CHAPTER – I

INTRODUCTION

1.1 INTRODUCTION

Education is as old as the human race. Since the very dawn of civilization, it has been regarded as an essential concomitant of all human society. So it should be updated according to the need of the society as well as the individual. Perhaps today’s education system hardly gives any guarantee for a successful life. Education in our secondary schools mere acquisition of bookish knowledge and shaping marks card, rather shaping successful future, interaction between the teacher and the pupil, understanding, and handling the emotions in the right manner, at the right time in the right way. Our past experiences and experiments clearly delineate that even a person with high intellect cannot be always successful in his life. But why is it.

So this vacuum is realized over the year. Many psychologists and educationists have been trying to bridge the gap between the success and discomfiture caused by head and heart. This logical inquiry continues over the years not only in developing countries like India, but all over the world. An answer was brought by introducing the concept of mental health and emotional intelligence in our education system.

We are living in the era of science and technology definitely it is an age of globalization. Science and technology spread their tentacles in every walk of our daily life. It is witnessed that our educational practices have been changed according to the need of global society. As a result, students of present schools and colleges have multiple responsibilities in the society. So that number of courses subjects and co-curricular practices are multiplied. Hence students become restless and over loaded with work. They show lack of integrated development with physical, social, emotional, cognitive and balanced mental health due to total stress. The urgent prerequisite of our present school education the emotional and mental health components in education should include .These components must become part and parcel of our school education to shape future generation.
Role of our education should be catering to the need of changing society. As a result of knowledge exposition our societal norms, cultural practices, traditions, customs, beliefs, way of life and even our thinking strategies are also influenced. Hence it is the pre requisite of our mobilized society is to have modified educational objectives. All the level of our educational practices should be designed for fullest development of an individual. Educations facilitate an individual for all round development of inner potentiality, which should be life centered and practically applicable in their life situations. Education should help an individual to inculcate, various values including individual, societal, national and international values. It also helps an individual make aware of global challenges and develops an ability to meet such challenges. Our educational practices should facilitate for balanced development of cognitive, affective and psychomotor development of an individual. However education for mental health is not gaining much importance in our school education. Good mental health helps an individual to develop balanced personality. It is a status of an individual which helps psychological well-being of a person in the society.

1.2. BACKGROUND THE STUDY

1.2.1. The Mental Health

In the ancient time, in Vedic period, the education system was so designed as to have minimum stress on students. Ancient ‘Gurukul’ system was following some healthy practices which if used in today’s situation may prove to be stress reducing and tension releasing. The solution of today’s problem could be found in the ancient education system. In ancient India the total life span of human being was divided in to four Ashramas. In that system students used to live at teacher’s house to acquire knowledge. So we can adapt the useful strategies from this Gurukul system which can minimize the problems of the mental health of the students. Our education should be based on the interest of the students. Parents should not give pleasure to select the stream of education. Society, Politicians should not have any influence on the education system. It should be free from corruption. Our education system should have such policy which helps people to have the knowledge from their student age, how to face the stress in difficult situations without losing mental health. Counseling
in schools, introducing yoga, meditation in school or introducing these programs in all the levels of education is the great step in this regard which at least help people to equip good mental health.

1.2.2 The concept of mental health

“Mental health is a term which defined as the state of an individual with high emotional stability, well adjustment in the society, adequate perception of reality, self-concept, integrated personality and environmental competencies”.

Mental health describes either a level of cognitive or emotional will-being—it is all about how we think, feel and behave 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. Mental health is an expression of emotions and signifies a successful adaptation to a range of demands

“Mental health is the ability to adjust satisfactorily to the various strains of the environment that we meet in life and mental hygiene is the means to assure the adjustment”

-Norman E. Cuts

“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”. WHO stresses that mental health “is not just the absence of mental disorder”

–World Health Organization

Good mental health and wellbeing makes a vital contribution to the overall health and wellbeing of individuals and our communities. It also influences social and economic outcomes for individuals of all ages and cultural backgrounds, affecting lives of many people in our community, their families and friends. The impacts of poor mental health on individuals, cares, families and the wider community can be significant.
1.2.3 Strategies to ensure mental health

Most of the students particularly children and adolescents can’t clarify their difficulties and problems so that they require guidance from their parents, teacher and psychologists. It is for the guide to understand the adolescent and sympathize with him and to offer him affectionate advice. Scolding and or punishing them is not very efficacious.

They should be given the opportunity of expressing their desire and mental tendencies and for this purpose the researcher is going to suggest some strategies to ensure mental health.

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1.2.4 Role of schools developing mental health

The school assumes great responsibility in the process of harmonious development of personality. Children spend six to seven hours in school. Schools are in a position to help in the development of children potentialities by catering to their needs. Below are mention in brief the various measures which can be taken in schools for the proper development of physical, mental and spiritual abilities of children.

1. **School environment.** School environment plays an important role in the development of positive attitudes. The environment should be free from caste, creed or religious feelings. It should provide feeling of security in each and every student irrespective of their religion or socio-economic conditions. It should provide a suitable environment for learning free from fear, tension and frustration.

2. **Democratic environment.** Schools as an institution should function on democratic lines. Student’s representation should be made on various committees so that students identify themselves with the institution. School problems should be discussed with teachers and students and decision should be taken by taking students into confidence.

3. **Provision for various curricular activities.** The school should organize a number of curricular activities suiting to the needs of individuals to release their pent-up emotional feelings. The school may organize regular games, discussions, debates, scouting, guided reading, dramas, educational exhibitions and well-magazines, etc.

4. **Teacher’s role:** The teacher must have the knowledge of fundamental principles of human behavior to tackle the problems of his students. He must be emotionally stable and should have a positive attitude towards teaching. He must take interest in students and their welfare.

5. **Freedom of expression:** Children should be provided an opportunity in the class to express their views freely on problems.

6. **Variety of interest:** The teacher should try to develop a variety of interests in his students such as games, reading, and hobbies of different types which may help in
the development of sound attitudes. The teacher should appreciate and encourage worthwhile activities of his students.

7. **Reading for mental health:** The teacher should select books which are appropriate to age levels and students be advised to read those books.

8. **Classes in human relationships:** The school should organize classes in human relations. Daily life problems should be discussed. The importance of how to live should be emphasized. Students should also be invited to discuss freely their problems.

9. **Provision for sex and moral education:** Most of the problems of adolescents are concerned with sex and moral conflicts which causes mental disturbance. It will be of greater use if sex and moral education are made an integral part of regular curriculum.

10. **Art and craft:** writing for understanding and release of emotional tensions can also be used in mental health programmes.

11. **Guidance:** Schools should organize guidance services for the benefits of students. Guidance is of three types personal, educational and vocational.

**1.2.5 Role of teachers in mental health**

A positive classroom climate has been found to be one of the most important factors in promoting children good mental health, whether in the prevention of the occurrence of mental health problems, in preventing mental health problems from getting worse, or in reducing the impact of mental health problems on a child’s everyday life and ability to learn.

Teacher should be positive, build caring relationships, maintain respectful interactions, accept individual differences, provide opportunities for success, involvement, be a role model, be optimistic, encourage positive behavior, Understand and accept feelings.
The role of teacher with the children

The teacher should:

- Take it slowly when first trying to find out what may be happening, a child may not know how to express it or may not be comfortable in sharing the details.
- Avoid being judgmental, either verbally or non-verbally.
- Avoid blaming or admonishing the student. Children are more likely to open up if they know you will not be judging them.
- Conveying interest, verbal and reassurance, eye contact can help indicate to the child that he or she is understood and not being judged.
- Convey sensitivity to the problem and show empathy for what the child might be going through.
- Treat what the child tells you as confidential.
- Never speak to the class about private matters related to the child.

Provide an atmosphere of acceptance to the child so that he or she feels welcome and valued. Such an atmosphere provides a positive learning environment and excellent example for all of the children in the classroom.

The role of the teacher with the parents

The teacher should:

- Maintain regular and pen communication with parents and encouraging them to participate in school activities.
- Find out the child’s strengths and accomplishments and not focus only on the behavior of concern not to blame parents and make them feel they are responsible for their child’s behavior.
- Ask parents whether they see the same behavior at home.
- If so ask the parents how they respond to this behavior when it emerges at home. Are their responses that make it better or worse?
Be sensitive to what parents are already doing for the child and to the fact that they may be struggling with many challenges related either to their child or to other life circumstances, or both.

Explore with the parents their opinions about the behavior and whether they would like to see something different.

Avoid coming across as “the expert” telling parents what to do rather, form a partnership with them in trying to solve any identified problems.

Respect parent’s cultural and religious background. They may understand their child’s problems and reactions very differently from you. Stay open to different views. Learn along with the parents in finding a way to help their child.

1.2.6 Programmes to improve the teacher’s mental health:

Various factors are in schools and outside the schools which affect the mental health of the teacher. We will see how we can eliminate those factors and help the teacher to improve and maintain mental health.

- Teacher community relation
- Improve teacher –teacher relations
- Service Security
- Seminars, workshops and Professional growth
- Conference
1.2.7. Programs and activities related to mental health education.

Mental health education should be imparting to students more properly through innovative programs or activities than giving only verbal knowledge about mental health.

Some programs and activities have given as follows:

1. Making various projects by students related to mental health.

2. Arranging competitions and programs in schools like-problem solving, healthy eyes, bright skin, excellent physique, skill building programs, child and youth development programs etc.

3. Planning for importing mental health education through co-curricular activities.

4. Making and displaying charts, posters on personal hygiene like yogasana, diet, good health attitude etc. by students in classroom.

5. By organizing exhibition- scrapbook, cuttings, flipbook, wallpapers and items related to mental health education.

6. Mental health activities can be carried out during the prayer meeting, in classes or in assembly hall. We can choose topics on the basis of need and current problem in the community. Various audio-visual aids can also be used to import mental health education.

7. Day celebrations like world mental health day, mental health preventions at work. (e.g. stress prevention programs).

8. Conducting planned health sessions carried out by team of social worker and medical officer in school. Mental health promoted activities in schools. (e.g. programs supporting ecological changes in schools).

9. Proper counseling and follow up about mental health and hygiene to the parents in PTA meeting.

10. Giving more emphasis on yoga and exercise because they are the basics of good mental health.
1.2.8 The present Scenario of Mental health in India

The present century has certainly witnessed some developments in the field of mental health in India. The legal guidelines and the medical professionals have contributed to words the welfare of mentally ill persons. The implementations of National Mental health programme in 1982 was a progressive step in the direction of fulfilling the rights of mentally ill persons. Based on this programme, in 1995 District Mental Health programme was also launched in 24 District in India.

The Mental health Act, 1987, though was welcomed at that time, currently fails to address number of relevant and pertinent issues. The Act is silent about the social stigma, education of mentally ill, employment, rehabilitation and countless violations of basic human rights. At present 20% population suffers from mental health disorders.

In 2002, the Supreme Court of India directed to all the states to identify entities purporting mental health care and directed to provide facilities to meet the need of such population.

Thus, the mental health problems ranging from mild to severe are continuously on the rise in India awaiting a solution to provide relief to the sufferers. Hence there is an instantaneous need for reforms in the exiting provisions in order to ensure protection of human rights in India.

1.2.9 Role of educational institutions in developing mental health

Educational institutions are already made considerable provisions for the well-being of their student community by having provisions for counselors and supporting students with mental health problems. But these efforts are not enough to support the needs of the students with special educational needs and students with mental problems. Educational institutions need to identify the significant obstacles and create opportunities for improving the facilities for students. In case of higher educational institutes they are already associated with lot of stress, emotional demands of coping with parental and peer pressure, study during the examinations and financial pressures. These may contribute to the higher rate of emotional symptoms among students. It is very necessary for the educational institutes to approach in a
coordinated manner with other organizations like the primary health care services, secondary mental health providers and other relevant agencies to address the issues of student mental health and identify the initial symptoms at the earliest recommendations for the educational institutions.

1. Mental health issues should be addressed in each educational institute pertaining to emotional literacy, sexual health, substance use and misuse, etc. Depending upon the maturity level of the learners.

2. Websites, notices, student’s handbook, pamphlets, leaflets and many such other medium should be utilized appropriately to campaign for the cause, effect and cure of mental health issues among students.

3. Students who have been identified to have the need of mental health services should be ensured to get a continuous support of mental health care even for the home area.

4. Institutions should appoint qualified mental health providers and professional bodies to survey and guide the health care needs of the students in the institute. In some cases the students mental ill health might not be perceived to be severe enough for recommendation at the local mental health service.

5. Action research should be conducted frequently to evaluate the performance and the outcomes of the health care providers in the institutes and also to give them a proper feedback.

6. Institutions must ensure that adequate funds are being resourced to meet the mental health service providers of the institutions keeping into consideration the growing needs of the student population.

7. Institutions must encourage positive peer relationship such that students may be encouraged to discuss their difficulties and communicate freely with the health workers as many students choose not to disclose their psychiatric problems for the fear of rejection.

8. Institutions should work in collaboration with primary health services. Secondary mental health care providers and other relevant agencies to address the issue in a coordinated manner and should help strengthen the social network and social support for the students.
9. Create opportunities for the students to utilize their free time in the educational institutes to be engaged in pursuing their hobbies or creative thoughts so that they may not be vulnerable to the temptations of drugs and alcohol.

1.2.10 Role of stakeholders in mental health

**Various government organizations:** Mental health hospitals, Guidance and counseling centers, Jail. Rehabilitation centers, etc.

Government makes various policy decisions for maintain mental health in the society and individuals. Government drafts and passes various bills and laws for improve and maintain good mental health. Government has an administrative body of various schemes and plans for mental health. It helps economically to mental health hospitals, general hospitals, guidance and counseling centers for mental health, build hospitals and other infrastructures for mental health. Government provides funds for research work in the area of mental health.

**Non–Governmental Organizations:**

Community based organization; City wide organizations; National NGOs; and International NGOs. NGO’s mainly plays for awareness in the society. They work on direct field or grass root level. They can arrange various social awareness campaigns in area of mental health. Most of HIV positive patients lost their mental health, in these cases NGOs plays very important role for emotionally and mentally support these types of persons. NGOs are working as service provider in the society. NGO’s play very important role in guidance and counseling for affected individuals.

**Educational Agencies:**

Schools, Colleges, Universities, vocational and technical educational institutions, UGC, NCTE.

Education is a methodical effort towards learning basic facts about humanity. And the core idea behind mental health is to cultivate essential values in the students so that the civilization that teaches us to manage complexities can be sustained and further developed. It begins at home and it is continued in schools. Everyone accepts certain things in his /her life through various mediums like society or government.
There is a well known, large and persistent association between education and mental health. This has been observed in many countries and time periods and for a wide variety of mental health measures. There are multiple reasons for these associations, although it is likely that these mental health differences are in part the result of differences in behavior across education groups.

**Mass media:**

Print (books, pamphlets, newspaper, magazines, etc.) Recordings (gramophone records, magnetic tapes, cassettes, cartridges, CDs, DVDs), Cinema, Radio, Television, Internet, Mobile phone.

Public perceptions of mental illness are shaped by the news and entertainment in media. Research confirms that negative images and stereotypes in film, television, advertising, magazines and newspapers are directly connected to the public’s negative attitudes toward people with mental health issues. Negative media portrayals also have a direct impact on individuals living with mental illness, as well as an impact on government responses to mental health issues. Most stories in newspapers in relation to mental illness were mostly about dangerous (39%). Not danger to others but mostly stories with text related to violent crime (25%). 13% of the stories were related to suicidal or self injurious behavior, only 4% dealt with mental illness as a variable related to being victimized by crime. These stories were mostly on the front page increasing impact. Stories in the entertainment section did not focus on dangerousness more often than other sections (Research by Dr. Shock).

Thus the mass media plays very important role maintain in the society, it makes awareness, provide information, appeal people, etc.

**1.3 BACKGROUND OF EMOTIONAL INTELLIGENCE**

In the early part of 20th century psychologist started studying intelligence to explain individual differences in order to facilitate schooling and training students in public school system. Since then, the issue of the nature of intelligence has not been settled. Although many models of Emotional intelligence have come up in the recent years the importance of the relationship between emotion and cognition or intelligence and its origin traced was already recognized by the early philosophers as
well as psychologists. Aristotle talked about practical intelligence which is to a certain extent similar to emotional intelligence at a time when there was no field of psychological testing. While practical intelligence includes several skills for dealing with daily life activities, affective reasoning is the focus of emotional intelligence.

Emotional intelligence has its roots in the concept of “Social intelligence” first identified by Thorndike (1920) who defined social intelligence as the ability to understand and manage people and to act wisely in human relations.

David Weschler in his definition of intelligence has identified the capacity to deal effectively with the environment, clearly conveys the individuals capacity to handle relationships effectively.

Ability mode of emotional intelligence could be merged with the section of emotional behavior under content in Guilford’s (1985) model of intelligence, because the behavior in the content category was explained in terms of abilities or knowledge regarding other persons.

In the contemporary conceptualization about intelligence Gardner’s (1983) theory of multiple intelligences includes interpersonal intelligences. He conceptualized interpersonal intelligence as the ability to understand other people, what motivates them, how they work, how to work co-operatively with them. Interpersonal intelligence is a correlative ability, turned inward. It is a capacity to form an accurate understanding of one self and to be able to use that knowledge to operate effectively in life.

Sternberg (1999) in his triarchic theory of intelligence proposes contextual intelligence or practical intelligence where intelligent people skillfully adapt their information-processing skills. People with high contextual intelligence are survivors who capitalize on their weakness. They either adapt well to their environment or change or create a new environment to succeed.
1.3.1. Emotional Intelligence

“Empathy, Self-awareness, emotional stability, interpersonal relationship, intrapersonal relationship, self motivation, managing emotions of a person constitutes one’s Emotional intelligence”.

The concept of Emotional intelligence is not new. It has been around in various forms for some 85 years, but it is recently put forward by Daniel Goleman with his conceptualization of the range of “People Skills” which was labeled as “Emotional Intelligence” by Salovey and Mayer in 1990, who has really brought the concept to the forefront. It was believed earlier that IQ plays the most important role in predicting success. But research has shown that IQ alone fails to sufficiently amount for differences in success levels in individuals both in an educational and organizational context.

Major case studies and research over the years by such psychologists as Thorndike in the early 1920’s and more recently, by Howard Gardner, Salovey and Goleman have identified a range of key “People skills”-a combination of traits, values and behaviors which play a major role in determining successful performance. Studies have revealed that the most successful people tend to possess a combination of a high level of both “Intellect” and “Emotional”, abilities including perceiving, assimilating, understanding and managing emotions.(Mayer and Salovey, 1997; Caruso and Salovey 1998). Thus the combination of both Emotional Intelligence and intellectual skills is the most powerful determinant of performance of an individual. In a nutshell all the research indicates that $\text{IQ} + \text{EQ} = \text{Success}$.

Researchers have defined the concept of Emotional Intelligence in a variety of ways. A lot of people have given their different views on the word ‘emotion’, but in the most literal sense, emotion is defined as any disturbance of mind, passion of any excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states and ranges of propensities to act.

The term Emotional intelligence has been rooted from the social intelligence, which was first coined by E L Thorndike in 1920, but it was conceptualized by Mayer and Salovey (1997). According to Mayer and salovey (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist
thought, to understand emotions and emotional stages and to reflectively regulate emotions so as to promote emotional and intellectual growth.

In more simple terms Emotional Intelligence can be, defined as knowing what feels good, what feels bad and how to get from bad to good.

1.3.2 Components of Emotional Intelligence

Mayer-Salovey Model of Emotional Intelligence

According to this model an emotional intelligent person is skilled in four areas. One of the most powerful and unique aspects of this four branches model is that it is simple to understand and to apply. The four areas are

- Identifying Emotions: The ability to recognize how one self and those around him are feeling.
- Assimilation of Emotions: The ability to generate an emotion and then reason with this emotion.
- Understanding of Emotions: The ability to understand complex emotions and emotional ‘chains’. How emotion transition takes place from one state to another.
- Managing Emotions/Regulation of Emotions: The ability, which helps you to manage emotions in yourself and in others side.

1.3.3 Competencies of Emotional Intelligence:

Goleman (1998) defines Emotional Intelligence as 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. Emotional Intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ.

Goleman has also identified a set of emotional competencies that differentiate individuals from each other and the competencies fall into four clusters.
1. Self awareness: Observing one-self and recognizing of feeling as it happens, managing emotions, handling feelings, do that they are appropriate to realize what is behind a feeling, ways to handle fears and anxieties, anger and sadness.

2. Motivating oneself: Channeling emotions in the service of a goal, emotional self controls delaying gratification and stifling impulses.

3. Empathy: Sensitivity to others feeling and concerns and taking their perspective, appreciating the differences in how people feel about things.

4. Handling relationship: Managing emotions in others, developing social skills.

1.3.4 Emotional intelligence: An Indian View

Emotional intelligence in the Indian context is not a homogeneous trait or a mental ability devoid of social concerns like respecting others, concern for others, fulfilling one’s duties. These along with moral values of Ahimsa (non-violence), kindness, benevolence, provide the very basis for emotional expression and responsive. They are built in ways an individual deals with situations, emotional, social or otherwise. These culture specific ways of behaving are the basic to the nature of emotional intelligence. Emotion is independent of cognitive experience and culture, for example peace of mind and being free of worries has been emphasized as aspects of self in India. The private self is more organized around ‘we’, ‘our’ and us in India than the west. In the collectivist culture like India have fewer skills in making new ‘friends’, but friend in their case implies a lifelong intimate relationship, with many obligations. The Indian view of self is characterized more as interdependent. Indians develop a morality of caring which emphasizes broad and relatively non contingent interpersonal obligations, a familial view of interpersonal relationships, contextual sensitivity. These moral values determine the emotional responsive which are culture specific, for instance ahimsa, kindness, benevolence are the emotional expressions valued by Indians.

Indian tradition also emphasizes concepts to overcome stress and suffering. These are principles of detachment, impulse control and transcendence principle of
1. **Determination**: involves one viewing pleasure as well as suffering with equanimity, not too being involved in objects of pleasure, not being too concerned about avoidance of suffering is seen as part of one’s essential nature. This helps to minimize the emotional impact of success and failure. It is the basis of emotional stability, a quality highly valued in modern mental health science.

2. **Impulse control**: is related to the theme of desires. Yogic and religious practices such as Vratsa (ordinances) like fasting and abstentions help one to develop this oneself. The Bhagavad-Gita combines these virtues of detachment and impulse control in a personality type called Shitaprajna implying “one whose intellect is stable.”

3. **Transcendence**: means considerations of something beyond oneself, of other people, other things and the world. Such thing takes one away from one’s selfishness in the first place and is therefore, consistent with the course of civilization’s development from one’s own self to a larger self and with the overall principles of religion.

Indigenous thinking in the field of psychology however, signals a shift in approaching human behavior based on western knowledge to local modes of understanding. It signifies the possibility of developing more culturally grounded and locally useful forms of knowledge. The perspectives develop a culturally appropriate conceptualization of emotion, intelligence with a view to nurture emotional intelligence in children.

### 1.3.5 Emotional Intelligence in Schools

Schools are living organisms of the society. There is a tendency to consider schools are organic whole that grow and develop within which all the factors of their actions and their knowledge is interrelated to interact with the surrounding environment. This organic metaphor for institutions is taking to those who seek to increase the efficiency of schools as places of learning. Amongst other things, in drawing a parallel with the functioning of living organisms, they stress internal communication and in particular impact of daily negotiations between the actors concerning ways and means of running schools. They argue that only for greater
collaboration between all the actors can lead to real improvement of school performances. They also see the school as a place where pupils can learn something for their future social behavior from these exchanges. Yet they stop pointing to the need for a more systematic approach to certain skills related to understanding emotions in oneself and in one’s relationship with others.

Should skills related to “emotional intelligence” find their way into school curricula? Given the current educational paradigm, can such skills be effectively developed in schools? Would the introduction of skills related to emotional intelligence radically modify schools or would schools travesty such skills?

1.3.6 Importance of development of emotional intelligence.

Keeping the characteristics of EQ and various researches and literatures in the field of emotional intelligence the importance is summarized as under:

Emotional intelligence plays a pivotal role in designing the required personality, built up the emotional maturity suitable to the age; build up the ability of self—adaptation for solving the stress problems and the pressure of life in the completing status of an individual.

The enhancement of the harmonious personality of the individual depends to a large extent on his/her Emotional Intelligence. It enables a man to achieve highest pinnacle and deepest reach in his search for self-fulfillment as well as others fulfillment.

Emotional intelligence re-enforces the concomitant drive to increased individualism. It enables to express one’s feeling and emotion at the appropriate occasion, with the understanding of the feeling of self and others. A person with Emotional Intelligence knows how to listen patiently to other people’s problems. He will not be alienated from the people or from his own life.

Emotional Intelligence gives the introspective insight before getting to know others. The knowing of oneself and of others would induce interaction among them; whereby the potentiality can be used in full and the family life would be happy through the understanding of each other.
Emotional Intelligence enhances the talent of artful leader in utilizing people and in capturing their hearts. It gives chance or the administrator to study and develop the staff. It can influence people to accomplish required task, encourage individual competition rather than team spirit.

Attributing quantitative values to qualitative phenomena that is evident from the all-pervasive marks system has rapidly become the dominant goal of pupils. Therefore, Emotional intelligence is a very important aspect on which the future career of the children depends.

Emotional Intelligence can enable teachers to resolve past issues both external as well as internal conflicts, help them to attain emotional power and accomplish their goals at all levels-Physical mental, spiritual and emotional; and also improve psychological abilities such as; memory, clarity of thinking and decision-making.

It is believed that learning difficulty as well as various problems at work place has their origin in poorly developed emotional awareness in early childhood. In this state emotional intelligence enable the human beings to respond to the right degree, at the right time, for the right purpose and in the right way to a variety of environmental situations.

Emotional intelligence is a primary factor in healthy age permitting the human being to live long as well and it has positively impacts on the individual ability to sustain both mental and physical health. Emotional intelligence also enables to assume responsibility for individual feelings by saying ‘I feel’ instead of ‘I should not have’.

Emotional intelligence helps in stimulating motivation, improving communication, reducing stress and enhancing decision-making power of teachers, administrators, students and also parents. Emotional Intelligence also helps to cope with stressful situations.
Developing emotional intelligence at schools

Can emotional intelligence be developed? Yes. Emotional intelligence can be developed say many child psychologists. A child in its early years needs a role model, be it a parent or a teacher, to set a good example. Yoga is another means of achieving emotional stability that many schools have introduced in their curriculum.

Psychologists suggest the following ways to develop emotional intelligence.

- Good role models—teacher, parents, etc. By observing these role models children, gradually learn how to analyze and cope with life.
- Direct reading classes on personality development, value education, etc.
- Reading personality improvement books and articles are quite helpful.
- One can learn from his/her own life experiences if he/ she is introspective.
- Attending workshops and seminars on personality developing and like.
- Media programmes (for children) can be very informative and educative.
- The positive aspect of religion can offer a lot of solace and guidance.

According to Karan and Harold (1978), emotional intelligence can be enhanced by developing the following.

- Self-awareness: observing yourself and recognizing your feeling; building a vocabulary for feeling; knowing the relationship among thoughts, feelings and reactions.
- Personal decision making: Examining your actions and knowing their consequences; knowing if thought or feeling is ruling a decision; applying these insights to issues such as sex and drugs.
- Managing feelings: monitoring self talk to catch negative messages such as internal put-downs; realizing what is behind a feeling (e.g., the hurt that underlines anger); finding ways to handle fears and anxieties, anger and sadness.
- Handling stress: learning the value of exercise, guided imagery, relaxation methods.
- Empathy: understanding others’ feelings, concerns and perspective: appreciating the differences in how people feel about things.
Communications: talking about feelings effectively; listening as well as asking questions; distinguishing between what someone does or says and your own reactions or judgment.

Self-disclosure: valuing openness and building trust in a relationship; knowing when it is safe to talk about your private feelings.

Insight: identifying patterns in your emotional life and reactions; recognizing similar patterns in others.

Self-acceptance: feeling pride and seeing yourself in a positive light; recognizing your strengths and weakness; being able to laugh at yourself.

Personal responsibility: taking responsibility, recognizing the consequences of your decisions and actions, accepting your feelings and moods, following through on commitments. (e.g. studying).

Assertiveness: stating your concerns and feelings without anger or passivity.

Group dynamics: co-operation, knowing when and how to lead, when to follow.

Conflict resolution: how to fight fair with other children, with parents, with teachers, the win/win model for negotiating compromise.

According to W.T. Grant consortium (1992), emotional intelligence can be developed by the following skills.

**Emotional skills**

- Identifying and labeling feelings
- Expressing feelings
- Assessing the intensity of feelings
- Managing feelings
- Delaying gratification
- Controlling impulses
- Reducing stress
- Knowing the difference between feelings and actions.

**Cognitive skills**

- Self-talk: conducting an inner dialogue as a way to cope with a topic or challenge or reinforce one’s own behavior.
Reading and interpreting social cues: for example, recognizing social influences on behavior and seeing oneself in the perspective on the larger community.

Using steps for problem-solving decision-making, for instance controlling impulses, setting goals, identifying alternative actions, anticipating consequences.

Understanding the perspective of others.

Understanding behavioral norms (what is not acceptable behavior)

A positive attitude towards life.

Self-awareness: for example, developing realistic expectations about oneself.

**Behavior skills**

- Non-verbal: communicating through contact, facial expressions, tone of voice, gestures, and so on.
- Verbal: making clear requests, responding effectively to criticism, resisting negative influences, listening to others, helping others, participating in positive peer groups.

**1.4 THE ACADEMIC ACHIEVEMENT**

The word ‘Academic Achievement’ is a very broad term, which indicates generally the learning outcome of pupils. Achievement of these learning outcomes requires a series of planned and organized experiences and hence learning is called a process. In this process of achievement of change in behavior one cannot say that all students reach the same level of change during the same span of time. The level of achievement reached by the students in the schools is called ‘Academic Achievement’ (School performance) of the students.

Learning affects three major areas of behavior of students, Cognitive, Affective, Psycho motor. It is difficult to say without proper evidence that students reach at the same level in all the three domains at the same time. Students may be at somewhat higher level in one domain and at a somewhat lower level in the other domain. This means pupil may be at different levels of achievement is different areas. As the areas of affective and psycho-motor domain are not sufficiently explored, it is
generally a custom to restrict the term ‘school performance’ to the level of achievement of students in the cognitive areas of various school subjects.

Here are some of the principles of measurement of educational achievement as given by Robert E. Bell (1971)

1. The measurement of educational achievement is essential of effective education.

2. An education test is no more or less than a device for facilitating, Extending, and refining a teacher’s observation of student achievement.

3. Every important outcome of education can be measure.

4. The most important educational achievement is command of useful knowledge.

5. Written tests are well suited to measure the students’ command of useful knowledge.

Academic achievement is the amount of knowledge derived during the process of learning at school. It is the product of knowledge and intelligence derived from the environment or attainment can be measured in every aspect to instruction. R.S. Wood Worth states that educational achievement tests show how much knowledge has been obtained and retained in a school subject.

Achievement testing provides a new instrument by which educational defects could be studied systematically in terms of more objective evidence regarding effects produced in students. In many countries, achievement tests are used for the purpose of improving standards, for guidance and grading the students.

Achievement or attainment is mostly dependent upon ability. The term ‘ability’ has a great difference form achievement. Ability is defined as the learning capacity of mind. Achievement is what the mind has gained. Achievement tests attempt to determine how much a student has acquired from some educational experience.
Scientific measurement is recent in origin. Many attempts have been made to construct achievement tests in various subjects. Thorndike was responsible for early standardized tests in education for measuring attainment. His spelling test and handwriting tests are important contributions to education. The evaluation tool mostly recommended in the present day is the objective type of tests. The results of objective type of tests are more valid and reliable. These tests cover the entire subject matter.

1.4.1 Academic Achievement and Psychological Factors

The paramount purpose of education is academic achievement as the prominent point, particularly in the Indian context where the parental aspirations are mainly guiding the academic goals of students. Though psychological factors appear to be independent these factors and academic achievement are viewed to be the two sides of the same coin with each depending on the other with inseparable inter dependability. Sharma (1998) viewed very strongly that academic motivation, his attitude towards school, his adjustment and emotional intelligence as the vital forces.

The above views and reviews potentially inter with the parent theoretical frame work that there is a reciprocal relationship between academic achievement and psychological factors of the student.

It should be seriously thought to what extent student academic achievement is related to psychological factors? What is the impact and influence of these factors on the academic achievement of the student? The researches after an in-depth study of the conceptual frame work, has surveyed the literature extensively on the variables like academic achievement, emotional intelligence, student attitude, students’ mental health, sex, locality of the school and the type of the school management. A well organized treatment of related research is presented.

1.5 SIGNIFICANCE AND NEED OF THE STUDY

In the present Indian education academic achievement seems to be the focuses. This is the main factor that decides the future of the student. In view of its great importance, a large number of studies were conducted on the factors which are influence the academic achievement of the students. These factors can broadly be categorized into two groups – Cognitive factors and Psycho social factors.
Intelligence, Creativity, Memory, etc., come under cognitive factors while Motivation, Adjustment, Attitude Socio – economic status etc are Psycho – Social factors.

Lot of studies has been conducted on cognitive factors and their influence on academic achievement. Relativity less number of studies were conducted on psycho-social factors and their influence on academic achievement. Though both the factors influence the academic achievement. Psycho-social factors can be controlled varied easily when compared to cognitive factors. As such, a study about the influence of psycho-social factors on academic achievement is highly essential and appropriate. There are a good number of psycho-social factors like, Adjustment, Attitude, Interests, introvert, extravert, Motivation, school climate, socio – economic status, religiosity, values, inter-personal relations, stress, etc., which influence the academic achievement. Of these factors, the investigator had considered, Academic Motivation, Student Adjustment, Student Attitude and socio-economic status as vital factors that are influencing the academic achievement.

Rao (1979) conducted a study on mental problems of children in the age range of 13-16 years of old boys and girls sample selected for this study was 428 students. Out of them he found that 18.80% boy and 22.80% girls sufferings mental health problems.

Invention is the sign of growth. All inventions in science and technology resulted in innumerable gadgets. These have great influence on all aspects of our daily life. Our life has become highly comfortable; we can easily access all necessities at our door steps. On the other hand life in this world has also become so miserable. An individual has to face innumerable challenges related to their social, cultural, economic, professional, emotional ethical and personal life. Man has become restless, and face stressful conditions in daily work, more problem situational workload, tensions, conflicts, worries etc., as it leads to various psychological problems like inadequate mental health, emotional imbalance, neurotic behavior, behavioral disorders etc. It also leads to various social problems in the society such as cultural diffusion, value erosion, blind imitation of western culture, and lack of mutual understanding between the people, involvement of immoral and unlawful activities like stealing, telling, corruption, forgery, bribe, disputes, smuggling etc., ultimately
people in the society lost their mental peace, harmony happiness and co-existence. As a result an individual has lost good mental health which is the basic requisite in everybody’s life which our earlier generations enjoyed. The major factors of emotional intelligence and mental health should be part and parcel of our educational practices, which is lacking in our schools and colleges.

The education institutions of present day have become business organizations which transfer information from the books to the student’s brain which may not be very helpful in the real life situations. Modern schools and colleges are making big propaganda about all-round development of the student, but in reality it is not being practiced. Instead they merely give certificates to their candidates. There is an article in an article in the Hindustan Times dated on 21/07/ 2006 page No. 1 under the Title “Go out and play for good health”. All he curriculum practices and methods of teaching are mainly designed for cognitive development of the student only. The present curriculum practices are unable to cater to some interest and needs of the students. Students are overburdened with classroom curriculum transactions. Therefore, the students are unable to assimilate even a few ideas or concepts. In addition to regular classes they are busy with homework, tutorial classes or home tuitions. Students are less encouraged to play and participate in social and group activities so, there will not be opportunities for the students to relax. So, they become restless. This leads to their mental ill health.

There are different types of schools existing in our society which have differences in their ideologies, vision and mission. There are differences in the performance level of the students belonging to government and private schools. There is an article appeared in The Asian Age dated on 15-03-2006 page No.25 under the title ‘Exam stress caused tension headaches’ and about our board examinations. Article appeared in The Times of India dated 11.03 .2006 pages.1 under the title “Boards: A master of life and death?

Students who come out of this kind of institutions will be facing number of emotional disturbance and lack of balanced mental health. There is an unhealthy competition amongst private institutions in order to get more admission, result, name and fame. Every parent as well as institutions is in the society having higher aspirations and expectations from the children. Over expectations, unhealthy
competitions and fear about examinations leads to stressful situations. Fear of failure reduces confidence in turn, it creates tension, headache and fever; sometimes it results in suicide.

There are number of teacher education institutions which are coming up like mushrooms all over the country. These institutions are unevenly distributed and there is a competition among the teacher training institutions in order to attract students. Quality of input (students) is also not up to the level of expectation of the society. There is a dearth of quality of teacher educations. Further it depends on the quality of teacher education institutions and efficiency of teacher educators. Teacher training institutions should be well equipped with qualified efficient teacher educators and good infrastructure provided by the government as well as private managements.

Unfortunately most of the teacher education institutions are becoming economic enterprises and having strong holding by political authority. These teacher training institutions in turn would have an effect on the development of professional competencies of teaching aptitude and this attitude towards teaching as a consequence of this, the teachers coming out of these institutions may not be able to teach effectively. This would result in poor learning of the students and they may not being controlled by teacher. The overall effect of all these would be that the students would lose their freedom and mental health.

All activities conducted by the schools and government policies and programmes directly or indirectly decide colleges. While introducing any new innovations in educational system accept once and approval by educational experts is must. Unfortunately nothing is practiced in reality. Frequent changes and un-psychological policies and programmes influence mental health of the teachers finally it will result in the academic achievement.

Emotionally intelligent individual leads a happy and peaceful life. He/she is at ease with himself/herself, surrounding and other fellow being. We can label him/her as a mentally healthy person. They express the characteristics like adoptable and resilient mind, cheerful and optimistic outlook, well regulated instincts and habits, insight into one’s own conduct, good tempered, socially adoptable and having a
definite philosophy of life, realistic imagination etc. Therefore the development of emotions is extremely important for a harmonious development of the personality.

According to the study conducted by Anand S.P.(1989) the sound mental health was positively related to academic achievement. The degree of mental health was also related to the type of school, being the highest in convenient schools, followed by sainik, DAV and DM schools respectively. Number of studies revealed that, it is pre requisite of our present schools to have educational practices to train the emotional intelligence and mental health which is basis for academic performance.

Bhugendranath Panda (1989) conducted a study on mental health and personal adjustment of secondary schools students, boys and girls. He found that, Oriya groups possess better social adjustment than other groups; and there does in to any difference between all other group combinations in their mental health.

Albert and Howard (1977) examined child rearing practices, socio economic antecedents on the group embedded figure test performance in the age range of 14-15 years old high schools children of racially mixed and Negro populations. It was found that difference between ethnic group and child rearing practices and SES factors determined.

Joshi A.N. (1984) conducted study on ―Factors influencing English language abilities‖ and found that, the boy & girl students were found to be higher in such language errors as failure to identify the relationship of adverb with verb, succeeding verb, whereas the girls of 8 grade were found to be higher in failure to use a word in relation to the pronoun and failure to use neither. The growth of English language ability was found to be influenced to such factors as intelligence, socio economic status, locality and personality factors.

In this rapid changing society, due to technology and scientific advancement it is very difficult to remain mentally healthy. Therefore it has become challenge for the education system to maintain mental health of students. In this study the different aspects of school i.e. classroom, institution, individual attention, disciplines, teacher and examination and its adverse effect on mental health have been discussed. Concrete suggestions have been provided for schools to adopt, so that students can be free from all types of maladjustments.
An emotionally intelligent individual leads a happy, healthy and peaceful life. If He/ she is at ease with himself/herself, surrounding and other fellow beings, they can labeled mentally healthy persons. They express the characteristics like adoptable and resilient mind, cheerful and optimistic outlook, well regulated instincts and habits, insight into one’s own conduct, good tempered, socially adoptable and having a definite philosophy of life realistic imagination etc. Therefore the development of emotions is extremely important for a harmonious development of the personality. Proper training and education will go a long way to enable the young people to control their emotions and obtain mental balance and stability. Emotions are the prime motive forces of thought and conduct and their control is very important. If an individual is emotionally intelligent he/she will possess good mental health and finally both will directly influence high academic performance. Thus we can see that these concepts –emotional intelligence, mental health and academic achievement are closely interrelated.

In this context there is a dire needing investigate in relationship between emotional intelligence and mental health of secondary school children.

1.6 STATEMENT OF THE PROBLEM.

Title of the present study is

“A Study of Relationship Among Mental Health, Emotional Intelligence and Academic Achievement of Secondary Schools Students”

1.7 OBJECTIVES OF THE STUDY

1. To assess the level of mental Health, emotional intelligence and academic achievement of standard 9 students of Mysore city.

2. To find whether there is a significant difference in mental health, emotional intelligence and academic achievement of among standard 9 students of Mysore city in the following categories….

2.1 boys and girls.

2.2 students of government and private-aided schools.
2.3 students of private-aided and private un-aided schools.

2.4 students of private un-aided and government schools.

3. To find the relationship between mental health and emotional intelligence of standard 9 students of Mysore city.

4. To find the relationship between emotional intelligence and academic achievement of standard 9 students of Mysore city.

5. To find the relationship between mental health and academic achievement of standard 9 students of Mysore city.

6. To find whether there is a significant relationship between mental health and academic achievement of standard 9 students of Mysore city in the following categories…

   6.1 boys.

   6.2 girls.

   6.3 the students of government schools.

   6.4 the students of private-aided schools.

   6.5 the students of private un-aided schools.

7. To find whether there is a significant relationship between emotional intelligence and mental health of standard 9 students of Mysore city in the following categories…

   7.1 boys.

   7.2 girls.

   7.3 the students of government schools.

   7.4 the students of private-aided schools.

   7.5 the students of private un-aided schools.
8. To find whether there is a significant relationship between emotional intelligence and academic achievement of standard 9 students of Mysore city in the following categories…

8.1 boys.

8.2 girls.

8.3 the students of government schools.

8.4 the students of private-aided schools.

8.5 the students of private un-aided schools.

1.8 HYPOTHESES

In order to achieve the mentioned objectives of the study, the following hypotheses are formulated for testing.

1. There is no significant difference in mental health, emotional intelligence and academic achievement among standard 9 students of Mysore city in the following categories….

1.1. boys and girls.

1.2. the students belonging to government and private-aided schools.

1.3. the students belonging to private-aided and private un-aided schools.

1.4. the students belonging to private un-aided and government schools.

2. There is no significant relationship between mental health and emotional intelligence and of standard 9 students.

3. There is no significant relationship between emotional intelligence and academic achievement of standard 9 students.

4. There is no significant relationship between mental health and academic achievement of standard 9 students.
5. There is no significant relationship between mental health and academic achievement among standard 9 students of Mysore city in the following categories…

5.1. boys.

5.2. girls.

5.3. the students of government schools.

5.4. the students of private-aided schools.

5.5. the students of private un-aided schools.

6. There is no significant relationship between emotional intelligence mental health among standard 9 students of Mysore city in the following categories…

6.1. boys.

6.2. girls.

6.3. the students of government schools.

6.4. the students of private-aided schools.

6.5. the students of private un-aided schools.

7. There is no significant relationship between emotional intelligence and academic achievement among standard 9 students of Mysore city in the following categories…

7.1. boys.

7.2. girls.

7.3. the students of government schools.

7.4. the students of private-aided schools.

7.5. the students of private un-aided schools.
1.9. DELIMITATIONS OF THE STUDY

The study is delimitated to the following due to time constrains and limited resources to the investigator

- The study restricted to Mysore city south and north only.
- The study confined to the students studying at standard 9 only.

1.10. OPERATIONAL DEFINITION OF THE KEY TERMS

1.10.1: Mental Health

Mental health is a term which is defined as state of an individual with emotional stability, overall adjustment to the surrounding, appropriate perception of oneself, harmonious functioning of personality, perception of reality and environmental competencies in their life.

In the present study mental health is indicated by the total score obtained by the students on the mental health scale developed by researcher.

1.10.2: Emotional intelligence

Emotional intelligence is the capacity of an individual having awareness of oneself, understanding the feelings of others, maintaining the balance of his own feelings, self-directed to his own activities and maintaining the harmonious relationship with others and oneself is considered as Emotional Intelligence.

It is represented by the total scores obtained by the students on emotional intelligence scale developed by researcher.

1.10.3: Academic achievement

Academic achievement refers to the performance of a student in any test/examination conducted by respective schools.

In the present study the total marks obtained by the students in the mid-term examination considered as academic achievement of the respective students.
1.10.4: Type of management:

The type of school management was also taken into account in the study. The researcher collected the data from different schools in Mysore city with reference to the management. The researcher took into consideration 3 types of managements.

**Government schools**: The schools which are established, funded and managed by the government (Karnataka) considered as government schools.

**Private Aided Schools**: The schools which established and owned by private management and funded by state government (Karnataka) are considered as private aided schools.

**Private Un-aided Schools**: The schools which established funded and owned by private management and recognized by state government (Karnataka) considered as private un-aided schools.

**Secondary school students**: The students studying in high schools are the secondary school students.

In the present study, the students of standard 9 are considered as secondary school students.

1.11. OVERVIEW OF THE SUCCEEDING CHAPTERS

The first chapter dealt with the background of the study, need and importance of the study, etc. The second chapter deals with the discussion of review of related literature. The methodology of the study would be discussed in third chapter. The operational definitions of the terms used in the study, the discussions of the variables, the hypotheses formulated, the tools used, sampling procedure, the administration and scoring of the different tools, the statistical techniques used would be discussed. The fourth chapter deals with the analysis and interpretation of the data and testing of hypotheses. The fifth chapter concludes with the summary of the study, finding, conclusions, recommendation and suggestion for further study.