CHAPTER II
REVIEW OF RELATED LITERATURE

Review of related literature is an essential part of the research which serves to place the current study in a chronological as well as a theoretical context. The review of related studies involves locating, studying and evaluating reports of relevant researches and articles, published research abstracts, journals, encyclopaedias etc. The investigator needs to acquire up-to-date information about what has been thought and done in a particular area. The researcher draws maximum benefits from the previous investigations, utilises the previous findings, takes many hints from designs and procedures of previous researches and formulates an outline for future research. The review of related studies provides the insight into the methods, measures etc., employed by others in the particular area. It provides ideas, theories, explanations, hypotheses of research, valuable in formulating and studying the problem at hand. It also furnishes indispensable suggestions related to the problem and already employed techniques to the researcher. Unless it is learnt what others have completed and unmoving relics to be done in the area, one can’t develop a research project and could contribute to furthering knowledge in the field. In fact, the review of related literature serves multiple purposes and is essential to well designed research study. It is a crucial aspect in the planning of a new study. It helps to eliminate the replication and gives helpful implications for an original major research. Although research for related studies is time consuming yet it proves to be fruitful phase. It acts as a lighthouse to discover what is already known, what the pitfalls of previous studies are and also opens our outlook, knowledge, insight and experience with regard to subject. It helps to know what methods of attack have been used successfully. It is essential for any research work, to equip the investigator with the knowledge in the field in which he is doing research to develop the research design. The aim of the review of the literature is to explain and provide the existing information to the researcher.

A summary of the writings of previous research works provides evidence that the researcher is familiar with what is already known, and what is still unknown, and untouched. Effective research is based on this step to avoid duplication in the field and to provide useful hypothesis for significant investigation. Each study should represent an attempt to contribute in some way or the other to the store of knowledge.
concerning research field. Hence, review of literature plays a vital role in a research work.

In this chapter an attempt was made to review briefly the available studies from the past to the present in view of the study under investigation. According to the aims of the present study, studies affecting openly or secretly to the mental health of adolescents in relation to moral judgement, intelligence and personality have been presented in this chapter. However, for reviewing the related literature in an objective and scientific manner, the present investigator has presented under following subheadings:

1. Studies Related to Mental health and emotional Intelligence
2. Studies Related to Mental Health and Personality
3. Studies Related to Mental Health and Other Variables
4. Studies Related To Emotional Intelligence and Personality

2.1. STUDIES RELATED TO MENTAL HEALTH AND EMOTIONAL INTELLIGENCE

Ciarrochi, Deane, and Anderson (2000) carried out a study to find out the relationship among emotional intelligence, stress, and mental health. This study was conducted on 302 university students using a cross-sectional method. The results showed that adults and individuals, who were good in managing and controlling their own and others’ feelings and emotions had more social support and were more satisfied compared to others. This support plays a significant protective role against depression, anxiety, and other psychological problems.

Kohsar Haddadi (2004) studied the relationship of emotional intelligence with cognitive mental health and academic achievement and found that components of emotional intelligence were significantly correlated with cognitive mental health and academic achievement of male and female university students. On the other hand, the difference between male and female university students considering the correlation of emotional intelligence with cognitive mental health and academic achievement was significant.

Mathews et al. (2004) studied relationship between mental health and emotional intelligence and found that there exist relationship between emotional intelligence and mental health.
Montes-Berges and Augusto (2007) studies conducted with nurses or nursing students has shown that emotional intelligence is a skill that minimizes the negative stress consequences. Hierarchy regression analysis pointed out that clarity and emotional repair were predictors of social support, and emotional repair was the main predictor of mental health.

Singh, Chaudhary and Asthana (2007) conducted a study to find out relation between mental health and emotional intelligence of adolescents and results revealed positive relation between mental health and emotional intelligence.

Singh (2007) conducted the study on adolescent students to find out the mental health conditions of above emotionally intelligent and below emotional intelligent adolescents. A sample of 400 students from which 200 boys and 200 girls taken from schools and colleges of Varanasi. After administrated Emotional intelligence (EI) scale was two acute clusters of above emotional intelligent and below emotional intelligent adolescents were created on the source of scores of emotional intelligent scale with Q1 and Q3 as cutting points. Mithila mental health position list by Kumar et al. (1986) was administrated to these two groups. Mental health scores and five sub scale scores were evaluated for above emotionally intelligent and below emotional intelligent adolescents. Results showed significant difference between these two groups. Above emotional intelligent adolescents were good in mental health then below emotional intelligent adolescents.

Kabir et al. (2009) compared the emotional intelligence and mental health in addicted and normal individuals. For this study, they selected eighty addicted and eighty normal individuals - matched for age, marital status, number of family members, educational level and economic condition. The participants were administered the Petridis and Furnhum’s (2002) Emotional Intelligence Questionnaire and 28 Items Goldberg’s (1979) General Health Questionnaire (GHO28). They found significant relation between mental health and emotional intelligence for addicted and normal individuals. They also concluded that the addicted person had lower level of emotional intelligence and mental health than normal individuals.

Mohammadyfar et al. (2009) determined of the cause of emotional intelligence and occupational stress lying on mental and physical health. With the help of stratified random sampling 250 primaries and high school teachers of Iran
were selected. Three tools Mental Health Inventory, Emotional Intelligence Scale and Teachers’ Occupational Stress Questionnaire, and one checklist (Physical Health Checklist) were used on teachers. Findings showed that emotional intelligence and occupation be exhausted were enlightened 43.9% of mental health and 13.5% of difference of physical health.

**Bakhshi (2010)** Find a study to examine the association of emotional intelligence and mental health with organizational commitment of teachers, nurses and staff. The results of the Pearson correlation coefficient showed that emotional intelligence and mental health were correlated significantly and positively with organizational commitment. The results of regression analysis indicated that emotional intelligence and mental health could positively and significantly predict organizational commitment of employees of these three jobs.

**Gupta and Kumar (2010)** studied on 200 (Male=100 and Female=100) students of Kurukshetra University to find out the relation between emotional intelligence and mental health. Product moment correlation and t-test was used to analyse the data. Findings showed that a positive relationship between emotional intelligence, self-efficacy and mental health. It also revealed that high emotional intelligent students were good in mental health and low emotional intelligent students were poor in mental health.

**Shabani et al. (2010)** explored the relationship of emotional intelligence with mental health among early adolescents. The sample made up of 247 high school students of 8 schools (124 Boy and 123 Girl) of the Gorgan City, north of Iran. This study utilized General Health Questionnaire (GHQ) to measure mental health scales and sub-scales and Emotional Quotient Inventory, Youth Version (EQ-I YV) to assess emotional intelligence. Data was analyzed using Pearson’s correlation and simple regression analysis. Results of this study indicated that emotional intelligence correlated significantly but negatively with total mental health and its dimensions—somatic symptoms, anxiety and social dysfunction and depression. Since mental health measured by negative concept, therefore, negative relationship was acceptable.

**Verma and Gupta (2011)** studied relationship between mental health, emotional intelligence and adjustment of secondary school students. This study revealed that emotional intelligence and mental health correlated significantly and
positively. Emotional intelligence also correlated positively and significantly with adjustment of high school students.

Pirkhanefi and Rafieeian (2012) investigated relationship between emotional intelligence and mental health education managers in Khoy city of Iran. The research sample included 150 executives (male and female) to collect data, Sybrya Shryng Emotional Intelligence and Psychological Health Questionnaire by Diener and et al. (1985) were used. Pearson product moment correlation, t-test for independent groups and stepwise regression were used to explain the contribution of each component of emotional intelligence on mental health. This study reveals that total emotional intelligence correlated significantly and positively to mental health. Emotional intelligence dimensions- self-awareness, self-regulation and social skills were positively and significantly correlated with mental health.

Talwar (2013) here survives significant association among emotional intelligence and mental health of secondary school teachers. Mental health and emotional intelligence was positively related with each other.

Singh (2013) stated that mental health and emotional intelligence were positively related with each other.

Bartwal (2014) conducted a study on 400 students of U.P. and U.K. to find out the relationship between mental health and emotional intelligence. Results revealed no local or location differences found between emotional intelligence and mental health. Findings also revealed that an emotionally intelligent person was a mentally healthy.

Cejudo (2014) studied the relationship between emotional intelligence as ability and emotional intelligence as a trait and mental health of a sample of school counsellors. The sample consists of 203 school counsellors. Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), Trait Emotional Intelligence Questionnaire Short Form (TEIQUE-SF) and the Mental Health Scale (MH-5) was used to collect data. Correlations, t-test and regression analysis were used to analyze Data. This study reveals that the existing relationships between EI as a trait and mental health are higher than those existing between EI as an ability and mental health. Finally, the analysis of multiple regression has allowed for identifying emotional intelligence as a trait as a predictor variable of mental health.
Isazadegan, Jenaabadi, and Sa’adatmand (2014) examined the relationship of cognitive emotion regulation strategies, emotional creativity and academic performance with university students’ mental health. This study was conducted to determine and predict mental health through considering cognitive emotion regulation strategies, emotional creativity and academic performance. In this study, the sample included 361 university students (191 females and 170 males) who were selected among the students of Urmia University through applying stratified random sampling method. The subjects were evaluated using Cognitive Emotion Regulation Strategies Scale, Emotional Creativity Inventory and Mental health Checklist. To analyze the obtained data, Pearson correlation coefficient and stepwise regression analysis were used. The results demonstrated that mental health was significantly and negatively correlated with dimensions of inefficient cognitive emotion regulation strategies, self-deprecation, considering issues as catastrophic and blaming others. Moreover, there was no significant relationship between emotional creativity and mental health. Additionally, academic performance and mental health were significantly and positively correlated. Among the variables under the study, self-deprecation, considering issues as catastrophic, blaming others and academic performance explained 26% of the variance of mental health. The findings of this study indicated that mental health had a negative correlation with inefficient cognitive emotion regulation strategies and had a positive relationship with high academic performance. Moreover, there was no significant correlation between mental health and emotional creativity.

Khordzanganeh, Heidarie and Naderi (2014) investigated relationship between emotional intelligence, happiness and resiliency with mental health in male and female high school students of Ramhormoz City. Sample consisted of 365 students (223 girls and 142 boys) were selected by multistage cluster sampling method. Shot's emotional intelligence Questionnaire (1998), Oxford Hills and Argyle's Happiness Questionnaire (2002), Cannar and Davidson's resiliency scale (2003) and the Goldberg and Hiller's General Health Questionnaire (1972) were used to collect data. For data analysis, the simple correlation and multiple regression analysis were used. The results showed that the correlation of emotional intelligence and happiness with mental health was found significant and negative. But correlation
between resiliency and mental health was found significant and positive. Also among the predictor variables, resiliency has the stronger ability to predict of mental health than happiness and emotional intelligence.

**Manju (2016)** investigated emotional intelligence as predictor of mental health among chronic disease group. Sample of the study comprised of 200 chronic patients. Multidimensional Measure of Emotional Intelligence (MMEI by C.R. Darolia, 2003) and General Health Questionnaire (GHQ by Goldberg & Williams, 1988) was used to collect data from patients. Data were analyzed using correlation and regression analysis. Results of this study revealed that emotional intelligence is positively and significantly correlated with mental health and emerged as predictor of mental health.

**Conclusion**


**2.2. STUDIES RELATED TO MENTAL HEALTH AND PERSONALITY**

**Jegde (1980)** conducted a study on the students (145 the female and 725 male) of Freshmen University of Ibadan to find the relationship between personality and mental health characteristic of Nigerian university students. The result shows no significant relationship between self-assessed mental healths with neuroticism.

**Srivastava (1983)** studied on primary and secondary teachers to find out the relationship between personality and mental health. The result indicates that extrovert teachers enjoy better mental health as compared to introvert teachers.

**Fyrand *et al.* (1997)** studied on 138 female patients with rheumatoid arthritis (RA) to find out the relationship between personality traits, social support and mental
health problems. The results exposed that camaraderie had a direct effect on mental health, helpful support and emotional support was uncorrelated with mental health problems. It also showed that neuroticism had the symptoms of unhappy disarray personality.

**Neria et al. (2001)** examined the associations among attachment styles, hardiness, and mental health in intensive real-life stress. The results indicated that secure attachment style was positively associated with overall hardiness, commitment, and control, whereas avoidant and ambivalent attachment styles were negatively associated with these variables. In addition, a secure attachment style, and overall hardiness, commitment, and control were positively associated with mental health and well-being, and negatively associated with distress and general psychiatric symptomatology, whereas avoidant and ambivalent styles were inversely related to mental health and well-being and positively related to distress and general psychiatric symptomatology.

**Matby et al. (2004)** results exposed that neuroticism coping-forgiveness factor was associated with poorer mental health and extraversion coping-forgiveness factor was positively related with mental health.

**Gutierrez, Jimenez, Hernandex, & Puente (2005)** studied personality and well-being of 236 nursing professionals and found that the personality factors of extraversion and neuroticism to be most predictive of subjective well-being.

**Benjamin (2006)** conducted a study to find out relationship between personality and mental health, findings showed that higher neuroticism or lower extraversion scores had bad mental health.

**De Moor et al. (2006)** conducted a study to examine whether regular exercise was related with anxiety, depression and personality with respect to gender and age. The findings showed that regular exercise effected personality and mental health. Exercise leads to good mental health and high extroversion personality. These differences were unassuming in size, but very dependable across gender and age.

**Goodwin and Friedman (2006)** found that personality traits were associated with mental health. The researchers revealed that a higher level in conscientiousness would significantly decrease the probability of mental disorders as well as extraversion and agreeableness. Nonetheless, a higher level in neuroticism was found
to significantly contribute to mental disorders. In this study, the respondents were young adults in United States.

Lung (2006) conducted a study on 641 students from two military high schools, 43 had a diagnosis of adjustment disorder to examine the personality traits and mental health among Taiwanese military students with adjustment disorder. Results showed significant difference between adjusted and maladjusted students with respect to personality and mental health. Different types of schools also effected student’s personality and mental health.

Hooker (2006) studies the effect of personality and disease (Alzheimer's disease (AD) and Parkinson's disease (PD)) on mental health of spouse caregivers. Findings showed that personality effected mental health directly or indirectly. Caregivers of Alzheimer's disease (AD) had significantly of poorer quality mental health than PD caregivers.

Sangeeta (2006) conducted a study of 600 boys of 10th class of Jammu city. Findings showed that high extroversion scores helped to improve the mental health and high scores of introversion go downhill mental health.

Archana (2011) studied mental health of adolescents in relation to moral judgement, intelligence and personality. As a sample 820 students were selected from 10-10 schools of each district Ludhiana, Ferozepur and Muktsar of Punjab. Mental Health Battery by Singh and Gupta (1978), General Mental Ability Test by Jalota (1982), Eysenck's Personality Questionnaire by Eysenck' (1975) and Moral Judgement Test (in Punjabi) was constructed and standardized by the investigator herself were used to collect data. Results of the study were- 1. Positive and significant relationships of mental health were found with moral judgement, intelligence and extroversion dimension of personality for total sample but mental health has no significant relationship with psychoticism and neuroticism dimensions of personality.

2. Positive and significant relationships of mental health were found with moral judgement, intelligence and extroversion dimension of personality for high mental health students but mental health has no significant relationship with psychoticism and neuroticism dimensions of personality for high mental health students.

3. For low mental health students no significant responses shows between mental health with moral judgement, different dimensions of personality and intelligence.

4. Positive and
significant relationship of mental health were found with moral judgement, intelligence and extroversion dimension of personality for boy students but mental health has no significant relationship with psychoticism and neuroticism dimensions of personality for boy students. 5. Positive and significant relationships of mental health were found with moral judgement, intelligence and extroversion dimension of personality for girl students but mental health has no significant relationship with psychoticism and neuroticism dimensions of personality for girl students.

Ghorbani-Amir, Ahmadi-Gatab, and Shayan (2011) studied the relationship between personality and mental health. The method of this study was a descriptive and correlation method. The sample consisted of 50 psychology students in Payame-Noor University in Babol, which were randomly selected and answered to two type a personality questionnaire and general health. In data analysis, Pearson correlation, t-test was used. The results showed that significant relationship was found between typesa personality and mental health. In number of subjects with type a personality, mental health is lower than the number of subjects having Type B personality. No significant differences were found between mental health in the two groups of male and female respondents.

Shirazi, Khan, and Ansari (2012) studied to examine the relationship between mental health and personality characteristics among students. A total of 300 participants were randomly selected from Aligarh Muslim University, Aligarh, India. Mental health was measured by mental health inventory and personality characteristics were measured by neo-five factor inventory. Correlation, regression and independent t-test were used for analyzing the data. The results showed that there was significant and positive correlation between mental health and total personality. Its sub scales that is neuroticism, agreeableness and openness also correlated significantly with mental health whereas personality dimensions extroversion and conscientiousness were not significant. The regression results as whole, it was found that the three independent variables i.e. agreeableness, neuroticism and openness were able to explain 11.5% of the variance in levels of mental health among students’. Finally independent t-test found no significant difference at the mean scores of professional and non-professional students’ mental health and personality characteristics in terms of gender.
Habibi et al. (2013) studied of personality characteristics and mental health of Addicts. The sample consists of 100 people selected randomly among addicts in the range of 25-55 years old. For evaluating personality characteristics Big Five Personality Questionnaire Short Form (NEO-FFI- 1990) was used. This contained the big five personality factors or neuroticism, extroversion, openness to experience, conscientiousness, and agreeableness. For mental health assessment the 90-R-SCL questionnaire was used. This contained physical complaints, obsessive - compulsive, interpersonal sensitivity, depression, anxiety, aggression, phobia, paranoid ideation and mental dissociation. Pearson correlation coefficient was used to find out correlation between dimensions of personality characteristics and mental health. The result of the study indicated a significant and positive relationship between personality factors and dimensions of mental health tests. Personality factor neuroticism was found correlated significantly and negatively with all dimensions of mental health. Personality factor extraversion was found correlated significantly and positively with mental health dimension physical complaints, while significantly and negatively with mental health dimensions obsessive - compulsive, interpersonal sensitivity, depression, phobia and psychosis. Personality factor flexibility was found correlated positively with mental health dimensions physical complaints, interpersonal sensitivity, and psychosis; while negatively correlated with obsessive – compulsive and Paranoia thoughts. Personality factor agreeableness was found correlated significantly and negatively with mental health dimensions aggression and phobia. Personality factor consciousness was found correlated significantly and positively with mental health dimension obsessive – compulsive and psychosis; while significantly and negatively with obsessive - compulsive, interpersonal sensitivity, depression, anxiety, aggression, phobia and Paranoia thoughts.

Amini, Heidary and Daneshparvar (2015) studied personality traits and their impacts on the mental health of battered women. As a sample 196 married women who referred to Tehran Legal Medicine Center in 2013 were selected based on simple sampling method. General Health Questionnaire (GHQ-28) and the NEO Five Factor Inventory (NEO-FFI) were used for data collection. Pearson Correlation was used to find out relationship between mental health and personality. This study revealed that mental health correlated significantly and positively with personality
trait neuroticism, while it has a significant but negative correlation with extraversion, agreeableness and conscientiousness.

**Damodaran, Varghese and Paul (2015)** studied the influence of neurotic personality dimension on the mental health among the youth in Kerala. The participants consisted of 211 undergraduate students between 18 to 24 years. The data was collected using the Mental Health Inventory and Eysenck’s Personality Questionnaire-R, and analyzed using descriptive and inferential statistics. Results of this study revealed that mental health of youth significantly differed based on neurotic dimension of their personality. The mean mental health index score was low among the high neurotics compared to the low neurotics. The results of Discriminant Analysis showed that among six dimensions of mental health, anxiety, loss of emotional and behavioural control contribute more to discriminate the high and low Neuroticism groups. The findings suggested the need for incorporating personality as a core variable in mental health promotion and illness prevention approaches to account for individual differences in thinking, feeling and behaviour.

**Sadeghi, A., Ofoghi, N. and Azizi, S. (2015)** studied the relationship between students’ personality characteristics and mental health at the University of Guilan. Using Kerjeci & Morgan table and stratified random sampling method 196 students were selected. Results showed that there was positive and direct relation between personality characters neurotic, extroversion, openness, acceptance and conscionable with mental health. Meanwhile, openness had the highest and extraversion with the lowest correlation scale and most of students (65%) had low mental health. Also, there were no significant differences among students with respect to different courses but significant difference with respect to gender and age.

**Kaur and Ram Niwas (2016)** studied to discover associations of mental health with personality factors- neuroticism and extroversion and also discovered the association between mental healths with emotional intelligence. 600 students (300 male and 300 female) of 10th class were selected from six districts of Punjab. Three tools were used Mental Health Scale, Emotional Intelligence scale and Eysenck’s Maudsley Personality Inventory were utilized to gather data. To find the correlation Pearson Product Moment Correlation Coefficient used. Results revealed positive association between emotional intelligence and mental health. Results also
show positive association between extroversion factor of personality and mental health and negative association between personality factors neuroticism and mental health.

**Conclusion**


**2.3. STUDIES RELATED TO MENTAL HEALTH AND OTHER VARIABLES**

*Wig and Nagpal (1970)* conducted a study on Institute of Medical Education and Research of Post Graduate students. A sample of 1180 student’s selected to compare the results of the winning and failed students. Cornell Medical Index Health Questionnaire and Mandsley Personality Inventory were administered for collection of data. Findings showed that students who were high achievers had a significantly higher frequency of fathers with proficient decision-making professions. A high percentage of failure students listed their fathers belonged to business professions and having no recognized education. It was found that failure students’ fathers belonged to agricultural background. In the community associations the failure students were more frequently reported as the boundaries, either as social or joining or as isolated and feeling alone.

*Vyathit (1973)* a relative study of Interpersonal relations in useful and unproductive classroom clusters to look upon to sociometric cohesiveness, social perception, social cohesiveness, social distances and social attitudes of pupils nears their classroom clusters and class teachers and to develop a variety of devices for the principle of the schoolwork. The instruments planned were school evaluation performa, form I&II, Classroom observation schedules, achievement tests in History for classes
7th and 8th. Sociometric test, social distance scale, Guess who test, classroom group rating scale, class teacher rating scale, teacher pupil relationship test were used for data collection. Eighteen successful and unsuccessful classroom clusters were selected. The number of boys was 198; girls were 269 and coeducational groups were 169. While in unsuccessful type boys were 201, girls were 124 and coeducational groups were 145. Within adding to students, 55 classroom teachers including 31 female teacher and 24 male teachers were also included from a variety of middle schools of Bhopal city. Factorial analysis and employing chi square technique for data analysed. Interpersonal relations and communities suitability for each other as a friend in successful classroom cluster were found more as compared to unsuccessful cluster and the number of isolates and neglecters were smaller in successful cluster. Co-educational classroom clusters had superior interpersonal relations and superior social attitudes, towards friends and teachers respectively than girls and boys alone. The numbers of separates were lesser in co-educational classroom cluster.

Sarker (1979) conducted a study to find out the relationship between mental health and various family characteristics of middle class students from which 212 were boys and 188 were girls. Simple random sampling technique was used for selection of sample of 400 adolescent students. According to today’s family structure fathers are mostly independent and mothers are decision maker. The mentally harmful cluster of adolescents had more family tensions than the healthy cluster.

Sharma (1979) conducted a study on mental health as factor in academic achievement, self-concept, and level of aspiration. For these purpose 1060 secondary school students selected randomly in Uttar Pradesh. The results reported that boys and girls had better mental health during early adolescence (13 years), while boys in late adolescence showed better mental health than girls.

Veereshwar (1979) conducted a study on the mental health and adjustment troubles of college-going girls of rural and urban areas in and around Meerut. By the sequential list method asample of 406 females in the age group of 18-20 years were separated from the undergraduate students of Meerut University. The section was more separated into NSS and non-NSS clusters. The NSS cluster had 182 students and the non-NSS clusters had 224 students. Mean, S.D. and t-test were used for analysis. Results revealed that females face Adjustment problems, difference also occurred in
locale of girls. Urban girls are more intelligent than rural girls. NSS group showed worse emotional adjustment than the non NSS group.

**Mangotra (1982)** conducted a study on mental health in relation to intelligence, socioeconomic status and education academic achievement. Mental Health Inventory, General Intelligence Test (Joshi), Cultural Level Questionnaire and Socio-Economic Status Questionnaire were administrated for data collection. Findings showed that girls were better than boys in intelligence test and in the socioeconomic questionnaire results also revealed that girl’s mental health is good. Intelligence and physical health affected the mental health of male and females. Girls have a problem of insecurity and anxiety and boys have more depression and neurotic behavior. Girls are more intelligent than boys in intelligent tests.

**Kaur (1982)** conducted a study and result shows no positive relationship in mental health and intelligence. Study also showed that intelligence in mixture through a number of personality dimensions greatly determined the mental health of adolescent girls.

**Raveendranath (1983)** conducted a study on mental health status in comparison of English medium and Malayalam medium science students. Result shows that English medium students had good mental health than Malayalam medium students. The sub sample equated on the basis of mental health, intelligence, interest and status of English medium. No significant difference showed between English and Malayalam medium students on the basis of high socio-economic status.

**Prasanna (1984)** found that mental health variables associated with high and low achieving adolescents. The sample was made up of 1050 pupils (567 boys and 483 girls) of IX grade students, selected by applying the proportional stratified sampling technique. Mental Health Status Scale M. Abraham and K.C.B. Prasanna (1981), Kerala Non-Verbal Group Test of Intelligence; and the Kerala Socio Economic Status (AS Nair 1970, 1971) Scale used. Findings of study revealed that mental health variables disclosed that high achievement students had higher mean scores for 16 mental health variables evaluated to the adolescents among low down achievement.

**Weaver (1986)** conducted a study to see the effect of sex, race and spiritual surroundings on the awareness of mental health. Findings showed no...
relationship between perception of mental health and race, sex and the degree of spiritual participation.

Srivastava et al. (1987) conducted a study on post graduate students for their mental health. The effects point to that there was no gender difference in mental health of post graduate students.

Anand (1989) studied about mental health of high school students. A sample of 262 (169 Boys and 93 Girls) high school students was selected. Mental Health Scale constructed by the instigator. Results of this study indicated the relationship of mental health of students was found significant and positive to their academic achievement, educational and occupational status of parents. Significant relationship was also found between mental health and academic achievement.

Kashyap and Veena (1989) conducted a study on Psychological determinants of adolescent troubles. A sample of 1000 secondary students was selected from different schools of Aligarh District. Frustration Scale of Chanhan and Tiwari, Youth Problem Inventory of M. Verma and Anxiety Scale of Sinha and Sinha used for collection of data. Findings showed that adolescent problems and anxiety were highly and positively correlated frustration and emotional juvenile behavior. Urban girls and rural boys felt significantly more secure than rural girls.

Nanda (1999) found that girls mental health was good than boys and there is no difference in mental health of students of ashram schools and urban schools but rural school girls have better mental health than urban girls.

Bhurwani (1991) conducted a study on the nature of self-concept in the locale of ability and its impact on mental health and academic achievement. A sample of 432 students of science and commerce group which belongs to the age between 18 to 20 years, from 7 institutions with English medium background. Self constructed scale of self-concept was used by investigator. Marks in two general subjects were in use as a measure of the academic achievement of students. Students who supposed to be high factor were relatively free from poor mental health symptoms. A tendency could be noticed to recommend that high perfect self-concept was favorable to mental health. Difference among actual and perfect self-concept was found to be linked with poor mental health. Academic achievement was absolutely related with supposed intellectual capability but not with scores of other locales of self-competence.
However thought of self-concept regarding their capability did not appear to affect the academic achievement scores. Difference between actual and perfect self-concept did not affect the academic achievement of commerce cluster; but in the science cluster these two were positively related. Students who exposed poor mental health symptoms were also poor in academic achievement.

**Howe et al. (1993)** studied the association between IQ and mental health in children with chronic illnesses. The result showed that the higher risk of behavioural problems in children with neurological disorders compared to children with other chronic illnesses was partly mediated by decrements in IQ.

**Rai and Yadav (1993)** conducted a study on 251 boys and 250 girls of rural and urban area. Results revealed that students have superior socio-economic status that belongs to good quality of mental health.

**Reddy & Nagarathanamma (1993)** examined definite components of mental health status among urban and rural students as of the point of recognizing students, who have possible upcoming development of mental health troubles. The school is considered second to the habitat in its control on the growth of children’s personality. 400 high school (200 male and 200 female) students were selected as a sample. Their socio-economic position was taken into consideration. Findings showed no difference between rural and urban childrens, with regard to their mental health position. Boys and girls a little differed from each other with regard to their mental health position, where as the socio-economic position did not predict to their mental health position.

**Manjuvani (1995)** studied on, "Sex, standard type of school and mental health position of high school adolescents. Result revealed that girls had superior mental health position while evaluated to boys and mental health position of 10th standard adolescents was low down as compared to the 9th standard adolescents.

**Jones (1998)** conducted a study to find out relationship between the dependent variable of mental health, and the predictive variables of religion, spirituality and demographics variables (gender, age, education, religious denomination, and physical health and socio economic status). Findings showed that there were strong relations in spirituality and religion, in spirituality and mental health, as well as in spirituality and physical health. Multiple linear regression analyses showed that the linear grouping of physical health, spirituality, and age were the greatest predictors of mental health for
African Americans. Findings recommended that as both religion and spirituality were strongly connected with mental health, spirituality was a superior predictor of mental health for African Americans. Spirituality was a superior predictor of mental health than religion. The religiousness tools utilized in this study focused on an individual’s relationships with the Church and with God. The spirituality device measured the relationships immediately mentioned and additionally assessed a human being’s perception of self in relations to others, and a sense of task for one’s fellowman. This conceptualisation of spirituality was unreserved and comprises the concept of religion. Spirituality in this wisdom appears more closely associated with the conceptual structure of society spirit that has been so much a piece of African American socio-cultural past.

Taak (1999) studied on factors controlling mental health of Ludhiana district on a sample of 300 students. Findings revealed that there is no significant distinction among mental health of male and female of same age clusters.

Anand (1999) conducted a study on student’s mental health motivation and attitude on a sample of 370 students and results revealed that students among parents of superior educational and professional conditions had mental health in their favour.

Srivastava et al. (1999) conducted a study on mental health of 11th and 12th standard of 80 students studying in English medium and Hindi medium schools situated at Haridwar. Findings showed that English medium students had worse mental health in comparison to Hindi medium students. Results also indicated that symptoms of egocentrism and emotional instability in Hindi medium students were low in comparison to English medium students.

Garg (2000) conducted a study on mental health in relation to neuroticism of B.Ed trainees and results revealed no difference among B.Ed. trainee girls and boys on variables of personality factor neuroticism and mental health.

Nanda (2001) conducted a study on mental health of high school students of Cuttack district, Orissa on a sample of 1579 students from 86 schools covering. The findings revealed that male students were found in worse mental health than female students. While comparing female and male students in rural, urban and ashram schools separately it was found that no difference was there in mental health of male and female students in urban and ashram schools. Male students had worse mental
health than female students in rural schools. Results also revealed that scheduled caste students had worse mental health than general category, scheduled tribes and first generation learners. Scheduled tribe students had worse mental health than Scheduled caste.

Shakunthala (2001) conducted a study on the adjustment of secondary school teachers in relative to their teaching capability, emotional maturity and mental health and results showed high, positive and significant association among teachers’ adjustment and mental health. High and positive association between male and female, adjustment, teaching capabilities, emotional maturity, mental health between teachers. Results also revealed positive and high significant association between emotional maturities, adjustment, teaching capabilities, mental health among teachers. No difference exists in emotional maturity of secondary school female and male teachers. Some difference were their in mental health of teachers working in private secondary and government schools. There was a significant association between adjustment and mental health of teachers working in private government and secondary schools. There was a significant adjustment and mental health of secondary school female and male teachers. Significant variations in age, adjustment and mental health of teachers working in private and government secondary schools.

Reddy et al. (2002) conducted a study on mental health position of students of coeducational and non-co-educational schools. Findings revealed that type of schools affected the mental health of both girls and boys. The students of non-co-educational schools were mentally worse when evaluated to the students of co-educational schools.

Sirohi (2002) studied the effect of religion on mental health. The sample consisted of 250 XI standard boys covering three religions - Hindu (N = 105), Christian (N = 80) and Muslim (N = 80). Self constructed scale by Sirohi Mental Health Questionnaire developed and used for assessing the mental health of students. He reported that Hindu and Muslim boys had significantly privileged mental health when evaluated with Christians.

Ojha (2002) conducted a study on social anxiety and mental health of ordinary and physically challenged adolescents. Random sample comprised of 60 adolescents (15 males, 15 females) orthopedically challenged and matched control group of normal adolescents. Selected from different colleges located in Varanasi. Community anxiety was examined significantly high in orthopedically challenged cluster. No significant difference showed in normal group and orthopedically challenged group. With regard to mental health.

Miller (2003) studied the relation between senses of humor with a person’s overall mental health. The data were analyzed and a significant correlation was found between sense of humor and mental health. Scores on the mental health decreased then scores on the Multidimensional Sense of Humor Scale increased (showing a high sense of humor).

Asha (2003) examined to study the combined effect of intelligence and creativity and on stress and mental health of college students. The sample consisted of 126 post-graduate students (61 female and 65 male students) from different sectors of the Calicut University. Graphic Test of Creativity, Students Academic Stress Scale, Mental Health Inventory and Mathew Test of Mental Abilities were used for collection of data. The results point out that the high creative-high intelligent groups of female and male students experience less stress and in good mental health than the less creative-less intelligent female and male students. The study proposes that cognitive superiority is a resource for adapting to stressful situation and fostering mental health.

Dwairy (2004) conducted a study on the parental styles and psychosocial adjustment of adolescent students and the association among them in gifted as compared to non-gifted Arab adolescent students. Findings showed that parents of gifted adolescents tend to be extrareliable and less strict than parents of non-gifted adolescents. The attitudes of the gifted adolescents near their parents were extra positive than those of the non-gifted adolescent students. The gifted adolescents showed superior self-esteem and less identity disorders, phobias, and conduct disorders than the non-gifted adolescents. The reliable parental fashion associates positively with the mental health of both non gifted and gifted adolescents, as the strict parenting style impacts negatively on the mental health of the gifted, but not of
the non-gifted adolescents. Findings also revealed that the authoritarian parenting style is a critical factor that controls the well-being of gifted children and may influence their psychological modification.

**Gulati and Dutta (2004)** conducted a study on the mental health of adolescents profile of 245 rural (12 to 16 years) drawn from determined reduced and whole families of Ludhiana district. Findings showed that in spite of economic variety and the attendance of other risk situation, majority of the adolescents were originate to be performing within normal status of mental health without any apparent conduct disorders and also the result of gender was found to be non-significant. The effects revealed that the central problem in males was criminal behavior and females were nervousness and despair.

**Roul (2004)** conducted a study to find out the efficiency of self-directed and non-self-directed college teachers in relation to their mental health. Findings show that non-autonomous college teachers are less effective than autonomous college teachers on teacher effectiveness; (ii) counter parts in non-autonomous colleges have worse mental health than the teachers of autonomous colleges. The investigator describes a conclusion that the teachers of autonomous college show improved performance than non-autonomous college teachers.

**Jha (2005)** conducted a study to find out the impact of the social residential areas with male and female on mental health problem on 110 secondary school adolescents of age (11-17 years). Findings showed that urban children, especially girls faced fewer problems than rural adolescents.

**Dwairyet al. (2006)** conducted a study in which the Psychological State Scale, Multigenerational Interconnectedness Scale, and the Parental Authority Questionnaire were administered on 2,893 Arab adolescents in eight Arab societies. In these tests, adolescents raised according to the inconsistent parenting scored lower in connectedness and higher in mental disorders than those raised according to the controlling or flexible-oriented parenting pattern. Authoritative parenting was associated with a higher level of connectedness with the family and better mental health of adolescents. A higher level of adolescent-family connectedness is associated with better mental health of 50 adolescents. Results indicate that authoritarian parenting within an authoritarian culture does not harm the adolescents' mental health
as it does within the Western liberal societies. These results give rise to the hypothesis that inconsistency in parenting and inconsistency between the parenting style and the culture cause harm to adolescents' mental health.

Schembri et al. (2006) results revealed that high intelligence to be associated with positive well being; and deficits in intelligence with poor mental health.

Kumar et al. (2007) studied that high intelligence is associated with better mental health and less fatigue.

Samari and Tahmasbi (2007) examined the relationship between emotional intelligence and academic achievement in university students and asserted that the overall scores of emotional intelligence and some components of emotional intelligence were significantly related to academic achievement. Moreover, age was significantly correlated with emotional intelligence and its components. With regard to the relationship between emotional intelligence and gender, the results of this study indicated that no significant difference was found between males and females considering their overall scores of emotional intelligence.

Srividhya (2007) studied mental health of 227 Novadaya schools students. In this study girl’s mental health was found good in comparison of boys.

Perumal (2008) studied mental health status and locus of control of Kerala State related to the achievement of 450 eighth Standard English medium students. Tools for collection of data were used- 1. Mental Health Scale developed by Abraham & Prasanna (1981). 2. Malayalam version of Rotter’s Internal, External Locus of Control Scale. For analyzing data correlation, t-test was utilized. Results showed that a significant difference exists in the association among Mental Health status and Locus of Control based on gender and locale. There was a significant distinction in the association between Mental Health position, Locus of Control and Achievement in English in the total section and sub section based on locale and gender.

Singh (2008) conducted a study on mental health behaviour as a function of SES and habitation. The sample of 200 college students male and female participated in the study. (100 rural and 100 urban) students were taken from colleges located in the rural areas of Patna district. They were directed SES scale and mental health battery (MHB). The attained results were analysed by t-test. It was establish that SES mainly lower SES had an unconstructive impact upon sound development of mental health.
behaviour. No influence showed rural-urban region to be determiner of mental health behaviour. Socio-economic position to which the individual belongs has a crash upon a variety of behavioural and emotional conditions of the individual, thus influencing his mental health behaviour in long term. Though, SES, whose main characteristic was scarcity, was found to tax mental health behaviour since it origins considerable pressure for person and families.

Bhalerao et al. (2008) conducted a study to find out relationship between mental health and backdrop variables. Self-esteem inventory general knowledge awareness, mental health social competence developed by AICRP-CD part was administrated on 170 rural females (11-26 years) from 5 rural communitys of Prabhani district. Approximately all the rural female have average level of self-esteem, social competency as superior proportion (95.29%) of them had average level of mental health on the different 72.35 percent of them had low down level of general knowledge. significant positive correlation between self-esteem and general knowledge of rural females and results revealed no significant correlation between mental health as their socio economic position and social capabilities.

Allen et al. (2008) conducted a study on religiousness and mental health along with older male patients. Among the fast growth in the grown-up patient population, emerging issues regarding physical and mental health require superior research and clinical attention. Almost 70% of the patients were incarcerated for murder or sexual crimes. There were no cultural differences in reported spirituality, demographic characteristics, or mental health. It was found a relationship between self-reported existence of incarceration and experienced pardon. Three regression models examined whether patients’ self-reported spirituality pressured anxiety, depression, and desire for hastened death. Having a better number of daily religious experiences and not feeling dumped by God were connectd with recovered emotional health.

Tamini and Far (2009) conducted a study on examined mental health and life satisfaction of students. Samples of 50 individuals were selected at randomly from each group. Tools for collection of data were General Health Questionnaire 12 items used for collection of data (GHQ-12) and life satisfaction scale and, t-test were used to analyze data. Results showed that there was a significant difference of common health questionnaire among two groups and results showed that there were
meaningful differences among two clusters in life satisfaction scale. The results of mental health questionnaire showed that A.M.U. students’ scores of mental health questionnaire were less than S.B.U. and also their mental health position was superior to S.B.U. students; also A.M.U. students’ scores of life satisfaction scale were extra than S.B.U. students, also, A.M.U. students were more satisfied from their life than S.B.U. students.

Karestan and Terrie (2009) conducted a study to find out association between childhood IQ and adult mental disorders. The result indicated that lower childhood IQ was associated with increased risk of developing schizophrenia spectrum disorder, adult depression, and adult anxiety. Thus, many patients who seek mental health treatment may have lower cognitive ability.

Knutson et al. (2009) studied the association between childhood IQ and adult mental disorders. The result indicated that lower childhood IQ was associated with increased risk of schizophrenia, adult depression and anxiety.

Schwinn et al. (2009) conducted a study to find out the impact of alcohol, tobacco, and illicit drug on gender and mental health amongst late adolescent urban adolescents. Results showed that there were differences in male and female adolescent students and girls showed more depression and anxiety than boys. The scores of hostility were same for male and female students. Results also revealed that late adolescent youths living in urban areas, poorer mental health status are connected with enhanced important utilize.

Simonton and Song (2009) studied the relationships among achieved eminence, IQ, early physical and mental health, and achievement domain. The correlation and regression analyses showed, for these 282 individuals, that eminence is a positive function of IQ and that IQ is a positive function of mental health and a negative function of physical health, implying an indirect effect of physical and mental health on eminence.

Thamodharan (2009) studied mental health of 250 students of grade XI were found no significant difference on mental health between male and female, and rural and urban students.

Basu (2010) studied the mental health position of college teachers and examined the pressure of marital status and gender on their mental health. The sample
of 150 college teachers from Rohikland area was chosen by multistage random sampling method. The mental health list developed by Jagdish and Srivasta was utilized to review the mental health of the college teachers. Mean, SD and $t$-test was used to Analysis of data. Results revealed that as male teacher showed important enhanced mental health than their female complements. Matrimonial status has no major effect on the mental health of the college teachers.

Gupta and Kumar (2010) conducted a study to find out the relationship of mental health, emotional and self-efficacy between 200 college students (100 boys and 100 girls) students from Kurukshetra University. The result indicates that mental health, self-efficacy and emotional intelligence are positively correlated with each other. Results also showed that female students were worse than male students in term of mental health, emotional intelligence and self-efficacy.

Li et al. (2010) explored the relationship among mental health, self-esteem and physical health in Hong Kong Chinese adolescents. Chinese students ($N = 1945$) between the ages of 12 and 19 from four secondary schools of different regions. This result revealed that a significant number of adolescents in Hong Kong are experiencing depressive symptoms. The results also indicated that self-esteem of adolescents was correlated to and a predictor of their physical and mental health.

McFarland (2010) studied the relationship between religious involvement and mental health varies by gender among the aging population. Results suggest that (a) men obtained more mental health benefits from religious involvement than women, (b) women with higher levels of organizational religious involvement have similar levels of mental health as those with moderate and lower levels of organizational religious involvement, (c) men with very high levels of organizational religious involvement tend to have much higher levels of mental health than all other men.

Shabani and Hassan (2010) investigated the link of intelligence with mental health in 247 Iranian of high school students of 8 schools (124 Boy and 123 Girl). The results indicated that there was significant relationship of intelligence with mental health.

Shipley et al. (2010) examined the relationship between emotional intelligence and academic performance of 193 undergraduate business students using the Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF). Emotional
intelligence was found to be positively associated with work experience. The Hypothesis of the research is “Emotional intelligence is positively associated with academic performance, as measured by student GPA.” Trait Emotional Intelligence Questionnaire (TEIQue) was used and a survey was created and administered to 193 College of Business students at a southeastern university. Anova statistical tool was used. The study suggests that certain subfactors of emotional intelligence are related to academic performance as measured by GPA. This research clearly proved there is a direct relationship between Emotional Intelligence and Academic performance of students.

**Bandhana and Sharma (2012)** conducted a study on mental health and academic achievement of higher secondary school students (12th grade students) and home environment. The sample of 300 students, 150 of who were girls and 150 were boys. Home Environment Inventory developed and validated by Dr. Karuna Shankar Misra Prof. & head, department of Education, Allahabad University, Allahabad and Mental Health Battery which was developed and validated by Arun Kumar Singh and Alpana Sen Gupta was used to collected data. Mean, standard deviation and Three-Way ANOVA (2x2x2 Factorial Experiment) were applied for analysis. Findings showed that girl’s mental health was better than boys. No differences were found between good and poor home environment, low and high academic achievement on mental health of students. There were not significant relation effects between gender and home environment, gender and academic achievement home environment and academic achievement on mental health.

**Babu (2013)** conducted a study of mental health on 300 students of IX standard of Chittoor district. This study revealed that boys and girls differ significantly on mental health in favour of girls. Significant difference was also found between rural and urban students in favour of urban students.

**Shaheen, Shaheen, and Shaheen (2013)** conducted a study on mental health to investigate the personality factors and self-efficacy between university students. A sample of 80 post graduate students (40 male and 40 female) randomly selected from Aligarh Muslim University, India. Tools for collection- 1. The NEO Five-Factor Inventory (NEO-FFI; Costa & McCrae, 1992). 2. General Self-Efficacy Scale-Hindi (GSS-H; Sud, 2002) 3. Mental Health Check-List (MHC; Kumar, 1992) was used to
measure the personality factors, self-efficacy, and mental health. Results of association analysis disclosed that only conscientiousness dimension of NEO-FFI was positive relation with enhanced mental health between students. In addition, self-efficacy was positively correlated with extroversion and conscientiousness even as negative connected with neuroticism. Furthermore, it was also bringing into being that self-efficacy was positively associated with mental health.

**Kaur and Arora (2014)** studied academic achievement in relation to mental health of 300 adolescents (150 rural and 150 urban) of govt. schools. Mental Health Battery (Singh and Gupta, 2005) was used to measure mental health of adolescents. Educational achievement was evaluated by the consequences of their 10th board examination in the subject of mathematics. A result of this study reveals positive relation among academic achievement and certain factors of mental health that is emotional stability, overall adjustment, autonomy, self concept and intelligence for total sample. For rural student’s emotional stability, self-concept and intelligence correlated significantly with academic achievement. But urban student’s mental health dimension intelligence correlated significantly with academic achievement.

**Thilagavathy (2014)** studied academic achievement of adolescents in relation to their mental health. As a sample 500 first year higher secondary students were selected from 24 schools of Cuddalore District, Tamil Nadu state. Following are findings of this study- 1. Significant difference was found between male and female on mental health in favour of female students, 2. Significant difference was found between Govt. school and private school students on their mental health in favour of private school students, 3. Significant difference was found among high, average and low achievers of higher secondary school students.

**Basu et al. (2014)** conducted a study on mental health and academic achievement of Kashmiri and Pakhtooni secondary school students. Two hundred subjects were selected randomly from two ethnic groups’ viz. Kashmiri and Pakhtooni (100 Kashmiri and 100 Pakhtooni). The investigators used Mental Health Battery constructed and standardised by A.K. Singh and Alpana Sen Gupta which is highly valid and reliable. Percentage, S. D., Mean and t-value were used to analyze the data. The results revealed that there was significant mean difference between Kashmiri and Pakhtooni students on their mental health dimensions total mental health in favour of
Kashmiri students. Significant difference was not found between Kashmiri and Pakhtooni students on their mental health dimensions and intelligence. The result also showed that there was significant mean difference between Kashmiri and Pakhtooni students on their Academic achievement in favour of Kashmiri students.

**Conclusion**


### 2.4. STUDIES RELATED TO EMOTIONAL INTELLIGENCE AND PERSONALITY

Wolfrad and Felfe (2001) examined the relationship between self-perceived emotional intelligence (EI) measured by the Emotional Intelligence Scale (EIS) and other personality measures including the five-factor-model. The results indicated that self-reported emotional intelligence is mainly associated with personality traits
(extraversion, agreeableness, conscientiousness, self-perceived creativity).

Pellitteri (2002) studied the relationship between the components of emotional intelligence and personality factors. This study revealed that the adaptive defense studies were correlated with overall emotional intelligence but not with the emotional perception and regulation components. Emotional knowledge was correlated with both adaptive and maladaptive defense styles and with general intelligence. The skills represented by the emotional knowledge component such as analyzing emotions, understanding the blends of two or more emotions – overlap with the conceptual and verbal skills of general intelligence. This implies that some degree of cognitive reasoning and analysis is necessary to be emotionally intelligent. An individual needs to have an accurate conceptual understanding of emotions and use logical reasoning about emotions to effectively adapt his or her social and intrapersonal situations.

Van der Zee, Thijs, and Schakel (2002) investigated the relationship of emotional intelligence with big five personality factors. This study was conducted on 116 university students aged between 18 - 23 years old. This study reveals that emotional intelligence was found significantly correlated with some personality variables such as extraversion.

Devi & Mayuri (2004) studied relationship between emotional intelligence and personality of adolescents. This study revealed that the total EI and total personality were significantly and positively related with each other. Most of the dimensions of personality like boldness, enthusiasm, excitability, leadership, maturity and mental health were correlated positively and significantly to the sub scales of EI.

Vakola et al. (2004) studied the role of emotional intelligence and personality variables on attitudes toward organisational change. The sample consisted of 137 professionals who completed self-report inventories assessing emotional intelligence, personality traits and attitudes towards organisational change. The results confirmed that there was a relationship between personality traits and employees’ attitudes toward change. Similarly, the contribution of emotional intelligence to the attitudes to change was found to be significant, indicating the added value of using an emotional intelligence measure above and beyond the effect of personality. This study not mentions results related to emotional intelligence and personality. But it is clear from correlation table of this study that emotional intelligence dimension perception and appraisal was found correlated positively and significantly with personality factors extraversion, openness to experience, agreeableness and conscientiousness but not
related to neuroticism. Emotional intelligence dimension Control of emotions was found correlated positively and significantly with personality factors extraversion and conscientiousness while correlated negatively and significantly to neuroticism. Emotional intelligence dimension use of emotions was found correlated positively and significantly with personality factors extraversion, agreeableness and conscientiousness while correlated negatively and significantly to neuroticism. Emotional intelligence dimension understanding of emotions was found correlated positively and significantly with personality factors extraversion, openness to experience, agreeableness and conscientiousness but not related to neuroticism. Total emotional intelligence was also correlated positively and significantly with personality factors extraversion, openness to experience, agreeableness and conscientiousness while correlated negatively and significantly to neuroticism.

Warwick et al. (2004) studied emotional intelligence (EI) and personality. Results revealed that openness, extraversion, conscientiousness, neuroticism and interest in affiliation were not significantly related to the emotional intelligence, but agreeableness and emotional knowledge was found correlated significantly.

Srivastava (2006) investigated the relationship between personality traits and emotional intelligence. This study was conducted on a sample of 70 male and 44 female students of XI class. Personality Questionnaire and Test of Emotional Intelligence constructed by K.S. Misra was used to collect relevant data. The main findings were for boys emotional intelligence is negatively related with alienation tendency and crookedness; for girls emotional intelligence is positively related with creative motivation, perseverance and sociability; for girls EI is negatively related with crookedness, alienation tendency, hesitation and lethargy; for boys as well as girls emotional intelligence is not significantly related with planned working, self sufficiency, reticence, egoism, analytical power, independence, group dependence, dominance, questioning attitude, initiation, pessimism, work anxiety, adaptability and tolerance.

Upadhyaya (2006) conducted a study to examine the difference in the personality traits of high and low emotionally intelligent students-teachers. A sample of 78 student-teachers studying in Ewing Christian College, Allahabad was selected for study. The test of emotional intelligence and personality inventory were used for collecting data and these tools were developed by K.S. Misra. To achieve objectives t-test was used. Findings of the study were-Student-teachers with low emotional
intelligence were more uneasy and worried about future unhappy feeling and failures; were less cautious, irregular and like to take more rest, restrain others, had lack of energy and feel tired and uninterested and conform to the opinion or accepted path taken by most people. Student-teachers with high emotional intelligence were more competent and had more self confidence, hard working, help others constructive way, more motivated, energetic and full of enthusiasm and turn away from accepted or given path or opinion. The fifteen personality traits like experimentive vs conservative, emotionally stable vs excitable, spiritual vs materialist, social vs self-centered, adaptive vs rigid, inquisitive vs non-curious, relaxed vs tense, affectionate vs undemonstrative, self-critical vs happy-go-lucky, group dependent vs autonomous, humble vs assertive, more analytical vs less analytical, forthright vs crooked, dominant vs submissive, conscientious vs unscrupulous are not different in case of student-teacher with high and low emotional intelligence.

Saklofske, Donald H. Austin, Elizabeth J. Rohr, Betty Andrews, A. Jac J.W. (2007) studied the associations of personality and emotional intelligence (EI) with attitudes to exercise and self-reported exercise behaviour of 497 Canadian undergraduates. A positive attitude to exercise was negatively associated with Neuroticism and uncorrelated with other personality traits and EI. Exercise behaviour was positively associated with Extraversion and EI and negatively associated with Neuroticism. Structural equation modelling indicated that EI mediated the relationship between personality and exercise behaviour. This research proved that EI is related to the personality of an individual both directly and indirectly and it plays a very important role in shaping the personality of an individual.

Panda, S.K. (2009) studied emotional intelligence in relation to personality traits of pupil-teachers. The sample consists of 130 pupil-teachers belonging to different localities, genders and personalities. The objectives of present study were: to find out the significant relationship between emotional intelligence and normal pupil-teachers, to find out the significant relationship between emotional intelligence and neurotic pupil-teachers, to find out the significant difference in mean of emotional intelligence of normal and neurotic pupil teachers, to find out the significant difference in mean of emotional intelligence of male and female pupil-teachers, and to find out the significant difference in mean of emotional intelligence of urban and rural pupil-teachers. Findings of the study revealed that (i) there was significant positive correlation between emotional intelligence and normal behavior of pupil-teachers; (ii)
there was significant negative correlation between emotional intelligence and neurotic behavior of pupil-teachers; (iii) there was significant negative correlation between emotional intelligence and neurotic behavior of pupil-teachers in emotional intelligence; (iv) there was no significant difference between male and female in emotional intelligence and (v) there was no significant difference between rural and urban pupil teachers in emotional intelligence

**James, Bore and Zito (2012)** studied emotional intelligence and personality as predictors of psychological well-being. As a sample 150 undergraduate was selected with mean age of 21.2 years ($SD = 6.6$). Out of 150 students 79 students were female. EI was measured using the 16-item questionnaire developed by Wong and Law (2002). Goldberg’s international personality item pool (IPIP; Goldberg, 1990, 1992) was used to measure personality traits. The Brief Symptom Inventory (BSI) (Derogatis & Spencer, 1982) was used to measure well-being. Pearson correlations were run to find out relationships between variables. EI was significantly and moderately correlated with all of the Big Five personality traits with the exception of openness. Participants who were high on EI tended to be more agreeable, conscientious, extraverted and less neurotic. Participants high in EI were also more satisfied with life. Neuroticism had stronger relationships with the psychological health indicator scores of the BSI, satisfaction with life. EI was significantly and negatively related to all nine subscale scores of BSI and most strongly with depression and psychoticism. Many significant relationships were observed between the Big Five and the BSI subscales with openness being the exception.

**Zeidner, Matthews, and Roberts (2012)** provided a review of the literature in this area in which measures of EI were generally found to correlate positively with measures of psychological well-being and negatively with affective disorders such as anxiety and depression.

**Downey et al. (2014)** examined the role of fluid intelligence, personality traits, and emotional intelligence (EI) in predicting female Year 9 students’ grade point average (GPA) and sought to determine the relationship between whether scholastic performance, EI and Personality. Two-hundred and forty-three female secondary students who were enrolled in Year 9 selected as sample. To collect data, Adolescent Swinburne University EI Test, Raven’s Standard Progressive Matrices, and the Mini International Personality Item Pool (Mini-IPIP) administered on students and a GPA was calculated from the core subjects. The results revealed that higher GPAs were
related to higher levels of emotional management. It was concluded that the consistent predictive efficacy of EI skills is in relation to scholastic outcomes. Fluid intelligence is directly connected to academic performance and academic performance is related to the emotional intelligence of student. The research also shows the relationship between Academic performance and personality and emotional intelligence. Therefore there was a strong correlation between all these three factors.

Chen and Lai (2015) investigated the relationships between personality traits, emotional intelligence and academic achievements among 160 university students of Malaysia. Big Five Inventory (BFI) was used to measure the five dimensions of personality traits- extraversion, agreeableness, conscientiousness, neuroticism, openness; Schutte Emotional Intelligence Scale (SEIS) was used to measure emotional intelligence and students’ academic achievement was measured by Cumulative Grade Point Average (CGPA) of students. Pearson Correlation method was used to analyse data. The results indicated that emotional intelligence was correlated positively and significantly with personality dimensions extraversion, agreeableness, conscientiousness and openness, whereas negatively and significantly correlated with Neuroticism. However, emotional intelligence was found significantly and positively correlated with academic achievement of students.

Siegling, Alexander B., Furnham, Adrian and Petrides, K.V. (2015) investigated the linkages between trait emotional intelligence (trait EI) and the Five-Factor Model of personality307 undergraduate students. Across samples, models predicting global TEIQue scores from the Big Five were invariant between genders, with Neuroticism and Extraversion being the strongest trait EI correlates, followed by Conscientiousness, Agreeableness, and Openness. However, there was some evidence indicating that the gender-specific contributions of the Big Five to trait EI vary depending on the personality measure used, being more consistent for women.

Ugoani (2015) explored the degree of relationship between emotional intelligence and personality stability among urban adolescents in Nigeria. The sample consisted of 300 participants (200 females and 100 males) ranging in age from 15 to 23. Schutte Self-Report Emotional Intelligence (SSREI) scale developed by Schutte et al. (1998) Strong positive and significant correlation was found between emotional intelligence and personality stability.

Séguin and Hipson (2016) studied to examine the relationships between
emotional intelligence and personality type in later childhood and early adolescence. Eighty-one youth in grades seven and nine were asked to complete the Bar-On Emotional Quotient Inventory: Youth Version and the Myers–Briggs Type Indicator. Many significant correlations were found between variables. Specifically, sex differences were noted in personality type, as females had greater preference for the intuitive and feeling functions, while males preferred the sensing and thinking functions. As well, results demonstrated significant correlations between emotional intelligence variables and personality functions. In particular, extraversion was positively correlated with many facets of emotional intelligence, and feeling was significantly correlated with the interpersonal variable.

**Conclusion**


The review of the studies mentioned above reveals that no study was undertaken on mental health in relation to emotional intelligence and personality factors at a time. Investigator also not found any published study of difference between rural vs. urban and male vs. female in relationship of mental health with emotional intelligence and personality factors. This was main reason that investigator was selected to study—Mental health of 10th class students in relation to emotional intelligence and personality.