

A Study on the Self-Conscious Emotion and Emotional Control Among the Undergraduate Students of Kamrup District of Assam

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Abstract:

Self-conscious emotion and emotional control are two essential life skills that shape an individual's psychological health and social behaviour. Emotional control refers to the ability to recognize and manage one's emotions in ways acceptable to society. Self-conscious emotions, on the other hand, emerge from self-reflection and awareness, often influenced by social norms and interpersonal evaluations. These emotions play a crucial role in maintaining one's self-image, regulating moral conduct and balance social interactions. The present study investigates the levels of self-conscious emotion and emotional control among undergraduate students in Kamrup district, Assam. It also explores gender-based differences. The findings reveal no significant difference between male and female students, suggesting a uniform development of emotional control and self-conscious emotion irrespective of gender. The study holds implications for emotional education and gender-neutral emotional support systems in higher education.

Keywords: Emotional Control, Self-Conscious Emotion, Undergraduate Students, Kamrup District

INTRODUCTION

Individuals are as inherently social creatures, must regulate their emotions to adapt and thrive in society. Emotional maturity reflected in one's capacity to manage and channel emotions productively is vital for personal and social success. Within this context, **self-conscious emotions** such as guilt, shame, pride and embarrassment and **emotional control** such as the ability to regulate emotional responses are key components of emotional intelligence. Self-conscious emotions are uniquely human in that they require self-awareness and the ability to evaluate one's behaviour against societal standards (Hooge, 2011). They not only reflect how we view ourselves but also how we think others perceive us. These emotions can be **positive** (e.g., pride and gratitude) or **negative** (e.g., shame and guilt), influencing self-esteem, interpersonal relationships and moral conduct (Brown, 2001; Sznycer, 2019). The interplay between **internal self-awareness** (how one perceives themselves) and **external self-awareness** (how one believes they are perceived by others) significantly affects self-conscious emotions. Robins (2009) outline that these emotions are cognitively complex and critical and they play a pivotal role in identity formation of the students specially in behaviour regulation and social adaptation.

Emotional control and self-conscious emotions are strongly associated. They might be favourable or

unfavourable. Positive self-conscious emotions can be interpreted as a sign of self-acceptance and personal development (Brown, 2001). If they manage complex situation, they interpreted as a sign of inadequacy and a kind of self-loathing. Emotions that are conscious can be categorised into two groups, such as internal and external. Internal self-awareness pertains to an individual's self-perception, whereas external self-awareness is associated with their perception of other people's impressions of them (Sznycer, 2019).

Meaning of Self-Conscious Emotion of Students

Self-conscious feelings are a distinct type of feeling that results from introspection and self-assessment. A sense of self-awareness and the capacity to see oneself from the viewpoint of others are necessary for self-conscious emotions, in contrast to basic emotions like happiness, rage, or fear, which are frequently brought on by outside circumstances. These emotions include pride, embarrassment, shame, guilt, and humiliation. These are referred described as "self-conscious" because they are closely linked to how people perceive themselves in respect to moral standards, expectations, and cultural norms.

These emotions typically emerge when students assess whether their actions align with internalized social values or how they believe they are being judged by others. For example, a person may feel guilt after doing something they believe is morally wrong, or pride after achieving something valued by their community. Self-conscious emotions play a crucial role in regulating social behaviour among the students, maintaining personal standards and shaping one's identity and self-esteem. Because they are cognitively complex, these emotions develop later in life, often during childhood or adolescence when individuals begin to understand social rules and develop the ability to reflect on their own actions. In essence, self-conscious emotions act as internal guides, helping students find the way social interactions, correct behavior and strengthen interpersonal relationships.

Meaning of Emotional control of students

Emotional control is the capacity to recognise and manage one's own feelings, react in a flexible and socially acceptable manner and control some of uncontrollably impulsive behaviours (Chowdhury, 2019). Positive and negative emotions are included in the concept of emotional control, but its main meaning is the endeavour of students to regulate the emergence, manifestation or experience of highly disruptive emotions and impulses that may have unfavourable outcomes. Cognitive or behavioural methods are assumed to be employed to achieve this.

Among the several forms of emotion management emotional control is a very significant element. It describes an individual's attempts to control how they feel, generate or communicate their emotions with others. Emotional control is typically cognitive, meaning it involves using the intellect, but it can also be behavioural, involving doing something (such going for a run, playing with friends or spending time with loved ones) to alter an emotional response (Davis).

Significance of the study

Self-conscious emotions and emotional control are essential components of students' emotional development, social functioning and success in the academic journey. These psychological constructs are rooted in students' ability to evaluate themselves, where the self is perceived as an object of reflection and is assessed against moral and social standards set by society or the immediate social and educational environment. Since these standards often involve moral behaviour, self-conscious emotions

such as guilt, shame, pride and embarrassment are frequently regarded as moral emotions. Self-conscious emotions help students to become aware of their internal feelings, both positive and negative and play a significant role in achieving complex social goals and behaviour. They are crucial for maintaining a positive self-image and guiding behaviour in socially acceptable ways. For students, this emotional awareness supports learning by fostering self-regulation and behavioural control. It also enhances their understanding of how their actions impact others, thereby encouraging empathy and responsible social behaviour.

On the other hand, emotional control refers to the capacity to manage one's emotions across various situations and environments. It involves regulating disruptive impulses and emotions that might otherwise negatively influence actions and decision-making. A person with strong emotional control can able to manage stressful situations effectively, resolve conflicts situation constructively and maintain healthy interpersonal relationships. Given the increasing relevance of emotional intelligence in educational and social development, especially among youth, the present study titled "A Study on the Self-Conscious Emotion and Emotional Control among the Undergraduate Students of Kamrup District of Assam" seeks to explore the levels and interrelation of these two vital emotional competencies in the student population.

Objectives of the study

1. To find out the level of self conscious Emotion among the undergraduate students of Kamrup district of Assam.
2. To find out the level of emotional control among the undergraduate students of Kamrup district of Assam.
3. To study the difference of self conscious Emotion between the male and female undergraduate students of Kamrup district of Assam.
4. To study the difference of emotional control between the male and female undergraduate students of Kamrup district of Assam.

Hypothesis of the study

H₀₁. There exists no significance difference of self conscious Emotion between the male and female undergraduate students of Kamrup district of Assam.

H₀₂. There exists no significance difference of emotional control between the male and female undergraduate students of Kamrup district of Assam.

Delimitation of the study

1. The study is delimited to undergraduate level of arts students only.
2. The study is delimited to Kamrup district only.

Design of the study:

Descriptive survey method has been adopted in order to carry out the present investigation. A total number of 138 students (Male 69 and Female 69) of the undergraduate level in Kamrup district have been selected as a sample for the study. Here, the researchers have used convenience sampling method and it is the part of the non-probability sampling technique.

Analysis and interpretation of Data

Analysis and Interpretation of Objective no.1: To find out the level of self conscious Emotion among the undergraduate students of Kamrup district of Assam.

Table No. 1: Levels of Self Conscious Emotion among the Undergraduate Students

Levels of Self Conscious Emotion	Range	No. of Students	Percentage
Very Low	30-50	00	00
Low	55-79	14	10.14
Average	80-104	92	66.66
High	105-129	24	17.39
Very High	130-150	08	5.79
Total		138	100%

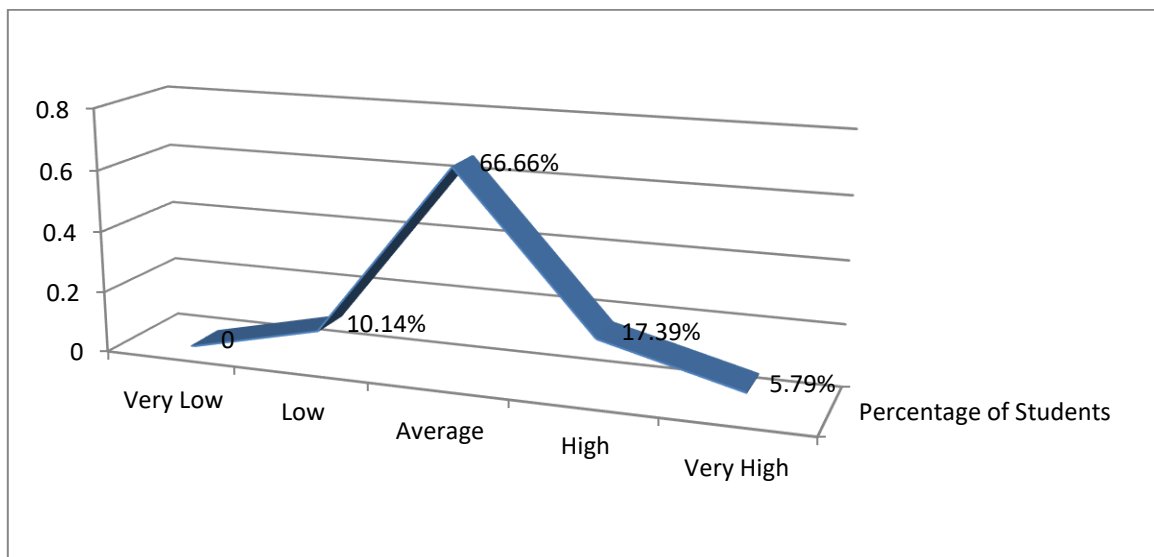


Figure No. 1: Line Diagram shows the Levels of Self Conscious Emotion among the Undergraduate Students

Interpretation: Table No. 1 and figure no.1 presents the distribution of undergraduate students according to their levels of self-conscious emotion. The data reveals that the highest proportion of students, 66.66%, fall under the average level, indicating a balanced and moderate experience of self-conscious emotions such as shame, guilt, embarrassment and pride. A smaller segment, 17.39%, falls into the high level, while 5.79% are in the very high level, on the lower end, 10.14% of the students are categorized under the low level of self-conscious emotion, reflecting a relatively limited experience or awareness of such emotions.

Analysis and Interpretation of Objective no.2 To find out the level of emotional control among the undergraduate students of Kamrup district of Assam.

Table No. 2: Levels of Emotional Control among the Undergraduate Students

Levels of Self Conscious Emotion	Range	No. of Students	Percentage
Very Low	30-50	01	0.72%
Low	55-79	09	6.52%
Average	80-104	95	68.84%

High	105-129	22	15.94%
Very High	130-150	11	7.97%
Total		138	100%

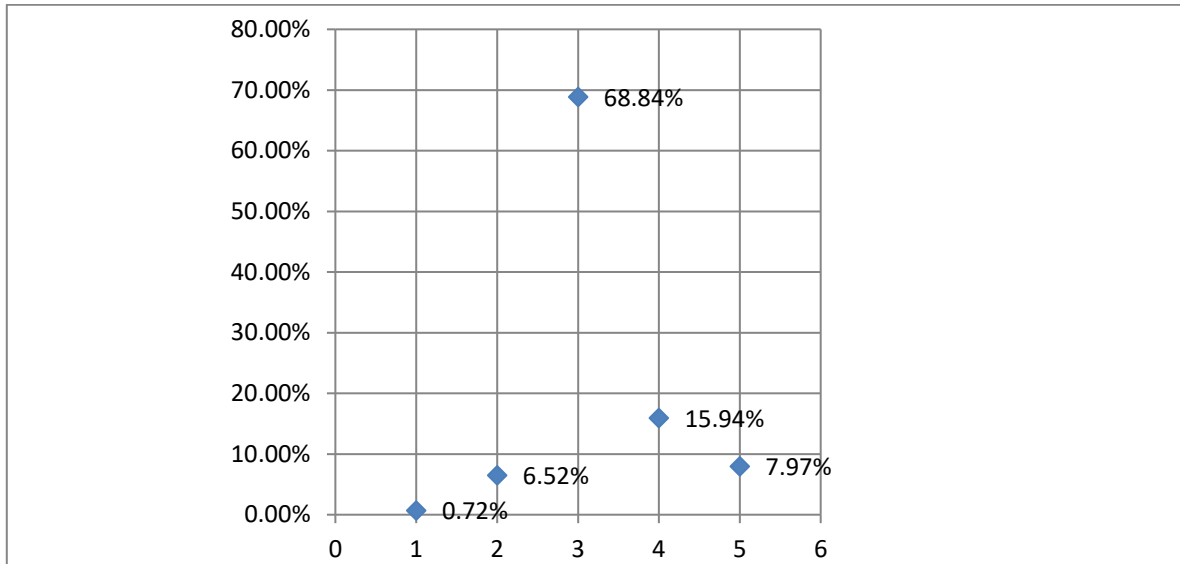


Figure No. 2: Scatter Diagram shows the Levels of Emotional Control among the Undergraduate Students

Interpretation: Table No. 2 and figure no.2 presents the distribution of undergraduate students based on their levels of emotional control. Out of a total of 138 students, the highest number 68.84% of students fall under the average level of emotional control. This indicates that a majority of the students are moderately capable of managing their emotions in different situations. 15.94% of students exhibit a high level of emotional control, while 7.97% students have very high level, on the lower side, 6.52% of students fall under the low level, and only 0.72% of student is in the very low level category. This suggests that very few students have difficulty in managing their emotions effectively.

Analysis and Interpretation of Objective no.3: To study the difference of self conscious Emotion between the male and female undergraduate students of Kamrup district of Assam.

Ho: There is no significant difference between the self conscious emotion between the male and female undergraduate students of Kamrup district of Assam.

TABLE NO.3 Mean, SD, SED and 't' values score of male and female students regarding the self conscious emotion between the male and female undergraduate students

Types of Gender	N	Mean	SD	SED	df	t-Value	Level of Significance
Male	69	57.40	0.495	0.084	68	1.66	Not Significant
Female	69	57.36					

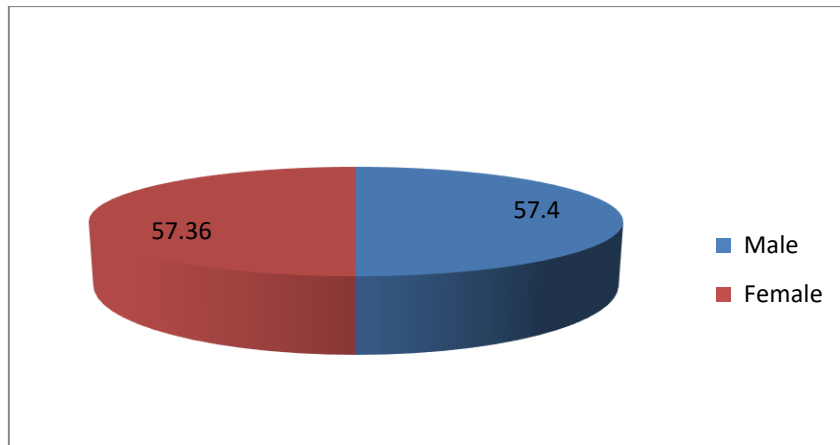


Figure no. 3: Graphical representation of Mean scores in male and female regarding the difference between self conscious emotion between the male and female undergraduate students.

Interpretation: The table no. 3 and figure no. 3 shows the mean difference of female students at undergraduate level and their difference regarding self conscious emotion. The above table reveals that, the mean score of male students is 57.40 and the mean score of female students is 57.36 respectively. The mean score of male is larger than the mean score of female is just 0.04. The calculated t-value 1.66 is not significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis that is “There is no significant difference between the self conscious emotion between the male and female undergraduate students of Kamrup district of Assam” is accepted.

So, it can be interpreted that there is no significance between the male and female undergraduate students in regard of self conscious emotion.

Analysis and Interpretation of objective no. 3: To study the difference of emotional control between the male and female undergraduate students of Kamrup district of Assam.

TABLE NO.2 Mean, SD, SED and ‘t’ values score of male and female students regarding the emotional control between the male and female undergraduate students

Types of Gender	N	Mean	SD	SED	df	t-Value	Level of Significance
Male	69	56.77	0.78	0.064	68	1.58	Not Significant
Female	69	50.21					

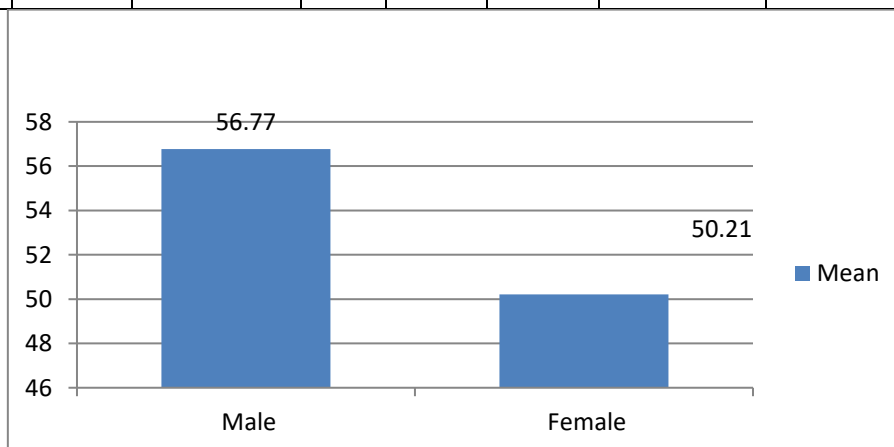


Figure no. 4: Graphical representation of Mean scores in male and female regarding the difference between emotional control between the male and female undergraduate students.

Interpretation: The table no. 4 and figure no. 4 shows the mean difference of female students at undergraduate level and their difference regarding emotional control. The above table reveals that, the mean score of male students is 56.77 and the mean score of female students is 50.21 respectively. The mean score of male is larger than the mean score of female students. The calculated t-value 1.58 is not significant at 0.05 and 0.01 level of significance. Hence, the null hypothesis that is “There is no significant difference between the emotional control between the male and female undergraduate students of Kamrup district of Assam” is accepted. So, it can be interpreted that there is no significance between the male and female undergraduate students in regard of self conscious emotion and emotional control.

Findings:

Based on the analysis and interpretation of the data, the following research findings can be drawn-

1. A majority of the undergraduate students (66.66%) in Kamrup district of Assam shows an average level of self-conscious emotion.
2. On the other hand, 10.14% show a low level and none fall under the very low level, suggesting that most students experience self-conscious emotions like shame, guilt, embarrassment and pride to a moderate or higher extent.
3. Most students (68.84%) have an average level of emotional control, indicating moderate ability to manage emotions.
4. A small percentage of students (6.52%) are at the low level, and only 0.72% are at the very low level, suggesting very few students struggle significantly with emotional regulation.
5. Gender Difference in Self-Conscious Emotion shows that the mean score for male students (57.40) is slightly higher than that of female students (57.36), but the difference is negligible. The calculated t-value (1.66) is not statistically significant at the 0.05 or 0.01 level.
6. Gender Difference in Emotional Control found that male students have a higher mean score (56.77) compared to female students (50.21) in emotional control. However, the t-value (1.58) is also not statistically significant at either 0.05 or 0.01 levels. Therefore, there is no significant difference in emotional control between male and female undergraduate students.

Implications of the Study

1. Since a majority of students are in average levels of self-conscious emotion and emotional control, integrating emotional intelligence and emotional regulation skills into the academic curriculum can help students better understand and manage their feelings like shame, guilt, embarrassment and pride. Emotional education can be embedded through life skills training, value education, or dedicated workshops.
2. A small percentage of students were found to have low or very low emotional control. This shows that the need for regular psychological counselling of the students, mentoring and support systems in educational institutions.
3. The findings point toward the importance of prioritizing students’ mental health. Awareness programs on emotional well-being, stress management and self-reflection can foster healthier emotional habits among students.
4. Teachers and educators can play a crucial role by creating a classroom environment that is emotionally safe, inclusive and responsive to the emotional needs of students.

5. Educational policymakers and college administrators can use these findings to formulate student development policies that emphasize emotional intelligence, psychological wellness, and life skills as essential components of holistic education.

Conclusion

The study has developed new and valuable knowledge about the emotional patterns of undergraduate students in Kamrup district of Assam. It reveals that most students have an average level of self-conscious emotion and emotional control, indicating that they are generally aware of their emotions and capable of managing them. Very few students were found to have low or very low levels, suggesting that emotional difficulties are not widespread in this group. An important finding is that there is no significant difference between male and female students in terms of their emotional experiences and control, challenging common gender-based assumptions. This study also provides a clear understanding of the emotional state of students in this specific region, which has not been widely researched before. The findings can help educators and policymakers to design better emotional support systems and learning environments and also serve as a base for further studies on student emotions in similar or different contexts.

Self-conscious emotion and emotional control are both necessary for a healthy lifestyle. Individuals acquire their understanding of norms, standards, objectives, etc. through self-conscious emotions. Good self-conscious emotions can help people adopt a positive outlook, which enhances motivation and enhances social interaction. Self-conscious emotions combined with emotional control helps in building good relationship, influences the ability of making rational decisions, maintains our mental health by reducing stress and anxiety, helps us to grow in our personal fields of interest, helps us in facing obstacles in our lives by adjusting ourselves according to the needs and situations. Without self-conscious emotions and emotional control we cannot enjoy a well-balanced and fulfilled life. In every walk of life we need to control our emotions and also we should identify our self-conscious emotions so that we can channelize them towards a positive way. Self-conscious emotions not only help the self but also the other people to evaluate one's behaviour. Thus, care should be taken from the early stage to improve the emotional aspects of the children so that they can utilise their potentialities in order to become desirable future citizens of a nation, in this context both educational institutions and family environment can contribute equally for the overall benefits of the children.

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