CHAPTER I
INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Human beings are highly intellectual, spiritual and unique creation of nature. Each human being is born with spatial potentials. Due to these unique characteristics human beings are super and differ from all creation of nature. Education is one of the most important human activities which is helpful in development of individual’s internal and external potentials. Education opens the door of development of intellectual, spiritual, social, cultural civilization and modernization. In other words it is a powerful key of all-round development of individual and thereby nation. Highly educated citizens of any country are assets for national development. This means that quality education is essential for higher development of any nation. Quality of education is mostly assessed on the basis of academic performance or academic achievement of students. Academic achievement serves as a key criterion in order to judge students’ true potential and capabilities. It is directly related to status of individual and society and thereby tax revenues of state and central government of the country. Due to importance of educational achievement of citizen, each country of the world wants to develop their educational system and thereby educational quality of citizens.

Schools are place of formal and structured education system. Every school desires that its students should do their best to learn what they are expected to learn. Doing best to learn means students should fully utilize the strength of their cognitive, affective and psychomotor potency to learn. Since very long time it was general perception that achievement of learner only depends on his cognitive abilities (intelligence). But in modern era educationists, psychologists, sociologists, biologists, doctors and others strongly recognize that role of affective and psychomotor factors is also very important in development of achievement of learner. Some effective factors like motivation, adjustment, personality, achievement motivation and other factors are very important in development of quality achievement of learner. But it is a fact that all these affective factors and cognitive potency can be fully utilized by students only if they are mentally healthy. Mental health is an important and essential aspect which plays significant role in the development of each phase of life. Mental health is a
powerful tonic for development of all cognitive, affective and psychomotor development.

Mental health is an important trait for human life as well as physical, spiritual and economic well being. It is true that a fit mind is a powerful key through which a human being attains pleasure in life. When we are mentally healthy, we enjoy our life and environment, and the people in it. A mentally healthy person can be creative to learn new things and take risks for higher achievement. He can be able to cope with problems in our personal and professional lives.

But it is true that today secondary and college students are facing mental health problems due to several reasons. Mental health problems are affecting academic performance of learners and big causes of poor academic achievement. Learners with poor mental health are facing failure in academic pursuit and a major cause of suicide. Various studies have been carried out in different parts of the world to recognize which affect mental health of adolescents. Suicidal behavior happens due to poor mental health, a sense of helplessness (Kay, Li, Xiao, Nokkaew & Park, 2009) and lower academic achievements (Puskar & Bernardo, 2007). The mental health of college students has attracted attention of researchers in recent years. Suicide is the second leading cause of death in college students (American Psychiatric Association), and a recent survey indicated that 45.7% felt so depressed in the previous school year that it was difficult to function (American College Health Association, 2005).

Mental health is compound sum of adjustment of individual with self, others and environment including emotional stability and attitude towards life. Emotionally unstable individual may lack his self-esteem, self-confidence, self-efficacy and social skills. In the absence of these qualities students cannot achieve properly. Due to these deficiencies, academic performance deficiency is enhancing in learners and raising problem of frustration. Frustration is creating situation of suicide.

Therefore, development of mental health at secondary, higher secondary and college level is very essential challenge in front of teachers, parents, teacher educators and Governments. Particularly adolescence period is very important and critical stage of life. It is period of physical and psychological transition. At this stage physical, emotional, social, religious, attitudinal changes develop vastly. This is a most important period in which the personality traits develop and find expression in many directions. In conclusion, this is backbone of development of physical, social and psychological domain of an individual, while mental health is essential element for
Mental health is associated with emotional intelligence. Today’s emotional intelligence appears in educational, psychological, social and other field of researches. Researchers believe that emotional intelligence is an important factor than intelligence. Adolescence period is heavily associated with emotional development. But good emotional development is not possible in the absence of good mental health. Therefore, during adolescence, if the individual continues desirable mental 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. The individual’s mental health and balance are of utmost importance 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.

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. 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 otherthus, in danger of losing their mental health status.

Mental health also influences individual personality. Mental health, emotional intelligence and personality are interrelated concepts. For the development of the balanced personality of individuals, they must be mentally healthy and emotionally balanced. The focus on mental health has emerged as a key area of researches in the field of education. The present study is designed to know relationship of mental health to emotional intelligence and personality of high school students.

1.2. CONCEPTS OF TERMS USED
1.2.1. Mental Health

The term mental health is constituted by two words- mental and health. Mental means mind. It is cognitive or intellectual power of human. The word health means different things to different people, depending on the situation combination with other words. In specific, it is wellness or goodness or well
functioning of a system. In general, according to WHO (2001b, P.1) “health is a state of complete physical, mental, and social well being, and not merely the absence of disease or infirmity.” So, simple meaning of mental health is that it is good or proper functioning of mind. In previous stage, mental health was considered as free from mental illness. But mental illness is not a guarantee of good mental health. It is totally negative aspect of mental health. Later positive aspects of mental health were considered and defined in different way. Some definitions of mental health are given below.

**Cutts and Mosely (1941):** “Mental Health is the talent to regulatesuitablytoward the different strains of the surroundings; we meet in life and mental hygiene as the means we take to assure this adjustment.”

**Menninger (1945):** “Mental health is the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness.”

**Lewkan (1949):** “Mentally healthy person is one who is happy, lives peacefully with his neighbours, makes his children healthy citizens and after fulfilling such basic responsibilities is still empowered with sufficient strength to serve the cause of the society in any way.”

**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.

**Crow and Crow (1951)** defined mental health as a science that deals with human welfare and pervades all fields of human relationship.

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

**Bowman (1965)** defined mental health 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.

**Lulla (1981)** defined mental health as a combined outcome of five aspects of health namely physical, emotional, moral, spiritual and social health. Mental health needs three things that is right thought, right attitude and right action of a person. Mental
health can also be called the process of human self-realization, self-satisfaction and fully successful existence.

Chauhan (1987): “Mental health is a condition that permits the maximum development of physical, intellectual and emotional state of an individual, so that he can contribute maximum to the welfare of the society and can realize his ideas and crisis of life.”

Cramer (1995) defined mental health 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.

Tudor (1996) defined mental health as a multifaceted term which included affective, behavior, cognitive, socio-political, spiritual and psychological aspects.

According to International Workshop on Mental Health Promotion, Toronto (1997) “Mental health is the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity.”

According to the U.S. Surgeon General (1999) mental health is a “state of successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity. Mental health is indispensable to personal well-being, family and interpersonal relationships, and contribution to community or society.”

WHO (2001d, p.1) defined mental health as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.”

Nesse (2005) defined mental health as 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) defined mental health as 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. According to Public Health Agency of Canada (PHAC) positive mental health is “the capacity of each and all of us to feel, think, act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity”.

According to Medilexicon's Medical Dictionary (2014-16) mental health is "emotional, behavioral, and social maturity or normality; the absence of a mental or behavioral disorder; a state of psychological well-being in which one has achieved a satisfactory integration of one's instinctual drives acceptable to both oneself and one's social milieu; an appropriate balance of love, work, and leisure pursuits".

It is clear from above definitions that mental health is not free from illness but a broad term. Some use it as brain or mind health. Others use it more broadly to include physical, mental, spiritual, emotional, social, etc. Investigator believes that a good definition includes all of the above. On the basis of above definitions mental health can be defined as follows: Mental health is a physical, mental, emotional, spiritual and social ability of an individual which is helpful in solving problems and meets the needs of everyday life, work effectively and fruitfully in productive way, establishes adjustment power with society members and environment and contribute significantly to society. Mental health is the ability of person to consider, think, and take action in exact ways so as to improve capacity to take pleasure in living and face challenges in life easily.

1.2.1.1. Characteristics of Mental Health: According Wolman (1973) characteristics of good mental health are adequacy, cheerfulness, placid stability, cool headedness and relaxedness. These measures have been defined as follows by:

**Adequacy:** Ability to deal with a situation with skill and mental ability.

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

**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.

**Cool headedness:** 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 **Bhan and Dutt (1978)** following are characteristics of a sound mental health: Adequate feeling of personal worth, adequate emotional maturity, adequate understanding of others, adequate orientation of goals, adequate creativity.

According to **Farahbakhsh (2004)**, there are six characteristics of a mentally healthy individual: Environmental mastery, Understanding perception of reality, Integration, Autonomy, Growth and development and Attitude toward self.

According to **Melinda et al. (2010)**, following are characteristics of mentally healthy person:

The individual(s) has/ have:

1. A sense of contentment.
2. A zest for living and the ability to laugh and have fun.
3. The ability to deal with stress and bounce back from adversity.
4. A sense of meaning and purpose, in both activities and relationships.
5. The flexibility to learn new things and adapt to change.
6. A balance between work and play, rest and activity etc.
7. The ability to build and maintain fulfilling relationships.
8. Self-confidence and high self-esteem.

According to **Neelima (2011, P. 9)**, following are characteristics of mentally healthy person:

1. Well-adjusted
2. Sense of personal worth
3. Security as a member of the group
4. Faith in ability to succeed
5. Understanding of his environment
6. Has philosophy of life
7. Lives in a world of reality rather than fantasy
8. Capacity to tolerate frustrations and disappointments in his daily life
9. Emotionally mature behaviour
10. Rational attitude towards physical health problems
11. Think for himself and can make his own decisions

According to Teague et al. (2014) people who are described as mentally healthy have following characteristics:

1. They have high self-esteem and feel good about themselves.
2. They are realistic and accept imperfections in themselves and others.
3. They are altruistic; they help others.
4. They have a sense of control over their lives and feel capable of meeting challenges and solving problems.
5. They demonstrate social competence in their relationships with others, and they are comfortable with other people and believe they can rely on them.
6. They are not overwhelmed by fear, love, or anger; they try to control irrational thoughts and levels of stress.
7. They are optimistic; they maintain a positive outlook.
8. They have a capacity for intimacy; they do not fear commitment.
9. They are creative and appreciate creativity in others.
10. They take reasonable risks in order to grow.
11. They bounce back from adversity.

In the light of above views any person possessing the following qualities should be considered to be mentally healthy: Autonomy, Sense of Humor, Self-esteem, Self-direction, Self-perception, Self-confidence, Sense of belonging, Being Honest, Good control on behavior, Positive outlook, Sustainable relationship with others, Being Responsible, Emotionally balanced, Fully adjusted, Good character, Being Trustworthy, Having Good Relationships, Patience, Proper risk taking behavior, Being Able to Talk about Problems, Being Optimistic, Confident, Able to Cope with Change, Getting help of others for big problems, Free from anxiety and conflict.

1.2.1.2. Elements or Dimensions of Mental Health: According to Jahoda (1958), mental health consists of six major categories described as follows:

1. Attitudes towards the Self—It include accessibility to consciousness, correctness towards the self-concept, self-acceptance, self-drive and a sense of identity.
2. Degree of Self-Actualization—It is the growth, development and realization of the individual’s potentialities through action.
3. Integration— It includes the balance of psychic forces, unifying outlook on life and resistance to stress.

4. Autonomy— It is the individual’s conscious discrimination of environmental forces and his degree of independence from social influences.

5. Perception of Reality— It includes freedom from need-distortion and empathy or social sensitivity. In other words, it means sufficient objectivity in social perception.

6. Environmental Mastery— It includes ability to love, adequacy in love, work and play, adequacy in inter-personal relation, efficiency in meeting situational requirements, capacity for adaptation and adjustment, and efficiency in problem solving.

According to Srivistava (1983) mental health consists of following six dimensions:

1. **Positive self evolution:** Positive self evaluation includes confidence, self acceptance, self identity, feeling of worthwhileness, realization of one’s potentialities etc.

2. **Realistic perception:** Realistic perception includes being free from need distortion, absence of excessive fantasy- a broad outlook of the world.

3. **Integration of personality:** It comprises equilibrium of spiritual forces, capacity to recognize as well as to contribute to other citizen’s sentiments, capacity to focus at task, an interest in variety of activities.

4. **Autonomy:** 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’s etc.

5. **Group oriented attitudes:** 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.

6. **Environmental competence:** Environmental competence includes efficiency in meeting situational requirements, ability to work and play ability to carry the responsibilities or capacity for adjustment.

Like physical health, mental health is presence of many positive characteristics. Positive psychologists strive to understand the full spectrum of human positive character by investigating such topics as gratitude, forgiveness, awe, inspiration, hope, curiosity, humour, and happiness. These are component of good mental health. Peterson and Seligman (2004) described character virtue and value as
the six broad virtues are wisdom, courage, humanity, justice, temperance, and transcendence.

According to Morrison and Peterson (2013) positive mental health includes components: Social emotional learning, Positive (strength focused) youth development, Protective factors and Resiliency, Diversity, Acceptance and understanding of student mental health needs, Connectedness, Strength-based perspectives, Mental fitness and Self-efficacy.

Thomas (2016) mentioned that Canada’s national public health agency has developed a conceptual framework of indicators for monitoring positive mental health and wellbeing which is known as Positive Mental Health Surveillance Indicator Framework. A detail of framework is given in Orpana et al. (2016). This framework includes 25 indicators at the individual, family, community, and societal levels.

**Individual**

Resiliency, Coping, Nurturing childhood experiences, Control and self-efficacy, Violence, Health status, Physical activity, Problematic substance use (drugs/alcohol), Spirituality

**Family**

Family relationship quality and connectedness, Parenting style, Family physical and Mental health status, Substance use by family members, Household composition, Household income and lack of material resources

**Community**

Community involvement, Social networks, Social support, School environment, Workplace environment, Neighbourhood social environment, Neighbourhood built environment

**Society**

Inequality, Discrimination, Political participation

1.2.1.3. Types of Mental Problems or Illness or Disorder: Every organ in the human body has a function, and various problems can arise with each organ. Each problem can be treated after diagnosis of problem. Mental illness is brain dysfunction affecting perception, thinking, mood and behaviour. In other words it can affect the way you think, feel and behave. Some general mental health problems are depression and anxiety. General people know about some problems of mental health but they don’t know about some problems due to use of psychological and medical words.
Following are mental disorder’s categories:

1. **Depression**: lowers your mood, you feel hopeless, worthless, unmotivated and exhausted. It can affect self-esteem, sleep, appetite and libido, interfere daily activities and physical health.

2. **Anxiety**: feel restless, sleeping problems, increased heart beat, an upset stomach, muscle tension or feeling shaky. It is constant and unrealistic worry about any aspect of daily life.

3. **Obsessive-compulsive disorder (OCD)**: has two main parts: obsessions and compulsions. **Obsessions** are unwelcome thoughts, ideas or urges that repeatedly appear in your mind like thinking that you have been contaminated by dirt and germs. **Compulsions** are repetitive activities that you feel you have to do, for example, repeatedly checking a door to make sure it is locked.

4. **Phobias**: A fear becomes a phobia when you have an exaggerated or unrealistic sense of danger about a situation or object. The symptoms of phobias are similar to anxiety, and in severe forms you might experience panic attacks.

5. **Eating problems**: eating too much or too little, deny eating even when very hungry, eat constantly, or binge. The subject of food or how much you weigh is likely to be on your mind all the time.

6. **Schizophrenia**: confused thoughts, hearing voices or seeing and believing things that others don’t.

7. **Personality disorders**: difficult to change patterns of thinking, feeling and behaving, limited range of emotions, attitudes.

8. **Panic attacks**: hard to breathe, choking sensation, chest pain, begins to tremble or feel faint.

9. **Self-harm**: take actions to cause self physical pain, not know why you self-harm, after self-harming able to cope with life again.

10. **Suicidal feelings**: tendency to Suicidal thoughts, unpleasant, intrusive and scary, think about suicide but majority do not go on to kill themselves.

### 1.2.1.4. Causes of Mental Problems or Illness or Disorder:

There are several causes of mental health problems. In most cases individuals don’t understand the cause of a particular problem. The following factors are main factors of poor mental health:

- Childhood abuse, trauma, violence or neglect such as emotional, physical,
or sexual abuse
- Social isolation, loneliness or discrimination
- The death of close person
- Self or close person’s divorce
- Stress
- Neglected by parents, relatives, friends and society
- Poor ability
- Homelessness or poor housing
- Early loss of parents
- Social disadvantage, poverty or debt
- Unemployment
- Low self-esteem
- Anxiety
- Anger
- Loneliness
- Caring for a family member or friend
- Long-term physical problems
- Involved in a serious accident or crime
- Physical causes like head injury and epilepsy.
- Genetic factors – there are genes that cause physical illnesses and thereby mental health problems.
- Dysfunctional family life
- Feelings of inadequacy
- Changing or loss jobs
- Abuse by others or parents

1.2.2. Emotional intelligence

The term Emotional Intelligence (EI) is combination of two words emotion and intelligence. Emotion is a physical/biological and psychological state of excitement or perturbation marked by strong feelings. Intelligence is a cognitive ability, which includes memory, comprehension, understanding, reasoning, and abstract thought. On the basis of meaning of these two words, emotional intelligence is an affective domain of intelligence. Emotional intelligence is result of importance
of affective domain on cognitive domain of intelligence.

Cianciolo and Sternberg (2004, p.1) reported that the first people to ponder over the nature of intelligence were not psychologists or educators, but philosophers. The ancient-Greek philosopher Plato likened people’s intelligence to blocks of wax, differing in size, hardness, moistness, and purity. A person whose block of wax was overly hard or soft and muddy or impure would suffer intellectual deficits. They further writes that “The eighteenth-century philosopher Immanuel Kant believed that there are different kinds of intelligence or perhaps different facets of intelligence, and that people clearly differed in the degree to which they possessed them (p. 2).” In the late 1800s, Englishman Sir Francis Galton (1822-1911) became one of the first people who studied intelligence. The term intelligence quotient (IQ) was first coined by the German psychologist William Stern in the early 1900s. This term was later used in by Alfred Binet and Theodore Simon in 1905, who published the first modern intelligence test, Known as Binet-Simon intelligence scale (Stough, 2015). Previously intelligence was considered as cognitive domain only. First time, concept of social intelligence was given by Edward Thorndike during 1930s. Concept of affective domain was given by David Wechsler during 1940s. He suggests that affective components of intelligence may be essential to success in life. In 1975 Howard Gardner introduces the concept of multiple intelligences. First time in 1985 Wayne Payne introduces the term emotional intelligence in his doctoral dissertation entitled “A study of emotion: Developing emotional intelligence; self-integration; relating to fear, pain and desire (theory, structure of reality, problem-solving, contraction/expansion, and tuning in/coming out/letting go).” In 1987 Keith Beasley uses the term emotional quotient in an article published in Mensa Magazine. But Reuven Bar-On claims that this term was used in an unpublished version of his graduate thesis. Psychologists Peter Salovey and John Mayer publishes their landmark article, “Emotional Intelligence,” in the journal Imagination, Cognition, and Personality in 1990. But concept of emotional intelligence is widely known by Daniel Goleman first book on the subject, Emotional Intelligence(Goleman, 1995) was an overnight best seller, and has been translated into 30 languages. The book begins with the insight that people who have high IQ can nevertheless fail— at school, at work, and in relationships. In 1998 Goleman publishes “Working with Emotional Intelligence”, in which he explores EI in the workplace. Goleman explored the function of EI on the job describing emotional intelligence as the largest single predictor of success in the
workplace. Goleman (1999) describes EI as "managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals."

1.2.2.1. Definitions of Emotional Intelligence: Emotional intelligence (EI) is the ability to know, understand, manage, handle your own emotions, and those of the people around us, in such a way that promotes personal growth. Some definitions of emotional intelligence are given below.

Cooper (1996): Emotional intelligence is “the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity and influence.(p.1).”

Mayer and Salovey (1997): Emotional intelligence is “the ability to perceive accurately, appraise, and express emotion; the ability to access and / or generate feelings when they facilitate though; the ability to understand emotion and emotional knowledge; and the ability to regulate emotional to promote emotional and intellectual growth” (p.10).

Cooper and Sawaf (1997): Defined emotional intelligence as “the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence” (p. xii)

Goleman (1998): Emotional Intelligence is “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” (p. 375).

Freedman (1998): Emotional intelligence is a” way of recognizing, understanding and choosing how we think, feel and act. It shapes our interaction with others and our understanding of ourselves. It defines how and what we learn, it allows us to set priorities, it determines the majority of our daily actions.”

Dulewicz and Higgs (1999): “Achieving one’s goals through the ability to manage one’s own feelings and emotions, to be sensitive to, and influence, other key people, and to balance one’s motives and drives with conscientious and ethical behavior”.

Bar-On (2000): “Emotional and social intelligence is a multi-factorial array of interrelated emotional, personal and social abilities that influence our overall ability to actively and effectively cope with daily demands and pressures”.

Singh (2003): “the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate
environment. Emotional intelligence constitutes three psychological dimensions – emotional competency, emotional maturity and emotional sensitivity – which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behaviour” (pp.38-39).

**Mohan (2003):** Emotional intelligence is “a positive combination of a deep insight into one’s emotional and cognitive capacities and a charming flair of communication, empathy and motivation, leading to personal optimism, inter-personal confluence and organizational excellence.”

**Hein (2004):** Defines emotional intelligence as “the mental ability we are born with which gives us our emotional sensitivity and our potential for emotional learning management skills which can help us maximize our long term health, happiness and survival”.

**Kapadia (2004):** “Emotional Intelligence from Vedic psychology perspective can be described as transformation of mind, body and spirit to realise our true potential for the universal well being and abundance of joy”.

**Sanwal (2004):** defines emotional intelligence as “the awareness of use of emotions and their utilization within the parameters of individual cognitive styles to cope with situations and problems”.

**Bar-On (2005):** Emotional intelligence is “a cross section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands.”(p.4)

**Malekar (2005):** Emotional intelligence is “a set of factors which involve awareness of self and managing emotions, developing someone through the power of empathy and motivation and building strong relationship with people.”

**Singh (2006):** Emotional intelligence is “the ability and freedom to grow from mistrust to trust, self-doubt to self-empowerment, following to leading, incompetence to competence, isolation to synergy and despair to hope.”

**1.2.2.2 Models of Emotional Intelligence:** Several models of emotional intelligence have been developed in recent years. Currently, there are following three main models of EI:

1. Ability model

2. Mixed model (usually subsumed under trait EI) and
3. Trait model
The ability-based model refers to emotional intelligence as a type of intelligence reflecting the ability to process emotional information. In contrast, the mixed emotional intelligence model incorporates both ability factors and personality traits. Petrides et.al, (2001) proposed a trait based model of emotional intelligence.

1.2.2.2.1. Ability Model: Ability model of emotional intelligence was developed by Mayer and Salovey (1997). This model emphasizes on the cognitive components of emotional intelligence and conceptualizes emotional intelligence in terms of potential for intellectual and emotional intelligence growth (Schutte et al. 1998). Four sets of mental abilities ranging from basic to more complex psychological processes were proposed in this model. The first set, ‘Perception, Appraisal and Expression of Emotion’, allows an individual to identify and express emotions in self and others. The second set is ‘Emotional Facilitation of Thinking’. It allows an individual to recognize respective consequences of different emotional responses and to justify an appropriate one. The third set ‘Understanding and Analyzing Emotions’ concerns with the ability to understand, label and acknowledge the emotion and to use emotional knowledge. The fourth set is ‘Reflective Regulation of Emotion’, which deals with the ability to manage and adjust the emotional response to support the situational requirement (Mayer and Salovey, 1997). Mayer and Salovey Model of Emotional Intelligence is given in Table-1.1

<table>
<thead>
<tr>
<th>Emotional Intelligence Dimension</th>
<th>Emotional Abilities</th>
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<tbody>
<tr>
<td>Perception, appraisal and expression of Emotion.</td>
<td>The accuracy with which individuals can identify emotions and emotional content.</td>
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<tr>
<td>Emotional facilitation of thinking.</td>
<td>Describes emotional events that assist Intellectual processing.</td>
</tr>
<tr>
<td>Understanding and analyzing emotions and employing emotional knowledge.</td>
<td>The ability to recognize, label and interpret emotions.</td>
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<tr>
<td>Reflective regulation of emotions to promote emotional and intellectual growth.</td>
<td>Conscious, reflective regulation of emotionsto enhance growth.</td>
</tr>
</tbody>
</table>
1.2.2.2. Mixed Model: This model is considered as mixed model because it combines personality aspects, such as motivation, with abilities. The mixed model of EI constitutes the models proposed by Goleman (1995) and Bar-On (1997).

Goleman Model of Emotional Intelligence

The most popular and accepted mixed model of emotional intelligence is the one proposed by Goleman (1995). Goleman viewed emotional intelligence as a total of personal and social competencies. Personal Competence determines how we manage ourselves, whereas Social Competence determines how we handle our interpersonal relationships. Golemen Model of Emotional Intelligence is given in Table 1.2.

Table-1.2


<table>
<thead>
<tr>
<th>EMOTIONAL INTELLIGENCE DIMENSION</th>
<th>EMOTIONAL COMPETENCIES</th>
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<tbody>
<tr>
<td>Personal Competencies:</td>
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<tr>
<td>1. Self-Awareness</td>
<td>Emotional Awareness,</td>
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<td>Accurate Self-Assessment and Self-Confidence</td>
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<td>2. Self-Regulation</td>
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<td>Trustworthiness,</td>
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<td>Conscientiousness,</td>
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<td>Adaptability and Innovation</td>
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<td>3. Motivation</td>
<td>Achievement Drive,</td>
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<td></td>
<td>Commitment, Initiative</td>
</tr>
<tr>
<td></td>
<td>and Optimism</td>
</tr>
<tr>
<td>Social Competencies:</td>
<td></td>
</tr>
<tr>
<td>1. Empathy</td>
<td>Understanding others,</td>
</tr>
<tr>
<td></td>
<td>Developing others,</td>
</tr>
<tr>
<td></td>
<td>Service Orientation,</td>
</tr>
<tr>
<td></td>
<td>Leveraging Diversity,</td>
</tr>
<tr>
<td></td>
<td>Political Awareness</td>
</tr>
<tr>
<td>2. Social Skills</td>
<td>Influence, Communication,</td>
</tr>
<tr>
<td></td>
<td>Conflict Management,</td>
</tr>
<tr>
<td></td>
<td>Leadership, Change Catalyst,</td>
</tr>
<tr>
<td></td>
<td>Building Bonds,</td>
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<tr>
<td></td>
<td>Collaboration and</td>
</tr>
<tr>
<td></td>
<td>Cooperation and Team</td>
</tr>
<tr>
<td></td>
<td>Capabilities</td>
</tr>
</tbody>
</table>

Goleman (2001) further proposed four components of emotional intelligence: Self-Awareness, Self Management, Social Awareness and Relationship Management. This Model presented in Table-1.3.
<table>
<thead>
<tr>
<th>Major Dimension</th>
<th>Personal Competence</th>
<th>Social Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition</td>
<td><strong>Self – Awareness</strong></td>
<td><strong>Social – Awareness</strong></td>
</tr>
<tr>
<td></td>
<td>· Emotional Self-Awareness</td>
<td>· Empathy</td>
</tr>
<tr>
<td></td>
<td>· Accurate Self-Assessment</td>
<td>· Service Orientation</td>
</tr>
<tr>
<td></td>
<td>· Self-Confidence</td>
<td>· Organizational Awareness</td>
</tr>
<tr>
<td>Regulation</td>
<td><strong>Self – Management</strong></td>
<td><strong>Relationship – Management</strong></td>
</tr>
<tr>
<td></td>
<td>· Self-Control</td>
<td>· Developing Others</td>
</tr>
<tr>
<td></td>
<td>· Trustworthiness</td>
<td>· Influence</td>
</tr>
<tr>
<td></td>
<td>· Conscientiousness</td>
<td>· Communication</td>
</tr>
<tr>
<td></td>
<td>· Adaptability</td>
<td>· Conflict Management</td>
</tr>
<tr>
<td></td>
<td>· Achievement Drive</td>
<td>· Leadership</td>
</tr>
<tr>
<td></td>
<td>· Initiative</td>
<td>· Change Catalyst</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Building Bonds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Teamwork and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaboration</td>
</tr>
</tbody>
</table>

**Bar-On’s Model of Emotional Intelligence**

Bar-On (1997) defined emotional intelligence as “an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. Bar-On (1997) model focuses on an array of emotional and social knowledge and abilities that influence our overall ability to effectively relate with environmental demands, understand and express oneself, the ability to adapt to change and solve problems of a social or personal nature. This model constitutes five major components of emotional intelligence which are further divided into 14 sub-components as described below.
### Table-1.4
Bar-On Model of Emotional intelligence

<table>
<thead>
<tr>
<th>Components</th>
<th>Sub-Components</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intrapersonal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Regard</td>
<td>The ability to respect and accept what is basically good.</td>
<td></td>
</tr>
<tr>
<td>Emotional Self-Awareness</td>
<td>The ability to recognize one’s own emotions.</td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td>The ability to defend what is right, to express one’s own thoughts, beliefs, feelings, in a non destructive manner.</td>
<td></td>
</tr>
<tr>
<td>Independence</td>
<td>To be self directed and self controlled in one’s thinking and actions, to be free of emotional dependencies.</td>
<td></td>
</tr>
<tr>
<td>Self-Actualization</td>
<td>The ability to realize one’s own potential capacities, to strive to achieve personal goals and actualize one’s potential.</td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td>To understand, appreciate and be aware of the feelings of others.</td>
<td></td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To identify with one’s social group and cooperate with others.</td>
<td></td>
</tr>
<tr>
<td><strong>Adaptability</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reality Testing</td>
<td>To objectively validate one’s feelings and thinking.</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>To adapt and adjust one’s feelings and thinking to changing situations and conditions.</td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td>To effectively solve problems of a personal and interpersonal nature.</td>
<td></td>
</tr>
<tr>
<td><strong>Stress Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stress Tolerance</td>
<td>To withstand adverse events and stressful situations without falling apart and to cope with stress actively and positively.</td>
<td></td>
</tr>
<tr>
<td>Impulse Control</td>
<td>To resist or delay impulsiveness, by controlling emotions effectively and constructively.</td>
<td></td>
</tr>
<tr>
<td><strong>General Mood Components</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optimism</td>
<td>To look at the brighter side of life and to maintain a positive attitude even in the face of adversity.</td>
<td></td>
</tr>
<tr>
<td>Happiness</td>
<td>To feel satisfied and content with one self, others and life in general</td>
<td></td>
</tr>
</tbody>
</table>

1.2.2.2.3. Trait Model of Emotional Intelligence: *Trait Emotional Intelligence* or *Trait emotional Self-efficacy* was developed by Dr K. V. Petrides (2001). According to Petrides emotional intelligence is “a constellation of emotional self-perceptions located at the lower levels of personality hierarchies” (2001). This frame of emotional intelligence is a set of personality traits stemming from a ‘bottom up’ theory of behaviour. Since personality is subjective and contextual, these traits can only reliably
be assessed by self-reporting, rather performance tests. Petrides and Furnham (2001) content-analysed salient models of EI and cognate constructs in the literature and derived the first sampling domain of trait EI, which is shown in Table-1.5.

**Table-1.5**

<table>
<thead>
<tr>
<th>Facets</th>
<th>High scorers perceive themselves as</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability</td>
<td>Flexible and willing to adapt to new conditions</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Forthright, frank and willing to stand up for their right</td>
</tr>
<tr>
<td>Emotion perception (self and others)</td>
<td>Clear about their own and other people’s feelings</td>
</tr>
<tr>
<td>Emotion expression</td>
<td>Capable of communicating their feelings to others</td>
</tr>
<tr>
<td>Emotion management (others)</td>
<td>Capable of influencing other people’s feelings</td>
</tr>
<tr>
<td>Emotion regulation</td>
<td>Capable of controlling their emotions</td>
</tr>
<tr>
<td>Impulsiveness (low)</td>
<td>Reflective and less likely to give in to their urges</td>
</tr>
<tr>
<td>Relationships</td>
<td>Capable of having fulfilling personal relationships</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>Capable of having fulfilling personal relationships</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>Driven and unlikely to give up in the face of adversity</td>
</tr>
<tr>
<td>Social awareness</td>
<td>Accomplished networkers with excellent social skills</td>
</tr>
<tr>
<td>Stress management</td>
<td>Capable of withstanding pressure and regulating stress</td>
</tr>
<tr>
<td>Trait empathy</td>
<td>Capable of taking someone else’s perspective</td>
</tr>
<tr>
<td>Trait happiness</td>
<td>Cheerful and satisfied with their lives</td>
</tr>
<tr>
<td>Trait optimism</td>
<td>Confident and likely to ‘look on the bright side’ of life</td>
</tr>
</tbody>
</table>

**1.2.2.2.4. Criticism of Models of Emotional Intelligence:** All of the emotional intelligence models aim to understand and measure the elements involved in the recognition and regulation of one’s own emotions and the emotions of others (Goleman, 2001). Petrides and Furnham (2000a, 2000, 2001) distinguished between trait EI (or emotional self-efficacy) and ability EI (or cognitive-emotional ability). Trait EI and ability EI are two different constructs. The former is measured through self-report questionnaires, whereas the latter ought to be measured through tests of maximal performance. This measurement distinction has far-reaching theoretical and
practical implications. For example, trait EI would not be expected to correlate strongly with measures of general cognitive ability (g) or proxies thereof, whereas ability EI should be unequivocally related to such measures. According to Mayer, Robert and Barsade (2008) trait model of EI attempts to isolate personality, attribute or personal tendencies that are associated with higher levels of EI. Therefore, they are not technically models of emotional intelligence. However, Locke (2005) criticizes this approach, because they fail to see how such a diverse list of traits can be meaningfully unified under the term emotional intelligence.

Mayer, Salovey and Caruso (2000) distinguished between different models of emotional intelligence that are mixed and pure (ability model). They argued that mixed model constitutes a varied mixture of abilities, behaviors and general disposition, and combine personality attributes, such as optimism and persistence, with mental ability. While, their own model i.e. ability model is pure in the sense, it draws upon a psychometric tradition that, intelligence must meet three criterions to be defined as such, and these criterions are:-

i. It must be conceptual; as it must reflect mental aptitudes, rather than behavior.
ii. It must be correlation; as it must share similarities yet remain distinct from other established intelligences.
iii. It must be developmental; as the aptitudes that characterize it must increase with an individual’s experience and age (Mayer, Salovey and Caruso, 2000).

1.2.3. Personality

The word "personality" originates from the Latin word persona, which means mask. Personality is an individual’s characteristic style of behaving, thinking, and feeling (Schacter, Gilbert & Wegner, 2009). Personality also refers to the pattern of thoughts, feelings, social adjustments, and behaviours consistently exhibited over time that strongly influences one's expectations, self-perceptions, values, and attitudes. It also predicts human reactions to other people, problems, and stress. It is defined as the totality of character attributes and behavioural traits of a person. It includes everything about the person, his physical, social, emotional, mental and spiritual abilities. In other words 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. There is still no universal consensus on the definition of
"personality" in psychology. Some definitions of personality are given below.

1.2.3.1. Definitions of Personality:

Prince (1929): “Personality is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies acquired by experience.”

Watson (1930): “Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information.”

Woodworth (1930): “Personality is the total quality of an individual’s behavior as it is revealed in his characteristic habits of thought and expression, his attitudes and interests, his manner of acting and his personal philosophy of life.”

Warren’s dictionary (1934): “Personality is the integrative organization of all the cognitive, affective, conative and physical characteristics of an individual as it manifests itself in focal distinction from others.”

Allport (1937, 1961): After examining 50 definitions of personality Allport gives following definition of personality:

“Personality is a dynamic organization, inside the person, of psychophysical systems that create the person’s characteristic patterns of behavior, thoughts and feelings.”

Child (1968): Personality is “More or less stable, internal factors make one person’s behaviour consistent from one time to another, and different from the behavior of other people would manifest in comparable situations.”

Eysenck (1971): “Personality is the more or less stable and enduring organization of a person’s character, temperament, intellect and physique, which determine his unique adjustment to the environment.”

Shankar (1984): “Personality is a psychophysical pattern in the sense that both the mental and the physiological aspects of it are fused into a total whole.”

Funder (1997): "Personality refers to individuals' characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms -- hidden or not - - behind those patterns. This definition means that among their colleagues in other subfields of psychology, those psychologists who study personality have a unique mandate: to explain whole persons."

Carver and Scheier (2000): “Personality is a dynamic organisation, inside the person, of psychophysical systems that create a person’s characteristic patterns of behaviour, thoughts, and feelings.”

22
Ryckman (2004): “Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviours in various situations.”

Larsen & Buss (2005): “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 intra-psyche, physical, and social environments (p. 4).”

Mayer (2007): “Personality is the organized, developing system within the individual that represents the collective action of that individual’s major psychological subsystems (p. 14).”

Schacter, Gilbert, & Wegner (2009): “Personality is an individual’s characteristic style of behaving, thinking and feeling”

Pervin, Cervone & John (2005): “Personality refers to those characteristics of the person that account for consistent patterns of feelings, thinking, and behaving (p. 6).”

Feist and Feist (2009): "personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior."

Out of these definitions of personality, definition given by Allport (1937) and Eysenck (1971) are accepted as good definitions of personality. On the basis of above definitions, personality can define as follows:

Personality is total sum of cognitive, affective, conative and somatic (constitutional) aspects which are reflect in person feelings, thinking and behaving.

1.2.3.2. Nature/Characteristics of Personality: On the basis of above definitions, following are nature or characteristics of personality:

1. Dynamic: Personality is a dynamic process of human development. It is not something static, fixed and permanent.

2. Product of heredity and environment: Personality is product of heredity and environment. This means that it is interaction between inherent potential and environment.

3. Unique/specific: Personality is a unique or specific characteristic of person. This uniqueness differed in each person.

4. Organised: Personality is organized system.

5. Stability/Consistency: Personality is stable or consistent behavior.

6. Adjustability: Adjustment is a good characteristic of good personality.
7. **Integration**: Personality is a integration of various human behaviours.

8. **Whole Behavioural Pattern**: Personality includes all behavioural patterns-cognitive, affective, conative and somatic (constitutional).

9. **Consistency**: People act in the same ways or similar ways in a variety of situations.

10. **Psychological and physiological**: Personality is a psychological and physiological or biological construct.

11. **Behaviour and Action**: Behaviour and action are associated with each other. Both are main characteristics of personality.

12. **Capability to change and Modify**: Since personality is dynamic, therefore, it can change and modify according to changing environment.

13. **Pervasive**: Personality consists of the quality/ tendency to pervade or permeate.

14. **Behaving, thinking, and Feeling**: Personality is a style of behaving, thinking and feeling.

15. **Measurable and assessable**: Personality is measurable and assessable concept and this provide scientific base.

**1.2.3.3. Theory of Personality**: Personality is psychophysical that includes mental and physical aspects and both explain total personality. Personality theories are attempts to understanding both the characteristics and the way of development of personality. There are several theories related to personality. Since personality is total sum of cognitive, affective and psychomotor characteristics, therefore, some theories are related to cognition, some related to behavioural and some related to body types. There are two main theories of personality- type based theory and trait based theory. Some important and famous theories that are directly related to personality were discussed in this section.

**1.2.3.3.1. Indian Type/Trait Theory**: The Bhagavad-Gita mentions the concept of svabhava. Svabhava means personality. In the Bhagavad-Gita a personality typology presented is based on the trilogy of sattva, rajas and tamas.

**Sattvic**: The attitude and motives of person with sattvic nature are selfless, more balanced and discrimination based on higher values. It binds through attachment to happiness & knowledge. It draws one to Joy. Sattvic acts give faultless fruits of joy, wisdom and dispassion. Sattvic men go upwards.He is not attached to the result of
work, derives no ego satisfaction, is not distracted by failure or success & is always patient & eager. The person with Satvic has the understanding of what ought to be done and what ought not to be done, what is to be feared & what is not to be feared, what is binding and what is liberating. This type of nature is truth.

**Rajasic:** Person with rajasic guna living with tendencies which are extremely passionate and ambitious, dynamic in nature but centered to fulfilling selfish desires. Motives slightly nobler but centered on selfish etc. Person with rajsic binds through attachment to actions & their fruits. He draws to actions which give fruit of sorrow. Rajsic men stay in middle. A person with Rajsc nature renounces the prescribed duties thinking them as troublesome or out of fear of physical strain. He does not reap the fruit of renunciation. He performs action with great effort to gratify his desire as well as satisfy his ego. A Rajsc is not able to distinguish between Dharma and Adharma, what ought to be done and what should not be done. This type nature is passion.

**Tamsic:** Person with tamsic are deluder of all who think body as self, born of ignorance, clouds wisdom, binds soul by impelling one to error, sloth & sleep, obtuseness of mind and senses, disinclination to perform obligatory duties, frivolity & stupor appear. Tamsic acts yield the fruit of Ignorance. Tamsic men sink down. Such a person acts without thought, without consideration of its effect on the ability to work and without foresight. He does not work to the best of his ability. He has no humility. He is lazy, uncultured, arrogant and deceitful. He is inclined to rob others of their livelihood. He does the work without thought, without care, without any planning or preparation. He very much desires results but does not care for work. The person with Tamasic is always wrapped in ignorance, and he thinks even Adharma to be Dharma and always strives in the wrong direction. He feels pleasure in laziness, in sleep, and has no idea how to act and how not to act. In reality there is no happiness in him from the beginning to the end. This type of nature is known as darkness.

1.2.3.3.2. **Hippocrates Type Theory:** The earliest known theory of personality is that of the Greek physician Hippocrates (c. 400 B.C.), who characterized human behaviour in terms of four temperaments- sanguine or optimistic, phlegmatic, melancholic and choleric, each associated with a different bodily fluid or humour. Optimistic was associated with bloodphlegmatic type (slow and lethargic) with phlegm; the melancholic type (sad, depressed) with black bile; and the choleric (angry) type with yellow bile. Hippocrates labelled the four personality types are still
in common use today (Strickland, 2001, p. 490).

1.2.3.3.3. **Kretschmer Theory Based on Body Structure:** Personality classification based on body structure was given by Kretschmer who divided human beings into the following four types:

1. **Athletic:** Persons with athletic personality have balanced body. They are strongly built with muscular body, wide chest and shoulders, large hands and feet.
2. **Asthenic:** Asthenic persons are those who are lean, frail, flat-chaste, weak or sick, lacking in strength with debility.
3. **Pyknic:** Pyknic persons are those who are short limbed with large head, chest and abdomen. They had plump body, roundish and fatty, their face is soft and broad hand and feet but they had slender neck and crooked nose and typical of devil.
4. **Dysplastic:** Dysplastic persons are those who are lanky with ill-balanced and under developed body. They are incompatible in sex relations.

1.2.3.3.4. **William Sheldon Body Type Theory:** During 1940s William Sheldon, an American psychologist, classified personality into three categories based on body types: the endomorph (heavy and easy-going), mesomorph (muscular and aggressive), and ectomorph (thin and intellectual or artistic).

1. **Endomorphic:** Persons having highly developed viscera but weak somatic structure are known as endomorphic. These types of persons are flabby with weak bones and muscles but fatty. They like ease, comfort and support from others.
2. **Mesomorphic:** Persons with balanced development of viscera and somatic structure are known as mesomorphic. These types of persons have strong muscles and bones but they are slim. These persons are active, assertive, competitive and aggressive to achieve their goal. They are self-assertive.
3. **Ectomorphic:** Persons with weak somatic structure as well as undeveloped viscera is known as ectomorphic. Personality characteristics of this type person are pessimistic, unsociable and reserved. They are nervous, retiring, suppressed and sorrowful.

1.2.3.3.5. **Freud Psychoanalytic or Psychodynamic Theory:** The first modern theory of personality was developed by Sigmund Freud (1923) that is known as
psychoanalytic or psychodynamic theory of personality. Freud theory was controversial but leaves deep impact on world psychologist, sociologists, educationists, biologists and peoples of many different disciplines. According to Freud our most behaviour are caused by thoughts, ideas, and wishes that are created in person’s brain. These are not easily accessible by the conscious part of the mind but the unconscious mind. According to him mind could be divided into three abstract categories- the id, the ego, and the superego. These three categories are known as structures. This is also known as Tripartite Theory of Personality.

Id: The id concerned with the gratification of basic instincts and related to pleasure principle. The Id is unconscious and satisfies basic sexual and aggressive drives, operating on the pleasure principle, demanding immediate gratification.

Ego: The ego mediates between the demands of the id and the superego (Reality Principle). Ego seeks to gratify the id’s impulses in realistic ways. According to Freud where id was, there ego shall be.

Superego: The superego internalized parental and social values. The superego provides standards for judgment (the conscience) and or future aspirations. The superego is moral compass and focuses on how we behave in right and forward direction.

Again Freud (1905) argued that the mind is divided into the three parts-conscious, the preconscious and the unconscious. According to Freud, the conscious is the part of the mind that holds everything you are currently aware of. The preconscious contains everything you could become aware of but are not currently thinking about. The unconscious is the part of the mind that we cannot usually become aware of. According to Freud the mind is like an iceberg in the ocean, floating 10% above the water and 90% below. The unconscious makes up the vast majority of our mind. Only about 10% of our behaviours are produced by conscious awareness while about 90% are produced by unconscious. These three categories explained by Freud in following way:

Id: The id is the personality component made up of unconscious psychic energy that works to satisfy basic urges, needs, and desires.

Ego: The ego is the largely unconscious part of personality that mediates the demands of the id and the superego (reality). The ego prevents us from acting on our basic urges but also works to achieve a balance with our moral and idealistic standards.

Superego: The superego is our internalized ideals that we have acquired from our
parents and from society. The superego works to suppress the urges of the id and tries to make the ego behave morally, rather than realistically. The superego gives people feelings of pride when they do something correct (the ego ideal) and feelings of guilt when they do something they consider to be morally wrong (the conscience). The superego, like the ego, is partly conscious and partly unconscious.

1.2.3.3.6. Carl Jung Theory of Personality (Analytical Approach): Jung was closest friend and dearest colleague of Freud. Carl Jung developed his own ideas that deviated from Freud’s. Jung’s personality theory is known as analytic theory or analytical psychology. Perhaps Jung’s greatest contribution was that he expanded the notion of the unconscious. Freud used the term unconscious to apply to the hidden thoughts and ideas of one person. According to Freud’s each person has his or her own unconscious, and although they have some similarities. One person’s unconscious might not be in another person’s unconscious. This is known as the personal unconscious. Each and every person has our own personal unconscious. However, Carl Jung suggested that all human beings share certain unconscious ideas because we are all human and were created from similar evolutionary circumstances and common ancestors. The unconscious that we all share is called the collective unconscious. The collective unconscious is the storehouse of hidden memory traces that were inherited from our ancestral past. The collective unconscious’s are universal types or propensities that we all share and that have a mythic, overarching quality. The elements of the collective unconscious are known as archetypes. They include the following:

1. The self: Our feelings of wholeness and unity, our sense of organization within our personality, our identity
2. The persona: The artificial, phony self that we show to others; our public self that conforms to societal standards, the personality “mask” that we wear in public
3. The anima: The feminine side of men
4. The animus: The masculine side of women
5. The shadow: The dark, cruel side of us that contains animal urges and feelings of inferiority. Jung considered the shadow to be a source of creativity.

Jung emphasized that human behaviour is neither directed through the sex motive (as advocated by Freud) and nor through the power motive (as advocated by
Adler). It is guided and directed by the motive of self-actualization. Each individual has his own self-actualization. Jung expressed libido in very comprehensive way, whereas Freud considered libido as sex gratification. Jung equated libido as life energy. In light of libido Jung proposed two types of personalities—extraverts and introverts. The persons in whom life energy (libido) flows inward are known as introvert while, persons whom the life energy flows outward are termed as extrovert. In other words the extraversion orients a person toward the external world while the introversion drives a person toward the inner, subjective world. Later on, he further subdivided his two-fold theory. According to Jung introvert and extrovert function under four aspects—sensations, feelings, thinking and intuition. Some ideas about these terms are given below:

**Sensations:** The process of collecting concrete data through using our five senses

**Feelings:** The process we use for evaluating information by considering what is important to me and you

**Thinking:** The process we use for evaluating information by applying objective and logical criteria

**Intuition:** The process by which we make connections and infer meanings beyond sensory data

Therefore, there are really eight types of people. These eight types are given below:

1. **Extroverted Sensing** – These people perceive the world as it really exists. Their perceptions are not colored by any pre-existing beliefs. They focus on objective world and collect data through sensory organ. They demand constant emotional attention. They are careful, friendly and talkative. Proofreaders are example of extroverted sensing people.

2. **Introverted Sensing** – These people interpret the world through the subjective attitudes which is mostly away from reality. They make sense by internal reflection. They are cool and aloof. They are better in writing than speaking. They are interested in books, magazines etc. These types of people often opt profession like arts, including portrait painting and classical music.

3. **Extroverted Feeling** – These people judge the value of things on the basis of objective fact. They are comfortable in social situations. They form their opinions based on socially accepted values and majority beliefs. They are helpful, more social and feel for others. They are often found working in business and politics.
4. **Introverted Feeling** – These people make judgments based on subjective ideas and on internally established beliefs. Often they ignore prevailing attitudes and defy social norms of thinking. They are daydreamers, strong feeling (like-dislike) and not express their feelings to others. Introverted feeling people thrive in careers as art critics.

5. **Extroverted Thinking** – These people understand the world through a mix of concrete and abstract ideas, but the abstract concepts are ones passed down from other people. They are realistic and practical. They support theory with facts. Extroverted thinkers are often found working in the field of sciences and mathematics research.

6. **Introverted Thinking** – These individuals interpret ideas through a subjective and creative way. The interpretations are informed by internal knowledge and understanding. They are afraid of external realities. They are more theoretical and observing in their own intellectual basis. Philosophers and theoretical scientists are often introverted thinking-oriented people.

7. **Extroverted Intuitive** – These people prefer to understand the meanings of things through subliminally perceived objective fact rather than incoming sensory information. They rely on hunches and often disregard what they perceive directly from their senses. They are risk-takers and optimistic. Examples of extraverted intuitive are insight inventors and some religious reformers.

8. **Introverted Intuitive** – These people are profoundly influenced by their internal motivations even though they do not completely understand them. They find meaning through unconscious, subjective ideas about the world. They are moody and temperamentally. They are not interested in the outside activities. They are more concerned with probabilities than actualities. Introverted intuitive people comprise a significant portion of mystics, surrealistic artists, and religious fanatics.

1.2.3.3.7. **Gorden Allport Trait Theory**

Gordon Allport (1897-1967) was the first personality theorist who adapted trait approach of personality theory. The trait theory approach is one of the most important and largest fields of personality psychology. According to this theory, personality is composition of broad traits. Allport (1929) defined “A trait is a tendency to reaction which when measured with reliability demonstrates an independence of other variables.” Gordon Allport
extensively investigated the ways in which traits combine to form normal personalities. He identified 17,953 words in English language with the help of different dictionaries. After analysis and rejection of the words on the basis of synonym and inappropriateness, he selected 4,541 words and classified these words in main three categories- cardinal traits, central traits and secondary traits.

**Cardinal traits:** These traits are most active dominant traits of personality. But these traits are present in very small number as one or two. For example humor is a cardinal trait of personality. This trait may colour a person’s personality in a specific way that they identified through his behavior dominated by the sense of humor.

**Central Traits:** Central traits are those traits that are frequently used to measure personality. For example, honesty, kindness, timidity, shyness, rigidity, cruelty, etc. Allport believes that only 5 to 10 such central traits are enough for knowing and describing personality of individual.

**Secondary Traits:** Secondary traits are those traits of an individual personality that play quite a secondary or insignificant role in the identification and description of one’s personality. These traits are not essential parts of personality.

**1.2.3.8. Hans Eysenck Theory of Personality:** Hans Eysenck (1916–97) was the first psychologist who measured trait or temperament using something more mathematical: He gave long lists of adjectives to hundreds of thousands of people and used a special statistics called *factor analysis* to figure out factors or traits. During 1940s Eysenck was working at the Maudsley psychiatric hospital in London. His job was to make an initial assessment of each patient before their mental disorder was diagnosed by a psychiatrist. During this period he compiled a battery of questions about behavior, which he later applied to 700 soldiers who were being treated for neurotic disorders at the hospital (Eysenck (1947). He used factor analysis to reduce behavior to a number of factors which can be grouped together under separate headings, called dimensions. On the basis of factor analysis he found two personality factors- Introversion-extroversion and Neuroticism-stability. According to Eysenck, the two dimensions of neuroticism (stable vs. unstable) and introversion-extroversion combine to form a variety of personality characteristics. He took the results of this work and created a test called the Eysenck Personality Questionnaire (EPQ). Classification of Eysenk personality traits is given in Figure-1.1.
Eysenck (1975) also proposed the trait cum type theory of personality. In this model of personality following four major dimensions appear:

1. Psychoticism
2. Neuroticism
3. Extraversion and
4. Lie score.

There are sub dimensions under these four major dimensions. Structures of first three major dimensions are given in Figure-1.2, Figure-1.3 and Figure-1.4.
According to Eysenck psychotics are insensitive to others, hostile, cruel and inhumane, with a strong need to make fool of people and to upset them. Despite these socially undesirable traits, however, Eysenck believed that psychotics tend to be creative (Eysenck, 1975).

In Eysenck's view neurotics are emotionally unstable individuals. They feel unreasonably fear for certain objects, places, persons, animals, open spaces or heights;
others exhibit obsession or impulsive symptoms. Most neurotics’ persons are full with anxiety and disproportionate to the realities of the situation. While some neurotics are free from anxiety and fear.

![Diagram of Extroversion Traits](image)

**Fig.1.4 Traits making up the Type Construct of Extraversion (Adopted from Eysenck, 1975)**

According to this model, Extroverts 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 possibility that personality questionnaires are subject to faking. 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. This means that they do not correlate with each other. Eysenck strongly advocates that there are only three major dimensions or super factors in the description of personality (Eysenck, 1975).

**1.2.3.9. Raymond B. Cattell Theory of Personality:** During middle of 1950s
Raymond B. Cattell, a British born American researcher, tried to advance the trait approach by Allport. For this purpose, Cattell selected 4000 words from Allport's 17,953 word list. He again selected 171 words related to personality. For collection of data from a range of people through three different sources:

1. **L-data** - this is life record data such as school grades, absence from work etc.
2. **Q-data** - this was a questionnaire designed to rate an individual's personality.
3. **T-data** - this is data from objective tests designed to 'tap' into a personality construct.

Cattell analyzed the T-data and Q-data using a mathematical technique called factor analysis to look at which types of behavior tended to be grouped together in the same people. He identified 16 personality traits/factors common to all people. Each of these factors may be seen to carry a set of opposite personality traits. Cattell produced a personality test similar to the EPI that measured each of the sixteen traits. The 16PF (16 Personality Factors Test) has 160 questions in total, 10 questions relating to each personality factor. Following are the 16 trait dimensions of the 16PF:

1. Reserved vs. Outgoing
2. Less intelligent vs. More intelligent
3. Stable, ego strength vs. Emotionality/neuroticism
4. Humble vs. Assertive
5. Sober vs. Happy-go-lucky
6. Expedient vs. Conscientious
7. Shy vs. Venturesome
8. Tough-minded vs. Tender-minded
9. Trusting vs. Suspicious
10. Practical vs. Imaginative
11. Forthright vs. Shrewd
12. Placid vs. Apprehensive
13. Conservative vs. Experimenting
15. Undisciplined vs. Controlled
16. Relaxed vs. Tense

**1.2.3.3.10. Five Factors Theory of Personality:** First mention of the Big 5 was by L.
L. Thurstone in his presidential address to the APA, published in 1934 in Psychological Bulletin.

Conscientiousness, Agreeableness, Neuroticism, Openness, Extraversion

**Conscientiousness**
Tendency to show a preference for planned behavior; influences control, regulation, and direction of impulses, High levels of conscientiousness:
Dependable, Productive, Purposeful, High achievement, Persistent

**Agreeableness**
Tendency to be compassionate and cooperative; desire to maintain positive interpersonal relationships High levels of agreeableness:
Sympathetic, Warm, Trusting, Cooperative, Generous, Helpful, Optimistic view of human nature

**Neuroticism**
Tendency to experience negative emotions; emotional instability High levels of neuroticism:
Emotionally reactive, Vulnerable to stress, Interpret ordinary situations as threatening, Anxious Insecure, Self-conscious

**Openness**
Openness to experience, Distinguishes imaginative people from down-to-earth, conventional people, High level of openness:
Intellectually curious, Nonconforming, Daring, Appreciative of art, Aware of feelings

**Extraversion**
Characterized by positive emotions and the tendency to seek out stimulation and the company of others, High levels of extraversion:
Talkative, Sociable, Affectionate, High energy/activity levels

Replications of Cattell’s work in factor analysis often failed to find the original factor structure he described by cattell. A number of studies using Cattell’s variables have confirmed a basic five factor model of personality or ‘Big Five’ (Digman, 1990; Goldberg, 1993). Following are five factors of personality:

1. **Extraversion**:  
   Sociable vs. retiring  
   Fun-loving vs. sober  
   Affectionate vs. reserved

2. **Agreeableness**:  

Soft-hearted vs. ruthless
Trusting vs. suspicious
Helpful vs. uncooperative

3. **Conscientiousness**:
Well organized vs. disorganized
Careful vs. careless
Self-disciplined vs. weak willed

4. **Neuroticism**:
Worried vs. calm
Insecure vs. secure
Self-pitying vs. self-satisfied

5. **Openness**:
Imaginative vs. down-to-earth
Prefers variety vs. prefers routine
Independent vs. conforming (From Costa & McCrae, 1985)

**1.3. RATIONALE OF THE STUDY**

Mental health is an important indicator of all round growth and development of students (Nanda, 1999). Poor mental health in previous life can affect future life. Poor mental health may affect schooling, development, productivity, working power, income and other outcomes of individual. Good mental health is an emotional aspect which provides us to enjoy life and survive with great happiness. Our mental health is very important for our overall wellbeing. It is an essential component of health. It is helpful in dealing with stresses and challenges of everyday life. It is more helpful in dealing with circumstances using controlling of our sense. Good mental health contributes to individuals and thereby communities, society and nation. No individual can personally and socially be well adjusted without being mentally healthy.

Modern age is the age of adolescents and science & technology. Due to fast development of science and technology, getting quality education is much more challenging. Adolescents face a wide range of challenges before them during learning period and getting job for sustainability of good life. But in this race a large number of students fail to achieve their goal. This creates many physical, mental, social and psychological problems. These problems are creating mental health problem in
students. Therefore, the education should be so designed that sound mental health could be developed in children.

Today, mental health approach in education has emerged as strong movement that has spread to all enlightened educational systems of the world. Due to importance of mental health, it has become a popular theme for research among psychologist, educationist, sociologists, counselors, biologist and doctors. Therefore, the researches related to mental health of adolescents in high and higher secondary school needs to be strengthened because children experience a number of physiological and psychological changes and development at this transitional stage.

Investigator has seen various studies related to correlation between two variables have not seen any study related to difference between two correlations, particularly in Indian context. One study has been conducted in education under my co-supervisor Dr. Vijay Kumar Rai by Meenakshi in Vinayaka Mission University and another with help of my co-supervisor in the field of physical education by V.K. Rai in Varanasi. Therefore, from this point of view present study is very important to see difference between two correlations of different group.

Several studies have been conducted related to status of mental health in different countries. In most of studies mental health considered as negative aspects. Studies of positive mental health also conducted in relation to academic achievement and some socio-psychological variables. The present study makes a humble attempt to discover relationship of mental health with emotional intelligence and personality. Review of related literature reveals that very few studies had been conducted in India on high school students related to the variables undertaken in the present study viz., mental health, emotional intelligence and personality. However, no researcher has focused on the relationship of mental health with emotional intelligence and personality. Also no one has attempted to study emotional intelligence and personality as possible predictive indices of mental health of 10th class students. Therefore, present study can be helpful in development of mental health, emotional intelligence and personality of high school students through using findings of present study.

1.4. STATEMENT OF THE PROBLEM
“Mental health of 10th class students in relation to emotional intelligence and personality.”

1.5. OBJECTIVES OF THE STUDY

Following objectives were framed for present study:

1. To study relationship between mental health and emotional intelligence of total 10th class students for total sample, rural male, urban male, rural female and urban female.
2. To study relationship between mental health and personality factors of total 10th class students for total sample, rural male, urban male, rural female and urban female.
3. To study prediction of mental health of 10th class students on the basis of emotional intelligence and personality factors for total sample, rural male, urban male, rural female and urban female.
4. To find out difference between male and female 10th class students in their correlation between mental health and emotional intelligence for rural and urban students.
5. To find out difference between rural and urban 10th class students in their correlation between mental health and emotional intelligence for male and female students.
6. To find out difference between male and female 10th class students in their correlation between mental health and personality factors for rural and urban students.
7. To find out difference between rural and urban 10th class students in their correlation between mental health and personality factors for male and female students.

1.6. HYPOTHESES OF THE STUDY

Objective wise hypotheses were framed in null form in following way:

1.1 There is no significant relationship between mental health and emotional intelligence of total 10th class students.
1.2 There is no significant relationship between mental health and emotional
intelligence of rural male 10th class students.
1.3 There is no significant relationship between mental health and emotional intelligence of urban male 10th class students.
1.4 There is no significant relationship between mental health and emotional intelligence of rural female 10th class students.
1.5 There is no significant relationship between mental health and emotional intelligence of urban female 10th class students.
2.1 There is no significant relationship between mental health and personality factors of total 10th class students.
2.2 There is no significant relationship between mental health and personality factors of rural male 10th class students.
2.3 There is no significant relationship between mental health and personality factors of urban male 10th class students.
2.4 There is no significant relationship between mental health and personality factors of rural female 10th class students.
2.5 There is no significant relationship between mental health and personality factors of urban female 10th class students.
3.1 There is no significant prediction of emotional intelligence and personality factors on mental health of total 10th class students.
3.2 There is no significant prediction of emotional intelligence and personality factors on mental health of rural male 10th class students.
3.3 There is no significant prediction of emotional intelligence and personality factors on mental health of urban male 10th class students.
3.4 There is no significant prediction of emotional intelligence and personality factors on mental health of rural female 10th class students.
3.5 There is no significant prediction of emotional intelligence and personality factors on mental health of urban female 10th class students.
4.1 There is no significant difference between male and female 10th class students in their correlation between mental health and emotional intelligence for rural students.
4.2 There is no significant difference between male and female 10th class students in their correlation between mental health and emotional intelligence for urban
students.

5.1 There is no significant difference between rural and urban 10th class students in their correlation between mental health and emotional intelligence for male students.

5.2 There is no significant difference between rural and urban 10th class students in their correlation between mental health and emotional intelligence for female students.

6.1 There is no significant difference between male and female 10th class students in their correlation between mental health and personality factors for rural students.

6.2 There is no significant difference between male and female 10th class students in their correlation between mental health and personality factors for urban students.

7.1 There is no significant difference between rural and urban 10th class students in their correlation between mental health and personality factors for male students.

7.2 There is no significant difference between rural and urban 10th class students in their correlation between mental health and personality factors for female students.

1.7. OPERATIONAL DEFINITION OF THE TERMS

Mental Health

Mental health is an attitudinal concept towards us and others. It consists of physical condition, self-concept, self-confidence, self-concept of life, perception of others, perception by others, and satisfaction to achievement, adjustment, intellectual ability and emotional stability.

Emotional Intelligence

Emotional intelligence is an ability to understand self and others emotions, utilize and manage emotions in an effort to predict and foster personal effectiveness.

Personality

Personality is cognitive, affective, conative and somatic (constitutional)
aspects which are reflect in person’s feelings, thinking and behaving. In present study personality is a two dimensional approach-neuroticism and extrovert-introvert.

1.8. DELIMITATIONS

1. The study confined to the government and private p.s.e.b. schools only.
2. The study delimited to the six Districts of Punjab.
3. The study delimited to the study of 10th class students only.
4. The study delimited to the 600 students only.
5. The study delimited to three variables mental health, emotional intelligence and personality. Location and sex will be controlled.