995; Pestonjee, 1992; Banson, 2002**.

“Stress can be defined as a demand placed on our psychological and physical functioning that threatens and individual’s adaptation to a given situation”.

According to **Hans selye (1956)**:

“Stress is not necessary something bad it all depends on how you take it. The stress of exhilarating, creative successful work is beneficial, while that of failure, humiliation or infection is detrimental”.
According to Kirti A. Dyer MD, MS, and FI:

Stress is the body’s reaction to a physical, mental or emotional adjustment or response. Stress can come from any situation or thought that makes you feel frustrated, angry, nervous, or even anxious.

Stress is caused by an existing stress causing factor or “Stressor”

**Characteristics of Stress arousing situations:**

1. **Duration.** Stressful situations differ in duration. An admission interview or job interview lasts for a short time, whereas a marital quarrel might last for hours or days or weeks.

2. **Intensity.** Situations vary in severity (intensity) of the circumstances confronting the individual. In general a minor injury is easier to cope with than a major injury.

3. **Predictability.** In some cases predictability is high (we know what is going to happen), whereas in others predictability is low. The amount of stress caused by a request to give an oral presentation in class would depend on whether the request was made on the spot or was a previously given assignment.

4. **Suddenness.** Suddenness of onset influences how prepared we are to cope with a particular situation. An accident is completely unexpected, whereas the crises of adolescence build up gradually.

5. **Lack of self-confidence.** Lack of self-confidence often results in reduced personal effectiveness, even though the person may really know how to handle the situation.

6. **Degree of loss of control.** An important aspect of a situation is the feeling that one is unable to exert any influence on the circumstances. For example earthquake victims can do nothing to prevent or control the quake’s initial impact and aftershocks.
Intensity of stress

It is the intensity of the stress that severe and it depends on the following factors:

1. **Duration of the stress:** The length of the duration of a stress may turn it into a mild or severe stress.

2. **Number of stress:** Facing a number of stresses at the same time will result in a more severe situation than if these stresses are suffered separately.

3. **Importance of goals:** Stress is greater when the importance and number of goals that are threatened are high.

4. **Immediacy:** Stress is greater when the threat is immediate.

5. **Source of stress:** The intensity of the stress will also depend upon the strength and quality of frustration, conflicts, pressures or other stimuli originating the stress situations or events.

6. **Amount of anticipated stress:** Stress is greater (intense) when the anticipation of the threatening event extends over a long period. How much the person suffers as a result of the stress situations if these are not met in a positive way depends on the degree of anticipation which may increase or decrease the severity of stress.

Responses or reactions to stress (impact of stress)

There are normal and abnormal responses to stress:

(1) **Normal responses**

(a) Feeling strong emotions (for example fear, sadness, rage) subsequent to the event.

(b) Resistance to thinking about the event; denial.

(c) Having unwanted, intrusive thoughts about the event.
(d) Temporary physical symptoms like headaches, stomach distress.

(e) Resuming one’s normal pattern of life.

(2) Abnormal Responses

(a) Being overwhelmed by intense emotions; experiencing panic or exhaustion.

(b) Extreme resistance to thinking about the event (for example through use of drugs); massive denial.

(c) Having disturbing, persistent images and thoughts that interfere with usual functioning.

(d) Strong, persistent bodily reactions (for example, continuing headaches, chronic stomach pains).

(e) Long term problems in ability to love and work.

Responses (reactions) to stress or impact of stress can be studied under physiological and psychological reactions.

(1) Physiological responses or reactions:

Stress situations may be biological (physiological) or psychological in nature. At the biological level, physical illness, diseases, fatigues, pains result in organic adjustive reactions. The human body is placed on a “war footing” contributing to the adaptive potential providing defences against stress.

The physiological changes may be reflected in the form of:

1. Faster beating of heart i.e. increase in heart rate.

2. Rapid and irregular breathing.

3. Increase in blood pressure.

5. Pumping of stored sugar into blood stream.


7. Headaches, backaches, skin rashes, indigestion, fatigue and constipation.

Various physiological changes may be recorded by the detector or polygraph for the identification of physiological reactions to stress situations.

Continued exposure to stress results in a decline in body’s overall level or biological functioning because of the continued secretion of the stress-related hormones. Stressful reactions can lead to determination of body tissues such as the blood vessels and heart. Ultimately we become more susceptible to disease as our ability to fight of germs is lowered.

(2) Psychological Reactions

Psychological stress, especially severe ones, upset the psychological balance or equilibrium of an organism. High levels of stress prevent people from coping with life adequately. They lead to heightened irritability, inability to concentrate, and in several instances, disorientation and a loss of touch with reality. On the psychological front, the reactions to severe stresses, as Coleman observes, may be classified as (1) task-oriented reactions, and (2) ego defence-oriented reactions.

Nature of the Stress

Stress is the enemy

Why do so many working people feel stressed about so many things? Why can’t we live our lives without it? The problem is in the person we feel that if something is not done on time we will be blamed; and in the event, most times we will; do you think stressing out about it is really going to get it done faster? Absolutely not, it will probably just cause you more aggravation and eventually you end up getting it done in less time. Stop and just do the work, half the time stress
causes you to think about it, and you just wasting time. If you just sit down, do the work, you
will be done in no time. Once you have completed the task, instead of stressing you get relief,
which is really one of the greatest feeling of all. Or may be you are frustrated about a problem
and you really have no idea what to do.

You are probably thinking this garbage. What can I do, or I need to do this work now. Well
address the problem first and think of any possible solutions for it. Stress will only make the
problem ten times worse. May be the problem is different and you are worrying about a matter,
well do what you mind of the matter and do not stress. In certain cases, a little stress is healthy
but often times it leads to constant stressing. As you can see, stress can be avoided all together.
Yes, it is tough at times, but, in those times we must just stop, take a deep breath, and say to
yourself. Is this really worth stressing over? Many people are not aware that this can cause
extreme physical harm to the body. It causes increased blood flow, increased heart rate and can
mentally disturb your brain causing you to be more agitated over time. Stress also often leads to
early heart attaches.

Imagine a life without stress, is hit the main goal, in life to be happy? Well this is a big step in
succeeding in that goal. So remain calm and try not to worry in the end it will be okay.

**Stress is the problem**

Stress is a problem for every one from males to females to animals. It is usually caused by
something that is out of the ordinary from every body life things like, loss of job, family
problems and tests. The stress created by these things also tends to create other problems like,
headaches, high blood pressure, and depression. Stress seems to create a lot of problems but new
studies have shown that it doesn’t create as many problems as it was once thought too. Stress has
been with man since they evolved and is also recognized as an inherited trait. When stressed the body releases hormones that trigger the body’s defenses, substances like endorphins and other morphine like substances are secreted from the brain during physical and emotional stress. These substances are usually considered good for the body because they diminish pain and anxiety; they also regulate appetites, temperature, and intestinal functions the problems is that when excessively high levels of these endorphins are in your body they can lead to negative changes.

Stress also creates a with the people deal with, things like smoking and drinking are some of the worse ways of dealing with stress. I also feel that these are some of the most common ways to deal with it. I know people who smoke and there classic statements are “I” am stressed I need a cigarette. I think an even more common problem is when people feel stressed from break-ups, or doing bad on a test a paper, they go out and drink even admit. I have done that a time or two, but I can also say that since I started going to the gym if I feel bad I’ll go lift. And that’s the attitude I think more people should take up.

**Stress as Issue**

Stress is a very common issue among all individuals. It has been discovered that all people, regardless of age and social status, experience some degree of stress. When the body is introduced to more than it feels as if it can handle appropriately, it has a natural tendency to react to the things that it interprets as a direct threat.

We each have a response that is actually instinctual and ultimately for self protection. Many medical professional refer to this as the “fight or flight response”. When our brain interprets a danger, or experiences a high level of anxiety, this response is initiated. Here, you will learn many useful facts regarding the definition of stress and the effects of stress on the body.
When is stress experienced?

Stress can be experienced in many different situations, in many times in a person’s life. Many children and teenagers experience stress while attending school due to the fact that they experience worry and concerns over academic achievements, as well as peer pressure.

Young men and women may experience stress when it comes to post secondary education, relationships, and more. Many may experience stress as parents, during grief and similar circumstances. Stress is a unique and personal experience. No two people will experience stress in the same way as another.

The students generally studying in the schools or colleges found academic stress, many a times we have seen and read the news that student commit suicide after securing poor performance in the result.

Academic

Universities and colleges are called academic institutions. There was a time when academic meant “pertaining to the development of mind”. Now a day, it seems to mean “anything that occurs in a school”.

» in certain quarters people seem to assume that anything that can be taught and anything must be consciously learned is academic.

» that is an example of the confusion that clouds the entire educational scene.
» academic credit should not be awarded for skills, even though skills are a necessary requirement for developing and using the power of mind. If educational institutions were to adopt this principle, the reforms I advocate would be complete.

**Academic stress**

Picture a typical, hard-working student. Each day she receives multiple assignments to complete for homework. She is involved in several extra curricular activities so she doesn’t have much extra time. After sports practice, she struggles home, laden with book, to begin studying. On a typical evening she has to work diligently for a couple of hours to complete her homework for school the next day. She has a rigorous schedule that includes honors and advanced placement classes so some nights she is forced to stay up very late to keep up with her classes. Other nights she has an extra packet of work to complete for her SAT prep course. All this work puts a lot of pressure on her. This may not see like anything out of the ordinary and for many students its not. The push to be overachievers’ and get into the top colleges has caused many high school students to take heavier workloads and once students reach college.

**Academic stress according to education levels**

In fact, once they reach the top schools’ they worked so hard to get into, many students are forced to work even harder than they did in high school and instead of the push to get into the top college, it becomes the push to get into the fop college, it becomes the push to get into the top graduate school. Graduate students at the country’s top schools, in turn, find that they must continue to overextend themselves in order to secure the top jobs in their particular field. As you can see, there is something wrong. America’s educational system is seriously flawed because it
puts too much emphasis on measuring achievement and enough or true learning. The problem starts as early as middle school and perhaps even before.

**Homework load**

Students are weighed down with lengthy homework assignments, which may involve hours of their time each night. In fact, U.S. students now have more homework than ever before and it starts at earlier age. Specialist’s teachers and parents alike tend to agree that homework is a very important tool. They say that the amount of homework students do as middle and high schools leads directly to their success rate in the future. Many studies have been done to prove the positive effects of homework. Some show tat students who do more work score better or standardized tests. Homework these days has come to be a measurement, a way in which parents and teachers can judge how good an education their students are getting. The standard rule is the more homework the better the value of education. After all, parents and teachers alike want to see their students do well and that means scoring highly or standardized tests and getting into the best colleges. This is the way our society measures the success of its students and everyone wants to be successful so the push lately has been to encourage students to take on more challenging classes and this provides them with more homework.

**Academic stress and suicide cases**

In a recent TIME magazine article, during the past four decades, the suicide has become the second leading cause o death among college students. It is hard to investigate the actual causes of college suicides because while the statistics or rising and a few shocking stories have caught our attention, the number of deaths at any given school is very small and thus in death inquires are very seldom done, but there are several factors which can increase the risk of suicide
substantially. Foreign students are more prone to suicide than natives because many of them become isolated. They often can’t find any familiar cultural or family ties in their new environment and thus concentrates solely on their work. Those with suicidal tendencies may be more difficult to recognize in a college setting because instead of being impulsive and out of control, college students who are suicidal tend to be withdraw, quite, and to draw little attention to themselves. Those students, who move beyond depression to suicide, may fantasize of a better world waiting for them. They are often very resistant to seeking help because they see it as a weakness.

**Academic stress at higher education**

The academics stress faced by college students these days is perhaps higher than ever before. They are faced with a new situation when they reach college and must then struggle to keep up with their new environment. Many colleges measure themselves only by academic or athletic success. This can distort their perception of reality and cause them to blow things out of proportion. The change in attitude may not even be noticeable to close friends because students who begin to feel overwhelmed and hopeless tend to hide their feelings by immersing themselves in work. As stated early they will usually not seek the help for example, a guidance counselor, because they do not want to seem weak. This feeling of hopelessness can become a big problem in situations where students are expected to perform at a very high caliber for long period of time.

**A real example of suicide case by academic stress**

Jason Altom, consider an extremely gifted graduate student at Harvard University, killed himself last august. He drank a liquid laced with cyanide that he obtained from the chemistry lab, in
which he was doing his doctorate work. He was possibly the brightest student in the chemistry program; he had been accepted into the most exclusive job group, and his doctorate project was harder than anything the other students had chosen. So it was a shock to learn of his death. The news of his death, and the content of the three suicide note he left, one to his parents, on the chair of Harvard’s chemistry department, and one to his student advisor, spread quickly. His advisor, Nobel Laureate, Elias J. Corey was notorious for being one of the strictest professors in the department and he certainly had high expectations. The note Altom had left for his parents’ was eventually shared with a Harvard newspaper. It shocked his friends’ that this death could have been avoided. Altom’s note stated that his student advisor, Corey, had too much control over his future. He wanted Harvard to set up a new system which would distribute the power to other key people to other key people and he wanted a committee set up to monitor the quality of life for graduate students. At Harvard, the student advisor watches over the student as the student does his doctorate work. In the end, it is almost, solely the advisor who decides whether or not a student gets a diploma. Another power student advisors have is recommendation. Without a letter of recommendation from someone many students find it harder to get jobs once they have graduated. Since their students advisor is the only person who regularly monitor their work, the student advisor is usually the only one qualified to write a letter of recommendation. In this system it is easy to see how a student could feel overwhelmed by the power his student advisor had over him and dismayed if he perceived some ill will between the two. Altom had been having trouble in the final stages of his doctoral work. He had chosen an especially challenging project for himself. He had to synthesize to different molecules and then bond them together. He had completed in synthesizing both molecules, but could not successfully bond them together. Apparently, Altom felt that Corey was unhappy with his progress. He had shared his concerns
with same friends, but no one knew the magnitude of his thought he would go to the extent he
did and many wonder if this incident should be a warning to us. Harvard and other top schools,
where the pressure is instance, have begun to implement changes to counteract several recent
deaths, similar to Jason Altoms. The stress the felt, as one of the brightest students, at arguably
the best school in the country, should give some insight into what other students, who perhaps
have a harder time keeping up.

**Institutional stress**

High school years should be a great experience, but many demands and rapid changes can make
them one of the most stressful times of life. Students’ today face increasing amounts of
schoolwork, a rapidly changing curriculum, assignment deadlines and exams; they worry about
selecting careers and post secondary programs, and they must balance school work with sports,
hobbies and social life. Institutional stress related to:-

1. **Changes**

They have conflicts with parents, friends, and siblings; have to cope with unpredictable
moods, concerns about appearance, fitting in with a peer group and also handle love
relationships and sexuality.

2. **Money**

Money is always a worry, as is dealing with issues of alcohol and drugs and now there’s new
fear of violence in and around schools.

3. **Physical and Emotional Changes**

As if that wasn’t enough, they have to deal with all this while undergoing rapid physical and
emotional changes and without the benefit of life experience.
But on the positive side, these challenges are perfect for developing what many experts believe is more important than IQ in predicting future success in work, personal and financial life. The ‘Emotional Quotient’ or ‘EQ’. The EQ includes: awareness of one's emotions, strengths and limitations, developing self-esteem, taking responsibility, having empathy for others, self-control, and setting high standards while being persistent in the face of obstacles. Here are some other skills that will help students thrive at high school and beyond:

Learn to balance the demands on your time. Plan well in advance (leaving time to just nag out!), get organized—and fight procrastination. With a vivid ahead of school—work from day one – does it first, limit T.V. and refuse to waste 20 hours a week working to buy stuff you don’t really need.

Family Stress

Bills, kids, household chores, spousal relationships… all can cause family stress. In addition to day-to-day stressors, crises like a fire or a death within the family place maximum stress on family relationships. However, learning to cope with daily family stress strengthens your family and makes it easier to cope with family crisis as well.

The Strong Family Unit

Especially these days when both partners in a family have careers and children are involved in diverse extra-curricular activities, it’s very easy for the family unit to break down, resulting in a number of separate individuals living under one roof. Each individual becomes isolated, facing his/her own problems and left to solve them on their own. Abraham Lincoln said, “A house divided against itself cannot stand.” Although he was talking about the US in time of Civil War, for families his statement is literally true. Unfortunately, stress for one member of a family stresses and often divides the entire family. When one part is stressed, the whole unit can
collapse. The solution is to work through problems as a family, but for the solution to be effective, the family unit needs to be strong.

**Take Time for the Family**

Family togetherness doesn’t mean constantly holding hands. Neither does it mean that if Jimmy and Dad like football, Mom and Suzy have to like it, too. The phrase “quality time” has become trite with over-use, but it is quality time spent together that reduces daily family stress and builds strong families that can weather both small storms and large crises.

1. **Working at household chores together.** Completing simple household chores as a family has several advantages. Doing dishes, raking the yard, spring cleaning, or holding a garage sale offers the family time to communicate, lightens the load for individual family members, and lets individuals build skills and self-esteem.

2. **Share a meal. Share at least one meal each day.** Albeit, dinner time these days is often hectic with individuals having conflicting work and activity schedules. If this is true in your family, start having family breakfasts. Mealtime is a great time to tune into individual schedules and plan family activities. If you can’t do it everyday, schedule it as a regular family “event”.

3. **The family “event”**. A special activity can be as complex as a family vacation or as simple as, a trip to the local park or just a family movie night. Plan the activity as a family and make the activity an “event” where each member contributes to making it a successful and enjoyable occasion. (Simple Example- Family Movie Night - Make a list of movies that you all want to see. Then, choose one of them scheduling a specific night and time for the event. That night, Mom washes the dishes, Jimmy wipes, Suzy pops the popcorn, and Dad goes to pick up the movie.)
Managing Family Stress

A strong family unit develops the tools to solve stressors, reducing stress for the entire family. Problems that stress families may be either individual stressors that carry over to the whole family such as school suspensions, addictions, mental disorders, or physical illnesses or family crises such as a death in the family, financial problems, tornado or fire.

When managing individual stressors that affect the family, keep a few tips in mind:

1. **Don’t avoid discussion.** If it’s a problem for you or a problem that you notice is causing stress in another family member, chances are it’s a stressor for the entire family as well. Talk it out and work towards finding a solution.

2. **Don’t trivialize.** Whether the problem is as significant as a spouse losing a job or as unimportant to you as the death of your daughter’s pet frog, the problem is a stressor for the individual that can ultimately cause stress for the family. Let the individual talk it out, be a good listener, and show them that solving the problem is important to the family.

3. **Don’t lay blame.** When there’s a problem it really doesn’t matter who’s at fault. Define the problem and work towards a solution.

4. **Respect privacy.** If a family member brings a problem to you in confidence, respect it. Don’t air it for discussion without their agreement. If you are unable to agree to keep the confidence, be honest in your refusal. For instance, often parents reach decisions about children together. If a child says, “But, don’t tell Dad,” your response might be, “I’m sorry, but Dad and I don’t keep secrets. He needs to know about this. Would you like us to tell him together or would you rather not be there when I tell him?”

Causes of Stress at Home

- Death of spouse, family, near relative or friend.
- Injury or illness of any family member.
- Marriage of self or son or daughter or brother or sister.
- Separation or divorce from partner.
- Pregnancy or birth of a new baby.
- Children's behavior or disobedience.
- Children's educational performance.
- Hyperactive children.
- Sexual molestation.
- Argument or heated conversations with spouse, family members or friends or neighbors.
- Not sufficient money to meet out daily expenses or unexpected expenditure.
- Not sufficient money to raise your standard of living.
- Loss of money in burglary, pick-pocketed or share market.
- Moving house.
- Change of place or change of city or change of country.

We can say, building a strong family unit that effectively manages day-to-day stressors not only makes your home a place for each member to relax, recharge, and rejuvenate but also builds the skills necessary for the family to come together in a crisis and effectively manage family stress.

The term stress is generally used in two senses: (1) It is used to refer to the negative feeling and emotions that are generated in us. (2) The term is also used to refer to the presence of various stressors, that is, various situations that give rise to stress. The type of the stress experienced depends not only on the situation and events which give rise to it, but also on the individuals’ perspective, constitutional make-up and the strategies that he has-developed to cope with the
stress. Bowers and Kelly (1979) have pointed out four important characteristics of stressful events:

1) People feel a sense of loss of control of the events in their lives. They feel helpless to change what is going on and to successfully intervene in the process.

2) There is an anticipation or occurrence of physical or psychological pain. For example, the individual fears being injured or killed (as in a disaster) or is threatened with a loss of self-esteem (as in a divorcee).

3) There is loss of social or emotional support. In a disaster, friends and relative may be missing or killed. Less drastic events such as divorce, job loss or marriage may separate individuals from family members and old friends.

4) The event or some aspect of it is perceived as unpleasant or aversive.

There are two dimensions of stress:

1. **Positive dimension**: the positive dimension of stress is called Eustress. For example an artist trying to create piece of his life is under some sort of stress but the outcome is creativity. Eustress can lead to creativity and productivity.

2. **Negative dimension**: if stress is of very severe nature, lasting longer and may threaten to damage the organism, it may result in negative dimension of the stress. This stress is known as Distress. It leads to deterioration in performance and stress induced disorders like hypertension, diabetes, acidity, peptic ulcer, irritable bowel syndrome or psychosomatic diseases (Selvamurthy, 1990).

**Causes of Stress or the sources of stress**

(1) **Stress as a state of psychological upset**:
According to the Coleman, frustrations, conflicts, and pressures are the three important sources of stress:

1. **Frustration:** A wide range of environmental obstacles, both physical and social and the internal factors in the form of personal limitations, biological conditions and psychological barriers may lead to frustration of our needs, motives and efforts. Such deal of frustrations place a great deal of stress upon many of us.

2. **Conflicts:** Conflicts of motives and desires may also cause frustrating and stress situations. In choosing of either alternative from the contradictory needs, a person may be forced to postpone a decision for days, weeks or perhaps months before he decides what to do. *An approach avoidance conflict* is likely to cause more severe stress. This is essentially true where a considerable feeling of guilt is involved. An adolescent who has a natural curiosity of reading a sex magazine or seeing a movie meant for adults faces a stress situation on account of the feeling of guilt and embarrassment associated with his motives. Such conflicting situations may lead to tensions and inner turmoil that the individual cannot resist stress and eventually develops into a disorganized personality.

3. **Pressures:** Apart from frustrations and conflicts, internal as well as external pressures also prove a major source of causing stress.

   (i) **Internal pressures:** internal pressures are caused by our own self for maintaining the picture of ourselves—as we think we could and should be. We strive to reach the top, to achieve success, and in doing so put an unreasonable pressure on ourselves.

   (ii) **Environmental pressures (external pressures):** the environmental demands, social obligations, family responsibilities, aspirations and demands of the person who
concern us and the problems of complexities of life exert a good deal of pressure. Such pressures force us to strive and struggle resulting in severe stress.

(2) Stress as a class of Stimuli:

Let us now consider the sources of stress in the case where stress is considered as a class of stimuli that affect the individual and bring about stress situations. Every one of us is faced many times each day with minor stress situations:

Let us now consider the sources of stress in the case where stress is considered as a class of stimuli that affect the individual and bring about stress situations. Every one of us is faced many times each day with minor stress situations: (i) Breakfast of lunch is not served in time, (ii) the bus is not available, (iii) students are not attentive, (iv) the supply of electricity or cooking gas is very poor, (v) broken appliances, (vi) delays, (vii) other people’s irritating behavior, are very common to everyone and often cause some or other type of frustration or disappointment resulting in irritation, sadness or annoyance. Such happenings and results are easily forgotten.

The story does not end with such easily faced or easily forgotten situations. We are often faced with stress situations of a much more serious nature which have a considerable impact on our physical and mental health. The hazards and calamities of life like (i) losing a job, money or property, (ii) a severe illness, (iii) the death of a loved one or someone close; (iv) financial liabilities beyond one’s income; (v) marital discord and similar events and situations are such threatening stimuli or stresses of life which cannot be ignored or underestimated. Such stress situations are capable of bringing about behavior disorders and personality disorganizations of a serious nature.
Achievement

Among adolescence the most commonly found behavior is to show their performance in the academic field. Students try their best to get good marks in the academic subjects. Some of them prove their excellence and some doesn’t. The parents also expect good from their child and the students also have this pressure on them. In such situations it is not easy to full the demands of each one. How the tension of getting good marks in the class takes him away from all the things, this is very crucial to understand and to cope with such situations by the students is also not an easy way. Academic achievement or Achievement may have the following general meanings:

- The act of achieving or performing; an obtaining by exertion; successful performance; accomplishment; as, the achievement of his object.
- A great or heroic deed; something accomplished by valor, boldness, or praiseworthy exertion; a feat.

Achievement Quotations

- Achievement brings its own anticlimax. **Winston Churchill**
- Failures are finger posts on the road to achievement. **C. S. Lewis**
- Desire is the starting point of all achievement, not a hope, not a wish, but a keen pulsating desire which transcends everything. **Napoleon Hill**
- Great achievement is usually born of great sacrifice, and is never the result of selfishness. **Napoleon Hill**
- The starting point of all achievement is desire. **Napoleon Hill**
- Without continual growth and progress, such words as improvement, achievement, and success have no meaning. **Benjamin Franklin**
- Never mistake activity for achievement. **John Wooden**
• Achievement of your happiness is the only moral purpose of your life, and that happiness, not pain or mindless self-indulgence, is the proof of your moral integrity, since it is the proof and the result of your loyalty to the achievement of your values. 

  Ayn Rand

• Happiness is that state of consciousness which proceeds from the achievement of one's values. Ayn Rand

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."

Over the year behavioral scientists have observed that some people have an intense ‘need to achieve’; others, perhaps the majority, do not seem to be as concerned about achievement. This, phenomenon has fascinated David C. McClelland (1953). People in whom the need for achievement is strong seek to become accomplished in their task performance. This all happen due to some kind of motives that motivates the individual. Smith and Spence (1983) defines achievement motivation as “task oriented behavior that allows the individuals performance to be evaluated according to some internally or externally imposed criteria that involves the individual in competing with others, or that otherwise involves some standard of excellence”. According to Atkinson (1966) “achievement motive is conceived as a latest disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of person accomplishment”. Murray (1938) defines the need for achievement as the motive “to
accomplish something difficult, to overcome obstacles and attain a high standard, to excel one’s self, to rival and surpass others, to increase self-regard by the successful exercise of talent”.

Teachers as members of society desire security recognition, new experiences, job satisfaction, independence and can also become tensed when these needs are unfulfilled (Illita 1996 and Okorodudu 2000). Teachers are expected to have intrinsic and extrinsic motivational potentials such as economic and non-economic motivational indices for growth and self-fulfillment. Richard (2005) conducted a study on motivational indices of primary school teachers in Delta state and results revealed that non-economic motivational indices were related to teachers work attitude.

Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of knowledge. Academic achievement means ‘knowledge attained and skill developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both. Academic achievement is the criterion for selection, promotion or recognition in various walks of life.

School education is an important segment of the total educational system contributing significantly to the individual as well as to national development. A good school provides environment conducive for development of cognitive, affective and psychomotor domains for all round development of individuals. The primary function of the school is the imparting of academic skills. Early research on the predictors of academic achievement focused primarily on intellectual and ability factors. There is considerable evidence that intelligence alone does not account for all the variance in academic achievement (Levin 1967, Cattel Butcher, 1968, Vernon 1950). Although intelligence is perhaps the still most effective predictor of academic achievement, research has shown that social and emotional factors like achievement motivation,
emotional intelligence, anxiety, etc affect the achievement of students. Interdisciplinary research clearly indicates the importance of emotional intelligence and emotional skills in student achievement, career success, personal well being and leadership to improve student achievement and success. Student teachers have to perform multi-roles in their professional life. They experience more stress before and during their training period due to heavy workload. It is presumed that student teachers who are emotionally intelligent can successfully manage the stressful situation. Teaching emotional and social skills is very important at school; it can affect academic achievement positively not only during the years they are taught, but also during the years that follow as well. There is a great need for persons in handling emotions and settling disagreements peacefully.

In recent years there has been an increased interest in studying both the academic success of students and their emotional adjustment in schools. It is argued that the current demands of society require additional skills in the areas of emotional awareness, decision-making, social interaction and conflict resolution in children. It is becoming evident that general success and well-being in adulthood can be contingent upon learning how to employ these social and emotional learning skills to negotiate life’s many challenges productively, in order to reduce the risk of mental health problems. These ideas challenge the more traditional view that the purpose of education is to teach core curriculum subjects and that this knowledge will equip students to meet the challenges they face when they become adults.

A healthy personality is a developmental achievement. The healthy individual is confident and efficient in problem solving, constructively productive, realistic in self-appraisal and in goal setting, and able to accept and give esteem and love in interpersonal relations and happily committed to significant personal and social goals. Mental health generally implies optimal
development of human abilities, optimal growth towards emotional maturity with freedom from neurotic tensions and inhibitions. It also indicates optimal ability to maintain relationships with individuals and groups in accordance with existing cultural patterns. Achievement is a very comprehensive term, which indicates generally the learning outcome of pupils. Achievement of the learning outcomes requires a series of planned and organized experiences; hence learning is called a process. Learning affects major areas of behavior of pupils, such as, cognitive, affective and psychomotor domains. It is difficult to say without proper evidence that pupils reach the same level in all the three domains at a time. As the areas of affective and psychomotor domains are not sufficiently exposed, it is generally a custom to restrict the term academic performance to the level of achievement of pupils in the cognitive area of various school subjects. It is the major task of teachers to find out the root cause of such poor performance, whether it be in themselves, in the children or in the institutions and to find out suitable remedial measures. Secondary school pupils are usually teenagers and proper maintenance of mental health and emotional intelligence at this period helps them to lead a happy life.

There is a huge concern among the heads of the institutions, teachers and patents that the academic achievement is deteriorating nowadays. Therefore, discussing the means and ways through which academic achievement could be increased is the need of the hour. Few studies have been conducted to show the interrelationship between the academic achievement and other variables such as emotional intelligence, stress and adjustment. Yet knowing the correlative effect of emotional intelligence on achievement becomes an important one. Emotional intelligence is an important factor which influences the achievement. Therefore, every teacher should teach his lesson in consonance with the emotional and intellectual abilities of all kinds of children in the classroom. Similarly, to achieve better, the learner should have knowledge about
himself—that is the self-emotions. Unless he knows himself, and understands his own strengths and weaknesses, he may not perform well. But in most of the schools it is observed that the children are compelled to take up certain works though they are incapable of doing them. Learners’ strengths and weaknesses are not being considered while assigning a task. Therefore there is a need to bring about awareness among the learners about their selves. In order to realize this, teachers are advised to plan their instructional process with a sound background of the learners’ growth and development. Hence there exists a need to know the influence of psychological factors in increasing the vim and vigor of the learner.

Academic achievement is related to the acquisition of principles and generalizations and the capacity to perform efficiently certain manipulations, objectives, symbols and ideas. The assessment of academic achievement has been largely confined to the evaluation in terms of information, knowledge and understanding. It is universally accepted that the acquisition of factual data is not an end in itself but that an individual who has received ‘education’ should show evidence of having understood it. But, for obvious reasons, the essay type of tests and examinations are largely used to form measure the amount of information, which the students have acquired. Academic achievement has become an index of a child’s future in this highly competitive world. It is only a drop in the vast sea of education. A great many students seem not to get credit commensurate with their known or rated abilities. Many a time, we often find students with average abilities excel. The baffling facts, which have come into limelight, are that in spite of having similar educational facilities, environment, aspiration and even intelligence, academic achievement of students differs from one another. Therefore, the topic of academic achievement has assumed a lot of significance in the modern educational system. Rao (1964) included life goals, aspirations, study habits, emotional factors, personal and social adjustment
etc. under academic adjustment, which acted as the greatest single factor that affected students’
academic performance. Educational achievement is usually defined in three ways-the grades the
students earn in school, their performance and standardized tests of academic achievement, or
the number of years of schooling completed (Stenbug, 1985). There are seven adjustment
variables such as residence adjustment problems, food adjustment, peer-group adjustment
problem, curriculum adjustment problems, co-curricular adjustment problems, classroom
teaching learning adjustment problems and evaluation of adjustment problems. Children’s’ social
and academic achievement contributes to academic achievement.

The world is becoming more and more competitive. Quality of performance has become the key
factor for personal progress. Parents desire that their children climb the ladder of performance to
as high a level as possible. This desire for a high level of achievement puts a lot of pressure on
students. In fact, it appears as if the whole system of education revolves round the achievement
of students, though various other outcomes are also expected from the system. Thus, lot of time
and effort of the schools are used in helping students to achieve better in their scholastic
endeavours. Achievement is successful accomplishment or performance in class/courses, which
is typically summarized in various types of grades, marks, scores or descriptive commentary
(Hawes, 1982). A number of personal qualities of the individuals-home, school, environment and
society as a whole influence achievement or the learning of students. The most important among
all are intelligence, socioeconomic status, emotional intelligence, sex-difference, adjustment,
social acceptance, study habits, stress etc. But among all these stress, adjustment, emotional
intelligence is the major factors which affect the achievement among the students.

Though there are a large number of studies on stress and emotional problems and their impact on
children, a very less number of studies have been carried out on emotional problems in
secondary school students and their relation to life events and scholastic achievement in India. School education in developing countries like ours is stress generating due to inadequate institutions, lack of infrastructure facilities, non-committed teachers and negative learning environment, competition in schools, and unequal opportunity compounded with parental anxiety and expectations. School achievement is determined by intellectual and non-intellectual factors. Non-intellectual factors cause emotional distress, which may result in emotional disorders and scholastic underachievement. Therefore, it is considered worthwhile to study emotional intelligence of school students and their relation to stress, adjustment, and achievement.

Most of the time we have seen that the student goes under academic stress and he is unable to adjust himself in the environment and automatically becomes underachiever. Academic stress is most common for academic difficulties to precede depression or for depression to precede academic difficulties. It is also possible, of course, that the presence of significant academic difficulties in depressed children reflects a common third influence. In fact, research has suggested that depression may be most strongly associated with academic stress; failure and school conduct problems when it occurs with acting-out behavior or attention deficits. Another important question is why some children who experience high level of stress show resilience in their school adjustment. A subgroup of high-risk children shows academic success and educational investment in the face of adversity. Many factors may promote such resilience, including personal characteristics of children as well as positive school climates (Guthrie, 2004). Academic pressures mount during high school, particularly the last two years. Many parents know that academic struggle to avoid failing an important course can be quite stressful. Most academically capable students feel the greatest pressure, as they find themselves competing for scores (Needleman, 2005).
Adolescence is commonly referred to as ‘the age of storm and stress’. The stage is linked with many aspects of the psychological problems that an adolescent individual usually undergoes. Problems of anxiety, adjustment, insecurity, and emotional instability are some of the common ones associated with adolescence. Generally speaking these problems mark a hypothetical frame for any of the research done in this area. Children in their adolescence seem to be restless and disturbed, but considerably a good number of adolescent children show significant achievement in their academics. This is because of the fact that their achievement is determined by their adjustment, stress and emotional intelligence, which turns out to be their potentiality in bringing out the best in them. School education is an important segment of the total educational system contributing significantly to the individual as well as to national development. A good school provides conductive environment for development of cognitive, affective and psychomotor domains for all round development of individuals. Perhaps the importance of the interface between ‘cognition, emotion, and action’ may be appreciated better by recalling the balance that has to be maintained between ‘jnana yoga, bhakti yoga and karma yoga’ respectively as mentioned in the ancient Indian scriptures. Coming back to the modern academic and professional literature, the three educational taxonomies involve cognitive, affective and psychomotor (CAP) domains. Today, the trouble with the processes of education is the pervasive emphasis on cognition and the neglect of the ‘affect’ state of the learners. As learning is not a mechanical process there is a need to recognize the interface between cognition and emotion (affect attribute). Therefore, education for promoting emotions needs to be recognized as an essential element of the educational process in the classroom. While laudable efforts are being made to raise academic standards, this new and troubling deficiency is not being addressed in the standard school curriculum. Teaching emotional and social skills is very important at school; it
can affect academic achievement positively not only during the years they are taught, but also during the years that follow as well. Teaching these skills has a long-term effect on their achievement. There is a great need for lessons in handlings emotions and settling disagreements peacefully. A frequently faced situation is the loss of memory during the examination in spite of a deep understanding of the subjects—just because their mood is overflowing with unwanted emotions that the general intelligence is unable to handle. Thus arises the need to have higher EQ also in order to be absolutely successful at the given task. In short the combination of IQ and EQ makes one successful in various activities of general life including examinations. Thus it would not be wrong to say that emotions, not IQ, may be the true measure of human intelligence. It is worth recalling the four pillars of learning i.e., “learning to know, learning to do, learning to be, learning to live together” as mentioned in UNESCO’s historic report of the “International Commission on Education in the 21st Century”. The last two pillars clearly indicate the ‘Emotions’ to be evolved and strengthened among students through suitable learning strategies. In short the formation of emotional skills is much easier in the formative years from birth to the late teens and schools in the Indian context would be the right place to introduce emotional skills in children.

**Statement of the Problem**

“A Study of Relationship of Emotional Intelligence with Adjustment, Stress and Achievement among Senior Secondary Students”.

**Justification of the Problem**

A study of relationship of Emotional Intelligence with Adjustment, Stress and Achievement among senior secondary students. In this research Emotional Intelligence is the independent
variable where as the stress, the adjustment and the achievement are the dependent variable which depends on the Emotional Intelligence. The relationship of Emotional Intelligence was observed with stress, adjustment and the academic achievement of the senior secondary students. It was observed that whether Emotional Intelligence have any relations with dependent variables or not. Emotional Intelligence basically deals with two major aspects of the personality i.e. emotions and cognitive dimensions. Sometime it happens that a person with high IQ may not be able to adjust in his environment due to lack of control on his emotions. Whereas an Emotionally Intelligent person is able to identify his emotions and their causes, use them in solving the problems of the life. So, the Emotional aspect is much more important than the Intelligence only. A balance personality of an individual can only be formed with harmonious and balance co-ordination between the mind and the heart. The adolescence is a period of stress and strain; there are lots of changes starts in an individual when he enters in the stage of adolescence i.e. physical changes, emotional changes, social changes, etc. So, it is quite common that during this stage student behaves in a different way. This research help to identify those students who has low Emotional Intelligence and due to that they become maladjusted, under-stressed and low achievers in the school environment, their emotional intelligent behaviour can be studied so that they can adjust themselves in school and social environment.

**Delimitations**

- The present study was confined to Co-Ed. Senior Secondary students only.
- The sample was restricted to 200 students from class XI.
- The age group of the sample was restricted to 17-20 years.
- The present study was confined to ten urban and ten rural area schools only.
- Sample for urban schools and rural schools were confined to Delhi region.
- For measuring achievement of a particular student, their previous class result was taken.
- Stress was confined to academic stress and family stress.