CHAPTER - I

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Every educational institution, worth the name, desires that its students should do their best to learn what they are expected to learn. Now doing the best to learn on the part of students means that they should fully utilize the strength of their cognitive assets to learn. But these assets can be fully utilized by students only if they are mentally healthy. Mental health is important in each phase of life. But adolescence appears to be relatively more important period of life. This is the period in which the personality traits develop and find expression in many directions.

Adolescent children experience a number of physiological and psychological changes in this transitional period. For the mental health it is necessary that all our dispositions, native and acquired should like the organs of body, work not completely and fully, but harmoniously together. The first aim of education is to help the individual to grow mentally healthy. The child’s mental health and balance are of utmost important in relation to his general health. The complexity and stress of modern living make necessary considerations of his mental health if he is to meet them successfully. According to Garrison (1965), “Any period in life in which there is an undue physiological, social and emotional stress for which the individual is not prepared, is a period at which mental abnormalities may appear, or which were already in existence become more socially significant.”

An adolescent usually is a person of strong impulses, satisfying or annoying himself, arouse in him conflict state of affection and of sex, excitement and enthusiasm, a fear and anxiety. During adolescence if the individual continues desirable health and habits which began in childhood, he will be able to better meet his emotions. If adolescents are mentally healthy then they are self-controlled and self-disciplined.
“Rational impulsion, not blind compulsion is the goal”. For attaining this mental health the students should be provided with worthwhile task which will discipline them. The mental health of adolescents requires an understanding and satisfaction of special needs during this critical and difficult period, i.e. the need of status, need of independence, need of satisfying and sound philosophy of life, need of proper orientation to the opposite sex.

Mental health is accepted as an important indicator of all round growth and development of students (Nanda, 1999). A mentally healthy student accepts himself with his strong points and his shortcomings. He makes the best use of what he has. He does not allow his personal weakness to interfere with his daily activities and his pursuit of long range goals. If the positive factors in personality are accentuated, the weakness, in most cases, will retreat away. An emotionally healthy student reaches a balance between his instincts and conscience, coupled with the demands of his environment. He experiences little conflict between these feelings, and he can tolerate a moderate amount of inconvenience resulting from conflicts among drives, values and experiences of reality in the academic environment.

Adolescents like all human beings, need affection, encouragement, appreciation and trust from those who mean something to them, i.e., parents and teachers. Adolescents who enjoy all their needs, develop into happy, confident and socially adjusted adults. But when their needs are not satisfied and when they have no proper guidance, they develop certain behaviour problems such as excessive day-dreaming, truancy, running away from home, stealing, rebelliousness and many other and are, thus, in danger of losing their mental health status.
1.1 CONCEPTUAL FRAMEWORK

1.1.1 Mental Health

The role of mental health in human life is very important. It plays its role not only in the lives of individuals but also in the life of society. There is no area in human life which is beyond the range of mental health. The term mental health does not refer to any one aspect of mental life or to any one dimension of human personality. It encompasses all the aspects of the individual’s adjustment with himself and others. If this adjustment is characterized by wholesome personal, social, intellectual, emotional or philosophical orientations, the individual is deemed to have good mental health.

Like physical health, mental health is also an aspect of total personality. If a person is well adjusted, he has good physical health, desirable social and moral nature, and have harmonious personality.

Man’s interest in mental health originally stemmed from his concern for and problems with the mentally ill persons. The history of man’s relationship to the mentally ill persons has not been resplendent with deeds of kindness, examples of human treatment or attempts to understand the time and nature of the problem.

Mental health is an index which shows the extent to which the person has been able to meet his environmental demands, i.e., social, emotional or physical; and the extent to which he gets himself mentally strained. This mental strain is generally reflected in symptoms like anxiety, tension, restlessness or hopelessness among others. If it is felt too long and too extensively by the person, these symptoms may take a definite form (or get syndromized) representing a given illness. Mental health, therefore, should not be confused with mental illness; it is a study of pre-illness mental condition of the person. Mental health, as such, represents a psychic condition which is characterized by mental peace, harmony and content. It is identified by the absence of disabling and debilitating symptoms, both mental and somatic in person (Schneider, 1991).
Freud (1933) defined mental health in his pragmatic statement, “Where id was there shall ego be.” Here the value is awareness of unconscious motivations and self control based upon these insights. The interpersonal frame of reference, on the other hand, is more concerned with the functioning of individuals in interpersonal situations.

Waltin (1935) writes that a mentally healthy person is the one who has a “wholesome” balanced personality, free from schisms and inconsistencies of emotional and nervous tensions; discords and conflicts.

Cutts and Mosely (1941) defined mental health as the ability to adjust satisfactorily to the various strains we meet in the life and mental hygiene as the means we take to assure this adjustment.

Sullivan (1954) identifies a person’s drive towards mental health as “those processes which tend to improve his efficiency as a human being, his satisfaction, and his success in living” and places major value on effective and efficient social functioning.

Hilgard (1957) states that a mentally healthy person is an adjusted person. This statement means that he is not unduly distressed by the conflicts he faces. He attacks his problem in a realistic manner, he accepts the inevitable, he understands and accepts his own shortcomings.

Shoben (1957) asserted that a healthy person is one who extends his or her functioning beyond self-control and personal responsibility into the domain of social obligation and responsibility.

Hadfield (1950) stated that the mental health represents the full and free expression of our natural and acquired potentialities in harmony with one another by being directed towards a common end or aim of the personality as a whole. To some, mental health implies living securely, enjoying life, being productive and having a steady ego that is capable of withstanding stress.

According to Bowman (1965) mental health may be defined as
the ability to function effectively and happily as one’s expected role in a group. It is a condition of the whole of the mind as often supposed. It is an outgrowth of one’s total life and is promoted or hindered by day to day experiences.

Mental health implies the ability to judge reality accurately and to see things, in terms of long term rather short term values. It implies the ability to love, to be able to sustain affectionate relationships with other persons. It means the ability to work in one’s chosen field with pleasure and productivity.

O’Doherty (1967) has stressed integration of personality, judgement free from distortions due to emotional pressure and consciousness freed from obsession with self. Among other things he writes that mental health demands good intra-personal and interpersonal relations with other and with God.

Maslow (1968) has used the term self actualization whereas Allport (1961) suggested the matured personality. Roger (1962) gave the descriptive term of a full functioning person. These physiologists took the term in various judgements and tend to view human functioning as within “intrapsychic” Which means totally controlled within the organism.

Gilmer (1970) states that mental health in the final analysis is an individual problem; and a person who has a realistic concept of himself, can plan his adjustment. This planning involves keeping the level of aspiration in according to one’s ability and opportunity.

Poor mental health is manifested through psychological and physiological symptoms. The overt symptom indicates poor mental health in terms of inadequacy, depression, anxiety, sensitivity, tension and anger. On the contrary good mental health indicates the terms of adequacy, cheerfulness, placid stability, coolheadedness and relaxedness respectively. These measures have been defined as follows by Wolman (1973):

**Inadequacy:** Inability to deal with a situation due to lack of skill or mental ability. However, this description appears to be emphasizing
mental retardation and not emotional stress.

*Adequacy:* Ability to deal with a situation with skill and mental ability.  
*Depression:* Feeling of helplessness, inadequacy and sadness.

*Cheerfulness:* It is happiness and joyfulness and is a feeling of self sufficiency.

*Anxiety:* It is the unpleasant experience when the object is known and the anticipation of being over-whelmed by an internal or external force.

*Placid:* It is a pleasant experience when the object is known and the individual is competent to maintain balance of mind.

*Sensitivity:* The responsiveness of an organism to stimulus energy or the person is not firm and steady and easy to break down or give way.

*Stability:* The person is firm and steady and is not likely to break down or give way.

*Anger:* An intense emotional reaction elicited by threats interference verbal attack over aggression or frustration and characterized by acute reaction of the autonomic nervous system and by overt or covert attack response.

*Coolheadedness:* Less prone to emotion of anger or outburst of anger.

*Tension:* A state of disequilibrium between the organism and its environment.

*Relaxedness:* A state of equilibrium between the organism and its Environment.

According to Dutt (1974) mental health appears as an attribute of nature, human personality and a social value to be guarded and maintained through purposeful living.

Bhan and Dutt (1978) have given the following criteria of a sound mental health:

1. Adequate feeling of personal worth
2. Adequate emotional maturity
3. Adequate understanding of others
4. Adequate orientation of goals
5. Adequate creativity
Srivistava (1983) is of the view that mental health consists of six dimensions: Positive self evolution, Realistic perception, Integration of personality, Autonomy, Group oriented attitudes and Environmental competence as contributing to the specific component, namely, mental health.

- Positive self evaluation includes confidence, self acceptance, self identity, feeling of worthwhileness, realization of one’s potentialities etc.
- Realistic perception includes being free from need distortion, absence of excessive fantasy- a broad outlook of the world.
- Integration of personality includes balance of psychic forces, ability to understand and to share other people’s emotions, ability to concentrate at work/task, an interest in variety of activities.
- Autonomy includes stable set of standards of one’s actions, self-control in one’s actions, dependence for own development upon own potentialities rather than other etc.
- Group oriented attitudes are ability to get along with others and work with others, ability to find recreation, feeling that one is safe in contact with one’s group members.
- Environmental competence includes efficiency in meeting situational requirements, ability to work and play ability to carry the responsibilities or capacity for adjustment.

According to Cramer (1995) mental health is defined as mental attitudes and adjustment patterns of the individual in term of culturally defined and socially acceptable behaviour as derived through social interaction.

Hales and Hales (1995) stated that mental health is the capacity to think rationally and logically and to cope with the transitions, stresses, traumas, and losses that occur in all lives, in ways that allow emotional stability and growth.

Shalala (1996) described that mental health refers to how a
person thinks, feels and acts when faced with life’s situation. It is how people look at themselves, their lives and other people in their lives and explore choices”.

Raquel (2001) stated that feeling capable and competent; being able to handle normal levels of stress, maintain satisfying relationships, and lead an independent life; and being able to "bounce back," or recover from difficult situations, are all signs of mental Health.

Schora (2001) stated that mental health defined as the earliest expression of flexible strategies for coping with the novelty and stress that is inherent in human interactions.

According to Nesse (2005) mental health is a term used to describe either a level of cognitive or emotional wellbeing or an absence of a mental disorder. From perspectives of the discipline of positive psychology or holism, mental health may include an individual’s ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience.

Satcher (2006) stated that mental health is a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life.

Thus on the basis of above mentioned definitions of mental health it can be summed up that the term mental health has been used in different ways by psychologists, psychiatrists and others and is influenced by multiplicity of factors like intelligence, personality, education level, academic achievement, cultural level and physical health. Physical health and mental health are closely connected. Mental health plays an important role in both the ways, the way people behave and the way they feel. Emotionally healthy individuals accept their weaknesses as well as their strengths. They remain in contact with reality and they are able to deal with stress and frustration. They also act independently to outside influences and
show genuine concern for other people.

**Elements of Mental Health:**

i). *Physical Health:* It is an admitted fact that a sound mind lives in a sound body. So sound physique is essential to keep good mental health. Persons who have some physical defects or deformities may develop various types of complexes and frustrations which results in ill mental health.

ii). *Intellectual Health:* Intellectual health is another important element of mental health. Intellectual persons can adjust well to the changing and frustrating situations. Thus good intelligence keeps the mental health of the child.

iii). *Emotional Health:* Under mental health, emotional health is very important. An emotionally stable child enjoys a good mental health and emotionally unstable conditions cause maladjustments and mental disorders. So parents and teachers should try to keep the children away from unhealthy emotions and feelings of anger, fear, hatred, disgust, jealousy etc. On the other hand they should provide healthy atmosphere where emotions can be sublimated for useful purpose.

iv). *Interests and Aptitudes:* It is essential that the children should be healthy in their interests and inclinations. The work assigned to children should be according to their interests and aptitudes so that they may get success and the wholesome and balanced personality may be developed. If the work assigned to students is above their heads or not according to their interests and aptitudes then they will lack confidence and hence suffer from frustration, which leads to ill mental health.

v). *Mental Health and Environment:* For good mental health it is essential to have good environment. Inadequate environment in the home, school and society leads to ill mental health and
good environment leads to good mental health.

**1.1.2 Moral Judgement**

Morality is the supreme essence of civilized society which distinguishes men from animals. The entire super structure of our society and of the state is built on it. Any social organization devoid of morals is bound to totter down, no civilization can survive for long which is not based on the eternal principles of morality. Therefore, it is the crying need of the hour to infuse into the hearts of men from the childhood the highest moral principles which have stirred up men at all times to a life of selfless service to humanity. Morality, in this way, is in conformity to the moral code of the social group.

The place of moral education in schools and colleges is very relevant these days. In the age when there is loose talk about moral degradation at all levels, it goes without saying that moral development of the child should seriously be taken into consideration. The many ills of our society are mainly due to gradual disappearance of the hold of the basic principles of religion on the heart of people. Secondary Education Commission (1952) had laid much emphasis on moral development of children. The report of Education Commission (1964-66) states that a serious defect in the school curriculum is the absence of provision of education in social, moral and spiritual values. Most people detest immoral talk. Learning moral accusation, expressing moral indignation, passing moral judgement, allotting blame, administering moral reproof are most often repugnant and opprobrious to many. This is perhaps due to the fact that “moral” means different things to different people. At this juncture, it becomes necessary to hear what some authorities have said on the word “moral”. The term “morality” is derived form the Latin plural “mores”, which means “manner” or “moral” which means custom, practice or a way of accomplishing things.

Morality is the law of humanity in terms of behaviour and the conduct of universal law of harmony. It is the internalization of a set
virtues, ideas and values sanctioned from society.

Mackenzie (1929) described that moral judgement is not simply of the nature of what is called a judgement in logic. It is not merely a judgement “about” but a judgement “upon”.

According to Dewey (1932) moral is similar to judgement of good and bad in conduct. It deals with recognition of beauty and ugliness in conduct. He explained that a judgement which is adequate under ordinary circumstances, may go far astray under changed condition judgement, is more of personal point of view, coming as it does from the word “judge” which means to form or give an opinion about something or somebody. Judgement, therefore, is a person’s capacity to give form or decide a correct opinion of what is right or wrong. It is conditioned by society; environment and time. Generally, moral judgement is believed to be the ability to discriminate between what is right and what is wrong according to social standards. Such ability depends upon two factors;

1. Personal factors, like intelligence, personality, aptitude and interest.
2. Environmental factors which include socio-economic status of the family etc.

Piaget (1932) says, “All morality consist in a system of rules, and the essence of morality is to be sought in respect to which the individual acquires these rules.” Acquisition of morality as commonly conceived by the psychologists is the internalization of a set of virtues, ideals and values, sanctioned by society which becomes an integral part of the individual’s self through the process of development.

Hemingway (1955) lays down that “what is moral is what you feel good after and What is immoral is what you feel bad after. The only true morality is autonomy, Self-rule, the action of an individual guided by internal controls. It’s essential characteristic is free choice; imposed morality can never be genuine morality moral concepts and rules are closely related to the structure of society, and morality.
Although all human societies have some standards of right and wrong and are sensitive to judgements in such terms, but behind the variations is some real measure of uniformity."

According to Longman’s dictionary of contemporary English (1978), “Moral is (i) a behaviour action considered or judged as being good or bad, right or wrong, (ii) it is based on the idea of what is right compared with what is lawful, having or being directed towards right, (iii) goodness, (iv) related to pureness and goodness, (v) able to recognize the difference between right and wrong, good and evil. And judgement is the ability to judge correctly; the capacity to discern; it is the capacity of an individual to discern and decide what is right and wrong. Judgement is relative, never absolute.”

According to New Shorter Oxford English Dictionary (1993), “Morality is the doctrine or branch of knowledge that deals with right and wrong conduct and with duty and responsibility.”

According to James (1979), “Moral judgement is the process by which a person arrives at a judgement of what is a moral thing to do in a moral dilemma.”

According to Blassi (1997) moral judgement is defined as intention, a sense of obligation to behave in accordance with one’s perception of the upright, rather than by the behaviour that corresponds to the perception.

Learner’s English Dictionary (1998) defined morality as “the goodness or rightness of society’s standards of right and wrong.”

According to Encarta World English Dictionary (1999), “Morality is an accepted moral standard of conduct that is accepted as right or proper.”

David (1999) said that moral judgements are nothing but expressions of, or about, the individual judge’s own attitudes (their thoughts, feelings, personal opinions, etc.)

According to Lind (2000) moral judgement is operationally defined as the ability of a subject to accept or reject arguments on a
particular moral issue consistently in regard to their moral quality even though they oppose the subject’s stance on that issue.

Greene and Haidt (2002) defined that morality evolved from human’s expending cognitive abilities that allowed the development of within group altruism or cheating, cooperation and norm following behaviour.

Haidt (2003) defined moral judgement as an evaluation of the actions and character of a person made with respect to the norms and values established in a society.

Thomasma and Wersstub (2004) viewed that moral judgement is competent judgement that an individual has the possibility of making choices and is able to recognize their consequences.

According to Philip (2005) moral judgement is a system of defining rules for judging the behaviour of individuals in the society.

Lerkiatbundit et al. (2006) are of the view that moral judgement is the capacity to make decisions and judgements which are moral based on internal principles and to act in accordance with such judgements.

Knutson et al. (2009) are of the view that moral judgement is an evaluation of the actions and character of a person made with respect to social norms.

THEORIES OF MORAL JUDGEMENT:

Piaget’s Moral Judgement Theory

Piaget (1932) constructed a model consisting of the four stages of development through which an individual might progress. Further he established characteristics and age range for each stage. Regarding the use of stage in his model, Piaget (1932) remarked that typology of stages permits us to construct simplified models of reality and thus provides the study of the latter with irreplaceable dissecting instruments.

The following are the outlines of Piaget’s four stages with approximate age range and characteristics:
• **Sensorimotor stage (Birth to approximately 2 years):** There is total egocentrism at first, which gradually lessens but remains dominant throughout. The child operates as though he is the whole world and courses all events.

• **Pre Operational Stage (approximately 2 years to 7 years):** The actions are internalized and therefore, represented, but thoughts are not liberated from perceptions. The child in this stage makes decisions, based on perceptual clues when confronted with a conflict between cognition and perception. His ability to take social participation is limited.

Concrete operational stage (approximately 7 years to 11 years): The child’s longer perception is bored, he can make cognitive, logical decisions—rather than perceptual decisions. He is no longer dominated by egocentrism and can see the view of others and co-operate in a reciprocal manner. Here appears the desire for mutual understanding. Children within the same group give contradictory accounts.

• **Formal Operational stage (12 years to 16 years):** This is the final stage of adult thought of moral development. Now he can deal with the ideas, issues and principles and can see things as the ‘ought to be rather than only what they are’. The child during this stage thoroughly masters his code of self and even takes pleasure in juridical discussions, whether of principle or merely of procedure, which may at times arise out of the points in dispute.

Piaget (1932) also describes three kinds of rules: The motor rule relatively independent of any social contact, the coercive rule, due to unilateral respect and the rational rule, due to mutual respect. Further in his investigation, Piaget presented children with hypothetical situations in the form of stories and attempted to examine the criteria upon which the child made moral realism. Piaget examined the subjective responsibility incorporating clumsiness, stealing and lying, co-operation and the development of the idea of justice which includes experiment and discussion concerning the
problem of punishment, collective and communicable responsibility, the two moralities of the child and types of social relations.

In sum up, Piaget viewed moral judgement development as a process involving the development of cognitive processes in conjunction with experience of role taking in the peer group and society allowing the movement from moral realism to autonomy.

**McGrat’s Moral Judgement Theory**

McGrat (1948) employed a different method from Piaget’s and was able to distinguish four stages in moral development:

In the first stage there occurs an awareness of duty towards God and moral principles relating to simple social duties such as politeness, honesty, sympathy etc.

The second stage is entered as early as about the age of eight or nine. It involves an awareness of more complex/social duties such as problems of marriage and rightness of conduct as it concerns society.

The third stage is entered at the age of about 10 years. In this stage he starts taking part in group activities.

The fourth stage is entered at the age of about 11 to 12 years. It brings an awareness of problems.

McGrat (1948) assumed that these stages of development are representative and fundamental in the progress of the individual’s growth from infancy to maturity in which a child reaches at about the age of 17 to 18 years.


Lee’s Moral Judgement Theory

Lee (1971) supported Piaget’s stages as these stages are probably most adequate to deal with the development of moral judgement in adolescence as they are based on a work on children of 13 years and under. In Lee’s viewpoint moral judgement is the individual capacity to make concrete, approved, acceptable decision and choice that does not contravene any code of social ethics. It can be conditioned by environment, economic and family factors. Morality is the conformity to the moral code of the social group. It is the internationalization of a set of virtuous ideas and values sanctioned by society that become an integral part of the individual’s self through the process of development. It is considered as a sum total of an individual's way of behaving which is judged in terms of ethical righteousness or wrongness.

Moral development has various elements, but no one element exists independently of others. Firstly, there is simple view that moral development passes through different stages and behaviour characteristics of each stage can be clearly described. Secondly, this development can be understood in terms of the different sections which govern moral behaviour. This is rather more complicated and involves a study of varying motives underlying behaviour at different stages of development. Third, visible alternative is the study of moral judgements.

This is not so much concerned with behaviour and its motivation as with the development of maturity of moral judgement. Obviously, actual behaviour and the motives behind it are important too, but the emphasis here is on the intellectual element involved in the judgement made concerning moral problems. Finally, moral development can be viewed in terms of insight provided by psychology. Here the actual personality of the individual is linked with his behaviour and his stage of psychological development.

The elements of moral development can thus, be tested out into
following four categories: simple stages of development; moral sanction; moral judgement; psycho-social development.

Moral development involves the cognitive capacity and insight to see the relationship between an abstract principle and concrete case and judge the situations as right or wrong. Keeping in view the knowledge of moral standards, it is the byproduct of child’s general social experiences which enables him to evaluate worthiness or unworthiness of an action as good or bad.

**Kohlberg’s Moral Judgement Theory**

The development theory of moral judgement given by Lawrence Kohlberg (1958) is also based on Piaget’s theory of moral judgement. For more than 16 years, Kohlberg has studied the development of moral judgement and character. Kohlberg’s model consists of the following three levels of moral reasoning with each level consisting of two stages, thus, a six stage hierarchical construct.

- **Pre-Conventional level:** At this level the child is responsive to cultural rules and labels in term of either the physical or hedonistic consequences of action. The level is divided into two stages:
  
  Stage 1: The punishment and obedience orientation where the physical consequences of action determine its goodness or badness regardless of the human meaning or value of these consequences.
  Stage 2: The instrumental relative orientation where right action consists of that which instrumentally satisfy one’s own need and occasionally the needs of others, human relations are viewed in terms like those of the market place and reciprocity. It is a matter of “you scratch may back and I will scratch yours”, not of loyalty, gratitude and justice.

- **Conventional level:** At this level, maintaining the expectations of the individual’s family or nation is perceived as valuable in its own right, regardless of immediate and obvious consequences. The
attitude is not only one of its confirmation and of activity maintaining it. It has two stages:

Stage 3: The interpersonal concordance or ‘goodbye’ ‘nice girl’ orientation, characterized by good behaviour which pleases or helps others and is approved by them.

Stage 4: The law and order orientation, where the orientation is towards authority defined rules and maintenance of social order.

Right behaviour consists of doing one’s duty.

- Post-conventional level: At this level there is a clear effort to defined moral values and principles which have validity and application apart from the authority of the groups or persons holding these principles. This level again has two stages:

Stage 5: The social legalistic orientation, generally with utilization of overtones.

Stage 6: The universal ethical principles orientation, where right is defined by decisions of conscience according to ethical principles, universal principles of justice, equality, human rights and respect for human dignity.

Kohlberg's (1958) moral development theory can be summarized as claiming that (a) moral judgement is a role taking process which (b) has a logical structure, is at each stage, (c) this structure is best formulated as a justice structure which (d) is progressively more comprehensive, differentiated and equable than the prior structure.

Thus, it can be concluded that moral judgement refers to the judgement of the worth actions and products.

1.1.3 Intelligence:

Psychologists have made efforts from time to time to define the term ‘intelligence’. The psychologists employ the term intelligence as a theoretical construct with certain descriptive and predictive properties. Intelligence, in this setting, is not an unchanging concept since it can be uttered in definition to suit the needs of the scientist.
However, the definitions and measurements of intelligence are so elusive that it cannot be measured directly but mainly through overt manifestations of the functioning of the brain. Intelligence tests are seen as moderately good predictors to diagnose strength and weaknesses of individual pupils in order to establish the most effective learning environment.

Binet (1905) developed the first intelligence test involving analogies, patterns and reasoning skills.

Stern (1914) proposed the intelligence quotient, mental age divided by chronological age. Stern (1914) further asserted that intelligence is a general capacity of an individual consciously to adjust to his thinking to new requirement. It is general mental adaptability to new problems and conditions of life.

Binet and Simon (1916) defined intelligence as a capacity to make rational judgement in situation regarding a minimum formal schooling.

Wagnon (1937) asserted that intelligence is the capacity to learn and to adjust to relatively new and changing conditions.

Thurstone (1938) viewed intelligence as, the capacity to have an instructional adjustment. It is also the ability to adopt oneself adequately to relatively new situation in life.

Stoddard (1943) postulated that 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 resistance to emotional forces.

According to Weschler (1944), "Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.

Piaget (1953) defined intelligence as the ability to adapt mentally to new situations or to increasingly complex environment.

Calvin et al. (1955) defined intelligence as, "The ability to learn
to adjust ourselves to the environment."

Bloom (1956) contends that cognitive domain includes all those objectives which deal with recall or recognition of knowledge and development of intellectual abilities and skills.

Garret (1964) defined intelligence includes abilities demanded in solution and use of symbols like words, numbers, diagrams, equations and formulae which represent ideas and relationship.

Garry (1965) stated that intelligence is the innate ability to solve problems. The innate ability is that which is present in a person from birth and not acquired through self-study or as a result of classroom instructions.

Bruner (1966) stated that intelligence development runs the course of those stages of cognitive development, termed systems of representation by him. To put it simply, he explained three ways of knowing something-through doing it, through sensing it and through a symbolic means such as language. The three models of interacting with the environment emerge quite early in life in the order given inactive, iconic and symbolic and become interrelated throughout life. These models serve as the means of representing experiences internally and also of operating on one’s environment- acting on one’s environment (inactive representation), sensing the environment (iconic representation) and interacting with the environment through language (symbolic representation).

Guilford (1967) termed intellectual as an ability which is defined as an "union of an operation, a content and a product and presumably each individual varies in competence in each of the 150 discrete abilities Performing an intellectual task is essentially performing a mental operation with some specific content to achieve a product.

Vernon (1969) summarized the concept of intelligence as basically involving (i) genetic capacity that intelligence is part of genetic equipment, (ii) observed behaviour that intelligence results from both hereditary and environmental factors and (iii) a test score
that intelligence is the construct measured by intelligence test.

Paul (1991) stated that intelligence referring to a variety of mental capabilities including the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience.

Lenat and Feigenbaum (1991) defined intelligence is the power to find rapidly an adequate solution in what appears a priori (to observers) to be an immense search space.

Anastari (1992) is of the view that intelligence is not a single, unitary ability, rather a composite of several functions. The term denotes the combination of abilities required for advancement within a particular culture.

Gardner (1993) defined intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings.

Ceci (1994) has referred intelligence to multiple innate abilities that serve as a range of possibilities; these abilities develop (or fail to develop, or develop and later atrophy) depending upon motivation and exposure to relevant educational experiences.

According to Fogel (1995) any person who generates adaptive behaviour to meet goals in a range of environments can be said to be intelligent.

Gottfredson (1997) has tried to define intelligence as the general mental capability, that among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning; a narrow academic skill, rather it reflects a broader and deeper capability for comprehending our surroundings - "catching on", "making sense" of things, or “figuring out” what to do.”

According to English Learner’s Dictionary (1998) “Intelligence is a level of someone’s ability to learn and understand. Intelligence is not
only the general ability but also includes the specific ability to learn and understand the situations.”

Poole (1998) has defined that an intelligent person does what is appropriate for his circumstances and his goal, he is flexible to changing environments and changing goals, he learns from experience, and he makes appropriate choices given within perceptual limitations and finite computation.

According to Nakashima (1999) Intelligence is the ability to process information properly in a complex environment. The criteria of properness are not predefined and hence not available beforehand. This is acquired as a result of the information processing.”

Gudwin (2000) has defined intelligent systems as expected to work, and work well, in many different environments. Their property of intelligence allows them to maximize the probability of success even if full knowledge of the situation is not available. Functioning of intelligent systems cannot be considered separately from the environment and the concrete situation including the goal.”

According to Encyclopedia of Psychology (2000), “Intelligence may be described as one thing (a general ability) or as several different things (a set of different abilities).”

According to The Cosini Encyclopedia of Psychology and Behavioural Science (2002), “Intelligence is a term referring to complex mental abilities of individuals.”

Sternberg (1996) is of the view that intelligence is a skill in achieving whatever you want to attain in your life within your socio-cultural context—meaning that people have different goals for themselves, and for some it’s to get very good grades in school and to do well on tests, and for others it might be to become a very good basketball player or actress or musician.”

Simonton (2003) has defined intelligence is certain set of cognitive capacities that enable an individual to adapt and thrive in any given environment they find themselves in, and those cognitive
capacities include things like memory and retrieval, and problem solving and so forth, there’s a cluster of cognitive abilities that lead to successful adaptation to a wide range of environments.”

Aderson (2006) Intelligence is “that facet of mind underlying our capacity to think, to solve novel problems, to reason and to have knowledge of the world.

Legg and Hunter (2006) viewed intelligence as an ability to achieve goals in a wide range of environments.

Hence, from the above definitions it can be concluded that intelligence provides the brain power for routine learned abilities such as vocabulary and the other for less teachable and more complex abilities like abstract reasoning.

**Types of Intelligence**

Three kinds of intelligence have been distinguished by Thorndike (1927): social and motor or mechanical intelligence.

- **Abstract intelligence**: Abstract intelligence expresses itself as an aptitude for learning to read and to solve problems presented in the form of words and symbols etc. It is the capacity which is expressed in terms of effective behaviour with words and syllable. One, who possesses this type of intelligence, will be most successful in the learning situation in school.

- **Social intelligence**: It is ability to adapt with the people. It is the capacity to behave effectively with the people. Anyone who has facility of manares to get along with others is regarded as social intelligence.

- **Motor or Mechanical intelligence**: It is the ability to adapt with machines. It is the capacity to deal effectively with the situations which involves machines or other inanimate objects. A child who possesses an ability to mend his cycle, to handle mechanical tools effectively, can be said to possess motor intelligence.

Another psychologist Gardner (1983) identified seven distinct types of intelligence:

- **Linguistic**: Children with this kind of intelligence enjoy writing, reading, telling stories or doing crossword puzzles.
• **Logical-Mathematical:** Children with lots of logic intelligence are interested in patterns, categories and relationships. They are drawn to arithmetic problems, strategy games and experiments.

• **Bodily-Kinesthetic:** Children with bodily-kinesthetic intelligence process knowledge through bodily sensations. They are often athletic, dancers or good at crafts such as sewing or woodworking.

• **Spatial:** These children think in terms of images and pictures. They may be fascinated with mazes or jigsaw puzzles or spend free time in drawing, building legos and daydreaming.

• **Musical:** Musical children are always singing or drumming to themselves. They are usually quite aware of sounds which others may miss. These kids are often discriminating listeners.

• **Interpersonal:** Children who are leaders among their peers, who are good at communicating and who seem to understand other’s feelings and motives possess’ interpersonal intelligence.

• **Intrapersonal:** These children may be shy. They are aware of their own feelings and are self-motivated.

In 1997, Gardner added naturalist intelligence (used in discriminating among plants, animals and other features of the natural world and in classifying objects in general) as an eighth intelligence and spiritual intelligence and existential intelligence as ‘Candidate’ intelligence (in Dictionary of Psychology by Colman, 2001). During the 1990s some authorities began to consider the emotional intelligence as another form of intelligence.

Salovey and Mayer (1990) defined emotional intelligence in terms of being able to monitor and regulate one’s own and other’s feelings, and to use feelings to guide thought and action.

Goleman (1998) stated that emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

**1.1.4 Personality**

The study of personality is in a ways the most fascinating aspect of psychology because it concerns what is most human about us. But
it is still a subject highly resistant to systematic description and explanation.

The idea of personality implies that people’s attitudes and behaviour differ characteristically in ways that persist through changing situations and over long period of time. These traits or habits are assumed to be largely unconscious approaches to the world expressed in everything a person thinks, feels, and does.

Personality is an organization of a large number of traits. It is the integration of all the individual’s abilities and characteristics—physical and mental, learned and unlearned.

Allport (1937) speaks of biophysical and biosocial definitions of personality. Biosocial definition equates personality to the “social stimulus value” of the individual. It is the other person who speaks about one’s personality. Biophysical definition roots personality in the personal characteristics and qualities of the subjects. According to biophysical concept, personality has an organic as well as perceived side and may be linked with the specific qualities of the individual susceptible to objective measurement and description.

Blos (1941) said that personality is an integrated system of the individual’s habitual attitudes and behaviour tendencies thus representing his characteristic adjustment to his environment.

Murphy (1947) defined personality as structured organism environment field, every aspect of which stands in dynamic relation to every other aspect. There is organization with in the organism and organization with in the environment but it is the cross organization of the two that is investigated in personal research.”

Stanger (1948) is more concerned about the person’s inner system and defined personality as an inner system of beliefs, expectancies, desires and values.

Hilgard (1949) has defined personality as which used to mean the configuration of an individual’s characteristics and ways of behaving which determine his unique adjustment to environment.
Hence Personality includes those characteristics that are important in the individual’s personal adjustment in the maintaince of self-respect”.

Cattell (1956) equates personality with the individual aspects of behaviour. He directs his attention to the behaviour of the individual and maintains that it should have predictive power. He defined personality as that which permits to a prediction of what a person will do in a given situation.

Guilford (1959) regards an individual’s personality as “a unique structure of traits”.

Rogers (1962) defined personality as the total pattern of an individual’s characteristics traits constituting his distinctive ways of adopting to his environment.

Fredenburg (1971) has said personality is a stable system of complete characteristics by which the life pattern of individual may be identified”.

Mischel (1976) considers personality as distinctive pattern of behaviour (including thoughts and emotions) that characterize each individual’s adaptations to the situation of his or her life.

Rauf (1976) describes personality as a the dynamic organization of all the constituent traits of an individual and is unique combination of physical, mental, social and moral into a well knit whole of an individual personality.

Young (1978) stated that personality is a word that signifies the personal traits and patterns of behaviour that are unique to the individual. You experience these traits and patterns of behaviour as your own; others observe them directly or through your communication with them. Personality includes attitudes, mode of thoughts, feelings, impulses, strivings, and actions, responses to opportunity and stress and everyday modes of interacting with others. When these elements of personality are expressed in a characteristically repeated, This is to what I call a personality style.”
Sherman (1979) has defined personality as, “the characteristics pattern of behaviour, cognations and emotions which may be experienced by the individual and/or manifest to others.”

According to Bee (1985) personality describes a better range of individual characteristics mostly having to do with the topical ways each of us interacts will the people and the world around us. whether we are gregarious or shy, whether we plunge into new things or hold back, whether we are independent or dependent, whether we are confident or uncertain all of these are usually thought of as elements of personality.

Hall et al. (1989) view personality as a complete set of scores or descriptive terms that describe the individual being studied in the terms of the variables or dimensions that occupy a central position with the particularly theory utilized.”

Hjelle and Ziegler (1992) described Personality traits as enduring patterns of perceiving, relating to, and thinking about the environment and oneself that are exhibited in a wide range of social and personal contexts.

According to Morgan (1993) personality consists of “the distinctive patterns of behaviour (which include thoughts and emotions) that characterize each individual’s adaptation to the situations of his or her life.”

Wright and Born (1998) explained as personality as the patterns of behaviour, thought, and emotion unique to an individual, and the ways they interact to help or hinder the adjustment of a person to other people and situations.

According to Buss and Greiling (1999) personality is distinctive qualities of a person, especially those distinguishing personal characteristics that make one socially appealing: won the election more on personality than on capability.

Sigelman (1999) defined that personality as the organized combination of attributes, motives, values, and behaviours that is
Carver and Scheier (2000) defined personality is a dynamic organization, inside the person, of psychophysical systems that create a person’s characteristic patterns of behaviour, thoughts, and feelings.

Oxford Advanced Learner’s Dictionary of Current English (2000) explained that personality is the various aspects of a person’s character that combined to make them different from other people.

Moynihan and Peterson (2001) are of the view that personality traits are the key antecedent of an individual’s cognitions and affective states that may influence his or her task and interpersonal or socio-emotional role behaviour.

According to Rychman (2004) personality is dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognition, motivation and behaviour in the various situations.

Thus it may be summed up that personality is the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intrapsychic, physical, and social environments (Larsen and Buss, 2005). In other words, Barbara (2006) views personality is totality of an individual’s behavioural and emotional characteristics. Personality embraces a person’s moods, attitudes, opinions, motivations, and style of thinking, perceiving, speaking, and acting”.

**Personality Dimensions or Traits**

These are dimensions of individual differences in tendencies to show consistent patterns of thoughts, feelings and actions (McCrae and Costa, 2003). They are familiar to lay persons, who use a huge vocabulary of trait descriptive adjectives to describe themselves and others such as, nervous, enthusiastic, original, accommodating, careful, etc.

Personality psychologists Raymond Cattle and Hans Eysenck
had long ago noted that traits could be organized into much smaller clusters of similar traits. For example, the terms careful, cautious, deliberate and through are near-synonyms and people who are careful are also likely to be described as cautious and through. McCrae and John (1992) had organized many specific traits in terms of five factors of neuroticism, extraversion, openness to experience, agreeableness and conscientiousness, which is known as five-factor model (FFM).

Eysenck (1975) proposed the “trait cum type theory of personality”, an experimental approach to the study of personality. In the model, personality comprises of four major dimensions: psychoticism, neuroticism, and extraversion and lie score.

Fig. 1.1: Traits making up the Type Construct of Psychoticism (Adapted from Eysenck, 1975)
Showing the most severe type, psychotics are insensitive to others, hostile, cruel and inhumane, with a strong need to make fools of people and to upset them. Despite these socially undesirable traits, however, Eysenck believed that psychotics tend to be creative (Eysenck, 1975).

![Traits making up the Type Construct of Neuroticism](Adapted from Eysenck, 1975)

Neurotics, in Eysenck's view, are emotionally unstable individuals. Some unreasonably fear for certain objects, places, persons, animals, open spaces or heights; others exhibit obsession or
impulsive symptoms. The hallmark of the disorder for most neurotics is an anxiety level, disproportionate to the realities of the situation. Yet some neurotics are free from anxiety and fear.

Fig. 1.3 Traits making up the Type Construct of Extraversion
(Adopted from Eysenck, 1975)

Extraverts, according to this model, are sociable and impulsive individuals who like excitement and who are oriented towards external reality. Introverts are quiet, introspective individuals who are oriented
towards inner reality and who prefer a well-oriented life.

**Lie Scale:**

There is no doubt that personality questionnaires are subject to faking, and that in fact such “faking good” or “is the relatively easy “faking bad”. It also seems to indicate that under ordinary conditions subjects give relatively truthful answer. It is furthermore no interpretation of individual scale is likely to proof of satisfactory unless L- scale scores are taken into account. Lie score was used to detect tendency to fake good and some degrees of social naivety.

These three super factors or dimensions of personality are orthogonal to each other, which means that they do not correlate with each other (Eysenck, 1975). Eysenck strongly advocates that there are only three major dimensions or super factors in the description of personality: Extraversion- introversion; emotional stability versus unstability or neuroticism; and psychoticism versus impulse control (Eysenck, 1975).

Thus all the theoretically possible combinations of scores were taken into consideration. Every person does not necessarily have either 100 percent or zero percent of extraversion, neuroticism or psychoticism. An individual may show some degree of these superfactors on the continuum. A person may have high extraversion, moderate neuroticism and low psychoticism. According to Eysenck (1975) extraversion (E), neuroticism (N), and psychoticism (P) are the genetic bases of individuals' behaviour and are found universally, despite the unique social and cultural factors. Moreover, these types show stability within given individuals over a long period of time, during which a variety of experiences occur without appreciably modifying basic responses. Numerous longitudinal studies have shown that these three types are stable from childhood to adulthood. Individuals who are introverted in childhood, for example, tend to be introverted in adulthood. 'L' scale: lie scales are constructed from items listing issues and behaviours which are either socially desirable
but infrequently practised or frequently practised but socially undesirable (Eysenck, 1975).

1.1.5 Concept of Adolescence

Adolescence is a period of rapid physical, intellectual, emotional and social growth period, of growing up. Physically the boys or girls become adult and the sex organs mature. There is an intellectual growth towards a more abstract and mature mode of thinking. Intelligence reaches its maximum. Emotionally, the adolescents grow independent of parents and prepares themselves for entering into other relationships that are needed in marriage, in work and in the community. Sex consciousness is developed and this influences the emotional as well as intellectual activities of the individual.

The great importance of period of adolescence has been clearly emphasized by philosophers, sociologists and psychologists. The problem of mental health assumes specific significance during this stage of life because it is characterized by stresses and strains, the intensity and frequency of which are neither experienced in the preadolescent period and nor in the post adolescent period. The problems of mental health becomes particularly acute during late phase of adolescence because of heightened needs for self-acceptance, personal identity, independence and social acceptance and also because of the formidable realities and responsibilities of adult life that suddenly start staring him in the face and also because he knows that he is yet cognitively, conatively and pragmatically ill-equipped to meet these challenges.

According to Manning (1971), adolescence is a time of tremendous change and transition between childhood and adulthood. It has been regarded by psychologists, as a crucial period in the life of an individual.

Konopka (1973) considered the period from 12 to 15 years as early adolescence, 15 to 18 years as middle and 18 to 22 years as late adolescence.
Physically, adolescence can be defined as the span of a young person's life between the obvious onset of puberty and the completion of bone-growth.

Longman's Dictionary of Psychology and Psychiatry (1984) described adolescence as the period of transition from childhood dependence and immaturity to the greater maturity and independence of adulthood.

Chauhan (1987) stated that chronologically adolescence comes roughly between the years from 12 to early 20's. The onset of adolescence varies from culture to culture depending on the socio-economic conditions of the country.

According the New Shorter Oxford English Dictionary (1993), “Adolescence is the process or condition of growing from childhood to manhood or womanhood; the period of growing up.” According the English Learner's Dictionary (1998), "Adolescence is the period of time between being a child and being an adult; the teenage years. Adolescence can be a confusing time. Developing friendship is an important part of adolescence”.

Encarta World English Dictionary (1999) states that adolescence is a period in which child has to reach puberty but is not yet an adult.

According to Dictionary of Psychology (2001), "Adolescence is a period of development from onset of puberty to the attainment of adulthood”.

According to McLean and Thorn (2003) the period of transition during development, involves more dense personal memories and cognitive processes, adult and peer attachment modification, and autonomy seeking.


An examination of various definitions of adolescence reveals little difference of opinion regarding the physical facts that constitute the foundation for a general study of adolescence. Usually,
adolescence is thought of as that period of life during which maturity is being attained, and especially this is true in so far as maturity relates to the development of the procreative powers of the individual. This period also marks a time in the individual’s life when it is difficult to consider him either as a child or as an adult. Observation of and experience with individuals during the "teen" period reveals that there is a fairly distinct time during which the individual cannot be treated as a child, and actually resents such treatment. Yet the same individual is by no means fully mature, and cannot be classed as an adult. During this transition from childhood to adulthood, therefore, the subject is referred to as an adolescent.

1.2 THE PROBLEM

Modern age is the age of adolescents. Adolescents face a wide chain of challenges before them and they want to remain an active member of the society. To face challenges and remain an active member of the society, they have to acquire the characteristic of the mentally and socially healthy person. But as soon as they enter in the adolescent’s age they start acting like a machine without understanding the social problems and mental development. These difficulties are giving rise to many psycho-somatic problems like anxiety, tensions, frustrations and emotional upsets in day-to-day life. No doubt the present era is materialistic which develops stress and strain on the mind of adolescents. The education should be so designed that balanced personality could be developed. For the development of the balanced personality of individuals, they must be mentally healthy which puts direct effect on intelligence and moral judgement. The focus on mental health has emerged as a key area of researches in guidance and counseling, and the present study is a humble endeavour in this direction.

“A STUDY OF MENTAL HEALTH OF ADOLESCENTS IN RELATION TO MORAL JUDGEMENT, INTELLIGENCE, AND PERSONALITY”
1.3 SIGNIFICANCE OF THE STUDY

Life has become a complicated phenomenon. Growth and development is the first and foremost requirement of a person in a present era. Now a day we have many desires, aspirations and needs. It is very difficult rather impossible that all the needs, wishes, desires and passion of a person can be fulfilled.

In modern times with rapid advancement in all walks of life, problems have also multiplied in that proportion. Life is becoming fast with increasing impact of science and technology in social change. Though man has conquered time and space to greater interest by the present level of scientific advancement yet here is a threat to his existence. Along with these advancements comes the complex structure of society giving rise to many problems related to human life, especially the adolescents, who are facing the crisis of identity and uncertain future in the modern era of liberalization, privatization and modernization.

Our society is becoming increasingly more and more materialistic. Mental pressure is increasing day-by-day, especially at the adolescent students. Unrest and frustration are occurring in almost all the spheres of their lives leading to imbalanced personalities in society and thus hampering its progress.

No individual can personally and socially be well adjusted without being mentally healthy. The mentally healthy person has developed attitudes in relation to himself and his environment which has lifted him above ‘childishness’ in thought and behaviour. Mentally healthy person accept responsibility for their actions. They don’t look for excuses for their behaviour and satisfied in life.

The findings of the study thus in this era with specific reference to adolescents will help the parents in becoming more aware of the importance of their concern, approval, encouragement and affective relationship in achieving mentally health of their wards which play very important role in their day-to-day life. It will also equip the
guidance workers, counsellors and teachers with certain empirically tested facts to handle personality problems of adolescents.

1.4 OBJECTIVES

1. To study the nature of distribution of mental health, moral judgement, intelligence and different dimensions of personality scores of adolescents.

2. To study the relationship of mental health of adolescents with moral judgement, intelligence and different dimensions of personality.

3. To study the relationship of mental health of adolescents with moral judgement, intelligence and different dimensions of personality for the groups of adolescents having high and low mental health.

4. To study the difference in correlation of mental health with moral judgement, intelligence and different dimensions of personality for the groups of adolescents having high and low mental health.

5. To study the relationship of mental health with moral judgement, intelligence and different dimensions of personality in case of mental health of adolescent boys and girls.

6. To study the difference in correlation of mental health with moral judgement, intelligence and different dimensions of personality across the gender groups (Boys/girls).

7. To study the difference in the mental health of adolescents in terms of groups of moral judgement.

8. To study the difference in the mental health of adolescents in terms of groups of intelligence.

9. To study the difference in the mental health of adolescents in terms of psychoticism dimension of personality.

10. To study the difference in the mental health of adolescents in terms of neuroticism dimension of personality.
11. To study the difference in the mental health of adolescents in terms of extroversion dimension of personality.

12. To study the interactive effect of moral judgement and intelligence in relation to the combination of three dimensions of personality (psychoticism, neuroticism and extroversion) on mental health of adolescents.

1.5 DELIMITATIONS OF THE STUDY

1. The present study was delimited to school adolescents of 12-19 age groups.

2. The study was confined to the three districts of the Punjab namely: Ferozepur, Muktsar and Ludhiana.

3. The data was collected from the senior secondary government managed Punjabi medium schools of Punjab affiliated to PSEB.

1.6 OPERATIONAL DEFINITION OF THE VARIABLES

The key terms used in the study were operationally defined as under:

1. **Mental Health:** Mental health is an attitudinal concept toward others and ourselves. It presents a humanistic approach towards the understanding and assessment of the self, positive feeling, attitudes towards self and others.

2. **Moral Judgement:** Moral Judgement is the ability to evaluate the situation and moral issues as right or wrong keeping in view the knowledge of moral standard.

3. **Intelligence:** Intelligence is defined operationally as the ability to deal with numbers, analogies, opposites and synonyms to make categories and to draw inferences. Its measurement (verbal) is the total scores on Group Test of General Mental Ability (Jalota, 1982).

4. **Personality:** The sum-total of the actual or potential behaviour-patterns of the organism, as determined by heredity and environment; it originates and develops through the functional
interaction of the four main sectors into which these behaviour-patterns are organized: the cognitive sector (intelligence), the conative sector (character), the affective sector (temperament), and the somatic sector (constitution).