

A Study of Emotions Intelligence, Self-Awareness and Behavioral Response for Student

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Abstract: *The present study deals with and effort to reveal the strata-wise differences of emotional intelligence Self-awareness and Behavioral Response student of the students of class 9 to 12 One adapted and standardized questionnaires were administered on a sample of 300 no of students selected by cluster sampling technique to collect the required data. Normality of ratio of the variables is tested. Most of the variables show normality in the data. To investigate the significant difference if any, between tribal and urban students level in terms of emotional intelligence variables, Self-awareness, Empathy, Self-motivation, Emotional stability, Managing relations Integrity, Self-development, Value orientation, Commitment & Altruistic behavior 't' test was used. The descriptive statistics such as Mean and SD were computed for three dependent variables and their levels as per different age groups. These values are used for interpreting*

Keywords: Emotion, Self-awareness, Behavioral Response, Male & Female student

I. INTRODUCTION

The world health origination (WHO) had described the health in more comprehensive term that includes physical health, psychological health, social and emotional well-being. The professions working in the health related areas are aware that most of the physical illness (e.g. cardiac disorders, cancer, hyper tension, etc.) also have the psychological components associate with it. But it is generally seen that, they had fail to give the attention to psychological factors. The lay person is the one who is completely unaware of their psychological health. While visiting the schools of male and female students the researcher observed the significant difference in a way these students approach to the new person and situation. Where the male students were shy and withdrawn, urban student were very much open and warm. During the discussion session the parents and the teachers were reported the problems social anxiety, withdrawn behavior and aggression in tribal student, whereas the problem of attention and concentration, anxiety, depression, delinquent behavior were reported in the female students. But they failed to take treatment because either they were unaware of the fact that these are the problems which can be cured by the professional help or because the invisibility of such facilities nearby. On this ground, the researchers therefore sought to investigate if social value orientation can have any influence on self-efficacy of students, with respect to social self-efficacy, academic self-efficacy, language self-efficacy and moral self-efficacy (Courtney, 2018).

These and some other incidences were given an insight to the researcher about fact that psychological or mental health of child is severely neglected particularly in Indian societies. Intelligence is the capacity to meet the demands, needs or challenges in one's life. It is a cognitive activity. This differs from one individual to another. Psychologists have worked to know the growth, development and assessment of intelligence. Intelligence to some extent is innate and can also be defined as one's ability to respond to the situations effectively. There are three different types of tests to know about one's I.Q. They are verbal, non-verbal and performance tests

II. CONCEPT USED IN THE STUDY

EMOTIONS

Plutchik proposed eight primary emotional dimensions: joy vs. sadness, anger vs. fear, trust vs. disgust, and surprise vs. anticipation. These emotions can then be combined to create others, such as happiness + anticipation = excitement.

Research on emotion has increased over the past two decades, with many fields contributing, including psychology, medicine, history, sociology of emotions, and computer science. The numerous attempts to explain the origin function, and other aspects of emotions have fostered intense research on this topic. Theorizing about the evolutionary origin and possible purpose of emotion dates back to Charles Darwin. Current areas of research include the neuroscience of emotion using tools like PET and MRI scans to study the affective picture processes in the brain.

Emotions are mental states brought on by neurophysiological changes, variously associated with thoughts, feelings, behavioral responses, and a degree of pleasure or displeasure. There is no scientific consensus on a definition. Emotions are often intertwined with mood, temperament, personality, disposition, or creativity.

In "Discovering Psychology," authors Don Hockenbury and Sandra E. Hockenbury suggest that emotions are complex psychological states that involve three distinct components: a subjective experience, a physiological response, and a behavioral or expressive response. In addition to trying to define what emotions are, researchers have also tried to identify and classify the different types of emotions. The descriptions and insights have changed over time. In 1972, psychologist Paul Ekman suggested that there are six basic emotions that are universal throughout human cultures: fear, disgust, anger, surprise, joy, and sadness. In the 1980s, Robert Plutchik introduced another emotion classification system known as the wheel of emotions. This model demonstrated how different emotions can be combined or mixed together, much like the way an artist mixes primary colors to create other colors. In 1999, Ekman expanded his list to include a number of other basic emotions, including embarrassment, excitement, contempt, shame, pride, satisfaction, and amusement.

Subjective Experience: While experts believe that there are a number of basic universal emotions experienced by people all over the world, regardless of background or culture, researchers also believe that experiencing emotion can be highly subjective. While we have broad labels for emotions, such as 'angry', 'sad,' or 'happy,' your own experience of these emotions may be much more multi-dimensional hence subjective.

Physiological responses are regulated by the sympathetic nervous system, a branch of the autonomic nervous system. The autonomic nervous system controls involuntary body responses, such as blood flow and digestion. The sympathetic nervous system is charged with controlling the body's fight-or-flight reactions. When facing a threat, fight-or-flight responses automatically prepare your body to flee from danger or face the threat head-on. While early studies of the physiology of emotion tended to focus on autonomic responses, more recent research has targeted the brain's role in emotions. Brain scans have shown that the amygdala, part of the limbic system, plays an important role in emotion and fear in particular. The amygdala is a tiny, almond-shaped structure that has been linked to motivational states such as hunger and thirst as well as behavior and emotion. Brain imaging studies reveal that when people are shown threatening images, the amygdala becomes activated. Damage to the amygdala has also been shown to impair the fear response.

BEHAVIORAL RESPONSE

Behaviorism was formally established with the 1913 publication of John B. Watson's classic paper, "Psychology as the Behaviorist Views.. It is best summed up by the following quote from Watson, who is often considered the father of behaviorism: "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select-doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors."

The final component is perhaps one that you are most familiar with the actual expression of emotion. We spend a significant amount of time interpreting the emotional expressions of the people around us. Our ability to accurately understand these expressions is tied to what psychologists call emotional intelligence and these expressions play a major part in our overall body language.

Types of Emotions: In addition to different theories about the development of emotions, there are also various theories as to how many types of emotions humans' experience. As mentioned, psychologist Paul Ekman established the following six universal emotions: Happiness: Many people strive for happiness as it is a pleasant emotion accompanied by a sense of well-being and satisfaction. Happiness is often expressed by smiling or speaking in an upbeat tone of voice. Sadness: All of us experience sadness now and then. Someone might express this emotion by crying, being quiet,

and/or withdrawing from others. Types of sadness include grief, hopelessness, and disappointment. Fear: Fear can increase heart rate, because racing thoughts, or trigger the fight-or-flight response. It can be a reaction to actual or perceived threats. Some people enjoy the adrenaline rush that accompanies fear in the form of watching scary movies, riding roller coasters, or skydiving. Disgust: Disgust can be triggered by a physical experience, such as seeing or smelling rotting food, blood, or poor hygiene. Moral disgust may occur when someone sees another person doing something they find immoral or distasteful. Anger: Anger can be expressed with facial expressions like frowning, yelling, or violent behavior. Anger can motivate you to make changes in your life, but it's also important to find a healthy outlet to express anger so it doesn't cause harm to yourself or others. Surprise: Surprise can be pleasant or unpleasant. You might open your mouth or gasp when you're surprised. Like fear, surprise can trigger a fight-or-flight response.

III. EMOTIONAL INTELLIGENCE

Mayer and Salovey (1993) define emotional intelligence as the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action. Goleman (1998) found that, emotional intelligence is defined as a person's self-awareness, self-confidence, self-control, commitment and integrity, and a person's ability to communicate, influence, initiate change and accept change. Studies have shown that emotional intelligence impacts a leader's ability to be effective. Three of the most important aspects of emotional intelligence for a leader's ability to make effective decisions are self-awareness, communication and influence, and commitment and integrity. Managers who do not develop their emotional intelligence have difficulty in building good relationships with peers, subordinates, superiors and clients. Emotional intelligence involves the ability to perceive accurately, appraise and express emotions; the ability to access and generate the feelings when they facilitate thoughts; the ability to understand the emotions, emotional knowledge and emotional growth. Mayer and Salovey's work was further developed by Daniel Goleman (1995), who proposed that emotional intelligence encompasses five different characteristic and abilities, which are as follows:

Self-awareness: Self-awareness is the ability to see yourself clearly and objectively through reflection and introspection. While it may not be possible to attain total objectivity about oneself (that's a debate that has continued to rage throughout the history of philosophy), there are certainly degrees of self-awareness. It exists on a spectrum. Although everyone has a fundamental idea of what self-awareness is, we don't know exactly where it comes from, what its precursors are, or why some of us seem to have more or less than others. Knowing one's emotions, recognizing feelings as they occur and discriminating between them is being emotionally literate. Being able to identify and label specific feelings of one's own and others; being able to discuss emotions and communicate clearly and directly. The ability to empathize with, feel compassion for, validate, motivate, inspire, encourage soothe others. Being neither too emotional nor too rational.

Mood Management: Handling feeling so that they are relevant to the current situation and you react appropriately. Frustration tolerance and anger management, eliminating the verbal pulling down, fight and group disruptions.

Self-motivation: Gathering up one's feeling and directing oneself towards the goal, despite self-doubt, inertia and impulsiveness. More responsible, better able to focus on the task at hand, less impulsive, more self-controlled.

Empathy: Recognizing feelings in others and turning into their verbal and non-verbal cues. Better able to take another person's perspective, improved empathy and sensitive to the others feelings, better at listening to the others. Handling interpersonal interactions, conflict resolution and negotiations, increased ability to analyze and understand the relationships, more assertive and skilled at communication.

SELF-AWARENESS: Self-awareness is the ability to recognize and understand your own emotions, a critical emotional intelligence skill. Beyond the recognition of your emotions, it also includes being aware of the effect of your actions, moods, and emotions on others. To become self-aware, you must learn to correctly identify each particular emotion you experience. You must be capable of monitoring your own emotions and recognizing different emotional reactions. Self-aware individuals also recognize the relationship between how they feel and how they behave. When you are self-aware, you recognize your personal strengths and limitations, are open to new information and experiences, and learn from your interactions with others. Goleman suggests that people who possess self-awareness have a good

sense of humor, are confident in themselves and their abilities, and are aware of how other people perceive them. Here are a few strategies you can use to develop internal self-awareness:

Attend an emotional intelligence training course: Our brand new “*Master Your Emotional Intelligence Course*“, delivered by our highly knowledgeable trainers, will help you develop an understanding of the essential elements of emotional intelligence and how they contribute to your success, including self-awareness.

Core Values Index (CVI): This assessment helps you identify your core values and how they influence your decisions and actions.

Practice mindfulness: This involves paying attention to your thoughts and feelings in the present moment, without judgment. You can do this through meditation, yoga, or simply by taking a few deep breaths and focusing on your breathing.

Keep a journal: Writing down your thoughts and feelings can help you better understand them. You can use a journal to reflect on your emotions, track your progress, and identify patterns in your behaviour.

Seek feedback: Ask friends, family, co-workers or a therapist for honest feedback on your behaviour and how it impacts others. This can give you valuable insight into how you come across to others. It's important to keep in mind that no test or assessment is definitive, and it's always a good idea to approach them with a healthy dose of cautiousness while remaining curious. Self-awareness is a journey and not a destination, and it's something that you can continue to work on and improve over time.

STATEMENT OF THE PROBLEM

A study of emotion, Self Awareness and social value orientation student's.

SIGNIFICANCE OF THE PRESENT STUDY

The researcher decided to undertake this subject for the study because of lack of significant research on this topic, particularly in India and the inconstant finding of the some of the research done previously on the related subjects in other countries. While most of the research on mental health was done on adults only and children were always neglected. Either their symptoms were attributed to physical illness rather than the psychological. Family environment, personality disturbances, presence of the other disabilities such as mental retardation, learning disability are closely related to the mental health of the children. Whereas the presence of good emotional intelligence also indicates good psychological or mental health. So the study of these factors will help to highlight the importance of the mental health even in the children. Because the disturbed mental health affects do the academic performance, environment of their family, their relations with the other and their overall well-being.

OBJECTIVES OF THE STUDY:

- To study the difference if any in emotional intelligence component of male and female students.
- To find the mean score of the students in emotional intelligence inventory.
- To find the mean score of the students in Self-awareness & Behaviour response.

IV> REVIEW OF LITERATURE:

Studies on emotional Intelligence:

Buck (1985) has defined emotion as the process by which motivational potentials is realized or 'read out', when activated by challenging stimuli. Emotions have been considered to be such depth and power that in Latin, for e.g., they were described as 'motus anima', meaning the literary the spirit that moves us. In fact, each feeling provides us with vital and potentially profitable information for the every minute of a day. This feedback ignites creative genius, improves and shapes trusting relationships, provides an inner compass for one's life and career, guides to unexpected possibilities and even save an organization from disaster. To exhibit emotion is very easy but doing it at the right time, at right place, with right person and the right degree is difficult. The management of emotions has given rise to the concept of 'emotional intelligence'. Emotional intelligence is enable one to learn to acknowledge and understand feelings in ourselves and in others and we appropriately respond to them, effectively applies the information and energy of emotions in our daily life and work. Cooper and Sawaf (1997) found that, emotional intelligence as the ability to

sense, understand and effectively apply the power acumen of emotions as a source of human energy, information, connection and influence. Emotional Intelligence - EQ - is a relatively recent behavioral model, rising to prominence with Daniel Goleman's 1995 Book called 'Emotional Intelligence'. The early Emotional Intelligence theory was originally developed during the 1970s and 80s by the work and writings of psychologists Howard Gardner (Harvard), Peter Salovey and John 'Jack' Mayer (New Hampshire). Emotional Intelligence is increasingly relevant to organizational development and developing people, because the EQ principles provide a new way to understand and assess people's behaviors, management styles, attitudes, interpersonal skills, and potential. Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more. Emotional Intelligence links strongly with concepts of love and spirituality: bringing compassion and humanity to work, and also to "Multiple Intelligence" theory which illustrates and measures the range of capabilities people possess, and the fact that everybody has a value. Studies on problem solving ability:

Studies on Behavioral Responses

Researchers have defined this social preference or motivation as The Cognitive and Behavioral Responses to Symptoms Questionnaire CBRQ was developed to capture these broader symptom interpretations, symptom focusing and associated behaviors in general across LTCs (details of the seven subscales presented in the methods). The original development of the CBRQ scale was based on data collected from two distinct patient groups, those with multiple sclerosis (MS) and those with chronic fatigue syndrome (CFS) and has never been published Moss-Morris & Chalder, (2003). Behaviorism is a theory of human behavior based around the idea that we act certain ways based on our prior interactions with our environment. Behaviorism is noted for its rejection of the role our thoughts and feelings play in our behaviors, focusing instead on observable actions. From the behavioral perspective, behavior is primarily learned through conditioning, which is referred to as the stimulus-response model. Behaviorism became the dominant lens through which psychology was viewed in the early 20th century, though it was eventually replaced by more comprehensive theory so these data are presented here alongside a broader psychometric analysis of the questionnaire across a wider group of patients. social value orientation Extensive research regarding social value orientation suggests that this social preference is temporally stable and cannot be affected by situations e.g. Kuhlman *et al.*, (1986); Van Lange *et al.*, (1997) Li, (2013). Moreover, Hilbig *et al.* (2014) associated social value orientation with basic personality traits and found that people with distinct social value orientation scored differently in terms of the Honesty-Humility trait, which could effectively predict their pro-social behavior. Hence, social value orientation is a stable personality trait that reflects how people evaluate interdependent outcomes for themselves and others and plays an important role in the process of decision-making, especially outcome evaluation For instance, pro-self's only care for their own interests so they seek outcomes benefiting themselves without considering the social partner, whereas pro-socials care for collective interests and hence seek outcomes benefiting both themselves and others Murphy and Ackermann, (2014). Research regarding the ultimatum game has revealed that pro-self's strategically use fairness as a way to increase their own outcomes, and pro-socials accept the unfair offer more frequently than pro-self's due to the use of emotion regulation strategies, Van Karagonlar and Kuhlman, (2013).

V. RESEARCH METHODOLOGY

HYPOTHESES: On the basis of theoretical background and logical supposition, in the present study the following hypotheses are framed.

There exists no significant difference between male & female student in terms of emotional intelligence.

There exists no significant difference between mean male & female student in terms of Self-awareness & Behavioral response

The present study will be conducted on randomly selected 300 children. For the present study both male and female student with age between above 18 years will be considered. Out of 300 children, 150 will be male students and 150 will be female student, studying in Final year standard.

Scope and limitation: This study is carried on 300 student's sample, residing at Pune, District of Maharashtra state. Both the equal number of male and female students will be included in the study.

Variables and Tools:

Emotional intelligence scale-By Hyde, Pathe and Dhar (1971)

This test contains 34 items and measures emotional intelligence to ten factors. Self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior.

Reliability-The Reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88. **Validity**- As all items were related to the variable under focus the scale has high content validity. It is evident from the assessment of judges/ experts that items of the scale are directly related to the coefficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

Marathi Translation - The items in the scale will be translated in Marathi using backward translation method and will be rearranged according to the original order in booklet. Then this Marathi translation will be administered to children.

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Operational definitions of variables used in the study:

Emotional intelligence: "Emotion intelligence as the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action."

Self-awareness: Self-awareness is the ability to recognize and understand your own emotions, a critical emotional intelligence skill. Beyond the recognition of your emotions, it also includes being aware of the effect of your actions, moods, and emotions on others

PROCEDURE OF DATA COLLECTION:

After the rapport is established, the tests will be administered individually, under normal conditions, without having any external disturbances. The parents and the children will be assured about the confidentiality of the information sought by the researcher. They will be appraised that information only used for the research purpose. During their attempt to complete the tests, they will be allowed to ask any doubt that comes to their mind, which will be then clarify. General instructions will be given before the testing. Specific instructions printed at the beginning of the scale will be read out to the participants and it will ensure that they will follow them. Tests will be administered individually, under normal conditions, without having any external disturbances in the following sequence to the students (a) Emotional intelligence scale. The parents and the children will be assured about the confidentiality of the information sought by the researcher. They will be appraised that information only used for the research purpose.

STATISTICAL ANALYSIS; Normality of ratio of the variables is tested. Most of the variables show normality in the data. To investigate the significant difference if any, between tribal and urban students level in terms of emotional intelligence variables, family environment variables and mental health 't' test was used. The descriptive statistics such as Mean and SD were computed for three dependent variables and their levels as per different age groups. These values are used for interpreting the results.

Table 1. Mean and SD for emotional intelligence variable among male students and female students

Factor	Male students			Female students			't'	p
	M	SD	N	M	SD	N		
Self-awareness	7.10	2.85	150	57.8	10.71	150	1.06	N. S.
Empathy	21.17	8.85	150	40.20	6.06	150	2.08*	0.05
Self-motivation	32.82	12.88	150	49.03	11.34	150	7.88**	0.01
Emotional stability	30.15	10.85	150	54.88	6.58	150	3.68**	0.01
Managing relations	20.34	7.99	150	40.98	3.89	150	5.94**	0.01
Integrity	24.41	10.75	150	36.91	4.15	150	5.99**	0.01
Self-development	4.85	2.11	150	9.51	1.17	150	2.57*	0.05
Value orientation	11.50	5.02	150	15.42	3.19	150	2.66*	0.01

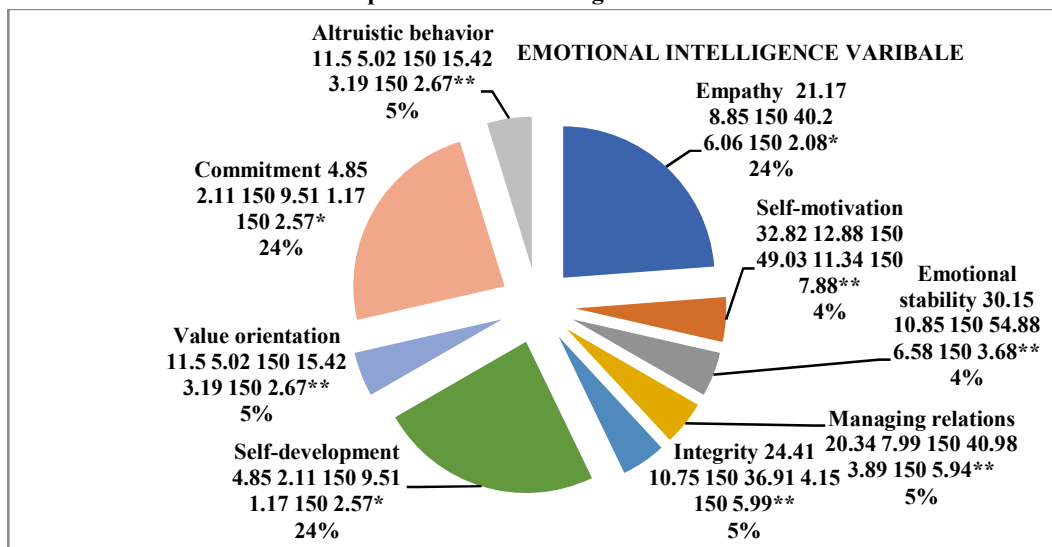
Commitment	4.85	2.11	150	9.51	1.17	150	2.57*	0.05
Altruistic behavior	11.50	5.02	150	15.42	3.19	150	2.67**	0.01

*** P<0.001 ** P<0.01 *P<0.05

The table shows that there were no significant difference ($t(299)=1.06$ N.S.) between the students with male and female students in terms of their **Self-awareness** as emotional intelligence variable. The mean score of the students with male students was 57.08 whereas the mean score of the students with male students was 32.75. The significant difference ($t(299)=2.08$ $p<0.05$) between male and female students was found on **Empathy** in which the mean score of the students with urban students was 40.2 and mean score of the male students was 21.17. The significant difference ($t(299)=7.88$, $p<0.01$) between the female students and male students group on **Self-motivation** was found. The mean score of urban students was 49.03 and the mean score of male students was 32.82. The significant difference ($t(299)=3.68$, $p<0.01$) between urban students and Male students & Female student group on **Emotional stability** the mean score of urban students was 54.88 and mean score of Male students & Female student was 30.15. The significant difference ($t(299)=5.94$, $p<0.01$) between urban students and Male students & female group was found on **Managing relations** variable, where the mean score of Female students was 36.91 and the mean score of male students was 24.41.

The mean score of urban students on **Integrity** was 40.98 which is much higher than the mean score of Male students secondary & Higher Secondary group i.e. 20.34 which showed the significant difference ($t(299)=5.99$, $p<0.01$) between the both group. The significant difference ($t(299)=2.57$, $p<0.05$) between urban students and Male students secondary & Higher Secondary was found on **Self-development**. The mean score of Male students y & Female student was 9.51 which higher than male students mean score 4.85. The significant difference ($t(299)=2.67$, $p<0.01$) between male s and female students was found on **value orientation**. The mean score of Female students were 15.42 and mean score of the Male students secondary & Higher Secondary was 11.50. The significant difference ($t(299)=2.57$, $p<0.05$) between urban students and male students was found on **Commitment**. The mean score of urban students was 9.51 which higher than Male & female mean score 4.85. The significant difference ($t(299)=2.67$, $p<0.01$) between urban students and male students was found on **Altruistic behavior**. The mean score Female students secondary were 15.42 and mean score of the Male students secondary & Higher Secondary was 11.50.

Graph: Emotional Intelligence Variable



VI. DISCUSSION AND INTERPRETATION

Comparison between the male and female students in emotional intelligence variables, such as self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior for the whole sample

The hypothesis one states that, "There exists no significant difference between male and female students in terms of emotional intelligence. The results showed that there was rejected

There were no significant difference ($t(299)=1.06$ N.S.) between the students with secondary & Higher Secondary student in terms of their **Self-awareness** as emotional intelligence variable. The mean score of the students with female students was 57.08 whereas the mean score of the students with male students was 32.75. The significant difference ($t(299)=2.08$ $p<0.05$) between female students and male students group was found on **Empathy** in which the mean score of the students with female students was 40.2 and mean score of the male secondary & Higher Secondary student was 21.17. The significant difference ($t(299)=7.88$, $p<0.01$) between the female students and male secondary & Higher Secondary student group on **Self-motivation** was found. The mean score of female students was 49.03 and the mean score of male students was 32.82. The significant difference ($t(299)=3.68$, $p<0.01$) between female students and male students group on **Emotional stability** the mean score of urban students was 54.88 and mean score of male students was 30.15. The significant difference ($t(299)=5.94$, $p<0.01$) between female students and male students group was found on **Managing relations** variable, where the mean score of female students was 36.91 and the mean score of male students was 24.41. The mean score of female students on **Integrity** was 40.98 which is much higher than the mean score of male students group i.e. 20.34 which showed the significant difference ($t(299)=5.99$, $p<0.01$) between the both group. The significant difference ($t(299)=2.57$, $p<0.05$) between female & male student was found on **Self-development**. The mean score of female students was 9.51 which higher than male students mean score 4.85. The significant difference ($t(299)=2.67$, $p<0.01$) between male and female students was found on **value orientation**. The mean score of female & male Secondary student were 15.42 and mean score of the male & female student was 11.50.

The hypothesis second states that, "There exists no significant difference between male and female students in terms of Self-awareness & Behavior response

There were no significant difference ($t(299)=1.06$ N.S.) between the students with secondary & Higher Secondary student in terms of their **Self-awareness** as emotional intelligence variable.

VII. CONCLUSION

However, in this case values could be interpreted not as generally positive objectives that an individual aims to attain but rather as expressions of aims that are not likely to be fulfilled. The shifting of gender roles has happened quickly. Male and Female are still experimenting to their new roles and rules related to them.

These results come with their own important caveats they may not generalize to other groups beyond young Bulgarian men and women at college, and they are based entirely on participants' self-reports of their own values and wellbeing. Clearly more longitudinal research is needed, arguably using scales that are not phrased with an inherent bias against professional values, and also including outcome measures not only for the students, but also for those people who live and work with them

For the present research work two hypotheses were selected, the obtained test scores were analyzed by employee the 't' test and the results of the analysis shown that- The hypothesis one states that, **"There exists no significant difference between male & female student in terms of emotional intelligence."** The results (see table no. 1) showed that there was rejected. Social-value orientations in interdependence situations are expected to be influenced by self-presentational concerns because in contrast to pro-self-orientations (individualism and competition), prosocial orientations (cooperation, altruism, equality, and maxim in) tend to make a more positive impression on others. In the present study, the influence of self-presentation on social orientation was inhibited by means of a bogus pipeline procedure. Pune District students in a bogus pipeline condition displayed less prosocial and more pro-self-orientations than students in a condition in which no bogus pipeline was used. To the best of our knowledge, this is the first study in Pune to investigate the relationship between EI and clinical practice performance of Male & Female student. However, the limitations of this study need to be considered. First, the self-reporting EI tool used in the study could introduce social desirability bias. Second, this study was conducted only on fourth year nursing students so that the generalizability of this finding could be limited to a single batch of students. The study participants were informed about the confidentiality and anonymity of the study report to minimize the social desirability bias. Therefore, we proposed for future studies to overcome the above mentioned limitations. The significant difference ($t(299)=2.67$,

$p < 0.01$) between male and female students was found on *value orientation*. The mean score of female & male Secondary student were 15.42 and mean score of the male & female student was 11.50.

There exists no significant difference between male and female students in terms of Self-awareness & Behavior response

There were no significant difference ($t(299) = 1.06$ N.S.) between the students with secondary & Higher Secondary student in terms of their *Self-awareness* as emotional intelligence variable.

Recommendations: Parents and teachers should encourage students to belong to social groups in school, to enable them develop skills that will help boost their social, academic, language and moral self-efficacy. Parents and teachers should teach students values that will shape them socially, academically, morally and build their language competence for increased language efficacy

How to Improve Self-Awareness: Ask for constructive feedback, Keep a journal, Learn new skills, Meditate, Pay attention to your thoughts and emotions, Pursue your passions, Practice mindfulness, Reflect on your experiences, Set goals, Use positive self-talk & Work on building a growth mindset.

Types of Behaviors: Overt Behavior, Covert Behavior, Conscious Behaviour, Unconscious Behavior, Rational Behavior, Irrational Behavior, Voluntary Behaviour, Involuntary Behaviour, Target Behavior, Ethical Behavior, Unethical Behavior, Learned Behavior, Pro-social Behavior, Replacement Behavior, Collective Behaviors etc.

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