CHAPTER II

CONCEPTUAL FRAMEWORK
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In the present chapter definitions of predictors under consideration are presented briefly so as to get the conceptual understanding of these variables and also to understand the rationale of relationship of these variables with the emotional maturity of adolescents.

2.1 INTELLIGENCE

Psychologists have been generous to a fault to their definitions of intelligence. They do not manufacture the concept of intelligence. Philosophers have pondered over it, teachers have evaluated it in their pupils and the man on the street has assumed without questions that he knows what it is. Inspite of its wide and common current usage and ancient roots, intelligence is relatively a recent concept in psychology. Almost every writer on the subject has put forward his own definition and some in the fullness of time have offered even more than one. It is true that some of the apparent disagreement is mainly verbal but many of them reflect fundamental differences of opinion concerning the concept of intelligence. The fact that intelligence is a concept rather than a power or a thing that can be observed causes difficulty when its definition is attempted and leads to a great variety of interpretation.

Dictionary definition of intelligence centre around understanding or reasoning, taking effective action in new situation and acquiring and utilizing appropriate information.

Intelligence, as far as layman is concerned, manifests itself in terms of how an individual behaves in society. It is not a thing or object but the way of acting in a situation.
Psychologists have disagreed as to just what are essential factors of behaviour we label ‘intelligence’. Some have emphasized adaptability to new circumstances, some abstractness to complexity and to some facility in the use of symbols. To some intelligence seemed to represent one central uniform trait, to others the sum of or average of a great many separate and diverse mental abilities.

Butcher (1968) identifies five main causes for different concepts of intelligence:

1. The research into original, ‘creative’ or ‘divergent thinking’ was made the bases for contrasting it with the ‘analytic’ or ‘convergent’ kind of thinking studied in the past and assessed by conventional kinds of intelligence tests. The former was known as creativity and latter as intelligence.

2. Psychologist Piaget (1950) introduced a novel approach to study intelligence. By observing children’s process of thinking from the detached viewpoint of a biologist, Piaget discovered many previously unsuspected basic differences between the concepts of children and of adults. Accordingly nature and functioning of intelligence was believed to be changing quite radically from one age to another. Former intelligence, as displayed and exercised by adults, works in a different manner and makes use of different kinds of concepts from concrete intelligence (typical or mild childhood) and is still more different from sensory motor intelligence, which is all that is available to young infant.

3. The computer revolution has made intelligence to denote little more than the complex of performances which we happen to respect but do not understand.

4. The liberalized neo-behaviorism has attempted to describe and explain even the most complex and abstract human thinking in terms of simple mechanism, whether these operate by chains of stimulus-response
connections, by feedback loops or by other kinds of elements. As such many experimental psychologist and cyberneticists argue that ‘intelligence’ is a cloak for our ignorance of the mechanics of thinking and little else.

5. The most influential factor in changing attitudes to the study of human intelligence has been growth of educational sociology. This view has emphasized environmental influences to the neglect of hereditary factors and the common features and mutual influence within social groups.

Thus, it has been seen that intelligence is an example of a multi-definable concept. The following observations on the nature of intelligence, made by various eminent authorities bring into sharp relief the force of our present contention.

According to Stern (1914) ‘Intelligence is general capacity of an individual to consciously adjust his thinking to new requirements. It is general mental adaptability to new problems and conditions of life’.

According to Binet (1916) ‘Intelligence is the ability to judge well, to comprehend well, to reason well, practical sense, initiative, the faculty of adapting oneself to circumstances’.

Intelligence, as given by Terman (1921) is ‘the ability to carry on abstract thinking’.

Burt (1937) defined intelligence as, ‘innate, general cognitive ability’.

In Stoddard (1943) words, ‘Intelligence is the ability to undertake activities that are characterized by difficulty, complexity, abstractness, economy, adaptiveness to goal, social value, and the emergence of originals, and the maintenance of these activities under conditions which demand concentration of energy and responses of contradictory emotional forces’.

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In Wechsler’s (1943) words, ‘Intelligence is the global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment’.

According to Piaget (1950) ‘… behaviour becomes more intelligent as the pathways between the subject and the objects on which it acts cease to be simple and become progressively more complex’.

According to Raven (1958) ‘In order to act intelligently in any situation, a person needs both the necessary information and the capacity to form comparisons and reason by analogy’.

Guilford (1959) while giving structure of intellect (SOI) suggests that mind is composed of 3 dimensions of intellectual abilities namely operations, contents and products. He states that each dimension of intellect is sufficiently distinct which may be detected by factor analysis. Every intellectual ability in the structure is characterized in terms of type of operations, the content and sort of product which results. However, these dimensions of intellect can be classified because of similarities among themselves. Five major group of operational dimensions of intellectual abilities are: (1) Cognition, (2) Memory, (3) Divergent thinking,(4) Convergent thinking and (5) evaluation. The content may be (1) Figural, (2) Symbolic, (3) Semantic, (4) Behavioural. The six types of products are (1) Units, (2) Classes, (3) Relations, (4) Systems, (5) Transformations and (6) Implications. The three kinds of classifications of factors can be represented by means of a single solid model, which is called structure of intellect. The view of Guilford has been most comprehensive view of intellect, which has been presented so far. He takes into consideration all possible aspects of intellectual activity. This is the only theory, which has been presented in the form of some model, which is presented below. The model illustrated by the cube in the figure is three-dimensional and comprises of 120-cell ($5 \times 4 \times 6$) representing independent abilities. (given on next page)
Freeman (1962) defines intelligence as: i) adaptation or adjustment of the individual to the total environment; ii) intelligence is the ability to learn and; iii) intelligence is the ability to learn abstract thinking.

Piaget (1952) conceives intelligence as the ability to adapt mentally to new situations or to increasingly complex environment. He views the development of intelligence as part of the more general process of biological development, passing through age-related cognitive stages.

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

Sternberg’s (1985) theory of intelligence contains three sub theories, one about context, one about experience and one about cognitive components of information processing. The contextual sub theory attempts to specify what would be considered intelligent in a given culture or content. According to Sternberg, culturally intelligent behaviour involves either adapting to one’s
present environment, selecting a more optimal environment or reshaping one’s current environment. The theory claims that expression of any intelligent behaviour will be a function of experience one has with particular class of tasks being tested. According to Sternberg intelligence is best demonstrated when the task is relatively novel or unfamiliar. The componential sub theory describes cognitive structures and processes that together produce intelligent behaviour. Sternberg proposes three general type of process: (a) meta components (which control and monitor processing) ;(b) Performance components ( processes that execute plans); (c) Knowledge acquisition components ( which encode and assemble new knowledge). As a whole the triarchic theory claims different aspects or kinds of intelligence. (e.g. academic, practical).

According to McMillan (1990) Intelligence means the ability to reason and to profit by experience. An individual’s level of intelligence is determined by a complex interaction between his heredity and environment.

Intelligence is defined as a combination of the general abilities and practiced skills. The term intelligence refers to highly practised, the kind of ability that one can apply in an unfamiliar situation. But even ability develops over time and is a product of one’s life experience. Psychologists have tried to define it over the years, but have not agreed on a single definite definition. Some of the ways it can be defined are:

- The ability to cope with environment through learning.
- The ability to understand and deal with people, objects and symbols.
- The ability to act purposefully, think rationally and deal effectively with environment.

Emotional Maturity has a close relation with intelligence. Adolescents who are superior in intelligence are emotionally more mature. Due to their critical and analytical ability they use their emotions as per the demand of the time. Moreover
they do not react the unwanted situation there and then. They wait and watch the situation and definitely adjust to the circumstances.

2.2 EMOTIONAL INTELLIGENCE

The term emotional intelligence has been rooted from social intelligence, which was first coined by E.L. Thorndike in 1920. Emotional Quotient (EQ) is used interchangeably with Emotional intelligence. It was first Peter Salovery of Yale university and John Mayer of Hampshire in 1990 who coined the term emotional intelligence and described it as ‘a form of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and action’.

According to Salovery and Mayer (1995), ‘Emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it’.

Bar on (1997) says ‘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’.

It was with the work of Goleman that the term became familiar to general public. Goleman (1998) defines emotional intelligence as ‘the capacity for recognizing our own feelings and those of others, for motivating ourselves and 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 I.Q.’.

Singh (2003) proposed definition of emotional intelligence in Indian context as ‘Emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Emotional intelligence constitutes three psychological dimensions—emotional competency, emotional maturity and
emotional sensitivity which motivate an individual to recognise truthfully, interpret honestly and handle tactfully the dynamics of human behaviour. It is shown as below:

In general we can define emotional intelligence as the accumulation of all cognitive, non-cognitive and non physical capabilities, competencies and skills a person has, that help him to deal with the demands and pressures of everyday life.

Emotional intelligence is the ability to understand emotions and their causes, the capability to effectively regulate these emotions in oneself and in others and most importantly being able to use the emotions as a source of information for problem solving, being creative and dealing with social situations. In simple terms we can say that EQ can be defined as knowing what feels good, what feels bad and how to get from bad to good.

**Characteristics of emotional intelligence**

i) It is a non-cognitive and non-physical capacity of the organism.

ii) It is an internal or psychological process, which motivates the organism to perform its activities properly.

iii) It is nurturable.

iv) It energizes the organism to accomplish the required tasks.

v) Level of emotional intelligence is neither genetically fixed nor does it develop only in early childhood and develop throughout life.
Components of Emotional Intelligence

According to Salovery and Mayer (1990) Emotional Intelligence comprises components like self-awareness, managing emotions, motivating oneself, empathy and handling relationships.

1. **Self-awareness**: Observing own-self and recognizing of feelings as it happens.

2. **Managing emotions**: Handling feelings, so that they are appropriate to realize what is behind a feeling, finding way to handle fears and anxieties, anger and sadness.

3. **Motivating Oneself**: Channeling emotions in the service of a goal; emotional self controls, delaying gratification and stifling impulses.

4. **Empathy**: Sensitivity to other’s feelings and concerns and taking their perspective, appreciating the differences in how people feel about things.

5. **Handling Relationships**: Managing emotions in others, social competence and social skills.

Goleman’s (1995) Version of Emotional Intelligence includes five basic emotional and Social competencies as below:

1. **Self-Awareness**: Knowing what we are feeling in the moment and using those preferences to guide our decision making; having realistic assessment of our own abilities and a well grounded sense of self-confidence. Observing ourselves and recognizing our feelings; building a vocabulary for feelings; knowing the relationship between thoughts, feelings and reactions.

2. **Self-Regulation**: It includes self-acceptance, assertiveness, conflict resolution, communication and personal responsibility. Handling emotions so that they facilitate rather than interfere with the task at hand. Being
conscientious and delaying gratification to pursue goals, receiving well from emotional distress. Feeling pride and sensing one self in positive light, recognizing one’s strengths and weaknesses; being able to laugh at oneself; stating one’s concerns and feelings without anger or passivity. It includes how to fight fair with others, with parents, with teachers; the win model for negotiating compromise. Talking about feelings effectively; becoming a good listener; distinguishing between what someone does or says and one’s own reactions or judgements about it; sending “I” messages instead of blame, taking responsibility; recognizing the consequences of one’s decisions and actions, accepting one’s feelings and moods.

3. **Motivation:** Using one’s deepest preferences to move and guide oneself toward one’s goals; to help oneself to take initiative and strive to improve and to preserve in the face of setbacks and frustrations, it includes 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 underlies anger). Finding ways to handle fears and anxieties, anger and sadness.

4. **Empathy:** Sensing what people are feeling, being able to take their perspective and cultivating rapport and attunement with a broad diversity of people. Understanding other’s feelings and concerns and taking their perspective; appreciating the differences, in how people feel about things.

5. **Social Skills:** Handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly using these skills to persuade and lead, negotiate and settle disputes for co-operation and team work. It includes self-disclosure and group dynamics, valuing openness and building trust in relationship. Knowing when its safe talking about your private feelings. Group dynamics, co-operation, knowing when and how to lead and when to follow.
In a National level interactive workshop organized by PHD Chamber of commerce and Industry in New Delhi on 16 Aug., 2002 to discuss theme ‘Emotional intelligence at work’. It was felt emotional characteristics, as defined by psychologists worldwide, do not cover whole range of human behaviour and its reactions to divergent stimuli in day to day life. In the Indian context concept of emotional intelligence includes three dimensions. The broad areas which these three dimensions seem to cover are as below: -

1. **Emotional Competency:** Constitutes the capacity to tactfully respond to emotional stimuli elicited by various situations, having high self-esteem and optimism, communication, tackling emotional upsets such as frustration, conflicts and inferiority complexes, enjoying emotions, doing what succeeds, ability to relate to others, emotional self-control, capacity to avoid emotional exhaustion such as stress, burnout, learning to avoid negativity of emotions, handling egoism.

2. **Emotional Maturity:** Constitutes evaluating emotions of one-self and others, identifying and expressing feelings, balancing state of heart and mind, adaptability and flexibility, appreciating other’s point of view, developing others, delaying gratification of immediate psychological satisfaction.

3. **Emotional Sensitivity:** Constitutes understanding threshold of emotional arousal, managing the immediate environment, maintaining rapport, harmony and comfort with others, letting others feel comfortable in your company. It also involves being honest in interpersonal dealings, interpreting emotional cues truthfully, realizing communicability of emotions, moods and feelings and having an insight into how others evaluate and relate to you.
Differences Between Emotional Intelligence (EQ) and General Intelligence (IQ)

1. Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment. Whereas emotional intelligence is the capacity or ability to understand one's own emotions, emotions of others and act appropriately based on these emotions.

2. IQ refers to the cognitive aspect of the organism. To measure the intelligence quotient, there is a specific mathematical formula, i.e. MA/CA x 100. But there is no specific mathematical formula like general intelligence to find out the level of emotional intelligence till today, since EQ delineates to the non-cognitive and non-physical aspects of the organism.

3. Intelligence refers to the cognitive abilities of the organism. However, emotional intelligence refers to the non-cognitive and non-physical capacities of the organism. So, emotional intelligence is nurturable and general intelligence is inherited and not nurturable.

4. Level of general intelligence is genetically fixed, whereas emotional intelligence is neither genetically fixed nor does it develop only in early childhood and develop throughout life.

Emotional intelligence plays a pivotal role in designing the required personality and build up the emotional maturity suitable to the age. It builds up the ability in self-adaptation for solving the stress problems and pressure of life in the competing status of an individual. It enables to express one's feelings and emotions at the appropriate occasion, with the understanding of the feeling of self and others. A person with emotional intelligence knows how to smile and how to listen patiently to other people's problems.
People who are emotionally adapt—who know and manage their own feelings well and who read and deal effectively with other people’s feelings are at an advantage in any domain of life. People with well developed emotional skills are more likely to be content and effective in their lives, mastering the habits of mind that foster their own productiveness. People who cannot marshal some control over their emotional life, fight inner battles that sabotage their ability for focussed work and clear thought. No doubt, impressive in its scope and depth staggering in its implications, emotional Intelligence gives us an entirely new way of looking at the root cause of many of the ills of our families and our society.

According to Goleman (1995) IQ accounts for only about 20 percent of a person’s success in life. The remaining 80 percent depend largely on person’s emotional intelligence i.e., EQ. Emotional intelligence is significant for every sphere of life in general, and teaching learning situation in particular. In general it is necessary for the leaders, supervisors, managers, colleagues and others in the workplace, to understand their emotions and their workers to get the quality productivity. In particular parents, teachers, supervisors, administrators, head of the institutions and others in the teaching-learning situations need to know and understand their emotions and also their children’s for getting outstanding results in their respective areas.

The lapses in emotional skills can be remedied to a great extent and with the right effort, can be improved on. And for this, the school should act in such a manner, where a ‘new vision’ should be built up by bringing the head and heart together in the classroom. The journey should not end with the visits to innovative classes where the children are given a grounding in the basics of Emotional Intelligence, rather education should try to inculcate essential human competencies such as self-awareness, self-control, empathy and the arts of listening, resolving conflicts and co-operation. It will help the child not only to understand himself but also his other fellow beings in the right manner because getting in touch with your own feelings and empathizing with those of others
definitely has benefits beyond measure, otherwise as said by Cooper, Prof. of Organizational Psychology and Health at Manchester Institute of science and Technology, (UMIST). “Without emotional intelligence, in the medium to long term, you will have less balanced personal life and make lots of enemies”.

2.3 ACADEMIC ACHIEVEMENT

Academic achievement has been considered a vital factor in life and is the most important goal of education. Ours is an age of competition. In our rapidly changing society and world with the advancement of science and technology, the people have become educational minded. Every parent sets high goals towards his child. At every step in life, academic record speaks for individual. At the time of admission, for entrance in a job, for scholarship and for further studies, good academic result is the only recommendation. So used in the broad sense of educational growth, the term academic achievement refers to the acquisition of all the behavioural changes associated with cognitive, affective and psychomotor domains.

In the context of school situation, it refers to the achievement made by the pupils in their subjects of study. It is the accomplishment or proficiency of performance in a given skill on body of knowledge. It can also be visualized as ‘status on level of a person’s learning and his ability to apply what he has learnt’ (Pressy, Robinson and Harrock, 1967). This definition conveys only a narrow meaning of the term-achievement. There is, however, a much broader approach which includes attitudes, interests and values as aspects of achievement. The achievement is considered to be the product of learning, attitudes and interests because they are learned, acquired, retained and forgotten just as knowledge and skills are. Thus achievement means a person’s level of skill or range and breadth of information and what he has accomplished in a designated area of learning or behaviour.

Theoretically, achievement has two aspects- absolute and relative. In absolute terms, the marks or grades earned by a pupil or assigned to him by the
teachers on the basis of his written or oral (test) performance in a particular situation are taken as measure of his absolute achievement. An absolute measure, however, is only myth. As regards relative terms a learner’s written or verbal response on answer to a question is judged in terms of marks, the teacher is consciously or unconsciously comparing the response to some other response, may be of other learner or learners or a response given in a book or the one in the teacher’s head or his expectation.

**Travers (1959)** in his book, ‘How to make achievement tests’ writes that term achievement refers to any desirable learning that occurs. It implies value judgement, it is obvious that whether a particular learning is referred to as an achievement or not, depends upon what some body consider is desirable or not.

**Trow (1960)** defines academic achievement as, ‘the attitude, ability or degree of competence in school tasks, usually as measured by standardized tests and expressed in age or grade units based on norms derived from a wide sampling of pupil’s performance’.

**Crow and Crow (1961)** define ‘Academic achievement is the knowledge attained or skills development in the school subjects usually designated by test marks or scores’.

The definitions given in preceding paragraphs indicate that there is substantial agreement among the authorities regarding the nature of academic achievement in as much as all of them place emphasis on knowledge attained or skills developed in the academic subjects. **Biswas and Aggarwal (1971) and Good (1973)** also emphasized these aspects. The level of academic achievement of pupils is most commonly interpreted in terms of academic or educational age or test scores.

Academic achievement is a complex and multidimensional phenomenon. It is a product of the interaction between several factors operating in the pupil,
such as abilities, motivation, interest and attitudes and a complicated set of forces operating in functional set-up of the school.

**According to Kerlinger et. al. (1973),** ‘It is an abstraction formed from the observation of certain behaviours of children. These behaviours are associated with the mastery or learning of school tasks, reading words, doing arithmetical problems, drawing pictures, and so on. The various observed behaviours are put together and expressed in a word-achievement’.

**Webster opines** (1989), ‘Academic achievement is the performance by a student in a course based on formal study in an institution of learning’.

**Hawes and Haves (1992)** stated that the term ‘Academic refers to instructional system of formal education with in a school, College or University’.

There are several grounds that justify the measurement of scholastic or academic achievement. Its measurement is justified due to two fundamental assumptions of psychology. Firstly, there are differences within the individual from time to time, known as behaviour oscillations, which account for differences in the scholastic achievement of the same individual from time to time and from one educational level to another. Secondly, individual of the same age group, same grade and of the same potential ability usually differ in the scholastic achievement.

Apart from this, continuous appraisal of academic achievement is now being increasingly pleaded since all education has become achievement oriented. High achievement is considered as one of the primary goals of education since it has come to be recognized as a strong basis for ambition and progress. Achievement encompasses enhancement, “self-actualization” and **Maslow** would say, self-improvement and some forms of competition. High achievement in school, therefore, builds self-esteem and self confidence which lead to better adjustment in life.
Research evidence indicate that success in academic achievement acts as an emotional tonic and any harm done to a child in the home or neighbourhood may be practically repaired by the success in the school or college which builds self esteem and self confidence and leads to better adjustment with other groups.

Academic achievement of the students is the most cherished concern of parents and teachers, in our culture. Seeing the importance of academic achievement, it becomes necessary to identify factors which differentiate or effect the individual in the level of achievement. The level of achievement can be attained to different levels of respectivity between individual and their ability to demonstrate the proficiency attained by them from the instructions imparted to them. The difference in the respectivity on ability to display the talent of skills would depend on factors which are inherent as also which influence the individual’s interaction to the system of education at college. The factors can be psychological factors which include intelligence, learning ability, aptitude, study habits, emotional maturity and aspiration etc. The environmental factors which influence or affect the achievement level of students are socio-economic conditions, educational facilities, examination system, personality of teachers and also psychological environment at home and school etc.

2.4 SELF-CONCEPT

The concept of self is probably the most distinctive and indispensable concept in psychology of personality and social psychology. Self-concept is a dominant element in personality pattern. There are several terms that are virtually synonym with self-concept. Among them are self-image, self perception and self understanding and phenomenal self.

Origin of term self can be traced back to ancient vedic literature. But it gained popularity in 1937 with Allport.

In psychological discussion the word ‘self’ has been used in many ways. Two chief meanings emerge however, the self as the subject or agent and self as
the individual who is known to himself. The term self-concept has come into common use to refer to second meaning that relates to the phenomenological approach.

Self-concept relates to the idea of self-perception i.e. how one perceives oneself. Some psychologists regard self concept to be so important that they made it central idea is their personality theories. How a person develops his self image or self concept, and how and through what modes it can be assessed, is gaining an increasing importance in the study of personality and behaviour of human beings.

Self-concept is the concept of self that personifies the individual as a whole. The self-concept is the way an individual looks at himself. Self-concept means how the individual perceives himself and how he perceives his environment in relation. The self-concept is what an individual thinks of his actual self, the part that is ‘really me’. It is one of the dominant elements in the personality pattern and behaviour. It governs the individual’s reaction to people and situations and determines the qualities of his behaviour. Hence the development of self-concept is very important if an individual is to be personally and socially well adjusted.

Various psychologists have defined self-concept as below:

According to Murphy (1947), self is used in two contrasting senses, as thing acting and as thing action upon. The self is a thing perceived, a thing conceived.

Self concept is not hereditary rather it develops in a person as a result of his interaction with environment. It is a life long process and develops continuously in a school setting.

Hall and Lindzey (1957) stressed, ‘concept of self’ in the present day psychology seems to have two different meanings. It is used frequently to refer to a person’s attitude and feelings about himself and on the other hand is regarded
as a group of psychological processes which govern human behaviour and adjustment’.

Jersild (1963) described self-concept in these words, “It is composite of a person’s thoughts, feelings, hopes, fears and fantasies, his views of what he is, what he has been, what he might become and his attitude pertaining to his worth”.

Self-concept has been referred by Lowe (1961) as one’s attitude towards self, and by Pederson (1965) as an organized configuration of perception, beliefs, feelings, attitude and values which the individual views as a part of characteristics of himself.

Coopersmith (1967) defined ‘self-concept’ is an abstraction that an individual develops about the attributes, capacities, objects and activities that he possesses and pursues. This abstraction is represented by symbol ‘Me’ which is a person’s idea of himself.

Dusek (1977) defines, “Self concept as a system of concepts about self, including body self, social self and values. Self concept has an affective component which is called self esteem”.

Terry and Thomas (1977) defined self-concept in simple terms as the picture or image a person has of his/herself”.

Saraswat and Gaur (1981) described self-concept as ‘The individual’s way of looking at himself. It also signifies his way thinking, feeling and behaving’.

Goldenson (1984) defined, ‘Self-concept as individuals conception and evaluation of himself including his, values, abilities, goals and personal worth’.

Woolfolk (1987) pointed out that self concept is part of our everyday conversation. He further added that self generally refers to composite ideas, feelings and attitudes people have about themselves. It is individuals attempt to
explain himself to build a scheme that organizes his ‘impression, feelings and attitudes about himself’.

**Stratton and Haynes (1996)** considered self-concept has 2 major dimensions: a descriptive component known as the self-image and an evaluative component, as self esteem.

Analysis of definitions gives by different scholars conclude self concept as:

I) It is not a simple unit. Self-concept is the result of long process. It includes various experiences, interaction with society, values etc. It is the product of individuals experience in society.

II) Self-concept has its own negative and positive values and it is wonderfully unique.

III) Self-concept begins to develops from birth onwards and through the differentiation process of ‘me’ and ‘not me’ continues through out life.

IV) Self-concept also includes impression, attitudes, motive, opinions and expectations.

V) Self-concept is affected by failure and success.

VI) Self-concept is a looking glass of society.

**Dimensions of self-concept**

Different social scientists have difference in the thinking of aspects of dimension of self-concept. Some of the scholars considered that self-concept has three aspects as perceived self, ideal -self and real -self.

**Perceived Self** - It is ‘What we think we are?’.

**‘Real Self**- It is what actually we are?’ It is the subjective feeling of the self, which stands, at the centre of personality.
While other scholars provide different aspects of Self-concept. These are as follows:

I) **Physical Self** – A person’s thinking about his body, health, physical appearance and strength included in physical self.

II) **Social Self**- Individuals sense of worth in social interaction. It includes social aims, goals and social norms.

III) **Temperamental**- Individuals view of their prevailing emotional state or predominance of particular kind of emotional reaction.

IV) **Educational Self**- Individual’s view of themselves in relation to school, teachers and extra-curricular activities and also their academic achievement.

V) **Moral Self**- Individual’s estimation of their moral worth, right and wrong activities, good and bad things etc.

VI) **Intellectual Self**- Individual’s awareness of their intelligence and capacity of problem solving and judgement.

Self-concept is an important factor in personality development. Person who possesses high self-concept, is quite confident and aware about his qualities and capabilities. He is able to utilize his capacities and he can make improvement in his behaviour and personality when needed. Through self-concept a person’s abilities, qualities and his behaviour can be estimated.

The concept of one’s self is moulded by reward and punishment, praise and blame, and by the feelings of accomplishment that come with solving a problem. During pre-adolescence, both parents and peers influence the self-concept. This situation changes gradually until young person’s self evaluation is determined more by what his age mates think of him. Later cliques and other organizations provide a climate of influence. Finally, the adolescent discovers that self must be determined. Individually, he has to learn the hard way that achieving identity is a
long and arduous process. He learns that such identity comes through thinking feeling and decision making. It thrives on social interaction and in the end, the question, ‘who am I?’ Still remains.

One can’t imagine a person without self. Self is an essence of personality. Favourable self-concept coincides with favourable personality development. Important characteristics such as emotional stability, self-assertion, self-confidence emerge out of favourable self concept. But self-concept in term is influenced by emotions in three different ways. The first effect comes from upset in body homeostatic which accompanies even mild emotions. The upset state is often accompanied by nervous mannerisms such as nail biting, giggling which creates the impression that adolescent is silly and immature.

The second way in which emotions affect self concept is in type of emotions that are dominant in his emotional repertoire. The adolescent who experiences more anger than happiness will get reputation of having a disagreeable personality.

Third and most important way in which emotions influence the concept of self is adolescents characteristic method of expressing his emotions and the frequency with which he does so. Some express emotions on the spot and give impression of immaturity, others learn to inhibit emotional expression and later release pent up energy at an appropriate time and in a socially approved way. That is sign of emotional maturity.

2.5 FAMILY - ENVIRONMENT

Environment is the aggregate of the various forces and stimuli which the individual receives from conception till death. Environment chiefly includes the individuals social milieu.

According to Tiwari, Morbhat and Kumar (1981), ‘Family environment is the most important socializing agent that influences the child’s life and personality’.
Home environment or family environment refers to the climate prevailing in the home, which varies from culture to culture, society and society and family to family. (Moos and Moos, 1986). It is a well-known fact that home is the most important place where a child inhales his first fragrance of love, care, empathy through playful learning activities. It is the condition prevailing at one’s home, which determine modification in the development of one’s life.

According to Makstrot (1989), ‘Home is a microcosm where children can experience their effectiveness and power to make a difference through problem solving, service and cooperation. When parents engender respect for the range of people’s needs and life styles, children develop a sense of purpose and use their ability to benefit people of the world as well as themselves’.

According to Uniyal and Beena (1989), the word family climate means an interpersonal relationship between the parents and the child. It includes the parents attitude towards the child related to freedom Vs destructiveness, dominance Vs submission, acceptance Vs rejection, trust Vs distrust, warmth Vs coldness, partiality Vs fairness, expectation Vs hopelessness, open communication Vs controlled communication. It is also suggested that the development of any particular human characteristic is related to a subset of the environment forces.

According to Ranhotra (1996), ‘Family environment is the complex of social and cultural condition, the combination of external or extrinsic physical conditions that affect and influence the growth and development of the members of the family, the most instinctive fundamental social group which includes parents and their children’.

A friendly and considerate home is an added asset to the child’s development. When the social distance between the child and parents is too much, the child develops a sense of loneliness and in later life, he may also become a confined individualist self seeking and introvert.
Family is the basic unit that plays an important role in shaping the personality of the individual. It is both the earliest and most sustained source of social contact for the child. The interaction and emotional relationship between children and parents influence the child's expectancies and responses in subsequent social relations. Home or family is the primary environment from birth till death.

The behavioural patterns of parents and other members of the family are imitated consciously or unconsciously by the child and consequently he may pick up so many desirable and undesirable traits and characteristics for his unique personality make-up which may accompany him even up to the end of his life.

**Home environment has 3 dimensions**

i) **Relationship Dimensions**- Cohesion, Expressiveness, and Conflict.

ii) **Personal Growth Dimensions**- Independence, Achievement orientation, intellectual–Cultural orientation, Active-recreational orientation and Moral-religious emphasis.

iii) **System Maintenance Dimensions**: Organization and control.

Home or family is the oldest basic and fundamental unit of human society. It plays an important role in the education of the child. Family is the basis of emotional development. It provides emotional stability to the child. Family greatly affects the emotional development of the child. Amity and good fellow feelings in the members of a family affect the emotional make up of the child and develop in him healthy and positive emotions, on the contrary maladjustment in a broken home develops in the child negative emotions such as fear, anger and jealousy.

Parents instill a sense of security and acceptance in their children. If healthy emotional environment is provided to the children, they acquire the positive traits as confidence, co-operativeness, self control and capacity to
communicate hence adding to their all round development. Emotional development of a child largely depend upon his all round development. In the childhood stage with in the home and outside, the parents and elders of children play important roles to understand their children’s emotions by providing adequate guidance in recognizing and nurturing emotional development. Warm, concerned and loving parent child relationship develops self-confidence, self esteem, self-reliance, optimism, emotional maturity and social competence in the children.

Family environment has great impact on the child. As on the banks of sea, shells lie and when rain comes in its contact it becomes a precious pearl, in the same way good home or family climate can make a normal child well adjusted and self confident. It has to play vital role in the rise or fall in the emotional maturity of the person, which is an important aspect of our behaviour.

2.6 MENTAL HEALTH

Mental health is a global term which refers to that condition of an individual which results from the normal organization and functioning of his mind. Like physical health, mental health is also an aspect of the totality of an individual. It is a combined outcome of five types of health i.e. Physical, Emotional, Moral, Spiritual and Social Health. Mental health is an important component of the total health of a person because it is both cause and effect of the other types of health. Right thoughts, right attitudes and right actions are very useful and necessary to maintain good mental health.

Mental health can also be called as the process of human self-satisfaction, self-realization and fully successful existence. A self-satisfied and healthy person has a state of mind that enables him to experience the greatest amount of happiness and to attain the maximum efficiency inspite of the presence of strain and conflict. He does not have the anxiety to live or the dinging attitude that everything must happen as suits his design. He is not keen to grab, or hoard or to
have so many mouthfuls of pleasure himself but gives away more than taking and shares with others his leisure, time energy, wealth and whatever he has.

**According to Lehner and Kubs (1962),** 'Mental health is attitudinal concept towards others and ourselves. It also presents a humanistic approach towards the understanding and assessment of self, positive feeling, attitude towards self and others’.

**According to Crow and Crow (1962),** 'Mental health includes physical well being, adjustment to mental ability, emotional control, social adjustment and sex adjustment conditions’.

**American Medical Association (1965),** holds the view that “Mental health includes emotional stability and maturity of character as well as strength to withstand the stress of busy without under or persistent symptoms, physical and psychological. Mental health implies the ability to judge reality accurately and to see things, in terms of long term rather than short term values. It means the ability to work in one’s chosen field both pleasurably and productively’.

**According to Kornhauser (1965),** it connotes those behaviour, perceptions and feelings that determines a person’s over all level of personal effectiveness, success, happiness and excellence of functioning as a person.

**According to Saddy (1967),** The response of a healthy person to life is without strain that he is capable of both friendship and aggressiveness but he is consistent and self-reliant but can accept aid and that his private belief are source of strength.

**According to Wolman’s Dictionary of Behavioural Science (1973),** ‘Mental health is a state of relatively good adjustment, feeling of well being and actualization of one’s potentialities and capacities’.

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Terry and Thomas (1977) defined, Mental health or hygiene is the maintenance of satisfactory personality adjustment and a relative absence of mental disorders.

According to Bernard (1982), Mental health of a person among other things is chiefly concerned with his total sense of (i) growth and development, (ii) adjustment and peace, (iii) success and happiness and (iv) effective membership of a group or a community.

According to Bhagi and Sharma (1982) ‘Mental health is a state of mind characterized by emotional well being, relative freedom from anxiety and disabling symptoms, a capacity to establish constructive relationships and cope with ordinary demands and stresses of life’.

Longman’s Dictionary of Psychology and Psychiatry (1984) states, ‘Mental health is a state of mind characterized by emotional well being relative freedom from anxiety and disabling symptoms and capacities to establish constructive relationships and cope with ordinary demands and stresses of life’.

According to Anand (1988), ‘A mentally sound or healthy person should also be understood as a dynamic and conscientious person who is found to be reasonably rational in the choice of means for the realization of his / her pious needs’.

Kamau (1992) elaborated, Sound mental health must comprise not only freedom from emotional disturbance and mental disorders but also ability to function to the maximum level of one’s interests and capabilities. This entails stressing after the fulfillment of elementary needs for the actualization of one’s potential.

The essence of said definitions and views is that mental health implies positive, constructive, steadfast and dynamic use of one’s asset for personal and social well being even when conditions of life tend to cause stress and strain.
The mentally healthy person accepts temporary defeats as inevitable experiences on the path to success. A mentally healthy person is one who is free from anxiety and disabling symptoms. If he can establish relationship with others, cope well with life demands then his physical, mental, social and emotional well being can be said to be complete. Such a person lives peacefully with his neighbours, makes his children healthy citizens and after fulfilling such basic responsibilities, still is empowered with sufficient strength to serve the cause of society in any way. Mental health in broader sense suggests a degree of happiness and satisfaction, under conditions that warrant such a state of mind and a capacity for making satisfactory personal and social relationships.

The concept of mental health therefore relates to the integral formation of man. It implies his balanced formation in every domain that comprises the make up of his personality i.e. moral, spiritual, intellectual, physical, emotional, social, cultural and aesthetic aspects.

Mental health is based upon emotions. If emotions are not handled properly they cause mental diseases like psychoneurosis, psychosis, morbid fears, obsessions, compulsions, manias, schizophrenia and other mental abnormalities. Numerous maladjustments, conflicts and complexes may arise.

It is proved there is a close relationship between one’s mental health and emotional behaviour. The individuals who enjoy good mental health are supposed to demonstrate proper emotional maturity in their behaviour. On the other hand persons who are tense, disintegrated and mentally unhealthy demonstrate sudden emotional outbursts and emotional immaturity.