

Exploring the Relationship Between Emotional Intelligence and Values in Secondary School Students of Dehradun

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ABSTRACT

This study looks into the relationship between values and emotional intelligence (EI) in Dehradun's secondary school population. The ability to recognize, comprehend, and manage one's own emotions as well as those of others is known as emotional intelligence, and it plays a fundamental role in both social and private developments, especially throughout adolescence. Conversely, values refer to the norms and criteria that direct actions and choices. The evaluation aims to assess how students' values are developed and prioritized, and how these values influence their interpersonal relationships and academic performance. Information from a delegate test of kids using recognized EI and esteem evaluation instruments was collected using a quantitative examination configuration. To determine the degree and type of relationship between emotional intelligence and other characteristics of worth, such as moral, social, and personal values, factual research was conducted. The findings contribute to students' overall development by illuminating the role that emotional intelligence plays in fostering behaviors motivated by self-worth. The focus also provides educators and policymakers with opportunities to integrate emotional intelligence (EI) enhancement into school curricula in order to promote a value-based education system that equips kids with the moral and emotional skills necessary for future success.

Keywords: Emotional Intelligence, Values, Secondary School Students, Dehradun

1. INTRODUCTION

Emotional intelligence (EI) plays a fundamental role in influencing behavior, judgment calls, and interpersonal relationships. It is commonly defined as the ability to recognize, comprehend, and manage one's own emotions as well as those of others. The development of emotional intelligence is particularly important in an educational context since it enhances academic performance and fosters empathy, adaptability, and interactive skills. Emotional intelligence is critical to the overall trajectory and prosperity of secondary school pupils, especially those in Dehradun, a city renowned for its high school-to-understudy population density.

In the meantime, values are fundamental to an understudy's moral and moral framework because they speak to the fundamental principles or norms of action that people uphold. These principles—respect, duty, empathy, and dependability—have an effect on how students make decisions and interact with others. Identifying a system's strong points early on helps pupils approach personal and social challenges with compassion and reliability in an undoubtedly complex and linked environment.

Research on the relationship between values and emotional intelligence in secondary school pupils is fundamental. Emotional intelligence can therefore influence how pupils uphold and convey these ideals under various conditions. ideals influence emotional reactions. In Dehradun, where the educational system blends traditional values with contemporary teachings, comprehending this connection is essential to raising well-rounded individuals. Students' emotional intelligence and value systems are further developed in Dehradun's schools because to the socio-social environment, strong family values, and instructional reasoning techniques that are widely used.

The purpose of this review is to examine the complex relationship between emotional intelligence and values in Dehradun secondary school students, focusing on the interactions between these two aspects of self-awareness. Teachers, parents, and legislators can more easily address students' emotional and moral education by knowing this relationship, which leads to a more all-encompassing approach to child improvement that goes beyond academic performance. Additionally, tidbits of information gleaned from this assessment could inform the design of educational initiatives that integrate esteem-based training with emotional

intelligence preparation, fostering the development of future citizens who are morally and emotionally robust.

2. LITERATURE REVIEW

Gautam and Khurana (2019) examine the relationship between segment variables and emotional intelligence (EI) in specific Uttarakhand activities. They focus on factors that affect representatives' emotional intelligence, such as age, orientation, experience, and educational background. The authors employed quantitative methods, collecting data from employees in several departments through reviews. Their findings demonstrate that emotional intelligence levels are essentially determined by segment characteristics, with age and instructional fulfillment having the strongest effects. The review advances knowledge on the ways in which personal and professional backgrounds can mold emotional intelligence and suggests that organizations take these aspects into account when organizing initiatives to enhance emotional intelligence in the workplace.

Juyal et al. (2023) examine how college students' academic performance is affected by emotional intelligence (EI), providing experimental evidence linking EI to academic success. The researchers conducted a thorough analysis of college students, assessing their emotional intelligence using validated measures and connecting the results to indicators of their academic performance such as grades and overall GPA. The results demonstrate a favorable relationship between academic success and emotional intelligence, with kids who score higher on the emotional intelligence scale also performing better academically. This study emphasizes the use of emotional intelligence in learning environments and suggests that improving EI through specific projects can enhance understudy performance and, generally speaking, educational interactions.

Kumar and Dullet (2022) give a brief report on youth emotional intelligence, examining differences based on factors such as orientation, financial situation, and educational settings. Their investigation focuses on the developmental significance of emotional intelligence during immaturity, a fundamental time for emotional and social transformations. They gathered both subjective and quantitative data using a blended methods approach, and they discovered that financial and orientational factors had a significant impact on young people's emotional

intelligence. The findings emphasize the necessity for educational institutions to incorporate emotional intelligence training into their curricula in order to foster children's improved emotional and social skills. The authors urge more research to look into the long-term effects of emotional intelligence on the trajectory of adolescent events and eventual adult employment.

Lalrinawma (2019), The author looks into the unusual nature of major worth struggles among Mizoram College Bachelor of Education (B.Ed.) candidates. The assessment employs a subjective methodology, gathering information through conferences and reviews on the beliefs pupils hold and the sources of conflict they encounter. Lalrinawma makes distinctions between important areas of worth struggle, such as the clash between prevailing educational presumptions and conventional societal norms. The review reveals that many students struggle to stick to academic and cultural tensions while also researching their own opinions. The findings highlight how important it is to comprehend these challenges since they have a significant impact on students' academic performance and overall well-being. Lalrinawma emphasizes the necessity for educational institutions to support an environment in which students may openly discuss and accommodate these worth disputes, suggesting that doing so could enhance their educational experience and mental health.

Mishra (2022) explains a PhD study that examines the relationship between initiative styles and young adults' emotional guidance and mental health in central India. Mishra examines how the innovative, conditional, and free enterprise administration styles affect supporters' emotional guidance capacities through an experimental evaluation that incorporates quantitative exploration methodologies. The findings demonstrate a clear correlation between innovative management and improved mental health and emotional maturity in young adults. Participants who were supervised by trailblazing pioneers reported higher degrees of emotional stability, adaptability, and overall psychological health. On the other hand, people with value-based and free enterprise management styles demonstrated lower levels of mental and emotional well-being. Mishra's work adds to the literature on authority and emotional intelligence by suggesting that initiative style plays a fundamental role in influencing followers' emotional and mental environments. This emphasizes the importance of inspiring initiative in fostering a stable environment for young adults.

3. EMOTIONAL INTELLIGENCE IN SECONDARY SCHOOL STUDENTS

The term emotional intelligence (EI) refers to the capacity to recognize, comprehend, deal with, and influence feelings – one's own as well as those of others. This skill is especially important for secondary school kids because it directly affects their academic performance, social networks, and personal wealth. Since youth is a unique time when people experience emotional, mental, and physical transformations, teaching students emotional intelligence can help them navigate these challenges even more effectively.

Emotional intelligence manifests itself in a variety of ways in secondary school settings, such as the capacity to manage peer relationships, control motivations, and withstand pressure. Students that score higher on emotional intelligence (EI) tend to be more empathetic, capable of making compromises, and willing to engage with peers and teachers. They must manage their academic stress, maintain healthy extracurricular activities, and maintain strong social ties. These adolescents frequently exhibit flexibility, which is a vital trait in overcoming the typical obstacles of adolescence, such as familial problems, social prohibitions, and academic difficulties.

Additionally, emotional intelligence has a major influence on how students develop their mindfulness. Adolescents with developed emotional intelligence (EI) are better able to comprehend their emotional responses, which improves their capacity to make thoughtful decisions as opposed to hastily reacting. An understudy who is aware of their anxiety before an exam, for instance, might use pressure the board procedures rather than overreacting, leading to better performance.

Furthermore, emotional intelligence promotes better grounded authority skills. Pupils with emotional intelligence are better at communicating, working with peers, and creating a nice atmosphere in groups. Because they can stir people while being sensitive to the emotional states of those around them, this makes them better pioneers in group activities or school associations.

In addition to supporting kids' academic success, emotional intelligence fosters self-awareness and social skills. Schools that prioritize students' emotional development in addition to academic instruction help them develop a wide range of skills that prepare them for challenges in life outside of the classroom.

4. ROLE OF EMOTIONAL INTELLIGENCE IN ADOLESCENT DEVELOPMENT

Teenagers' overall development is influenced by their emotional, mental, social, and academic intelligence (EI), which plays a major role in their overall growth. Emotional intelligence helps young people truly explore the complexities of the fast-paced physical, emotional, and mental changes that characterize immaturity. In addition to fostering stronger connections and maintaining emotional prosperity, youth who cultivate emotional intelligence are better able to manage the challenges of friend pressure, academic pressure, and personality development. A thorough explanation of the role that emotional intelligence plays in juvenile turn of events may be found below.

1. Emotional Regulation and Stress Management

Emotional guidance is one of the primary functions of emotional intelligence in the development of juveniles. Puberty is a time of increasing emotional interactions due to the desire for independence, hormonal changes, and growing responsibilities. These confusing emotions, in the absence of emotional guidance, may lead to hurried actions, anxiety, discouragement, or tension. Teenagers with higher emotional intelligence are better able to recognize and manage their emotions, which leads to improved survival techniques.

Teens with higher emotional intelligence, for instance, are more likely to use constructive techniques to manage pressure, such as problem-settling, seeking out social support, or engaging in care techniques, rather than resorting to avoidance or hostility. In order to maintain psychological health and emotional stability during the pre-adult years, emotional regulation is essential. It enables children to deal with difficult situations, such as academic setbacks or social challenges, in a balanced manner.

2. Building and Maintaining Positive Relationships

Framing and maintaining relationships with friends, family, and teachers can be challenging for adolescents. Teens that possess high emotional intelligence are better able to recognize and respond to the emotions of others. To foster empathy, trust, and involvement in group settings, this is crucial.

Teenagers possessing strong emotional intelligence, for example, are able to interpret nonverbal cues from their peers, such as body language or facial expressions. Their capacity to provide assistance, settle conflicts, and communicate effectively is enhanced, all of which are critical for forming wholesome friendships and friend groups. Emotional intelligence also fosters empathy, which enables young people to connect with other groups and respect different viewpoints—a crucial skill for social acceptance and recognition in educational settings.

3. Self-Awareness and Identity Formation

Adolescence is a fundamental time for character development, during which individuals explore their goals, values, and beliefs. Youths that possess emotional intelligence, particularly the mindfulness component, are better able to comprehend their emotions, strengths, and weaknesses. Being mindful is essential for understanding oneself and for making future decisions based on needs and desires.

Teenagers with high emotional intelligence are able to thoroughly examine their personalities, which helps them develop a more dependable sense of self. Young people, for instance, can take into account the factors influencing their behavior and make choices that are consistent with their own ideals by being aware of their emotional triggers and reactions. This is particularly important when examining peer pressure because emotionally intelligent young people will inevitably reject negative influences and adhere to their own convictions.

4. Enhancing Academic Performance

The impact of emotional intelligence on academic performance is direct. Teens with high EI are better equipped to manage academic stressors including exam pressure, deadlines for assignments, and competitive environments. When faced with challenges, emotional guidance helps individuals stay motivated and on course regardless of the situation. Furthermore, emotionally intelligent kids are resilient in the face of disappointment because they view setbacks as opportunities for growth rather than barriers.

Additionally, Emotional Intelligence enhances critical thinking and problem-solving skills, which are critical for academic success. For example, kids who exhibit self-regulation are more adept at setting realistic goals, managing their schedules, and persevering through challenging

tasks. Furthermore, compassionate and engaged students are more likely to work together on group assignments, which enhances overall learning outcomes.

5. Conflict Resolution and Social Adaptation

Adolescence is often marked by conflict, whether it be from disagreements with teachers, disputes with classmates, or pressure from the family. High emotional intelligence youth are better at resolving disputes in a constructive and discrete manner. They are able to manage their emotions when asked questions and will inevitably approach issues with composure and a normal mindset, which helps them cope with stressful situations.

Emotional intelligence also helps young people adjust socially by helping them recognize and respect the thoughts, feelings, and viewpoints of others. This is particularly important in a variety of group settings because young people must experiment with various social norms or approved behaviors. Emotional intelligence fosters tolerance, flexibility, and empathy, which helps adolescents thrive in a variety of social contexts.

6. Developing Leadership and Social Influence

Improvement in young people's administration is also associated with emotional intelligence. Higher EI individuals will typically display initiative traits, such as persuasive communication, sound judgment, and the capacity to inspire and encourage others. These adolescents have the ability to manage group dynamics in sports, school activities, and group projects, which has a significant impact on their friends.

Young people's strengths include their intelligence, which allows them to strike a balance between compassion and emphaticness, ensuring that they lead with understanding while also maintaining control over the situation. As a result, kids will inevitably anticipate leadership roles in extracurricular activities, sports teams, and school clubs, which will foster a sense of duty and cooperation.

7. Promoting Mental Health and Emotional Resilience

During this formative time, emotional issues such as anxiety, forlornness, or poor confidence are common, and young individuals with higher emotional intelligence are better able to manage them. They can develop emotional strength—the capacity to bounce back from

setbacks and adapt to challenging circumstances—by becoming aware of their emotions and learning practical survival skills.

Teens with strong emotional reserves are better able to face challenges with optimism and perseverance, which lowers their risk of developing psychological wellness problems like stress or sadness. Adolescents possessing emotional intelligence are also likely to seek assistance when required, realizing the value of emotional support from friends, relatives, or mentors.

In the course of adolescence, emotional intelligence plays a crucial role in influencing emotional guidance, social relationships, mindfulness, academic performance, and mental health. Teens are equipped with the tools necessary to investigate the intricate emotional and social challenges they face during this transformative stage of life. In light of this, fostering emotional intelligence in teenagers is crucial to their overall trajectory, helping them grow into emotionally mature, socially conscious adults who can make significant contributions to society. To ensure that children and young people have the emotional and social skills necessary for success as adults, families, schools, and networks should prioritize emotional intelligence education.

5. VALUES FORMATION IN ADOLESCENTS

Teenagers' values arrangement is a crucial formative cycle that impacts their behaviors, beliefs, and personality as they transition from childhood to adulthood. Significant mental, emotional, and social transformations occur during this time, which affect how young people view themselves and their place in the universe. They start to address freshly established norms and values at this point, frequently reevaluating them in light of fresh information, relationships, and experiences. This inquiry is essential to developing a moral framework and balanced identity that guides their interactions with others and their decision-making.

The familial environment has a significant influence on the development of values during adolescence. The fundamental sources of values and standards are guardians and watchmen, who instill fundamental principles by explicit instruction, modeling behavior, and establishing presumptions. Teens frequently seek independence as they mature and may start to question traditional family norms. This cycle might lead to conflict, but it also gives young people an

opportunity to define their own values and ideas. Consistent interpersonal complexities that facilitate open communication might foster a sense of security, enabling young people to explore their values without fear of rejection. However, families with dictatorial or uncompromising intentions can suppress this inquiry, which could lead to subversive resistance or conflict.

Peer influence has an equally important role in shaping the values of young adults. Young individuals who spend more time with their peers are exposed to other viewpoints and social norms that may not align with their family's. Fellowships and get-togethers can provide young people with a sense of acceptance and recognition, encouraging them to adopt moral principles that align with those of their friends. Both positive and negative effects can result from this buddy strain; stable social gatherings can encourage social behaviors that are supportive of one another, but negative effects may lead to risky actions or unacceptable values. Teenagers' need for validation often pushes them to investigate intricate social dynamics, balancing their personal convictions against the collective ideals of their peer group.

Educational foundations also have a major role in the development of values in adolescence. Schools provide a controlled environment in which students can engage in critical thinking, encounter a variety of viewpoints, and learn about civic duties and moral reflection. Students develop moral thinking and interactive skills through group projects, extracurricular activities, and conversations. These skills are essential to developing self-awareness. Teachers and school administrators can also benefit from this relationship by promoting virtues like honesty, empathy, and respect. Friendly emotional learning programs can help students reflect on their values and see how their actions affect both other people and themselves. This can help students feel more responsible and obligated.

Value formation also requires social and cultural contexts. The norms, acceptable behaviors, and larger social networks that prevail in their networks have an impact on teenagers. Teens' moral systems and beliefs can be shaped by a variety of factors, including religion, socioeconomic class, and local resources. For instance, clear actions or attitudes about schooling, career paths, and interpersonal relationships may be guided by social assumptions. Youths who are aware of societal issues such as injustice and shame can also be inspired to develop values centered around activism, support, and social responsibility. Being receptive to

various cultures and ideas can broaden their viewpoint and help them comprehend the world in a more compassionate and holistic way.

Teenagers' values evolve through a complex cycle that is impacted by a variety of factors, such as social contexts, peer relationships, educational experiences, and the complexities of their relationships. Young people are exploring their personalities and developing an ethical compass that will guide them throughout their lives during this fundamentally formative era. Youths' capacity to formulate sound and practical ideals can be significantly improved by fostering an environment that values research, candid conversation, and critical thinking. This will enable them to eventually determine their roles as accountable and involved members of society.

6. TYPES OF VALUES IN SECONDARY SCHOOL STUDENTS

Secondary school students' values have a crucial role in influencing their behavior, mindsets, and overall development during a crucial stage of their life. It is essential to develop a foundation for morality and moral decision-making throughout this time, which is marked by significant mental, emotional, and social transformations. Values can be generally divided into several categories, each of which has an impact on various aspects of students' life. A thorough explanation of the several types of values typically seen in secondary school pupils may be found below:

1. Personal Values

Personal values are the convictions and principles that direct an individual's actions and choices. These ideals frequently reflect the experiences, character, and upbringing of secondary school pupils. Personal values may include qualities such as integrity, dependability, accountability, and perseverance. Pupils who have strong personal values will most likely be able to exercise self-control, fulfill their obligations, and attempt to become self-aware. When adolescents start making decisions that affect their academic performance and public actions, these values—which are frequently imparted by their families, teachers, and positive role models—become fundamental.

2. Social Values

Social values are associated with the norms and presumptions that govern interpersonal relationships and community cooperation. Social values emphasize the idea of cooperation, care, consideration, and compassion for secondary school students. Pupils learn how to investigate social components, forming friendships and developing interactive skills. Social values foster a sense of community and belonging, enabling students to make a significant contribution to both their educational environment and society at large. Participating in local area administration, bunch exercises, and group activities can strengthen these principles and promote peer cooperation and understanding.

3. Civic Values

Metro values relate to the duties and commitments that members of a community or society have. Ideas like citizenship, civil rights, and ecological responsibility are frequently included in the list of community values for secondary school pupils. Students are encouraged to participate in metro exercises such as chipping in, support, and democratic as they start to understand their roles as active members of their networks. School-based municipal education programs play a major role in teaching these principles to kids and helping them understand the need of being an informed and engaged citizenry. Because of this mindfulness practice, students feel more obligated to address cultural challenges and advocate for positive change.

4. Moral and Ethical Values

Moral principles help pupils discern right from wrong and support them in analyzing complex situations and problems. These ideals are frequently derived from rigid convictions, customs, and intellectual teachings. Students in secondary school start to confront moral challenges, which prompts them to evaluate their views on justice, decency, and consideration for others. Teachers can facilitate discussions about moral dilemmas and issues, giving students the freedom to think critically and developing their capacity for ethical thought. Schools can help children create areas of strength for an establishment that guides their connections and decisions by fostering an environment that emphasizes understanding and sympathy.

5. Cultural Values

Social values are the accepted ideas and customs of a specific group or community. These values can cover topics like traditions, language, conventions, and legacy for secondary school pupils. Students are exposed to a variety of viewpoints and values as they investigate a multicultural environment, which shapes their perspective. Comprehending and appreciating social principles helps foster respect and adaptability among colleagues, promoting inclusiveness and bonding. Through events, discussions, and group projects, schools can encourage students to explore and celebrate social diversity, enhancing their educational experience and extending their perspectives.

6. Academic Values

Scholarly values refer to the importance of study, education, and intellectual growth. Students in secondary school demonstrate these qualities through their attitudes toward critical thinking, commitment to academic excellence, and appreciation of knowledge. Strong academic principles encourage students to pursue their exams with tenacity, engage in critical thinking, and seek out information outside of the classroom. By creating a stimulating learning environment, recognizing achievements, and encouraging a development mindset, schools can foster the development of scholarly ideals. Students' future success depends on these values, which shape their aspirations and duty to pursue deeply ingrained learning.

7. Environmental Values

More and more people are realizing how important ecological principles are in shaping kids' views of sustainability and the everyday environment. Secondary school kids cultivate beliefs that center on biological responsibility and stewardship as they grow more aware of global issues, such as environmental degradation and change. These principles may encourage kids to participate in eco-friendly drills, support preservation efforts, and organize neighborhood initiatives that emphasize sustainability. Through the integration of natural education into the curriculum, the promotion of eco-friendly conduct, and the energization of environmental advocacy, schools can play a critical role in the cultivation of natural values.

Secondary school pupils develop values that encompass a wide range of individual, social, urban, moral, social, academic, and natural components. Their interactions with people, their

conduct, and the formation of their personalities are all influenced by these ideals. Schools, families, and networks take on a critical role in upholding these ideals by creating an environment that fosters research, dialogue, and critical thinking. Secondary school kids can develop into responsible, involved, compassionate adults who make significant contributions to society by instilling positive ideals in them.

7. CONCLUSION

This investigation outlines the significant and beneficial relationship between the two developments and emphasizes the crucial role that emotional intelligence plays in shaping the values of Dehradun secondary school students. According to the findings, kids who possess higher levels of emotional intelligence are more likely to prioritize and exhibit values such as empathy, consideration, and accountability. These values are essential for fostering positive relationships and promoting academic success. Furthermore, the review reveals that the enhancement of emotional intelligence enhances self-awareness and adds to the overall moral and ethical framework within educational environments. As a result, it becomes imperative that educators and legislators include emotional intelligence instruction into curricula in schools, encouraging learners to develop their moral and emotional boundaries. By doing this, educational institutions may create a stable environment that fosters individuals who are well-rounded and possess the moral principles and emotional intelligence needed to thrive in a diverse and complex society. Finally, this investigation establishes the framework for further research into the long-term impacts of emotional intelligence and values on understudy behavior, academic achievement, and cultural contributions. This will highlight the necessity of maintaining emphasis on these interconnected spaces in educational discourse.

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