CHAPTER - I

INTRODUCTION

1. Introduction

“All education springs from images of the future and all education creates images of the future. Significant part of education must be seen as the process by which we enlarge, enrich, and improve the individual's image of the future.”

---AlvinToffer

Education is a process of living. Education may be compared to Kalpavriksha as it fulfills human desires. It sharpens the intelligence of a person. It enables the mind to find out the ultimate truth which emancipates, humanity from the bondage of sin and gives wealth, not of things but of inner light, not of power but love, considering the truth as reality and giving expression to it. Education means the exposition of man's complete personality.

Education has been defined by different people in different ways. The meaning of education has been changing according to people, places and times. Many educators in the past explained the term ‘Education’ as the art of ‘Leading out’. Their explanation was proved by the term Education- ‘E’ means ‘out of’ and ‘due’ means ‘I lead’. Thus, education is to draw out rather than to put in. According to the ancient Indian educators, Education is termed as ‘Shiksha’ which means ‘to discipline’, ‘to teach’, ‘to control’. According to western
educators, “education is a deliberate and organized activity through which the physical, intellectual, aesthetic, moral and spiritual potentialities of the child are developed, both in the individual and also in the member of society so that they may lead the fullest and richest life possible in this world and finally attain their ultimate end in the world to come.”

Some took education to mean the process, others the results still others the methodology. Since the concept has changed the definitions have also changed. Yet there are certain definitions, which are all time popular and also acceptable. Rig-Veda says that “Education is something which makes man self-reliant and self-less.” It means that education makes a man independent. “Nothing is more purifying on earth than wisdom”, says Bhagavad-Gita, which means knowledge makes a person most pious on this earth. Mahatma Gandhi wrote, “By education, I mean an all-round drawing out of the best in child and man-body, mind and spirit.” By this we can very well understand that Mahatma Gandhi wanted a harmonious development of human beings faculties. Kilpatrick said “Enabling the child for full participation in the richest available group life.” Their words infer that, education enables a child to participate in social life of society. “Developing the body and the soul of all the perfection which they are capable of,” Plato wrote. He says education leads, the mind and body to perfection. Pestalozzi defined education “a natural harmonious and progressive development of man’s innate powers.” By saying, Pestalozzi has made the factors heredity and environment, and their role in personality development is very clear.
2. Importance of education

Education is an essential human virtue. Man becomes ‘man’ through education.

Man cannot be conceived merely in terms of his biological existence. Education brings into focus the social aspect of man. Education signifies man’s supreme positions in society.

An individual is made up of different entities. Education brings about the integration of these separate entities.

Education teaches what man lives and struggles for. It cultivates an integrated life, by so doing, it gives significance of life.

Education is a sign of freedom. “Epictetus” had declared, only the educated have freedom.

Diogenes felt that, “Education is a controlling grace to young, consolation to old, and wealth to the poor and ornament to the rich.”

Education is an essential basis of good life.

In short education is an essential concomitant of all human societies.

“What sculpture is to a block of marble, education is to the soul” says Addison.

Education is “Creation of a sound mind in a sound body” (Aristotle), “Development of whole man” (Comenious), “Leading and guiding for peace” (Froebel), “All round drawing out of the best” (Gandhiji), and “Manifestation of the perfection already present in man” (Vivekananda).
Education is a character building process enhancing one’s personality and making him/her rational, capable, responsive and intelligently independent. It generates the will to refashion one’s heart, head and life. It is a powerful instrument of social and economic change. Students are educated with one main objective in mind: their success. Till early 90’s intelligence quotient was the measure of success and intelligence of an individual. But today there is considerable evidence that intelligence alone does not account for the success of the students. Inter-disciplinary research clearly indicates the importance of self-confidence, mental health and emotional intelligence in student achievement, career success and personal well being.

3. Self-confidence

“Self-confidence refers to an individual’s perceived ability to act effectively in a situation to overcome some obstacles and to get things go right.”

Basavanna

“Who has confidence in himself will gain the confidence of others.”

Leib Lazarow

Self-confidence is the expected probability that a person will achieve a goal in a certain situation. For example, if a student estimates that his probability of achieving an “A” on a calculus exam is 90%, we would conclude that the student had high self-confidence in his ability to do well on a calculus exam. If he had estimated 10%, then we would say he had low self-confidence about his ability to do well on the exam.
Self-confidence is situational—not absolute. It is important to remember that self-confidence is always relative to the task and situation. We have different levels of confidence in different situations. For example, a student might be confident in mathematics but lack confidence in English. He may also lack confidence in meeting people. He may estimate that his probability of success when he meets someone is only 10% (relative to a goal of making a new friend). Confidence is relative to the prescribed situation, task and expectation.

Although self-confidence is primarily situational, it may generalize across many situations. For example, suppose the student was good not only in mathematics, but in almost all academic subjects. He would probably develop self-confidence for learning any academic subject—even though he had not attempted. If he is also good at sports, people skills, and other life areas, then he would probably develop a high level of self-confidence in general.

Similarly, if a student performed poorly in mathematics, social situation, sports, and most areas of his life, then he would probably develop a low level of self-confidence in general.

The term ‘self-confidence’ is used to mean what Dr. Albert Bandura, a leading research psychologist, has called ‘self-efficacy expectations’. It has been the object of intense study in the field of psychology and led to many important findings. Generally, it is a good predictor of how well people will perform on all sorts of tasks. High self-confidence also increases people’s motivation and persistence.
3.1. Teachers instilling self-confidence in their students

A teacher's role in instilling self-confidence in their students is paramount, as students tend to believe what their teachers think of them. When a teacher holds each of her students in high regard and believes that all of them are capable of performing at a high academic standard, students begin to believe in themselves. Teachers, who think all their students are competent, create a self-fulfilling prophecy that all students are capable of achieving academic success.

Teachers need to create classroom environments that foster confidence-building skills such as allowing students to take part in a talent show, or a presentation on a special skill they have. If students are given opportunities to show their positive side, this builds self-confidence.

3.2. Parental impact of student self-confidence

Parents have an immense impact on student’s self-confidence:

The home environment influences students’ self-concept and understanding of the world. If parents and other members of family have provided a warm and loving environment for their child by encouraging independence, fostering learning daily, and telling the child how special they are, chances are that a child will not lack self-confidence.

Parents/families can help their children to build self confidence by making them to read books about confident people with them and discussing traits that make them confident. Discussion time should be set aside from other activities.
and should be focused on what is going on with the child at school and how do they feel about themselves. Parent/families can get a good understanding on how their children feel about themselves from these discussions. If a child responds positively continue these discussions as their feelings can change. However, if the child responds negatively it is time to intervene and build their self-confidence by encouraging them to pick up a hobby.

Self-confidence and student learning are linked. Students who have high self-esteem and are confident perform better academically and retain learning more easily. Family, teachers, friends and the environment all play active roles in influencing whether or not a student has positive self-esteem and or lacks confidence. It is vital that a student is surrounded by encouraging and nurturing people and activities to build their self-confidence from an early age.

4. Mental health

“Mental health is a state of mind characterized by emotional well-being, relative freedom from anxiety and disabling symptoms and coping with ordinary demands and stresses of life.”

Goldenson

A healthy individual is not only physically healthy, but is also mentally healthy. The modern concept of health extends beyond the proper functioning of the body. It includes a sound, efficient mind and controlled emotions. ‘Health is a state of being hale, sound or whole in body and mind’. It means that both body and mind are working efficiently and harmoniously. Man is an integrated
psychosomatic unit, whose behaviour is determined by both physical and mental factors.

Mental health which today is recognized as an important aspect of one’s total health status is a basic factor that contributes to the maintenance of physical health as well as social effectiveness.

It is the normal state of well-being, and in the words of Johns, Sutton and Webster, “is a positive but relative quality of life. It is a condition which is characteristic of the average person who meets the demands of life on the basis of his own capacities and limitations.” By the word ‘relative’ it implied that the degree of mental health which an individual enjoys at a time is continuously changing.

It is not mere absence of mental illness that constitutes mental health. On the other hand, it is a positive, active quality of the individual’s daily life. This quality of life is manifested in the behaviour of an individual whose body and mind are working together in the same direction. His thoughts, feelings and actions function harmoniously towards the common end. It means the ability to balance feelings, desires, ambitions and ideals in one’s daily living. It means the ability to face and accept the realities of life. It connotes such habits of work and attitudes towards people and things that bring maximum satisfaction and happiness to the individual. But the individual has to get this satisfaction and happiness without any friction with the social order or group to which he or she belongs.
From this, one can conclude that mental health has two important aspects. It is both individual and social. The individual aspect connotes that the individual is internally adjusted. He is self-confident, adequate and free from internal conflicts and tensions or inconsistencies. He is skilful enough to be able to adapt to new situations. But he achieves this internal adjustment in a social setup. Society has certain value systems, customs and traditions by which it governs itself and promotes the general welfare of its members. It is within this social framework that the internal adjustment has to be built up. Only then, the individual becomes a person who is acceptable as a member of the society.

According to the World Health Organization, “Mental health is 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 own community.”

4.1. Characteristics of a mentally healthy individual

From the discussion above, we can deduce certain characteristics that a mentally healthy individual or a well-adjusted person possesses or develops in his daily life. These characteristics can serve as criteria for optimum mental health.

1. A well-adjusted person has some insight into and an understanding of his motives, desires, his weaknesses and strong points. He can evaluate his behaviour objectively and can accept his short-comings and weaknesses.
II. He has a sense of personal worth, feels worth-while and important. He has self-respect, and feels secure in the group.

III. Besides this security as a member of the group, he feels that he is wanted and loved. In other words, he has a sense of personal security.

IV. He has faith in his ability to succeed; he believes that he will do reasonably well whatever he undertakes. He solves his problems largely by his own initiative and effort. He feels confident of himself in his everyday life, more or less effectively.

V. He has some understanding of his environment and of the forces with which he must deal. Equipped with this understanding, he plans ahead but does not fear the future. He has the capacity to face realities rationally and objectively.

VI. He has developed a philosophy of life that gives meaning and purpose to his daily activities. This philosophy belongs to this world and discourages the tendency to withdraw or escape from the world. It makes him do something concrete about his problems as they arise. He does not evade responsibility or duty.

VII. He lives in a world of reality rather than fantasy. Reality rather than wishes or imaginary fears governs his behaviour.

VIII. He develops a capacity to tolerate frustrations and disappointments in his daily life.

IX. He shows emotional maturity in his behaviour. This means that he is able to regulate such emotions as fear, anger, and love, jealous and expresses them in a socially desirable manner.
X. He has a rational attitude towards problems of his physical health. He maintains a daily routine of health practices which promote health living. He practices good habits with regard to nutrition, sleep, rest, relaxation, physical activity, personal cleanliness and protection from disease.

XI. He is able to think for himself and can make his own decisions. He thinks clearly and constructively in solving problems.

XII. He has a variety of interests and generally lives a well-balanced life of work, rest and recreation. He has the ability to get enjoyment and satisfaction out of his daily routine job. According to Fromm, ‘a mentally healthy person has developed a zest of living that includes a desire for activity which is reflected in an attitude of utilizing whatever potentialities he possesses, in productive forms of behaviour.

4.2. Foundations of mental health

By foundations of mental health we mean a few basic factors on which mental health of any individual depends. These factors are as follows.

(a) Hereditary factors

Heredity—It provides the raw material, or the potentialities of the individual. It sets the limits for his mental health. What the individual inherits is the potentialities in relation to growth, appearance, intelligence and the like. The development and utilization of these potentialities is determined to a large extent, by the environmental opportunities. Investigations have shown that heredity may predispose a person to the development of a particular type of mental illness when he is placed under excessive stress. Even in psychoneurosis and
psychopathic personality trends, hereditary factors are quite prominent. In the words of Wallin, “defective heredity may furnish a fertile soil for the development of mental and nervous diseases but so far as minor personality maladjustments are concerned, heredity supplies only a predisposing condition.”

(b) Physical factors

Physical Factors- physical health factors make a significant contribution to mental health. An erect posture, a winning smile, colour in the cheeks, a feeling of exhilaration promote a sense of personal security and have a marked influence on other people. People with greater strength, better looks and robust health enjoy a social advantage in the development of personality characteristics. An individual with a feeling of physical wellbeing ordinarily enjoys a good disposition and is enthusiastic and intellectually alert. He has a desire to live, to achieve and to be happy. Nobody can deny that physical health improves mental alertness as much as it increases motivation and drive. It has been observed that continuous hunger, overwork or sleeplessness produce fatigue, which may affect mental health adversely. Sick people find it more difficult to make adjustments to new situations than healthy people. Vitamin deficiencies have been found to be the causative factors in many personality difficulties. In pernicious anemia, for example, there occurs a deficiency of red corpuscles and this produces characteristic symptoms of apathy, irritability, depression and anxiety.

Again persons suffering from serious physical defects may have problems of adjustment on account of inferiority feelings which they have not
been able to deal with adequately. Positively speaking, the individual who
follows a hygienic regimen, pertaining to food, drink, elimination, bathing,
physical activity, work, sleep, rest, relaxation, prevention of disease and
correction of defects, is more likely to have good mental health.

(c) Fundamental social forces such as home, school, neighborhood and
community

Social Factors - Social factors pertain to the society in which the individual
lives, the interactional processes and his social functioning with other persons. It
is the social environment which shapes the knowledge, the skills, interests,
attitudes, habits, values and goals that he acquires. Every individual is born in
the society which influences the content of his behaviour.

Of the social factors, the most important are home, school and community.
A mother who gives affection and security to her children contributes to their
mental health, whereas a mother who is nervous, tense, or self-centered, over-
protective or rejecting, domineering or inconsistent in disciplinary practices or
who is partial in dealing with her children is laying the foundations of mental
inadequacy or ill health. On the other hand, a father who shares his life and time
with his family and children, who shows interest in the development of his
children, plays with them or works with them, helps them to develop mentally
healthy attitudes.

Broken homes or unstable homes where parents are in constant conflict
produce a large percentage of children with adjustment problems. A good home,
on the other hand, where there is a harmonious relationship between parents, where parents understand the needs and interests of their children and where there is an atmosphere of happiness and freedom, contributes greatly to the mental health of every member.

The community-McKinney remarks, “The community furnishes the framework and climate within which the family lives and develops: it must, therefore provide a healthy atmosphere and a well-organized network of public and community services of the highest possible quality.” These services will satisfy such needs as those of love and affection, give a feeling of belongingness, and provide opportunities for group participation and for emotional release.

(d) The satisfaction of basic needs in the period of childhood.

Satisfaction of fundamental or basic needs-from the discussion of the physical and social factors it is clear that mental health in childhood and later, depends very much on the adequate satisfaction of our fundamental or basic needs. It has been brought out by mental hygiene specialists again and again that when these needs are adequately cared for, the individual functions in an effective manner.

Our basic needs are organic as well as emotional or psychological. The organic needs are to be satisfied for maintaining physical well-being. ‘Hunger, thirst, fatigue, lack of sleep, physical pain, exercise, hear or cold and the like set up certain tensions in the individual which must be relieved.
Psychological or emotional needs are also called ego-needs which must be satisfied to maintain ‘self’. They are as important as the organic needs. There are two main ego-needs. Firstly, we have the need for a sense of security through love and affection of those who are important to us – our parents, our friends and our fellow men. We wish to have a warm and satisfying relationship with other people. This feeling of security mostly comes through love which consists of such elements as understanding, trust, co-operation and overt affection. The child feels secure when he is assured that his parents care for him, want him and accept him as he is. Accepted in this way the child can establish healthy relationship with the world outside. To the person with a feeling of security, the world is a friendly and safe place. Such a person likes people and feels comfortable with them. The second ego-need is for recognition or regard as a person of worth and importance. The adequate satisfaction of this need gives a sense of adequacy, a feeling of self-enhancement. In order that this need is satisfied in the child, parents and others have to demonstrate their affection and their approval and evince interest in what the child does. Once the child has a feeling of adequacy and importance, he will be able to cope with and solve the problem which confronts him. Other needs besides these two which should be satisfied are the need to grow independently, the need to play and the need to belong to a group. The need to grow independently is often not properly satisfied in our homes. Our parents are mostly over-protective or over-restrictive. They find satisfaction in the children remaining dependent on them for ever. Generally, the youngsters are not allowed to think and decide for themselves.
4.3. Definitions on mental health

Menninger (1945) writes, “Let us define mental health as the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness……. It is the ability to maintain an even temper, an alert intelligence, socially considerate behavior and a happy disposition.”

Bhatia (1982) considers mental health as the ability to balance feelings, desires, ambitions and ideals in one’s daily living. It means the ability to face and accept the realities of life.

Kumar (1992) Stated that Mental health is an index which shows the extent to which the person has been able to meet his environmental demands – social, emotional or physical.

4.4. Mental health of students

Good mental health is obtained and maintained by helping pupils to overcome serious conflicts and frustrations. They are to be helped to understand their own potentialities, abilities, aptitudes, interests and the environmental conditions so that they can work harmoniously at an optimum level of functioning. Securing desirable mental health in the case of some pupils may involve counseling parents, and counseling teachers, in addition to counseling the pupils themselves.

5. Emotional intelligence

Emotional intelligence is the ability to identify, use, understand, and manage your emotions in positive and constructive ways. It’s about recognizing
your own emotional state and the emotional states of others. Emotional intelligence is also about engaging with others in ways that draw people to you.

Emotional intelligence consists of four core abilities:

i) **Self-awareness:** The ability to recognize your own emotions and how they affect your thoughts and behaviour, know your strengths and weaknesses, and has self-confidence.

ii) **Self-management:** The ability to control impulsive feelings and behaviours, manage your emotions in healthy ways, take initiative, and adapt to changing circumstances.

iii) **Social awareness:** The ability to understand the emotions, needs, and concerns of other people, pick up on emotional areas, feel comfortable socially, and recognize the power dynamics in a group of organization.

iv) **Relationship management:** The ability to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

**5.1. Concept of emotional intelligence**

**5.1.1. Emotion**

The word emotion comes from the Latin word ‘motere’ which means ‘to move’. The Oxford English Dictionary defines emotion as ‘any agitation or disturbance of mind, feeling, passion any vehement or excited mental state. Emotions refer to motion, movements, feelings etc. every emotion has an impulse to act. They are also complex and contagious e.g., anger, sadness, fear, enjoyment, love, disgust, shame etc. All our emotions usually depend on the
information our understand sensors grasp. And so emotion is said to be primarily a psychic reaction to stimuli from the world around us.

5.1.2. Intelligence

Interest, attitude, the desire for knowledge, communicative skill and similar other attributes contribute towards his/her performance or behavior. However, there is something else which is also responsible to a large degree. In psychology this is termed as ‘Intelligence’ in ancient India our great rishis and seers named it as ‘Viveka’.

It is acknowledged by all students that one of the most important single variable which effects schooling is the quality of behavior called intelligence. The term intelligence is vague and ambiguous in its meaning psychologists have been interpreting the term in different ways and are in disagreement on the meaning of the term intelligence.

Boring defined “intelligence is what intelligence tests test.”

D.W. Wechsler (1950) “intelligence is the aggregate or the global capacity of the individual to act purpose fully, to think rationally and to deal effectively with the environment.”

G.D. Stoddard (1943) “intelligence is the ability to undertake activities.” Binet (1905) “ability of an individual to direct his behavior to words a goal.”

E.L. Thorndike “we may define intelligence in general as the power of good responses from the point of view of truth or fact.”
5.1.3. Emotional intelligence

Salovey and Mayer (1990) coined the term ‘emotional intelligence’ and described it as a form of social intelligence that involves the ability to monitor one’s own and others feelings and emotions to discriminate among them, and to use this information to guide one’s thinking and action. Mayer and Salovey (1997) elaborated that emotional intelligence was ‘the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth’. Emotional intelligence according to them involves areas such as ‘identifying emotions; the ability to recognize how you and those around you are feeling using emotions – the ability to generate emotional and then reason with this emotion, understanding emotions – the ability to understand complex, emotions and emotional ‘chains’, how emotions transition from one stage to another, and managing emotions – the ability which allows you to manage emotions in yourself and in others.

5.2 Definitions on emotional intelligence

The famous psychologist E.L.Thorndike (1920 – 1928) defined social intelligence as “the ability to understand and manage men and women, boys and girls – to act wisely in human relations.”

So this concept of social intelligence laid down a solid foundation of the essence of emotional intelligence.
Gardner (1983) advanced Thorndike’s ideas of social intelligence by talking about inter-personal intelligence (an ability of understanding, motivating and managing the self).

Sternberg (1988) carried out the concept of social intelligence in the name of contextual intelligence i.e. the ability to lead one’s life successfully.

Daniel Goleman (1995) made a provocative claim that it Intelligence Quotient contribution up to 25% to life’s success, the remaining was fulfilled through one’s Emotional Intelligence and as a result predicted “Emotional Intelligence would contribute to the success at home, at school and at work.”

Mayer and Salovey (1990) defined emotional intelligence as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.”

According to Bar-on (1997) ‘emotional intelligence’ reflects one’s ability to deal with daily environment challenges and helps predict one’s success in life, including professional and personal pursuits.

In other words “it is a set of skills that enables us to make our way in complex world – the personal, social and survival aspect of overall intelligence, elusive, common sense and sensitivity that are essential to effective daily functioning”, say Stein and Book (2000) in their book “The emotional quotient Edge.”

In 1997 Salovey and Mayer recharacterized emotional intelligence as “The ability to perceive appraise, and express emotion accurately and adaptively: the
ability to understand emotion and emotional knowledge; the ability to access and or generate feelings when they facilitate thought; and the ability to regulate emotions in ways that assist thought” (Lennick, Doug, Keel, Fred, 2005). Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions (Hein, 2007).

5.3 Need and importance of emotional intelligence

Emotional intelligence is essential to succeed. The idea of emotional intelligence has inspired research and curriculum development throughout these facilities. Researchers have concluded that people who manage their own feelings well and deal effectively with others, are more likely to live content lives. Happy people are more apt to retain information and do so more effectively than dis-satisfied people.

Building one’s emotional intelligence has a lifelong impact. Many parents and educators, alarmed by increasing levels of conflict in young school children from low self-esteem to early drug and alcohol use to depression, are rushing to teach students the skills necessary for emotional intelligence. And in corporations, the inclusion of emotional intelligence in training programs has helped employees cooperate better and motivate more, thereby increasing productivity and profits. Emotional intelligence is a powerful and at times more powerful than intelligence quotient which contributes only about 20% of success in life, the other forces contribute the rest. Unlike intelligence quotient emotional intelligence may be the best predictor of success in life.
• Unlike what is claimed of intelligence quotient, we can teach and improve in children and in any individual, some crucial emotional competencies, paving the way for increasing their emotional intelligence and thus making their life more healthy – enjoyable and successful in the coming days.

• The concept of emotional intelligence is to be applauded not because it is totally new but because it captures the essence of what our children or all of us need to know for being productive and happy.

• In working situations too, emotional intelligence helps more than one’s intellectual potential in terms – of one’s I.Q. or even professional skills and competencies.

• The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in his/her life. It can only be possible through his/her potential of emotional intelligence and its proper development (Mangal, 2003).

• Emotional intelligence may be the most important influencer of success on the job, according to studies done over the last decade. Effective management of emotional intelligence is a strong predictor of success in both our personal life and in the office.

5.4 Major components of emotional intelligence

Goleman (1995) suggests that emotional intelligence consists of five major components and each component plays an important role in shaping the outcomes we experience in life.
I. Knowing our own emotions

Emotions are often powerful reactions, so it would seem at first glance that everyone ought to be able to recognize their own feelings. In fact, however, this is not always the case. Some persons are highly aware of their own emotions and their thoughts about them, but others seem to be almost totally oblivious to these. The extent individuals are not aware of their own feeling, they cannot make intelligent choices. Persons, who are not aware of their own emotions, are often low in expressiveness. They don't show their feelings clearly through facial expressions, body language, or other cues to recognize others’ feelings. This can have adverse effects on their interpersonal relationships, because other people find it hard to know how they are feeling or reacting.

II. Managing our emotions

People are already aware of the fact that we often try to manage our emotions, regulate their nature, intensity, and expression. Doing so is very important both for our own mental health and from the point of view of interacting effectively with others. They will probably be avoided by many people and will not get the jobs promotions, or lovers they want.

III. Motivating ourselves

Emotional intelligence has been able to motivate oneself to work long and hard on a task, remaining enthusiastic and optimistic about the final outcome, and being able to delay gratification to put off receiving small rewards in order to get larger ones later on. Being high in such skills can indeed contribute to success in many different contexts.
IV. Recognizing and influencing others’ emotions

Another aspect of emotional intelligence is the ability to ‘read’ others accurately to recognize the mood, and feel what emotion they are experiencing. This skill is valuable in many practical settings. People skilled at generating strong emotions in others are often highly successful in such fields as sales and politics. They can get other people to feel what they want them to feel.

V. Handling relationships

Some people seem to have a knack for getting along with others: most people who meet these people like them and as a result they have many fields and often enjoy high levels of success in their careers. In contrast, others seem to make a mass of virtually all their personal relationships. According to Goleman (1995), such differences in emotional intelligence or, as some researchers would phase it, differences interpersonal intelligence. Such skills as being able to co-ordinate the efforts of several people and to negotiate solutions to complex interpersonal problems, being good at giving others feedback that doesn’t make them angry or resentful and being a team player. Again, these skills are clearly distinct from the ones needed for getting good grades or scoring high on tests of intelligence, but they often play a key role in important life outcomes (Baron, A. Robert, 2001).

5.5 Emotional quotient (E.Q.)

Emotional quotient represents the relative measure of a person’s emotional intelligence similar to intelligence quotient (I.Q.). The person’s emotional intelligence at a particular time in life is that level of his emotional
intelligence which is with him at that time as a result of the ongoing emotional lessons or life experiences. This level or potential of one’s emotional intelligence is relatively measured through some tests of situations in life, resulting in one’s emotional intelligence or potential. Consequently, the term emotional quotient (E.Q) may be defined as a relative measure of one’s emotional intelligence possessed by him at a particular period of his life (Mangal, 2003).

Emotional intelligence has been used for hundreds or even thousands of years but we were not aware of it or it wasn’t defined, few people recognized its real importance. Since our childhood we were told that successful people had special talents and skills and they worked really hard to achieve their goals.

Emotional intelligence makes us understand and perceive our own emotions, control them and use them in the more beneficial way for us. Emotional intelligence make us influence, inspire and feel other peoples emotions, thus making it easy for us to deal with a situation and put our self in the shoes of the other person.

We all have some things in common and some differences. Emotional intelligence is that we learn how to deal in different situations then taking the decision that benefits. This may sound like common business negotiation, however using our emotional intelligence we can understand the other person’s emotions and we can persuade and tell him our viewpoint in a way that he gets it and accepts it.
6. Need of the study

Aurobindo defines education as “Helping the growing soul to draw out that is in it.” (Swaroop and suxena 2001).

Education plays a vital role and is being treated as basic human need as it endows people with knowledge, skills and attitude which would increase their capabilities and capacities to adopt to the changing environment.

Education must facilitate student’s personal growth and equip them psychologically to cope with the rapid changes taking place in all the spheres of life. It is necessary to take into consideration the various factors which directly or indirectly influence the personal growth of the students. Self-confidence, mental health and emotional intelligence are the three important factors.

Which play a vital role in personal growth of on individual. A person with self-confidence is defined as one having positive and constructive self-feeling and evaluation. On the other hand a person who lacks self-confidence is defined as the one having negative self feeling and evaluation.

Mental health refers to cognitive or emotional well being. It is all about how we think, feel and behave. Accordingly to WHO mental health is “A state of well being in which individual realizes his or her own abilities and cope with normal stresses of life, can work productively and fruitfully, and is able to make a contributor to his/her other community.”
Mayer and Salovey (1990) defined emotional intelligence as “the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth” studies have shown that intelligence quotient is inherent but emotional intelligence can be developed and nurtured even in adulthood and prove beneficial to one’s health, relationships and performance. In order to survive in a fast changing and competitive world, the students need to develop and nurture emotional intelligence for better survival.

Today’s curriculum aims at training, to make students self-confident, emotionally mature and to have good mental health. Hence there exists a need to know the levels of self-confidence, mental health and emotional intelligence among the college students as they help the students to solve the challenges of life and make successful adjustment in life. Hence the researcher felt the need to study the self-confidence and mental health of college students in relation to their emotional intelligence.

7. Statement of the problem:

“A STUDY OF SELF-CONFIDENCE AND MENTAL HEALTH IN RELATION TO EMOTIONAL INTELLIGENCE OF COLLEGE STUDENTS.”

8. Operational definitions of key words:

Keywords: Self-confidence, mental health, emotional intelligence, college students, professional course and non-professional course.
8.1. **Self-confidence**: self-confidence is an attitude that is characterized by a positive belief that individual can take control of his/her life and of his/her plans. It is a belief in individual’s abilities. Confidence is the state of being certain that a chosen course of action is the most effective given the circumstances.

8.2. **Mental health: Bhatia (1982)** Considers mental health as the ability to balance feelings, desires, ambitions and ideals in one’s daily living. It means the ability to face and accept the realities of life.

8.3. **Emotional intelligence: Mayer and Salovey (1997)** ‘Emotional intelligence involves the ability to perceive accurately, appraise and express emotions; the ability to access and / or generate feelings.’

8.4. **College students**: The students studying in professional and non-professional courses.

a. **Professional colleges**: 
An institution which provides formal qualification that enables the student to take up a job after the completion of the course like engineering, medicine, M.C.A. etc.

b. **Non-professional colleges**: 
The colleges with three years of graduation courses namely B.A., B.Com., and B.Sc., with different options.
9. **Objectives of the study**

The following objectives have been formulated for the present study.

1. To study the levels of self-confidence of college students
2. To study the levels of mental health of college students
3. To study the levels of emotional intelligence of college students
4. To study the effect of the following variables on the self-confidence of college students.
   (a) Gender (b) Course of study (c) Locality
5. To study the effect of the following variables on the mental health of college students.
   (a) Gender (b) Course of study (c) Locality
6. To study the effect of the following variables on the emotional intelligence of college students.
   (a) Gender (b) Course of study (c) Locality
7. To study the relationship between self-confidence and mental health of college students.
8. To study the effect of the following variables on the relationship between self-confidence and mental health of college students.
   (a) Gender (b) Course of study (c) Locality.
9. To study the relationship between self-confidence and emotional intelligence of college students.
10. To study the effect of the following variables on the relationship between self-confidence and emotional intelligence of college students.
    (a) Gender (b) Course of study (c) Locality.
11. To study the relationship between mental health and emotional intelligence of college students.

12. To study the effect of the following variables on the relationship between mental health and emotional intelligence of college students.
   (a) Gender (b) Course of study (c) Locality.

13. To study the inter-relationship among self-confidence, mental-health, and emotional intelligence of college students.

10. Hypotheses

   For the purpose of collection of data relevant to the objectives of the study and for the purpose of processing the data and interpreting the results, it is necessary to formulate specific objectives and translate them into hypothetical statements. The following null hypotheses have been formulated and tested during the course of the study.

   1. College students do not differ in their levels of self-confidence.

   2. College students do not differ in their levels of mental health.

   3. College students do not differ in their levels of emotional intelligence.

   4. The following variables do not make significant difference in the self-confidence of college students.
      
      (a) Gender (b) Course of study (c) Locality

   5. The following variables do not make significant difference in the mental health of college students.

      (a) Gender (b) Course of study (c) Locality
6. The following variables do not make significant difference in the emotional intelligence of college students.
   (a) Gender (b) Course of study (c) Locality

7. There is no significant relationship between self-confidence and mental health of college students.

8. The following variables do not make significant difference in the self-confidence and mental health of college students.
   (a) Gender (b) Course of study (c) Locality.

9. There is no significant relationship between self-confidence and emotional intelligence of college students.

10. The following variables do not make significant influence on the relationship between self-confidence and emotional intelligence of college students.
    (a) Gender (b) Course of study (c) Locality.

11. There is no significant relationship between mental health and emotional intelligence of college students.

12. The following variables do not make significant influence on the relationship between mental health and emotional intelligence of college students.
    (a) Gender (b) Course of study (c) Locality.
13. There is no significant relationship among self-confidence, mental health and emotional intelligence of college students.

11. Limitations of the present study

No study is complete in itself. Any piece of research work has its own merits and demerits, limitations and drawbacks. The present study is undertaken with the following limitations.

1. The area of investigation is limited to only 20 selected professional and non-professional colleges in Krishna district, A.P.
2. The level of significance considered in this study is 0.05 level.
3. Certain variables like religion, occupation of parents, social status and other aspects are not taken into consideration in the present study.

12. Organization of the report

The study is presented in five chapters.

In the first chapter the researcher presented the introduction, need and significance of the study, and the objectives and hypotheses of this work. The second chapter deals with the review of related literature in three sections viz., studies on self-concept, studies on mental health and studies on emotional intelligence. The first two sections were further alienated in two studies conducted abroad and in India.

The third chapter deals with type of research, tools used for assessing the self-confidence, mental health and emotional intelligence, the samples for the
first and second phases of the study, administration of the tools in two phases, scoring procedures and statistical techniques adopted.

The fourth chapter compacts with testing of hypotheses – on levels of self-confidence, mental health and emotional intelligence, effect of personal variables on levels of self-confidence, mental health and emotional intelligence, relationship between self-confidence and mental health, mental health and emotional intelligence and emotional intelligence and self-confidence and relationship among self-confidence, mental health and emotional intelligence, effect of personal variables on the relationship between self-confidence and mental health, mental health and emotional intelligence and emotional intelligence and self-confidence effect of personal variables on the relationship among self-confidence, mental health and emotional intelligence. Analysis, interpretation of the data, and the findings are enlisted.

The fifth chapter deals with summary of the study, findings, educational implications and suggestions for further research.