Chapter - I

Introduction
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INTRODUCTION

1.1 INTRODUCTION

Stress is a natural, ongoing, dynamic and interactive process that takes place as people adjust to their environment. Modern life is full of hassles, deadlines, physical response to events that make you feel threatened or upset your balance in some way. A hectic workweek followed by a rush-hour traffic jam, crowds of shoppers in the supermarket and report of crime in your neighborhood. There is job stress as well as stress of bereavement, divorce, social isolation, poverty or major lifestyle changes. In our increasingly fast paced world, stress is an all too familiar, "Catch-all," term and an unavoidable element of daily life.

Many factors both orgasmic and non-orgasmic interfere with need gratification. Such factors lay stress on the organism. This stress may be due to sociological and psychological reasons. All the human beings experience dissatisfaction in one-way or the other in their lives. It is very difficult rather impossible that all the needs, wishes, desires, passions of a person are fulfilled and as such stress in one’s life is inevitable. With limited capacities (physically and psychologically), he constantly strives towards goals, which gratify his complicated biological and psychological needs. Sometimes these are achieved with relative ease but a large number of needs and motives inevitable remain unsatisfied or are partly satisfied due to some obstacles lying between needs and its goals. When the obstacles become difficult to overcome, it creates stress.

In our daily life, many times emotions outburst, mental health decreases, nervous break down and stress usually occur. But these emotional outbursts are to be controlled, mental health to be improved and stress to be vanished so that appropriate adjustments can be made possible and congenial home environment to be created for maximum achievement Human adjustment is a never-ending process of dealing with stress.
Introduction

The fast developing technology, rich information system, explosion of knowledge has brought a corresponding change in the life and work of people. Stress is a part of modern life. With complexity of life, stress is likely to increase day by day in different fields. Radical changes have been taken place in the individual as he emerges from childhood into maturity. Rapid and marked physical, mental, emotional and social changes are believed to take place at this time, transforming the child into totally new personality. Hall (1904) described this period as a time of “Storm and stress”.

The seventeenth century has been called the age of enlightenment, eighteenth century the age of reason, nineteenth century is considered as the age of anxiety, twentieth century is known as the age of greed. Now in the twenty first century we are living in the age of worry, value conflict, loneliness, disillusionment and doubts. Freud (1935) has remarked, “Neurosis is the price we have paid for civilization. In fact, more advanced the civilization is, more tension ridden the man is.”

There is a cry of adjustment both internal as well as external. We are neither at peace with ourselves nor with others. Besides, the unprecedented explosion of knowledge and aspiration along with the tremendous growth of population, does not allow us to live at peace with the external world because of increasing complexities of life. In fact, there are so many distractions on modern mind that one cannot escape from them. Tension, anxiety, stress and neurosis have become synonyms with the life today. The reason behind all these problems is that the present age is an age of modernization, urbanization and of commotion. The world is changing due to immense progress of science and wider demand of education for everyone.

The modern world, which is said to be a world of achievement, is also world of stress. One can find stress everywhere, whether it is within family, business organization, enterprise or any other social and economic activity. Right from the time of birth till the last breath drawn, an individual is exposed to various stressful situations. Thus, it is not surprising that interest in their issue has been rising with advancement of present century, which has been called “Age of anxiety, conflict and stress”.

2
We boil at different degree, is the statement given by Emerson (1870). It was a remarkable assessment of human beings much before twentieth century, which has been named as the “age of anxiety”. Probably the twenty first century will be christened as the “era of stress” unless mankind evolves strategies to successfully cope with stress.

1.2 STRESS

Stress is a common phenomenon in everyday life. All of us experience stress to some degree in one or another form throughout the life. One must admit that these days, there is hardly any section of society that has escaped the slaughter of depression. Widening gulf between unending aspirations and diminishing hopes of fulfillment have lead to frustration, unhappiness, sadness, and self-dejection among everyone. Life, in the present time, is full of competitions, tensions, burdens, hatred and struggle. Under such conditions success totally depends upon one’s own mental health.

Due to the tremendous development in science and technology and to make the life more comfortable and luxurious, population explosion resulted in limited source of opportunities and forced the normal human beings constantly to challenge normal, physical, emotional and mental health states of an individual at all the stages.

Pestonjee (2001) opined that stress is a subject, which is hard to avoid. The term is discussed not only in our everyday conservation but has become enough of public issue to attract widespread media attention whether it is radio, television, newspapers or magazines etc. Different people have different views about it, as stress can be experienced from variety of sources. Ask the opinion of five different people and you are likely to get at least five different definitions. The business person views stress as frustration or emotional tension, air traffic controller see it as problem of alertness and concentration, biochemist think of it as purely chemical event.
"The process of living is the process of reacting to stress."

*Sarnoff (1960)*

Like cockroaches and flu germs, stress is infinitely adaptable. It relishes new situations and thrives on new technology.

The concept of stress was first introduced in the life of science by *Selye (1956)*, the father of stress researcher. The concept was borrowed from the natural science. It was derived from the Latin word “stringers”. He points out that all noxious stimuli damage tissue badly. The stressor, that is, the antecedent stimuli that cause stress, affects several parts of body. The body system acts immediately to build up its defense mechanism to help the body, to deal with the stressor. In a sense, the body raised alarm signals and develops mechanism to resist the ‘enemy’. However, if individuals environment continues and/or intense exposure and resistance exhaust the energy or adaptation response of the body and fatigue set in due to excessive “wear and tear” on the body and mind, this has an adverse effect on the physical, emotional
and mental health of the individual, which reduces the person’s ability to perform well in his or her occupation. It is not possible and desirable not to have stress. Stress occurs when there is a substantive imbalance between environmental demand and response capability of an organism. The term stress in physical science means “A forced pressure exerted upon a person who resisted the forced pressure in his effect to maintain his original state in the process suffers same degree of discomfort”.

STRESS IS GENERALLY USED IN TWO SENSES

Firstly, it is used to refer the negative feeling of emotion that is generated in us. Secondly, the term is also used to refer to presence of various stresses, that is, various situations that give rise to stress. The type of the stress experienced depends not only on situation and event which give rise to it but also on the individual’s perspective, constitutional make up and strategies that he has developed to cope up with the stress.

In medical term, stress is the disruption of homeostasis through physical or psychological stimuli; stress stimuli may be mental, psychological, anatomical or physical reaction.

MEANING OF STRESS

In psychological view, the word stress is used in at least three different ways:

1. State of psychological upset in disequilibria: stress is state of psychological upset or disequilibrium in human beings caused by frustration, conflicts and other internal as well as external strain and pressure. What to do and what not to do? How to do? These kinds of questions arise in mind.

2. Stimuli causing disturbance: In the second, stress is regarded as a class of stimuli that threatens in an individual in some critical situation and thus cause disturbance in his behavior.

3. Popular meaning: Stress as a word means “draw tight” and has been used to describe hardship, affliction, force, pressure, strain, or strong effect.

Stress is of various types’ existential stress, achievement stress, family stress, academic stress etc. These stressors are result of many situations and unfulfilled
Introduction

desires and needs of an individual. Sometimes stress is also due to adverse living conditions and circumstances.

Stress is a subject that everyone wants to avoid but is inevitable. Stress, of course, is nothing new to humanities. From times immemorial, all people and to some degree all animals have stress. Stress is often in the eyes of the beholder. Stress is often associated with virtually every human misery and misfortune. Quite a number of scholars have attempted to define stress. Perhaps a casual look at some of them would help in unraveling the underlying dimensions of it in a better manner.

In a simplified way, stress can be defined as "An adaptive response to an external factor that results in physical and mental deviation in an individual".

Webster's New World Dictionary (1973): “Stress is the mental or physical tension caused by some urgency or pressure.”

Chandler (1976) “Stress is mental and somatic dis-functioning.”

Cox and Mackay (1978) "A transaction between a person and his or her situation would signify stress."

Warrick (1981) "Stress is mental, emotional, physical and behavioral response to anxiety producing events."

Sarason (1984) “Stress is response to events that threaten or challenge a person. Whether it is a paper or examination deadline, a family problem or even a cumulative series of small events, problems faced by people on the job, life is full of circumstances-known as stressors- that produce threats to our well-being. Even pleasant events such as planning a party or beginning a sought-after job that can produce stress, although negative events result in greater detrimental consequences than positive ones”.

According to Lazarus and Folkman (1984) “Stress is usually used to describe situation in which individuals are faced with demands that exceed their immediate ability to cope”.

Dunham (1984) is of the view “Stress is a process of behavioral, emotional, mental and physical reaction caused by prolonged increasing or new pressures which are significantly greatest than coping resource.”
In the words of Lazarus (1984): "Stress is inharmonious fit between the person and the environment, one in which the person's resources are taxed or exceeded, forcing the person to struggle, usually in complex ways, and to cope with."

Baum et. al. (1985): "Stress by itself doesn't lead to an illness unless an individual has difficulty in dealing with the situation due to his/her personality characteristic as during stress the person feels a danger to his well-being and virtually all systems (e.g. the heart and blood vessels, the immune system, the lungs, the digestive system, the sensory organs and brain) are activated to meet the perceived danger."

Matthews, et. al. (1986) reviews "Stress may be an internal state which can be caused by physical demands of the body such as disease, exercise, extremes of temperature, professional hazards and so on by environmental and social situations which are evaluated as potentially harmful, uncontrollable or exceeding our resources for coping."

Scott (1998) thinks "Stress is any unpleasant and disturbing emotional experience due to frustration".

According to Startion and Mayes (1988) "Stress is an effect on a person of being subjected to noxious stimulation or the threat of such stimulation, particularly when he/she is unable to avoid or terminate the conditions.

Choruses and Gold (1992) defines "Stress is state of disharmony or threatened homeostasis."

Bector (1995) views "Stress is often described as when individuals reach at breaking point, have a weakness, breakdown, reach overload and imply a rupture in the individual's capacity to engage in the world."

Furman (1995) says "Stress is anything that imposes an extra demand on a child's ability to cope, often something that is new and different."

Sharma (1995) thinks "Stress is a force tending to deform a system, defined as perceptual phenomenon arising from a comparison between the demand of the person and his ability to cope with."
According to *Jary and Jary (1995)* “Stress is a state of tension produced by pressures or conflicting demands with which the persons cannot adequately cope.”

According to *Geddes and Grossest (1996)* “Stress as the wear and body’s experience as we attempt to cope with our continually - changing environment. Stress, they hold is the state of increased arousal, necessary for an organism to define itself when faced with danger”.

*Webster's Dictionary (1996)* “Stress is any stimulus (as fear or pain) that disturb or interferes with the normal physiological equilibrium of an organism.”

In the words of *Seaward (1997)*: “Stress is the inability to cope with a perceived or real (or imagined) spiritual well - being which results in a series of physiological responses and adaptations.”

*Keenan (1998)* observed that people tend to experience stress when the pressure around them becomes excessive.

According to *Ellis (1999)* “Stress is defined as a feeling of tension that is both emotional and physical. It can occur in specific situation. Different people perceive different situations as stressful.”

According to *Douglas et. al. (2001)* “Stress is the subjective feeling that is produced by events that are perceived as over whelming and beyond one’s control. It is an adaptive reaction to circumstances that are perceived as threatening.”

According to *Student's Dictionary of Psychology (2003)* “A state of psychological and physical tension produced, according to the transactional model, when there is a mismatch between the perceived demands of a situation (the stressor) and the individual’s perceived ability to cope. The consequent state of tension can be adaptive or maladaptive distress.”

According to *World Wide Encyclopedia (2004)* “Stress is that which cause a deformation (or strain) in a body. Tensile stress tends to stretch a body, bulk stress tends to compress it; and shear stress tends to twist it.”

Some psychologists believe that stress has marked debilitating effect upon the heart and circulatory system. Thus stress is caused by lack of control over mind that becomes susceptible to sense and impulse. In the past, the term stress designated both
as stimulus and a response. More recently, it has usually been used to devote a set of change that people undergo in situation that are appraised as threatening to their well-being.

Stress, refers to a state of imbalance with in an organism that:

(a) Is elicited by an actual or perceived disparity between environmental demands and the organism's capacity to cope with these demands.

(b) Is manifested through variety of psychological, emotional and behavioral responses.

The pricks and pressures of daily life ranging from bodily adjustment to sudden temperature or humidity or changes in the weather, an emotionally changed argument with your spouse or boss, all constitute stress. Stress is any stimulus from the environment, which demands some extra adjustment effort or survival efforts from the body.

Cox (1990) observes "Stress as a stimuli, a response or as a result of some interaction or imbalance between the individual and aspects of environment."

Invancevich and Mattes (1993) view "Stress as an adaptive response, mediated by the individual differences or physical processes, that are a consequence of any external (environmental) action, situation or event that place excessive psychological or physical demands on the person."

Modern definition of stress is: "Stress is a common phenomenon of everyday life. All of us experience stress to some degree in one or another form throughout lives. However, some forms of stress are pathological and lead to development of wide variety of symptoms and disorders. A wide variety of changes in our social systems, technological developments and scientific revolution have brought about seeking and radical changes in our value system, and have placed higher demand on human beings for effective functioning.

It is a great force that is an individual’s unpleasant situation and having to remain there for long; for example if you happen to be catch up in a locality where communal strife is in progress, when you perceive there at, to the lives of members of
Introduction

your family and when you found your chances for escaping from the region and remove the pressure you experienced could be termed as stress.

IDENTIFICATION OF STRESS

Esoteric schools throughout the ages catalogued these leaks and developed effective measures to take against them. What follows is a list of 6 common leaks, how to recognize them and how to stop them. Once we quit losing all this force, our biggest problem will be what to do with all our extra energy.

1) Uncontrolled imagination.
2) Internal considering.
3) Unconscious muscle movement.
4) Automatic talking.
5) Lying.
6) Expression of negative emotions.

Stress Response

When a body is subjected to a challenging stimulus, a characteristic response occurs. Selye (1956, 69) described this process very well in its stress model. This model is called General Adaptation Syndrome (GAS). This model is described in three stages, each stronger than the previous one.

Alarm Stage

This is the stage when we are at our best under stress. In response to difficult, dangerous or worrying situations the body acts in a typical way, keeping us prepared to face the challenge. This stage is perfectly healthy and the body responds just as it is designed to do. After the appropriate response, the body activates another response to relax the body and it returns to normal. The alarm stage is usually short-lived. At this stage, good stress management will keep you in balance and unless there are added problems or severe pressure over a long time, you will remain healthy and be free of stress.
Stress Model - General Adaptation Syndrome (GAS)

Adaptation Stage/ Resistance Stage

At this stage the body and mind can adapt to cope with the stressors and our symptoms may disappear; thus we may loss and important warning mechanism. In this phase, good stress management techniques are very important to restore balance and help one to return to stage one. In the adaptation stage you need to think much more carefully about your stress and make stress-management techniques a priority in your life to avoid pushing into the exhaustion stage.

Exhaustion Stage

This is the stage when a third wave is about to hit you and could pull you under. All the body’s recourses have been used up, mentally and physically. If you do not do something about the degree of stress you are under now, you are going to be very ill indeed. This, of course, is the burnout phase, which is the result of prolonged exposure to factors that cause stress. It is the danger zone. In this stage you feel very ill, physically and mentally. Good stress management at this stage is vital before severe illness develops which may be life threatening. This third stage is the one to be avoided at all costs.

CHARACTERISTICS OF STRESS

Bowers and Kelly (1979) have pointed out four important characteristics of stress event.

1. People feel sense of loss of control in the event in their lives. They feel
Introduction

helpless to change what is going on to successfully intervene in the process.

2. There is an anticipation or occurrence of physical or psychological pain. For example, the individual fear being killed (as in a disaster) or is threatened with a loss of self – esteem (as in divorce)

3. There is loss of social or emotional support. In a disaster, friends and relatives may be missing or killed. Less drastic event such as divorce, job, over workload or marriage may separate individual from family and friends.

4. The same other aspect of it is perceived as unpleasant or aversive and the individual tries to actively avoid it.

SOURCES OF STRESS:

Some key sources of stress are:

1. Time management: Problems with time management are among the biggest stressors among students.

2. Setting priorities: Many students have a hard time balancing what they want to do with what they need to do, often leaving little time for academic pursuits.

3. Financial stability: The cost of attending college is constantly increasing, which is especially burdensome to students without homes and families to support them financially.

4. Family expectations: Many students are simply attending college to please their parents, while others study is not approved by their parents. This adds to the burden of coping with a heavy schedule and other pressures.

5. Campus crime: Many students fear for their belongings as well as for their lives in unsafe neighborhood and campus. Living in a place that doesn’t feel safe can make them stressed.

6. Future uncertainty: Uncertainty about the future also adds a great deal of stress to the student’s lives. Changing career prospects and shifts in personal interests make many students question their choice of majors.

7. Teenage depression: or growing up tension adds to the academic pressures. If unable to adapt to the transition and change, students often carry enormous amount of anxiety, negative personal traits and can suffer from stress.
TYPES OF STRESS

The different kinds of stress that affect the life are as under:

1. Reaction stress: This occurs when a person perceives that they do have the capacity to cope with the demands placed on them.

2. Cumulative stress: A condition brought about by a number of stressful factors.

3. Critical incident stress: A reaction to sudden, anticipated demands of specific incidents.


5. Neustress: If the stress response is necessary for the day-to-day adaptability of man to his environment and results in the maintenance of an internal steady state (homeostasis) it is designated neustress (prefix neu=neutral) e.g. one produces neustress in order to breathe, walk and perform the bodily functions.

6. Distress: If stress response is unfavorable and potentially disease producing, it is labeled distress (prefix dis=bad or negative) e.g. constant worry in a susceptible individual can lead to ulcers.

7. Eustress: If the stress response is favorable and results in improvement in physical or mental functioning, it is called Eustress (prefix eu=good or healthy, as in word eugenics) e.g. vigorous exercise can improve the functioning of the heart and lungs and could result in a decreased chance of getting a heart attack. (Selye, 1974, 1976, coined the term, 'eustress', but he only used it for positive mental responses).

EMOTIONAL STRESS: When arguments, disagreements, and conflicts cause changes in our personal life that is stress.

ILLNESS: Catching a cold, breaking an arm, a skin infection, a sore back, are all changes in our body condition.

ENVIRONMENTAL FACTORS: Here our environment may be a source of unpleasant or distracting stimuli, e.g.
Introduction

* Very hot or very cold climates can be stressful.
* Very high altitude may be a stress.
* Toxins or poisons are a stress.
* Noise.
* Pollution.
* Insufficient working and living space.
* Crowding and invasion of personal space.

PUSHING YOUR BODY TOO HARD: A major source of stress is overdriving ourself. If we are working 16 hours a day, we will have reduced our available time for rest. Sooner or later, the energy drain on our system will cause the body to fall behind in its repair work. The body’s fight to stay healthy in the face of the increased energy that we are expanding is major stress.

LIFESTYLE AND JOB STRESS:

* Too much or too little work
* Lack of clear objectives
* Lack of relevant information, support and advice
* Unclear expectations of our role from our boss or colleagues
* Changes in procedures and policies

CAREER DEVELOPMENT STRESS:

* Under promotion, frustration and boredom with current role
* Lack of job security
* Lack of opportunity
* Over-promotion beyond abilities

PERSONAL AND FAMILY STRESS:

* Financial problem
* Relationship problem
* Ill-health
* Family changes such as birth, death, marriage or divorce
THE SPECIAL CASE OF TOBACCO USE: Tobacco is a powerful toxin. The carbon monoxide from cigarette smoking is poisoning. Tobacco cause damages in the arteries in our body, causing insufficient blood supply to the brain, heart, and vital organs. Cigarette smoking increases the risk of cancer 50 fold.

TAKING RESPONSIBILITY OF ANOTHER PERSON'S ACTIONS: When we take responsibility for another person’s actions, changes occur in our life over which we have little or no control.

COMPONENTS OF STRESS

1. FRUSTRATION: Frustration is obstacle that prevents you from meeting your needs or achieving personal goals. They can be external or internal.

2. CONFLICTS: Situation involving two or more incompatible needs or goals is known as conflicts.

3. PRESSURE: Stress can stem from the expectation of other or the demand you place on yourself.

4. ANXIETY: Anxiety is a state of uneasiness and apprehension about future uncertainties. It is a multi-system response to threat or danger.

FACTORS PRODUCING STRESS

Pestonjee (1987) has identified 3 important sectors of life in which stress originates. They are:

1. Job and the organism: The job and organism refers to the totality of the work environment, i.e., task atmosphere, colleagues, compensation policies etc.

2. The social sector: The social sector refers to social culture context to one’s life. It may include religion, caste, community, dress, and other such factors.

3. Intropsychic sector: The intropsychic sector encompasses these things that are intimate and personal like temperament, values, abilities and health. It is contented that stress can originate in any of these sectors or in combination of these.
SYMPTOMS OF STRESS

When people are under stress over a period of time, their resistance to disease lowers blood pressure elevates, bones become brittle, and mouth goes dry, sensitive experience “burn out” and their error rate increase. Such people become increasingly susceptible to illness and physically and exhaustive. All these are signs indicative of stress. When people are under stress, they exhibit several such symptoms. Quina (1989) has listed some of the most important of these symptoms which is non familiar can help us to know whether we are under stress. These are as under:

Physical Symptoms -

Haussler tension, Colds or other illnesses, High blood pressure, Indigestion, Ulcers, Difficulty in sleeping, Fatigue, Headaches and Backaches.

Emotional Symptoms -

Depression, Anger, Fear, Anxiety, Feeling over whelmed, Mood swings, Cognitive symptoms, Forgetfulness, Unwanted repetitive thoughts and Difficulty in concentrating.

Mental Symptoms –

Forgetful, Loss of concentration, Poor judgment, Confused, Lack of interest, Math error and Negative self talk.

Behavioral Symptoms –

Abusing of drugs and alcohol, skipping class, over eating, nail biting and smoking.

As you go through the list, make sure whether or not you manifest any of the following signals.

1. Snapping at colleagues and students.
2. Doing things hurriedly that does not need rushing.
3. Dropping things and accidentally breaking them.
4. Losing keys, pens, glasses and other articles.
5. Feeling a victim of being oppressed by imagined peer or administrative demands.
6. Working in a slumped posture mostly looking downward.
7 Paying little attention to environment as one passes by.
8 A feeling of being dominated by time.
9 A feeling of weakness and faintness.
10 Cutting other people off or finishing their sentences for them.
11 Not listening to others.
12 Inability to respond to humor or laugh at oneself.
13 Speaking so rapidly that others cannot follow comfortably what is spoken.
14 Leaving no room for possibilities by always speaking in terms of absolutes such as all, never, must, etc.
15 Showing tendency towards being dogmatic, argumentative and being locked into fixed positions.
16 Voice level often shows variation; sometimes too loud and often so soft that one has to request for repletion.
17. Expression of boredom with much or everything.
18. Inattentiveness; loss of power to concentrate.
19. Irritability
21. Inner confusion about duties or role
22. Change in life situation (marriage, divorce, and workload)
23. Waking up in middle of night
24. Increased heartbeat.
25. Areas of body feel painful stiff (eyes, neck, shoulder, throat, chest, low back, hands).
26. Difficulty falling asleep.
27. High or low blood pressures.
28. Frequent headache
29. Feel like a pressure cooker about to explode.
Introduction

Many of us hold the myth that families are free from stress, that the home should be a heaven of peace and tranquility. Our society gives us the clear message that it is acceptable to experience work related stress, but not family related stress. When we "buy" to these unrealistic expectations, we are sure to be disappointed. The truth is, most families' fall short of this ideal view.

CHARACTERISTICS OF STRESS AROUSING SITUATIONS
1) Duration: Admission situation/interview etc. marital quarrel.
2) Intensity: A minor injury is easier to cope with than a major injury.
3) Predictability:
4) Suddenness: An accident is completely unexpected whereas the crises of adolescence build up gradually.
5) Lack of self-confidence:
6) Degree of loss of control e.g. Earthquake victims can do nothing to prevent or control the quake's initial impact and aftershocks.

Today, man is subjected to a large number of stress situations in the modern fast way of life and his balance is frequently disturbed. No individual can have stressed long enough. So everyone make different reaction to overcome stress. Some individuals rather than solving the stress, try to avoid it and in doing this, they distort the reality as it fits them. These reactions are called defense mechanism. These are unconscious in nature and prefer to get relief temporarily for a short duration. In projection people tend to balance others. Denial means total refusal to pressure of problem.

SCHEMAT REPRESENTATION OF REACTION TO STRESS

![Diagram of Stress Reaction]

Fig. 1.3

18
CAUSES OF OVERSTRESS

There will hardly be any one who is totally free from tensions and stress. Everyday we are confronted with several situations that produce stress for instance, to a teacher who is working in a school, as Dunham 1984 notes, problems may be caused by organization and curriculum change. Problem of role conflict and ambiguity, pressure caused by too much work to be done in too little time, repercussion of Head’s management style, teamwork difficulties and even communication difficulties. All such situations in one way or the other can cause stress.

On ways of thinking, feeling and acting almost anything may leave to stress according to Dunham, there are four main stressors and they are as under:

1. Anticipatory stressor (Thinking dreadful things, fear some expectation)
2. Time stressor (Too much to do in too little time)
3. Situation stressor (getting divorced, death of dear ones, loss of job etc.).
4. Encounter stressor (Stress that is eventless from interpersonal conflicts, quarrels etc).

As the above list indicates almost everything starting with our way of thinking become anxious, worried and unhappy events in our life like death of a dear one or the loss of job etc or picking up a quarrel with a challenge or partner etc is cause of concern, they can easily lead us to stressful state of mind. Qubein (1983) too has enlisted a number of causes that may lead us to stress some of these stressors are as follow:

1. Dull and uninteresting routine.
2. Conflicts with the people we love or the people we went with.
3. Threats to our security.
4. Physical elements.
5. Pregnancy.
6. If people have to travel a lot and have to move from place, it can cause stress.
7. Individuals can also be under stress if they are about to enter new environment. They may be going to a new colony, to a new college or they may be joining a new organization.
Introduction

8. Some events which are generally once in a lifetime can also cause stress as marriage or divorce can cause stress.
9. Some of the untoward incidents like critical illness or death of a relative can also cause stress in individuals.
10. Environmental factors that act as catalyst cause incremental stress.
11. Time pressure
12. Competition
13. Financial problems
14. Noise

CONSEQUENCES OF STRESS

DISEASES: Stress has been the consequence for 50-80% of diseases.

INSOMNIA: The inability to fall asleep.

HYPERTENSION: High blood pressure, which would lead to serious complications.

AGING: Research has proven that people age faster when they experience more stress.

* Lowers blood pressure
* Helps muscles relax
* Eliminates stressful thoughts
* Helps with clear thinking
* Helps with focus and concentration
* Reduces stress headaches

There are many causes responsible for stress:

1. Wrong use of mind for greed, lust, manipulation causes turbulence in mind and disturbs the mental equanimity.
2. Filling the mind with impurities like hatred, self-centeredness.
3. Lack of right thinking causing destruction and mental turbulence.
4. Lack of time for recreation.
5. Lack of practice leading to mental purity like yoga, meditation etc.
6. Lack of control over mind and body.

The modern civilization with all its advancement has made the life of the people more complex and stressful; stress refers to a state of an organism resulting from some interaction with environment.
We understand causes of stress with the help of a chart:

Fig. 1.4
Introduction

Stress is caused by lack of control over mind that becomes susceptible to sense and impulses, mind is quickly influenced by selfish motives and lust for worldly pleasures as given in the chart. When there is no control over mind, the individual is engulfed by lust, greed, anger, attachment and manipulation. The result of all these is stress and strains, which cannot be cured simply. For this we have to control our mind.

As the list indicates almost anything can lead to stress, however, it should be remembered that everyone does not react to events in the same way. What is distressing to one person may be a matter of joy to another, e.g., a person who loves to work alone would be stressed in a job that imparted high level of social interaction where as a person that thrive as a part of team would be likely to be stressed in job values working from home. People thus differ in their physiological and psychological responses. To events some individuals are more sensitive to stress them on others owing to experience in childhood, and the influence of teachers, parents, religion etc. Most of the stress, we experience, as generated, as an event.

EFFECTS OR RESPONSES OF STRESS

1) Normal responses: Resistance to thinking, headache, stomach distress (temporary) fear, sadness etc.

2) Abnormal response: Extreme resistance to thinking about the event, strong, persistent bodily reactions, continuing headache, chronic stomach pains.

Reactions of stress can also be studied under:

1) Physiological Responses/Reactions
   i) Task-oriented reactions;
      (a) Hostile behavior
      (b) Withdrawal behavior
      (c) Compromising behavior

2) Psychological Reactions:
   II Ego defense - oriented reactions.

Common warning signs of stress:

(1) Emotional Reactions:
   - Irritability.
Introduction

- Withdrawal from people.
- Anger and Aggression.
- Mood swings from elation to despondency.
- Anxiety.
- A feeling of hopelessness - depression.

(2) Disruption of Thought Process:
- Receiving Information.
- Creativity.
- Problem solving and decision-making.
- Retrieval of information.

(3) Physical illness:
- Mouth: ulcers.
- Digestive tract: diabetes, ulcer and colic.
- Cardiovascular system: angina, palpitation and hypertension.
- Reproductive organs: impotence, menstrual disorders.
- Lungs: asthma fainting, breathing difficulties, tension headaches, arthritis
- Hair: alopecia, skeletal
- Muscular system: backache, Skin eczema.

(4) Behavioral Signs:
- Excessive drinking.
- Poor sleeping habits.
- Excessive eating/loss of appetite.
- Missed appointments/lateness.
- Avoiding contact with people.
- Changed drinking behavior.

IMPACT ON HEALTH

Stress is a general term referring to a state or response pattern characterized by changes in most bodily systems, mood and behavior.
Introduction

- Stress increases the body's metabolism and blood flow to skeletal muscles and the brain and enhances people's ability to react.
- Digestive processes are slowed.

IMPORTANCE OF COPING WITH STRESS

Quoting George (1993) reiterates that even if someone appears perfectly a healthy youth, he is very likely to die prematurely, if he reacts poorly to stress. Valliant's study indicates that people with poor mental health becomes subjected to chronic illness and death as compared to men with better mental health. Valliant concludes that as an irresistible physical decline is retarded by good mental health. In late middle age, George (1993) says, it is the perilous decade often called the danger zone. For it premature heart attacks and run away hypertensions and many types of concern first show up in great number. Valliant’s study shows that again the process is learned. People with good mental health teach there bodies to age well while those that are depressed, insecure and unhappy teach them to age badly .The state of being depressed can often lead to the root of depression, is a sort of emotional numbness and the afflicted person feels he has no laughter or joy inside. This is because those positive emotions are due to being blocked by unhappy memories. Old traumas lurk inside and as new feeling try to spring up; they are being filtered through the traumas. Hence, if we wish to ward off from the early aging process and attain longevity; we need to pick up better ways of coping with stress.

Reaction formation refers to express opposite feelings to real one the individual actually experienced. In sublimation, the sick feelings are expressed in socially approved ways. Intellectualization is the way, where people give different logic to hide on failure and limitation.

Coping is another mode of reaction where individual attempts to solve the problem, rather than distorting the reality. Copying reaction is better than defense mechanism. Excessive use of defense mechanism makes a person abnormal the coping of situation or extent of a reaction depends on every individual. A situation is harmful to one may not be the same for the other, so stress is very complex phenomenon. Whenever there is threat to our well-being, or body response. It can be said that stress is an emotional disturbance that is experienced by an individual.
Stress does not make people sick but giving up their inner adaptability to stress does. The greatest threat to life and health is having nothing to live for. We have commitment to complete the ambitions to realize, life becomes meaningful. Life become worth living unless children are taught how to set goals and overcome their dull habits and attitudes that smoother spontaneous curiosity and wonder they will not remain natural, display tremendous vitality. We should realize that as a temporary expedient, the stress response is vital, but if it is not terminated in time the effect of catabolic metabolism in which cell structure is broken up can be disastrous. Under prolonged situation, every aspect of stress arousal can lead to its own disorder as shown under:

<table>
<thead>
<tr>
<th>Stress Response</th>
<th>Disease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobilized energy</td>
<td>fatigued muscle</td>
</tr>
<tr>
<td></td>
<td>destruction, Diabetes</td>
</tr>
<tr>
<td>Increased cardiovascular</td>
<td>stress induced hypertension</td>
</tr>
<tr>
<td>activity</td>
<td>activity</td>
</tr>
<tr>
<td>Suppressed digestion</td>
<td>Sub ulceration</td>
</tr>
<tr>
<td></td>
<td>Immune response-decreased</td>
</tr>
<tr>
<td></td>
<td>risk of disease</td>
</tr>
<tr>
<td>Sharpening of thought</td>
<td>Neuron damage or death</td>
</tr>
<tr>
<td></td>
<td>perception</td>
</tr>
<tr>
<td>Suppressed reproduction</td>
<td>Important Loss of libido,</td>
</tr>
<tr>
<td></td>
<td>interruption of menstruation</td>
</tr>
</tbody>
</table>

The stress responses and their subsequent result given above show that if stress is not managed in time it will lead to fatal consequence such as hypertension, ulceration, wasted muscles, diabetes etc. which are common symptoms of aging? As if it is generally known, the elderly have lower disease resistance thus if we do not learn to cope with stress, our immune system would decline and signs of hypertension, neurosis, apathy-depression etc would result.

Feeling that something terrible is going to happen and when we lack predictability as to when it would happen can be a great source of stress. If warning is
Introduction

given in advance, the intensity of stress becomes less unpredicted. One must remain vigilant all the time and this time and this state can trigger stress. The anxiety and fear it brings can cause the release of power in the blood as Joseph (2000) notes, there is hardly any one who is not worked about fear of looking small in the eyes of others, fear of going soft in the head, etc.

All these are situations that cause fear of anxiety when prolonged; it would make the release of norms containing chemicals into our blood stream. We need to take measures to make the body cut off this process before the harm it done. We need to recognize early signs of stress and begin to do what we can to counteract its effects.

The rapid pace of life today increased expectation, mean the people have to tolerate more pressure now and ever before. They do not seem able to get the pleasure out of life that they once did. Many people are involved in rat races. In the process, many findings going tough and they bring to throw values and principles overboard. As a result, we live in a world devoid of, morals, ethics and principles, however, if it should be remembered that there are certain universal principles like justice, fairness, equality, truthfulness etc. which as Covey (1989) observes can lead us to lasting peace and prosperity. Covey continues to note that we can find such principles at the roof of any organization, group or individual that has flourished and prospered. Anything that founded on duplicity and insincerity bound us to fall in the long run. This process of down fall is accompanied by extreme feeling of pain and heartburn, which can bring a lot of stress and strain. Being aware of such fact and learning to tread on the proper path are important if we want to keep ourselves away from the ways of strain and stress and maintain peace and harmony.

COPING TECHNIQUES

1. Physiological:
   i) Relaxation
   ii) Controlled breathing
   iii) Meditation

2. Behavioral:
   i) Time management.
3. **Cognitive:**
   i) Cognitive restructuring
   ii) Cognitive appraisal

**TIPS – HOW TO DE-STRESS YOUR LIFE**

1. **Identify stressors.** This is the most important step of all. Identifying the things that stress you out in your life is the first step towards eliminating them. Take 10 minutes to think about what stress you out during the day. What weekly occurrences stress you out? What people, activities, things cause stress in your life? Make a top 10 lists, and see which of them can be eliminated, and start to weed them out. For those that can’t, find ways to make them less stressful.

2. **Eliminate unnecessary commitments.** We all have many commitments in our life, starting with work but also including commitments related to kids, our spouses, and things to do at home, other family chores, side work, religious, hobbies, online activities and more. Consider each of them, the amount of stress they provide, and the value you get out of them. Edit brutally, and take steps today to remove the ones that stress you out the most.

3. **Procrastination.** We all do this, of course. But allowing stuff to pile up will stress us out. Find ways to take care of stuff now and keep your inbox and desk clear.

4. **Disorganization.** We’re all disorganized to some extent. Even if we’ve organized something, and created a great system for keeping it that way, things tend to move towards chaos over time. But disorganization stresses us out, in terms of visual clutter, and in making it difficult to find stuff we need. Take time to get things in your life organized, starting with your desk and the papers in your home, and moving on to other areas.

5. **Late.** Being late always stresses us out. We have to rush to get ready, rush to get there, and stress out the whole time about looking bad and being late. Learn the habit of being early, and thus stress disappears. Make a conscious effort to start getting ready earlier, and to leave earlier. This also makes driving less stressful. Time yourself to see how long it actually takes to get ready, and how long it actually takes to get somewhere. You’ve probably been
underestimating these times. Once you know these times, you can plan backwards so that you show up 10 minutes early each time. It’s a good feeling.

6. **Controlling.** We are not the Master of this Universe. I know we sometimes wish we were, but acting as if we are, is a sure way to get stressed out. Trying to control situations and people cannot work, and only serves to increase our anxiety when it doesn’t work. Learn to let go, and accept the way that other people do things, and accept what happens in different situations. The only things you can control, is yourself - work on that before you consider trying to control the world. Also learn to separate yourself from tasks and to delegate them. Learning to let go of our need to control others and the situations around us is a major step towards eliminating stress.

7. **Eliminate energy drains.** If you’ve analyzed your life and found things that stress you out, you might have also noticed things that drain your energy. Certain things in our life just cause us to be more exhausted than others, with less value. Identify them, and cut them out. You’ll have much more energy and much less stress. Happiness ensues.

8. **Avoid difficult people.** You know who they are. If you take a minute to think about it, you can identify all the people in your life- bosses, co-workers, customers, friends, family, etc. - who make your life more difficult. Now, you could confront them and do battle with them, but that will most certainly be difficult. Just cut them out of your life.

9. **Simplify life.** Simplifying, of course, is a major theme of Zen Habits. Simplify your routines, your commitments, your information intake, your cluttered rooms, and the mass of stuff going on in your life ... and have less stress as a result.

10. **Slow down.** Instead of rushing through life, learn to take things slow. Enjoy your food, enjoy the people around you, and enjoy nature. This step alone can save tons of stress.

11. **Help others.** It may sound contradictory to add more tasks to your life by trying to help other people, but if you were to add anything to your life, this should be it. Helping others, whether volunteering for a charity organization or just making an effort to be compassionate towards people you meet, not only
Introduction
gives you a very good feeling, it somehow lowers your stress level. Of course, 
this doesn’t work if you try to control others, or help others in a very rushed 
and frantic way - learn to take it easy, enjoy yourself, and let things happen, as 
you work to make the lives of others better.

12. **Relax throughout the day.** It’s important to take mini-breaks during your 
work-day. Stop what you’re doing, massage your shoulders and neck, head 
and hands and arms, get up and stretch, walk around, drink some water. Go 
outside and appreciate the fresh air and the beautiful sky. Talk to someone you 
like. Life doesn’t have to be all about productivity. You should also avoid 
using online activity too much as your de-stressing activity - get away from 
the computer to relax.

13. **Quit work.** This one is drastic, and probably too drastic for most. But in most 
likelihood, your work is your absolute biggest stressor. Getting out of your 9- 
to-5, automating your income, and finding something you truly love to do, that 
you’re passionate about, will create a positive life and much less stressful one 
at all. Give it a little thought before dismissing it - there might be possibilities 
here you haven’t considered.

14. **Simplify your to-do list.** I’ve written about this before, but attempting to do 
everything on your long to-do list will definitely stress you out. Learn to 
simplify your to-do list down to the few essential tasks, and you will enjoy the 
process much more.

15. **Exercise or Physical activity:** This is common advice for stress relief, and 
that’s because it works - but it’s also a stress prevention method. Exercising 
helps relieving the stress buildup, it gives you some quiet time to contemplate 
and relax, and just as importantly, it makes you more fit. A fitter person is 
better equipped to handle stress. Another important factor: being unhealthy 
can be a major stressor and exercise can help prevent that.

16. **Eat healthy.** This goes hand-in-hand with exercise as a stress prevention 
method, of course. Become healthier and a major source of stress will 
disappear. Also, I’ve found that greasy food, for me, puts me in a worse mood 
and can contribute to stress levels immediately.
**Introduction**

17. **Be grateful.** This might not be as obvious as some of the others, but developing an attitude of gratitude (I sound like a preacher with that rhyme!) is a way of thinking positive, eliminating negative thinking from your life, and thereby reducing stress. Learn to be grateful for what you have, for the people in your life, and see it as a gift. With this sort of outlook on life, stress will go down and happiness will go up. That’s a winning formula.

18. **Zen-like environment.** Take time to delitter your desk and even once you do that, continually edit your desk and working space, and the things in your home, until you’ve created a simple, peaceful, Zen-like environment. It will be much less stressful to work in an environment like that than a more cluttered and distracting one.

19. **Self-care:** When stress occurs, it is important to recognize and deal with it. As we begin to understand more about how stress affects us, we will come up with our own ideas on how to ease the tension.

20. **Share your stress:** Sharing your concerns, problems and worries with a friend, family member, teacher or counselor, can help you to see your problem in a different light.

21. **Know your limits:** If a problem is beyond your control and cannot be changed at the moment, don’t fight with the situation. Learn to accept the crisis situation until such time when you can change it.

22. **Take care of yourself:** It is essential to have enough rest and eat well. If you are irritable and tense from lack of sleep, or if you are not eating correctly, you will have less ability to deal with stressful situations.

23. **Make time for fun:** It is good to schedule your time for both work and recreation. Play can be just as important to your well-being as work; you need a break from your daily routine to just relax and have fun.

24. **Be a participant:** One way to keep from getting bored, sad, and lonely is to go where it’s all happening. Sitting alone can make you feel frustrated instead of feeling sorry for you, get involved.

25. **Check off your tasks:** Trying to take care of everything at once can seem overwhelming, and as a result, you may not accomplish anything.
26. **Adopt positivism**: being positive is a preliminary requirement to achieve success and lightening our mood. On the other hand, negativism can hinder our speed and create many psychological problems.

27. **Try to be natural**: the work done in natural settings proves higher gains. In our natural way we feel free from tensions and burdens, so the output is of higher quality we produce in the natural way of work.

28. **Laugh, laugh and laugh**: It is the most effective stress diffuser activity in which we forget worries and tensions for a while and which affects our mentality in a long term in a positive manner.

29. **Spiritualize; not commercialize yourself**: As this is the better way to overcome stress.

30. **Stop value judging**: Most people spend lots of time scolding on themselves. "I should do this, I shouldn’t have said that". All those should are value judgments that create stress and lower your self esteem. Try accepting yourself, others and reality. You will feel less angry and calmer. It is not the situations of life that upset you. Rather, it is your expectation of what “should” be that upsets you.

31. **Relaxation media**: There is a variety of relaxation media on the market in the form of cassettes, CD’s, video and even computer software. These products can provide you with multiple forms of stress management techniques, step by step instructions, soothing music and more.

32. **Stress free place**: Work on creating a stress free place in your home. Your room should be a safe stress free place for you to go to. Decorate it, you will find it calm, soothing and safe.

33. **Never repress your emotions**: Don’t deny or repress your emotions’ this only compounds stress. Don’t be afraid to cry, crying can relieve anxiety and let out bottled up emotions which will relieve feelings of stress.

34. **Visit a professional counselor**: If you feel you simply cannot handle the stress in your life, consider outside help. You may be able to talk to a guidance counselor at school or you may want to consult a qualified counselor or other practitioner who can help you handle your problems and learn effective stress management techniques.
reduction techniques. It is often beneficial to talk with someone who can offer an objective response whether a trusted friend or a professional counselor.

35. **Change your attitude**: Change your attitude toward what's causing the stress. Write down what is causing you stress and how you react to it. Then take a nice deep belly breath.

In addition to the above, stress can also lead to other problems. When under stress people generally think objectively about a solution, which makes it more difficult to cope with it in a constructive way. In such a situation we would feel frazzled and this would make us doubt our own competence. We will find it difficult to concentrate and the result of our performance tends to deteriorate. Not being able to think straight and being easily distracted, we begin to behave in a more extreme way. As a result we may begin to adhere rigidly to established patterns of behavior and would experience incapacity to adopt when circumstances are required. Stressful feeling which remain unrealized usually result in one or other type of anxiety aggression or depression. When one is in the grip of anxiety, he will experience a sense of helplessness, feeling of pain, nervousness and inability to release in sleep. Prolonged stressful situation may lead to aggression in some cases.

When you find such signs in you or in others, there are sure indication that the concerned are afflicted by stress. If the stressors arrive one at a time, we could probably handle them quite easily. But having to deal with several of them at the sametime generates overpowering stress, he perceived effect of all these stressors, as Keenan (1998) observes. Despite all these, we should realize that these are behavior pattern that can be changed. We don't have to live with them. There are definite strategies for changing each of these behavior patterns. If you clear up a few of them, the others will clean up in the process. However, instead of having recourse to the right methods, people often resort to ineffective ways of coping with stress.

Stress among college students has been a topic of interest for many years. It is of great concern among adolescents. College students experience stress at predicable time of each semester due to academic commitment, financial pressures, and lack of time management skills. When stress is perceived negatively or become excessive; it can affect both health and academic performance. There are lots of factors
Introduction

responsible, e.g., examinations, tensions, feeling of insecurity, low achievement, negative consequences of failure, excessive competition etc. Peace and stress free life for today's students appears to be difficult. They are caught in dynamic technological whirlpool and seem to be precariously poised on the brink of disaster.

The degree of success attained is largely measured by examinations and tests and it has been demonstrated by many studies that students are under stress during examinations. Exams produce tensions, worries, anxiety and sickness, mental and physical exhaustion. Students if not able to cope up; fell distressed, unfertile, extremely upset and frustrated.

We live in a result oriented age in which lives of many people are influenced by their test performance. Adolescent students undergo considerable stress due to the demands associated with change: leaving home, becoming independent decision makers and competing against new standards. It occurs from varieties of reasons such as parental expectation, peer pressure, teacher student relationship, academic interest and few others. Although a certain level of stress is good for optimum level of performance. A secure level of stress may lead to create serious complications in life, attending classes, completing the readings, writing papers, managing projects, and preparing for exams all but a heavy burden on students. Many students complain of professors who assign so much work for new college students, the sudden amount of free time-class that only meet two or three time a week for an hour or so leads to the development of bad habits that can hate performance and increase stress levels.

Sometimes parents, faculty and others tend to idealize their college experience and remember that idyllic time when they had few worries or responsibilities than students currently attending college. The competition for grades, the need to perform career choice and many other aspects of the college environment can cause stress.

Some students can see these transitions as a positive experience that can be exciting, but some students seem to be threatened by this change. Stress can affect a student's grades, health and personal adjustment. The transition of moving to college and leaving home can be an added stressor for under-graduate students. There are many students who deal with being homesick whether it is mild and self-limiting or profound grief and anxiety. There is a loss of control for students who are attending
Introduction

school and have to adjust to a different climate, new language, behavior and social customs. These changes and transition are stressful for students because of this new environment.

Stress is occurring in every student's life, he or she needs to identify the cause of the stress. The areas that will be discussed for graduate students are; freshmen, transition, homesickness, test anxiety, course overload, making new friends. College life can be quite stressful for anyone. Being a freshman can make it even more difficult to handle stress. It is important to look at the different factors of stress to help them cope effectively.

Many people recognize that stress comes in the form of negative tension that is caused by someone or something. Those who recognize stress as negative tension fail to realize that stress can generate a positive reaction to a stimulus. This positive reaction of stress can drive individuals to achieve and to test their potential to its fullest. Stress can be a positive aspect of learning if students experience stress as a challenge. Yet positive stress can be helpful to students by motivating them to peak performance. Students also have a fear of failure can help motivate the students to prepare and perform well. Yet, sometimes fear of failure can become extreme, which then creates unnecessary stress.

The radical changes in modern time's social, economic and scientific structure have revolutionized the structure of our educational system. The former stability and unity of life has been weakened. Because of modernization, due to high standard of living and demands of society, our educational system has been greatly revolutionized. The traditional type of educational system, which was centuries old, has lost its attraction because of the fast growing impact of science and technology. The theoretical system has given place to a practical system of education. Therefore, modernization and technological advancements have introduced drastic changes in the field of education.

Previously, home was the most important agency of imparting education. But now the schools have almost equivalent role to play to shape the personality of students. The sense of security, the love and affection which home was supposed to give have become responsibility of the school. The modern teacher has to play the
role of guide, friend and philosopher because either the parents are illiterate or they are over busy in their professional endeavor but the difficulty is that the teachers are not conscious of their obligations and they do not discharge their duty with sense of commitment and devotion. This results in lack of guidance among adolescents that causes greater stress among the students.

It is felt by the psychologists that the children are less conversant with their teachers and they are losing contact and control over them. All this has made many adolescents suffer from various psychological problems like fear, insecurity, academic stress and low academic achievement.

AN OVERVIEW OF STRESS MANAGEMENT

“As a cure for worrying, work is better than whiskey.”

_Thomas, A. and Edison (1969)_

Stress management can be divided into two phases:

1) Coping with stress: which has five major methods?
   i. Avoidance        ii. Preparation
   iii. Evasion        iv. Eustress responses
   v. Diversion:
      (a) A going out to shows, movies etc.
      (b) Having hobbies such as photography
      (c) Taking vocations
   ii. Preparation:
      (a) Mental         (b) nutritional    (c) physical
      iv. Easters responses:
      (a) Mental attitude (b) Physical response (Exercise)

2) Counteracting the stress response:
   i. Sleeping, napping and relaxing.
   ii. The relaxation response.
   iii. Self-hypnosis.
   iv. Meditation.
   v. Biofeedback.
Introduction

If stress is perceived and managed poorly, it can lead to grief, disease and premature death and the correct use and management of stress can actually lead to a longer, healthier and happier life.

"Two men look out of the prison bars.

One saw the mud, the other the stars."

In addition to enhanced nutritional support, there are other steps that individuals can take to minimize the negative effects of stress.

Stress has become a global phenomenon affecting almost all people of all walks of life in all countries. Only two persons are perfectly stressed free, one is still unborn and the other is dead. In between birth and death no one can escape the butchers of this silent killer.

**Some useful tips to avoid stressful conditions:**

❖ Ignore what cannot be controlled and control what cannot be ignored.

❖ Think of your pleasant past, enjoy living in present and plan for a happy future with joy.

❖ Don't try to over-accelerate yourself.

❖ Adopt positivism.

❖ Be ambitious but never be overambitious.

❖ Laugh, laugh and laugh; it is the most effective stress diffuser.

❖ Avoid indulging in nonsense discussions.

❖ Keep yourself busy in some enjoyable work.

❖ Try to be natural.

❖ Spiritualize; not commercialize yourself.
Introduction

Some Right Way to Keep Stress at Bay

Chart - 2
Stress Management

Action based on Knowledge and devoid of fruits

Service to Society

Practising equanimity
(Practice of Yoga)

Replacemen of Material lust by spiritual development
(Artha and Kama enjoyment through righteousness)

Right Thinking
(Practising removal of Mental Impuities)

Stress Management through Channelising Mental energies

Purification of Mind through Meditation

Fig. 1.5

Stress is a reality. When we are in a stressful state, if proper care is taken, we can avoid many of the distresses. If proper care is taken we can not only keep stress away but also reduce its impact in any case, which clearly reflects in the chart mentioned above. We can manage stress by reducing the following effects of stress:

- To eliminate its source either by moving from it, eliminating it or reducing its effects on us. "Learn how to live with it."
- Organized stress management programs have become increasingly popular in workplace settings.
- Stress inoculation training involves three phases of treatment:
  1) Education
  2) Rehearsal
  3) Application of coping skills
- By using a technique called systematic desensitization. This approach requires the client to substitute relaxation for anxiety in response to a particular object or situation.

37
Introduction

- Stress development involves progressive muscle relaxation.
- This intervention is based on the observation that relaxation and stress responses are incompatible, i.e., relaxation and stress cannot exist simultaneously and deep relaxation can actually inhibit anxiety. This method is called P.M.R. Because it precedes through the entire major groups one at a time until a completely relaxed state is reached.
- P.M.R. is effective in lowering B.P., reducing the side effect of chemotherapy and has been used to treat ulcers, insomnia, asthma and headaches. Stress is particularly useful for treating phobias including anticipatory stress associated with medical procedures.
- Biofeedback is also useful in reducing stress. It involves learning to control visceral responses such as heart rate or brain activity (hypertension or headache).
- Increasing physical fitness and overall well-being so that episodes of stress have shorter or less intense impact, i.e., diet and exercise may reduce the impact of stress and its effects on health.

Magic bullets to combat stress:

We call these suggestions "bullets" because they are short, sharp and quick, and they "kill" stress. They are "magic" because their effects are a bit beyond explanation, and hinge on boundaries with illusion. One should fire them with extreme caution and only to combat stress. These bullets if used under ordinary circumstances will make you look like a highly selfish, self-centered, arrogant and ill-mannered person:

- Pass the buck
- Develop thick skin
- Blame the victim
- Be chameleonic
- Laugh it away
- Fantasize
- Gossip
STRESS AND ALLIED TERMS

1. Stress: The term stress refers to negative emotional experience with associated behavior, biochemical and physiological change that are related to perceive acute and chronic problems.

2. Anxiety: The term anxiety is normally defined by a diffuse, vague, very unpleasant feeling of fear.

3. Depression: The word depression covers a variety of negative moods and behaviors change in normal situation. Frustration and others must be definition of clinical problems.

4. Coping: Coping refers to efforts to master, reduce or tolerate environmental stress. Coping is also defined as realistic and flexible thought and act as that solve problems and thereby reduced stress. (Lazarus and Folkman, 1984).

In the end, we can conclude that when we discuss stress and its management, we should understand that this is not the exhaustive list of the stress factors and various techniques. Stress can be confronted and reduced if we understand ourselves better, analyze the behavior and identify the stressors. The stress management techniques will work if we are honest with ourselves and adapt the techniques in our fullest spirits.

1.3 MENTAL HEALTH

Human mind is a rare gift of God with immense, immeasurable power of unlimited supreme energy, which manifests through it when it is made to shine with supreme brilliance. Generally, in the humdrum of daily living, we forget how important our mind is and how useful it can prove. Infect, human mind is a double edged sword -where it, if bridled by the reins of true knowledge, can lift open the portals for peaceful living, there it, if left unbridled can also make a hell out of our life. No one can deny the power of mind as all the processes are controlled by mind.

There are different states of mind as:

1. The waking state, i.e., (Jagrita Avastha)... conscious mind
2. The dreaming state, i.e., (Svapna Avastha).... subconscious mind
Introduction

3. The deep sleep state, i.e., (Sushupti Avastha)... unconscious mind

Every human mind has these states of mind according to the situations or circumstances. But the state of enlightenment is the highest and most important state in everyone’s mind without which we could not enjoy our life properly and it is just equal to the mental health, i.e., doing the right work, at the right time, by the right person and with right manner. That is why we can say:

"Wonderful things have a wonderful way of happening to wonderful people."

The positive attitude of mind has the tendency of keeping your body healthy, thus nourishing your physical body, making it hale and healthy. Otherwise also the word ‘HEALTH’ is derived from the word ‘WHOLE’. To be healthy, there should be wholeness within. It does not simply imply the medical fitness; rather, it implies experiencing a sense of completion, of wholeness, of well-being within. To experience such well being you need to be not only physically fit, but also equally healthy at your mental and vital energy levels.

Out of various components of total health of the individual, mental health is vitally important because our entire thought process takes place in mind. All our ideas originate from our mind and all kinds of directions are issued from mind, which guide, shape and regulate our communication, conduct and behavior and also determine our personal and social functioning as well as adjustment. Mental health is not static but undergoes change in accordance with time and space.

Today’s men are unnecessarily running from early morning till late night for minting money and amazing wealth with their never-ending lust. All these have created anxiety, frustration, stress, tension, and maladjustment with so many personal and social problems and these have disturbed the mental health of the individual to a great extent.

Feeling of envy and jealousy towards other are spreading in each society with impersonal relationship, alienation, unconsciousness and unmindfulness, which have damaged the person himself. All kinds of insecurities - physical, mental, social etc. have engulfed them luxuriously and also to leave the same for generations to come.

The expression ‘Mental health’ consists of two words ‘mental’ and ‘health’. Health generally means sound condition or well-being of freedom from mental disease. Mental health, therefore, may refer a sound condition or state of
psychological well-being or freedom or mental disease. But when body and mind function harmoniously, it is said that sound mind lives in a sound body. So, to understand a personality, it requires proper analysis of body and mind.

Health is considered as a positive state of well-being not just a lack of disease. People in a state of emotional, social and physical well-being fulfills life’s responsibilities, functions effectively in daily life and are satisfied with their interpersonal relationships in them. A person’s mental health can be inferred from his/her behavior, because a person’s behavior may be viewed or interpreted differently by others depending on their values and beliefs so the determination of mental health may be difficult. Therefore, mental health is a state of emotional, psychological and social wellness confirmed by satisfying interpersonal relationships, effective behavior and coping, a positive self-concept and emotional stability (Videbeck, 2001)

Bhargana (2005a, 2005) stated the concept of holistic health which may include physical, mental, emotional, social and cultural health as every division is associated with each other. A number of psychological problems, materialism, corruption, money mindedness, selfishness, unmindfulness, sleeplessness, snatching tendency and possessiveness all have greatly affected the total health of modern men. In such circumstances, psychological intervention is very much essential for correcting the psychology of this so-called polluted modern man who is running without any goal and direction. Therefore, positive psychological constructs should play an important role in keeping modern men healthy whose mind and heart should always be empty rather than pre-occupied to think and act according to new situations within realistic perspective.

After making a survey of a number of studies by Bhargava and Aurora (2006) they have pointed out that psychological well-being brought out the total human health with a quality and excellence. Therefore, it is highly recommended that a good health whether physical or mental, needs the all round psychological well-being because it is related with reality and capabilities of the person on the one hand and work force to fight with problems and challenges on the other hand.

Mental health is a very broad term that includes physical, mental, emotional and social aspects of adjustment. It is a global term which refers to that condition of
Introduction

an individual; which results from the normal organization and functioning of his mind. Mental health is a state of being conducive to harmonious and effective living. The extraordinary development in science and technology has offered the modern man’s dream come true in form of luxuries; comforts, wonderful feeling of being the conqueror of unimaginable fights in every field. At the same time, it has included new miseries to his existence by taking away from his life.

The present era of globalization, open market economy and liberalization is helping in breaking the geographical boundaries financially and culturing while the information technology has opened the floodgates of knowledge but the huge strides in technical progress as presented by human relationship, which is filled with, too much hassles for our peace of mind. The social attitude, value pattern, conduct and behavior of people have radically changed in after materials in the absence of channeled and moralized way of life has maligned the mind of human being, by stirring in various impurities of selfishness. The obscenity and vulgarity shown uncensored by the mass media is polluting the mind of the people.

Mental health has been defined by World Health Organization as physical, mental and social well-being. But mostly, it is the physical aspect of health that is emphasized and discussed while mental and emotional health is not recognized at all. However, whether children learn to read, spell or understand, depends on whether he ‘wants’ to learn or feels a ‘need’ to learn. The emotional needs of children should be met before effective learning could take place.

Teachers have a great role to play in meeting the emotional needs and thereby fostering mental health among children. This is ‘over and above teaching.’ The teacher can help children find socially acceptable ways of ‘expressing’ their emotions and teach them various life skills to deal with the demands and challenges of life. School based intervention programmes can be very effective in this regard. They can promote a philosophy of caring for children in the school.

This has resulted in our modern era being dubbed as the age of rich anxiety and poor health. Our entire thought process takes place in mind, our mind, which guides the social functioning; hence mental health is vitally impaired.

Mental health is usually something more than the pure cerebral functioning of a person. Mentally healthy are those who continue to grow, develop and mature
through life by accepting responsibility and finding full without paying too high price, personally and socially, like physical health, mental health is also an important aspect of the individual.

*Coutts and Moseley (1941)* view "Mental health is the ability which helps us to seek adjustment in the difficult situations of our life."

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

*Crow and Crow (1951)* say "Mental health includes physical well-being, adjustment to mental ability, emotional control, social adjustment and sex adjustment."

In the words of *Hadfield (1952)*: "Mental health is the full and harmonious functioning of the whole personality."

*Boney viewed (1952)* "Mental Health is a state of being conducive, harmonious and effective living."

According to *World Health Organization (1959)*: "Mental health is a state of complete physical, mental and social well-being; not merely the absence of disease or infirmity."

According to *Davis (1965)* "Mental Health is characterized by good adjustment to the environment and establishment of satisfactory interpersonal relationship."

In *Encyclopedia Britannica (1968)*: "Mental health suggests degree of happiness and satisfaction under conditions that warrant such a state of mind and a capacity for making satisfactory personal and social relationships."

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

*International Dictionary of Education (1973)* views "Mental health or mental hygiene is the maintenance of satisfactory personality adjustment and a relative absence of mental disorder."

*W.H.O. (1975)*: In developing countries infectious diseases, parasitic diseases and malnutrition lead to many causes of mental disorders.
Introduction

Jourard and Landsman (1980) think "Mental health is the proposed positive self-regard, ability to care about others, ability to care about the natural world, openness to new ideas and to people, creativity, ability to love and realistic perception of self."

The preamble of the 'Charter' of the W.H.O. (1980): 'A nation's greatest asset is its people, so when they are endowed with the highest attainable standard of health which promotes creativeness, dynamism, determination, productivity and the self-confidence to move ahead. Health is basic requirement, not only for the fulfillment of human aspirations but also for the enjoyment by all mankind of a better quality of life."

W.H.O. (1981) considers "The scope of mental health programmes has been enlarged to include not only psychiatry and neurology but also the psycho-social, biological and other aspects on health development in general."

Luella (1981) observes "Teacher can maintain the climate for healthy interaction if he/she is mentally healthy and the school maintains and promotes the mental health of teacher through proper environment and healthy management of school affairs. It is the teacher (with sufficient degree of mental health) who can maintain the twin requisites of teaching learning situations viz. (a) healthy interactions in the classroom (b) healthy participation by student in lessons. A mentally healthy teacher creates healthy teaching-learning situations."

The Theme of the World Health Day was "Healthy Youth - Our Best Resource." Better health is possible by a better access to education. The family and the school are the two most important agencies that contribute to the physical, mental, education, social and spiritual growth and development of the child.

According to Bernard (1982): Mental health of a person among other thing is chiefly concerned with his total sense of:

a) Growth and development
b) Adjustment and peace
c) Success and happiness
d) Effective membership of a group and community.
In the words of Tsung-Yi Lin (1983): "Mental health programmes which aim to cultivate and promote human development should take the family and school as strategic targets, for these two social institutions represent the foci of the most intensive human interaction where conduct and learning are fostered and modified."

Longman's Dictionary of Psychology and Psychiatry (1984): "Mental health is a state of mind characterized by emotional well-being, relative freedom from anxiety and disabling symptoms, a capacity to establish constructive relationship and cope with ordinary demands and stress of life."

According to Chauhan (1987) "Mental health is a condition which permits the maximum development of physical, intellectual and emotional status of individual, so that he can contribute maximum to the welfare of society and can realize his ideas and aim of life."

Davis (1987) says "Mental health is the capacity to co-operate with others and sustain a close, loving relationship and the ability to make a sensitive, critical appraisal of oneself and the world about one and to cope with the everyday problems of living."

Chakraborty (1990): pointed out important trends in questionnaire content and conceptual issues that deserve empirical attention.

According to Parmod Kumar (1991) "Mental health is an indicator which shows a person’s ability to meet social, emotional, physical, psychological demands. However, when the individual finds his or herself trapped in a situation and lacks matching and coping strategies to deal with stress effectively, mental strain develops."

Bhagi and Sharma (1992) think "Mental health is a state of mind characteristic by emotional; well being, relative freedom from anxiety and disable symptom, a capacity to establish constructive relationship and cope with the ordinary stress of life."

In the words of Kamau (1992) “Sound mental health must comprise not only freedom from emotional disturbance and mental disorder but also an ability to function to the maximum level of one’s interest and capacities.”

The essence of the said definition and views is that mental health implies positive, constructive, steadfast and dynamic use of one's assets for personal and social well-being even when conditions of life tend to cause stress and strain.
Introduction

The *Book of Encyclopedia (1996)* writes that physical health and mental health are closely connected. Mental health plays an important role in both the way they feel. Emotionally healthy individual accept himself or herself as they are with all their weakness as their strength. They also act indecently for outside influences and show genuine concern for other people.

a) There is nothing as perfect as mental health; at the most one can talk of optimum mental health, but that too in the light of individual difference.

b) Mental health is a dynamic concept not static. It is not of a stone on the road but of a running tap.

c) The purpose of mental hygiene is to enable person to overcome anxiety through integrative methods.

d) Consistency is a better criterion of mental health than conformity.

e) There can be variety of normal adjustment just as there is a variety of abnormal adjustment.

f) Adjustment at the adult level is largely a question of values. Values are product of matrix of attitudes. They determine perception and give direction to determine different responses; courage, objectivity, altruism, truth, faith, sincerity and outer and inner harmony coupled with creativity are the values most essential for determining an optimum level of mental health.

g) The problem of mental health has very strong cultural component.

h) Morale is a sure index of mental health.

Morale is a sure index of mental health. There is a close and positive relationship between permissive but efficient leadership, high morale, absence of antisocial behavior and effective achievement. They are all indicators of good mental health found like a syndrome.

*Sperrazzo (1996)* is of the view “Mental health is a medical, psychological and sociological phenomenon that is the need of psychiatrists, clinical psychologists, counseling psychologists and psychiatric social workers.”

By virtue of the complexity of behavior that is an indicator of mental health, it can be defined that mental health is not a single unified variable but rather a conglomeration of a number of variables.
According to Verma (1996) "Mental health is defined as the full and harmonious functioning of the total personality, realizing one’s full potential in the world of work, with satisfaction and contentment to oneself and benefit to the society"

Some psychologists believe that there are some fundamental psychological recognition, acceptance etc. Thus we can conclude that mental health plays an important role in the development of overall personality of the learners.

Mental health is, thus, a balance between the demands of society and the desires of the individual; maturity in the absence of infantile and childish patterns of behavior; adequate functioning of the ability to surmount severe threats and frustrating situations and compromise between the inner desires of the individual and the demands of the society.

The definitions of mental health can be grouped into three categories as:

1) **Mental health as a medical phenomenon**: Those who view mental illness in terms of disease believe that constitutional factors are largely responsible for many mental conditions and that genetic and biological factors play an important, if not prominent, part in exploring the causes of mental illness.

2) **Mental health as a psychological phenomenon**: As primarily disturbances of the personality conceive of such problems as repertoires of behaviors and patterns of feeling which have become deep rooted as a result of the child’s social development and which persist through time, although they are inappropriate to effective social functioning and personal comfort.

3) **Mental health as a social phenomenon**: Such theorists maintain that persons are labeled as mentally ill because they fail to conform to certain social standards either because of their own unique understandings and view points or because of their failure to develop certain social skills which others define as necessary. They argue that such difficulties are the problems in living that develop because of confusion in communication, maintenance of particular social rules and enforcement of certain moral standards.

The keystone of the entire educational enterprise is the teacher. Undoubtedly, the teacher is the greatest single determinant of whether the school programme will be beneficial to the mind of children. But unless the teacher has sound mental health-he
is free from worries, anxieties, tensions and mental abnormalities, he cannot discharge
his most important duty of promoting the mental health. The teacher's mental health is
directly related to the work of the classroom. Thus good mental health of the teacher
should be as important a qualification as academic competence.

Mental health is a combined outcome of five types of health:

1. Physical health
2. Emotional health
3. Moral health
4. Spiritual health
5. Social health

Mental health is an important aspect of the total health of a person. It means
three thoughts of an individual.
(1) Right thought  (2) Right antidotes  (3) Right action.

Sound mental health develops mental stamina and enables a person to face realities of life, however, stressful they may be. A mentally healthy person is always ready to face stress in life. Mental health is a life long process beginning from the time of birth and continuing till the death of the individual. Mental health means to make people conscious.

Mental health is a term used to describe how the individual is adjusted to demands and opportunities of life; the idea of mental health is complex and comprehensive. It stands for a balance that is dynamic. It implies that the individual behavior should be balanced and also that this balance should be maintained in every situation.

From this viewpoint, any person possessing these following qualities should be considered to be mentally healthy: free from anxiety and conflict, fully adjusted, self-confident, self controlled and emotionally stable.

Mental health may be better understood by its comparison with physical health. A person is said to be physically fit when his body is functioning well and he is free from pains and conflicts.

According to Good in the Dictionary of Education (1959) “Mental health is the wholesomeness of the mind, analogous to wholesomeness of the body implicit in physical health”.

Mental health is not merely development of intellectual power of individuals but also sensitivity to people and things around him and his inner emotional build up. The common aim of mental health is healthy personality and better adjustment. That is why mental health and education are being studied together with view to understand the principle that make an individual more mentally healthy and well-adjusted than the other person in similar situation.

Mental health has two aspects: INDIVIDUAL and SOCIAL. The individual aspect means that the individual is internally adjusted. But he achieves internal adjustment in social set up. Social set up is the result of social forces influencing individuals.
Showing different aspects of mental health

Fig. 1.7

The role of mental health in human life is very important. It plays its role not only in the life of individual but also in the life of societies. There is no area of human life, which is beyond the range of mental health. The term mental health does not refer to any one aspect of mental life or to any dimension of human personality. It encompasses all the aspects of individual’s adjustment with him and others. If wholesome personal, social, intellectual characterize this adjustment, emotional or philosophical orientation, the individual is deemed to have good mental health.

Mental health is the ability in which we established our adjustment with difficult situations of life. Mental health refers to that condition of an individual, which results from the normal organization, and functioning of his mind. A mentally healthy person is that who has ability to accept realities of life and enjoy experiences, happy, zestful and creative personality. He has the potentiality for effective functioning in day-today life.

When a person does not behave in a normal way, he is said to be mentally unhealthy. He may suffer from anxiety and fearfulness. He has timid approach to life. He is over sensitive and had extreme and intensive reaction to both the painful and pleasurable aspects of situation in which he may have to compete with other. A mentally healthy person lacks maturity. He is not self-reliant.

In this way, mental health is concerned with health of mind and it’s functioning in the physical health is supposed to concern with the health of one’s physical organ and their functioning.
Introduction

Deterioration of mental health of the youngsters is one of the problems of the world today. It is equally important to that of individual’s physical health and the person is said to have good mental health when he succeeds to maintain his / her environment. For a nation, to progress, its citizens have to be both physically and mentally healthy. The outcomes of mental health problems are stress, frustration, irritability, mistrust, isolation and alienation. Many adolescents resort to socially destructive and personally devastating ways of coping this stress.

Today, much importance is being given to mental health and related areas because it is found that a poor mental health condition may prevent an individual from doing any progressive activity. Mentally healthy people are able to fulfill their social roles successfully. They enjoy peace of mind, happiness; self-confidence and other’s company.

CHARACTERISTICS/SYMPTOMS OF GOOD MENTAL HEALTH

1. Adequate physical and intellectual development.
2. Adequate social development.
3. Adequate development of interest and aptitudes.
5. Understanding of self and others, i.e., motives, desires, good and weak points.
6. Understanding of environment and capacity of making adjustment.
7. Practical and healthy philosophy of life.
8. Adequate participation in constructive and creative activities.
9. Tolerance power.
11. Ability to decide.
12. Live in real world.
13. Attention to physical health.
15. Sense of personal safety.
17. Strong will power.
Introduction

18 High aspiration.
19 Enthusiasm and reasoning.

It is generally observed that physical health as well as mental health is an important aspect of total personality. Good health depends on the state of body and mind. A healthy person is not only physically but mentally healthy also. Health means that both body and mind are working efficiently and harmoniously. Mental health is a basic factor that contributes to the maintenance of physical health as well as social effectiveness. If a person is well adjusted, he has good physical health and desirable social and moral values; his mental health is likely to be good.

DIMENSIONS OF MENTAL HEALTH

2) Perception of reality: ability of person to have a realistic view of himself.
3) Integration of personality: involves a balance of psychic forces, a unified outlook on life and some capacity for withstanding anxiety and stress.
4) Competencies: which a person should have in order to face the problems of life (physical, mental, social and emotional.)
5) Autonomy of action: which the person determines in his behavior from within.
6) Self-actualization: it implies development of potentialities to the maximum and to express in words, deeds and thoughts to the best of ability.
7) Mastery of environment thought:
   i) Ability to love.
   ii) Ability to draw satisfaction from one's environment.
   iii) Being adequate in love, work and play.
   iv) Competence in human relations.
   v) Capacity to adjust one self with changing circumstances.
   vi) Willingness to use problem-solving approaches in the life processes.

It is important to understand the important criteria for judging family strengths.
Introduction

Following are the twelve criteria indicative of healthy family life needed for good mental health:

1. Provide for the physical, emotional and spiritual need of the family and its members.
2. Be sensitive to the need of each family member.
3. Communicate effectively.
4. Provide support, security and encouragement to members.
5. Initiate and maintain growth-producing relationships and experiences within and without the family.
6. Maintain and create constructive and responsible community relationships in the neighborhood, the school, town etc.
7. Grow with and through children.
8. Help and accept help when appropriate.
10. Hold mutual respect for the individuality of family members.
11. Use a crisis or a seemingly injurious experience as a means of growth.
12. Be concerned for family unity, loyalty and inter-family cooperation.

ROLE OF AGENCIES IN MENTAL HEALTH

Development of good mental health is to be cared from the early childhood like the development of physical health. It requires an all round effort on the part of all-parents, teachers, school authorities and other members of the society. The role of agencies is visualized in taking care of the following measures aiming towards the development of good mental health among youngsters.

- Good physical health
- Proper emotional development
- Proper social relationship and acceptance
- Behavior of the teacher and parents
- Proper level of aspiration
- No emphasis on perfection
FACTORS INFLUENCING MENTAL HEALTH

Mental health includes personal and social adjustment. According to general concept “A person is said to be mentally healthy when he is thoroughly adjusted to his environment.” There are a number of factors which influence the mental health of a person and they play an important role in the construction of a mentally healthy person. These factors are:

1. **Physical Health:** A good mental health is always affected by physical health. Traditionally, the medical profession has been concerned with physical illness and has concentrated its research on understanding and controlling the organic factors in disease. Psychiatry on the other hand, emerged as new profession devoted to the study and treatment of unnatural illness.

   Now we realize that both of these viewpoints are limited that although our illness may be primarily mental or primarily physical, it is always a disorder of the whole person, not just of his arms or lungs or mind. Thus fatigue or a bad cold may lower his tolerance for psychological stress; an emotionally upset may lower our resistance to physical disease. Physical illness of any type may be allergy, backache, muscle cramps, arthritis, respiratory diseases like asthma, bronchial spasms, hay fever etc.

   Cardiovascular: Like abrupt attack of exercise or heart action, high blood pressure, migraine headaches.

   Gastrointestinal: Loss of appetite, heartburn, miscellaneous, i.e., anxiety, and muscle pain, painful urination, muscle disturbance, etc.

   At last, we can say if a person has good physical health then ultimately he has good mental health, “Sound mind lives in a sound body.”
2. **Neighborhood:** Does exert significant influence in the mental development of a child. As society plays role in the development of the child. Inadequate social competencies may both stem from and result in the lack of adequate group participation and identification. It usually tries out various social roles and reactions of other roles he adopts are extremely important in helping him to clarify his self-identify and find the role most satisfactory for him as an individual.

3. **School:** School plays an important role in the mental development of the child. It is well known that most schools in our larger city draw primarily from a fairly limited social class range due to location of school in residential areas that are characterized by particular socioeconomic levels.

   Similarly curriculum and discipline of the school also plays an important role. The lower class pupils should be encouraged to come out of the crowd and take initiative for doing creative works. Democratic environment in school is also important. The role of the teacher should not be autocratic and there should not be rigid discipline for students. Students of all the classes may be lower, higher or middle; should have freedom to show their talents.

4. **Family:** Influences mental abilities of the individual. If family gives the child good atmosphere, the mental health of the child will be developed speedily and positively, e.g., a child remain shy because of the behavior of his mother or father. An over demanding, critical mother kept her child from developing confidence in her child which result in shyness.

5. **Friends:** Our socio-cultural environment influences our development even more dramatically. Through our contacts, we learn the language we speak, customs we follow, the values we believe in and the competencies necessary for dealing with life problems. So peer-group of a child has an impact on the child.

**FACTORS AFFECTING THE MENTAL HEALTH (ESPECIALLY OF TEACHERS)**

Economic hardships, low social status, too much of work, no freedom of work, no security of service, antagonistic attitude of students, lack of facilities, restrictions and criticism and feeling of caste, creed and religion, high moral expectations, lack of professional aptitude, occupational hazards, home conditions, fault finding, supervision and inspection.
MEASURES TO IMPROVE TEACHER’S MENTAL HEALTH

The following measures should be taken to improve teacher’s mental health:

1. **Improving Teacher – Teacher Relations** – The success of the school depends upon the willingness, co-operation and the ability of its members to work together. The school should provide better environment for creating good-will among the members of the teaching staff. Frequent meetings to discuss the problems should be held to clarify and misunderstanding created between members of staff. Teachers club should be established in every institution to bring the teachers close to each other. Education tour and excursions should be arranged to develop necessary skill to work with other teachers successfully.

2. **Improving Teacher - Principal Relations** - There is a tendency to blame each other in our school system. The administrators blame the teachers for any failure in school functioning and teachers blame the administrators for their authoritarian attitude and partial treatment. The Principal can do the following things to improve the relations in the school:
   
i. Keep routines to minimum - Unnecessary restrictions should not be imposed on teachers because these create tension in the minds of the teachers.

   ii. Listening - the Principal should listen to the problems of teachers in free and frank environment.

   iii. Use Democratic Administration - The Principal should take major decisions by holding discussions with the members of staff. He should not impose his decisions on the staff in an authoritarian way. If there is misunderstanding between the Principal and staff, it should be discussed and clarified by mutual discussion.

   iv. Impartiality - The Principal should remain impartial. He should not do favor to any member on the basis of caste and creed.

   v. Helping Nature - The Principal can discuss school problems with the staff in staff meetings. He should respect all teachers. The Principal can support the teachers when they need his help. He should not form
cliques of teachers on the policy of “divide and rule”. He should not create pets because other teachers will resent this attitude.

vi. Give Criticism In Private - The Principal, if he has to correct any teacher regarding his method of teaching or behavior, should call the teacher in private. No teacher should be criticized before the students and his colleagues.

vii. Be Flexible – The Principal should not be rigid and traditional in his thinking and ways of dealing with teachers’ problems. He should change his strategy with the time. He should evaluate his own role as an administrator. He should set up an example.

viii. Plan In advance - everything should be planned in the beginning of the academic year and should be communicated to teacher in advance for execution. He should work as a true leader of the team. Team spirit should be encouraged.

3. Professional growth – The school should arrange for in-service programmes for teachers to refresh their knowledge of matter and method of teaching. The Principal should make arrangements of good library facility and teaching material. He should encourage his colleagues to experiment with innovative ideas in teaching method. He should work as a friend and guide to his colleagues.

4. Seminars, workshops and Conferences - Teachers from different schools should be discussing problems of education in seminars and workshops. These activities provide opportunity of knowing the point of view of other workers in the field through mutual discussion. They keep the teachers abreast with new trends and technology in the field of education.

5. Service Security – Some rules and regulation should be formed to check the exploitation of teacher and community by private managements who terminate the service of teacher on account of their personal whims. The teacher should feel secure in his service. Payment of salaries should be made regular.

6. Teacher-Community Relations – The unusual criticism of teacher is because there is a wide gap between the teacher and community. A close relationship should be established between teachers and community.
Introduction

Following steps will help in this regard:

i. Community Service – The school should adopt local community for improving sanitary conditions, roads and pure water. If the students under the guidance of teachers go to local villages and do some useful work for the improvement of the villages then a close rapport will be established between school and community, which will enhance the prestige and importance of the teacher.

ii. Use Criticism- The criticism given by the society should be used by teachers in a constructive way to improve upon their existing conditions.

PRINCIPLES OF MENTAL HEALTH

These may be broadly defined as canons of cognitive, affective and cognitive behavior. Knowledge of these principles doesn’t guarantee mental health, but a proper insight into them can be of definite and great help. These have been enunciated not only to foster and preserve mental health but also to enhance it. In terms of their application, they are preventive as well as remedial.

Mental health principles as stated by Singh (1992) are not limited in terms of their application at any particular situation in life. They apply to one and all and to each and every situation of life whether the situation involves a single individual or group of individuals.

1) Principle of security.
2) Principle of physical health.
4) Principle of social - consciousness.
5) Principle of a unifying philosophy of life.
6) Principle of belongingness.
7) Principle of personal worth.
8) Principle of success.
9) Principle of creativity.
10) Principle of acceptance of reality.
SIGNIFICANCE OF MENTAL HEALTH

Significance of mental health in human life has been highlighted by authorities on mental hygiene incessantly stressing its importance in home sphere, in social and moral spheres, in the stress, virtually the occupations and professions which have come into existence along with the march of culture and civilization over centuries. Indeed, now it is impossible to think of a domain of life about which mental health can afford to keep mum over the need and dynamics of mental health.

There are cries all around that present age is the age of tension, stress for every individual and stress for every segment of human society on earth. It is feared that mankind, which is now on the threshold of the 21st century will find its existence still more impersonal, complex and harshly competitive. The proliferations of atomic weapons in some countries of the world have further added to the stress, tensions and anxieties of human beings. Importance of mental health is as follows:

1. Physical development: Mental health is a basic factor that contributes to the maintenance of physical health. Mental health of the person helps him in developing good physical health.

2. Intellectual development: Mental health helps the person in making the best use of his intellectual capacities like thinking, reasoning, imagination, concentration, memory, problem solving and creativity.

3. Social development: Mental health helps the person in maintaining healthy social relationship.

4. Emotional development: Mental health and emotional development are closely related to each other. A mentally healthy person is emotionally mature and stable. It helps in proper emotional development.

5. Moral development: A sound mental health helps the person in making adequate adjustment with himself and his environment in the world at large. It helps him in seeking adjustment in the difficult situations of life.

6. Aesthetic development: Mental health helps the person in the development of people's aesthetic and artistic sense.

7. Realization of goals: Mental health helps the person in the realization of his goals of life, which gives satisfaction and happiness.
Introduction

8. Realities of life: Mental health helps the person in facing the realities of life.
9. Prevention of mental disorder: Mental health helps the person in protecting him against mental illness, abnormalities of behavior and mental disorder. It checks emotional disintegration and misbalance.
10. Flexibility in behavior: A mentally healthy person shows flexibility in his behavior. He is not rigid in his behavior.
11. Self-understanding: A mentally healthy person knows himself. He understands his strengths and weaknesses. He selects various tasks, activities in accordance with his abilities and development.

In this way, mankind has been placed in a situation where importance of programme of preserving and promoting mental health cannot be, in any way, under estimated. Obviously, the chalking out of appropriate programme is a task, which can be properly carried out only in the light of the findings of the scientific research in the fields of mental health and education.

STRATEGIES FOR BETTER MENTAL HEALTH:

We should adopt these strategies for better mental health as:

1. Understanding the own problems.
2. Analyzing the extended self and mindfulness.
3. Awareness and promotion of mental health programmes.
4. Role of multiplicity factors.
5. Developing attitude towards mental health care.
6. Making it as integral part of general health.
7. Developing the sense of well-being.
8. Managing emotions in realistic perspective.
9. Adoption of variety of measures.
10. Maintaining healthy social relationships.
12. Using desirable life skills.
13. Developing good character.
14. Psychological understanding and wellness.
15. Role of destiny and fate.
16. By practicing yoga and meditation.
17. Need for spirituality.
18. Faith in God and Almighty.

Undoubtedly, mental health has to do with being able to love, to work, to play, to have peace of mind, to be happy, to be secure and to be able to manage stress. One of the concepts about mental health that has emerged over the years in its relationships to emotional robustness, the ability to take the stress of life without caving in or striking out violently against society.

We can say that mental health is a basic factor that contributes towards maintenance of physical health as well as social effectiveness. Both these can be achieved through education only. So let’s try to improve the system and standard of education to make the individual a balanced and harmonious personality for this modern complex society in which maximum number of persons will become mentally healthy only then we would stop getting sick and live healthier, more productive lives and having sound mental health.

1.4 HOME ENVIRONMENT

HOME

Life is becoming complex day by day in the present scenario; youth as well as children are facing difficulties. It has been observed that families and communities are important in helping the youth to develop their knowledge and skills so that they can obtain technologically sophisticated jobs, which are emerging in the society.

The word ‘home’ presents a beautiful picture in our minds and imagination. The term “home” with its special connotation of warmth, safety and emotional dependence has no exact equivalent in any other language. The foundation of bringing up is laid in home. It expresses the idea of a fix place which is shared by a number of people and is basic unit of growth and experience. It is the social institution through which our social heritage is transmitted. It is here that the child’s best moral qualities are formed and developed. Home is a place where when we enter to get satisfaction
Introduction

and forget all types of hurries and worries of physical world. Home may be defining that protected relationship between parents and children in an accepted social setting. For the healthy development of the child, home provides cordial, congenial and emotional atmosphere.

The child receives his very first lesson of citizenship and true moral discipline in the family. A perfect climate of the family helps to develop the authoritarian setup. The parent's operate, as observer in the families, makes no attempt to regulate their ideas.

As soon as a child is born, he takes shelter in home and then gradually as he grows and starts learning to talk, to eat, to walk etc. He lives in a family, which provides him the best ground for training of social life. Here only a child gets all opportunities to develop himself physically, mentally and culturally.

Just as a big grown up tree gives shelter to young saplings and help them to grow up to face the world, its challenges and problems. In this way home plays an important role in the development of personality of children. The child is just like clay and parents give shape to that clay according to their own wishes. So the interests, personality, aptitude, attitude, adjustment, creativity, academic achievement of child depends upon the relationship of the child with his parents behavior.

Rousseau (1955) observes “Education begins at birth and the proper nurse is the mother.”

According to Webster's Dictionary of Education (1961) "Home is the abiding place of affections especially domestic affections. It is the social unit of centre formed by a family living together."

In the views of Henderson (1962) “A child’s education begins in his home”.

According to Raymond (1969) "The home is the soil in which spring up those virtues of sympathy as the common characteristics."

Hurlock (1972) viewed "Children whose parents believe that they should sacrifice personal interests, to provide a child centered home in which a child is treated as the most important member of the family."

In Webster's Encyclopedic Unabridged Dictionary of the English Language (1989) “Home is the place in which one’s domestic affairs are centered."
Introduction

A child's first training is perceived in the home and his early and permanent habits are established through his training in home. A child's educational experiences are centered in the home, their ideas, attitudes and general patterns of behavior are the resultants of their own childhood rearing and the affect upon them of social, religious, economic and educational influences of their out of home experience.

Home is the place where a child inhales his first fragrance of love, care and empathy through playful learning activities. It is well-accepted fact that accepting, warm and loving parents make a home which provides an environment of security, belongingness and psychological nourishment for individual's growth."

The foundation of the child's upbringing and education are laid in the home. It is here that the child's best moral qualities are formed and developed; it is here that he is taught to love; work and the habits of cultural behavior are inculcated in him.

Every child has unique nature as regards to capabilities, attitudes, personality, characteristics and interests and as such, he reacts in his unique way to the situations in the class and at home, resulting in very extensive stress. Success or failure in school is related to the child's relationship with his parents and other family members. The social development of the child is governed by many factors that may be attributed to home environment and that may affect the intellectual ability and academic performance. The child's relationship at home helps him in giving desirable and undesirable direction to his development.

Now with the spread of education, people are becoming more and more educated. Educated parents are able to have a better family and a better home. With the progress of woman education over the years, betterment of a home has been made doubly sure, a sense of purpose and uses their ability to benefit people of the world as well as themselves.

Since the time of birth, the family in which he lives moulds child's personality. Home is the basic unit of the society, within which the 'new born' takes birth. It is an oldest and dearest social institute for nurturing and schooling of the children. The child learns the A, B, C of his life from the family. Family is the first world to the child. It makes not only first physical and mental contribution to his life, but by continuous, intimate and varied association, it becomes major source of education and behavior. The family acts as a major factor in influencing the attitude
Introduction

and behavior of the child. Children who become successful are from homes where parental attitude towards them is favorable. Home is a place where life long habits, skills and attitudes are found where capacities and capabilities are developing and where a tender bird learns to face the odds of life.

Home is complex unit. The assessment of its psychosocial environment is not easy matter. This is due to the complexity of the phenomenon under investigation, the number of possible approaches that can be taken, and the conceptual and methodological difficulties within each approach. Home environment has great impact on the child. As on the bank of the sea shells lie useless but when a raindrop comes in its contact, it becomes a precious pearl. In the same way, the home environment can make a child well adjusted and confident so that he may be able to solve the problems of life and follow the right path. Home environment helps a lot in bringing about development of a child.

The home is an important agency of social links and one of the most ancient and original human groups. Every human being is the representative of his home. As is the home, so are the members of the family. Its organization may be different from society. Much of the home depends upon the head of the family. The home climate has to be conducive and soothing for the proper growth and development of the individuals. Home plays an important role in the life of a budding child. The child becomes more active, bold, courageous, strong, and social or whatever type we want him to be all in the company of his parents or other members of the family. A good home is situated in the vicinity of a good community.

Children occupy a prominent place in the demography of any country. They are the citizens of tomorrow. Their present condition shapes the future of their adulthood. The development of any nation, therefore, depends on the attention and ease bestowed upon the development of its children. The educationists, psychologists propose it as that ability level, cognitive and the type of environment in the family determines emotional development, ego-strength and self-esteem of the students. The nature of environment provides the necessary sensory inputs, stimulation and experimental basis for the development of perceptual skills and cognitive skills. Home occupies the first and the most significant place for the development of the child. Child receives the first lesson of his life at home. So home is the first school and
parents are the first teachers. Inadequate home environment is likely to cripple the personality of a person from the point of his/her abilities and behavior adjustments.

Home is the oldest, basic and fundamental unit of society. "Home is the eternal school of life". Home makes an individual a social being. Children usually take their elementary lesson of good and evil from their parents. Healthy parenting is the greatest gift a child receives and a parent can give.

Home is the first resort for the child and is also the last resort for a man. It is often said that home is the first institution of education and mother is the first teacher of the child. A child sees the light of the day in home. It is here that mental, cultural and social development of an individual takes place. It is here where he receives the first lesson of citizenship and moral discipline through face-to-face contacts. Now with the spread of education all around, people are becoming more and more educated. An educated parent is able to have a better family and a better home.

The behavior of a person is the result of experiences he has passed through. No other social institution enters the child's life until after the first few formative years at home. Therefore, parents become the most potent force in shaping the child. Children need warm, supporting relationship to build mental health. But parents of today are busy in increasing their income, to live up to the new living standards. Parents are paying more attention to physical need of the children, complete their emotional needs. Children reflect such an environment in their behavior. The daily newspaper presents a dramatic picture of today's corruption, violence, drug addition and terrorism.

To make a child valuable asset to society the parents have to play an invaluable part. It is the responsibility of the parents to shape the mental health of their children by remaining guarded in thought, word and deed. Much is thought but a lot more is to be caught. More than word, action is the predominating factor.

Parents influence their children's behavior in at least three important ways, namely:

1. Through their own behavior they present situations that elicit certain behavior in children.
2. They serve as the role models for identification.
3. They selectively reward behavior.
The way the parents treat their children has a profound impact not only on family relation but also on their personality. In the words of Burgess (1954): "The home is a unit of interacting personalities, i.e., parents or other family members." It implies the personality development of a child. The personality is a broad concept which refers to physical, social, emotional, cultural and intellectual development.

Raymont (1969) thinks: "Home is the place that develops great qualities in child. The quality of deep love and affection, feelings are developed. The home environment provides the learning experiences for selfish-unselfish, justice-injustice, truth-lie, etc. and to differentiate among these concepts."

The following are the main functions of home:

1. Home is the first school to develop feeling of security, belongingness and emotional stability.
2. To develop the ability of adjustment.
3. To develop social, moral and spiritual feelings.
4. To inculcate the permanent values of life.
5. To develop the high qualities and values.
6. To educate for guidance and counseling.
7. To develop the mental and emotional qualities.
8. To educate for obedience and discipline.

The home is the place where the old generation or first generation transmits high qualities and values to the second generation. These high qualities are developed informally from the home environment. The home is the nursing place of culture and character building. A child is the product of the home. The quality of home contributes significantly in the development of a child.

Home is the most basic unit, the molecule of the society. It maintains the continuity of society by providing new individuals. In each generation and by passing on through these new members not only physical life but knowledge, customs, traditions, intellectual, emotional and spiritual endowment. The home is a strong, social, well-knit unit.
Introduction

To a child nothing is more important than the home. In the early and most impressionable year, his world is virtually enclosed within it the attitude and atmosphere within the home and its capacity for love and laughter, its tension and problems, together form the most pervasive influence in child's life. Different educationists like Rousseau, Pestalozzi considered home environment as most effective in bringing about proper development of personality and leading to appropriate adjustment with self and society.

Home plays an important role in helping or hindering the development of the child. Home is a social unit where each member is related to others. It may be termed as a psychological bond. It is not the number of family members which is important but it is the strong feeling of love, compassion and security which keeps a check, threat and something even fear of breaking the home norms, which are being observed in many cases.

ENVIRONMENT

"Every human being is production of his time."

These lines put emphasis on the environment in which the man lives. When the child is born, his new world starts.

The Dictionary meaning of the word "Environment" is surrounding external conditions, influencing, development or growth of the people, animals or plants, their living or working conditions etc. This includes the socio-economic status of family, family relationships, parental aspirations, social expectations etc.

Generally, environment is defined as the aggregate of the various forces and stimulations, which the individual receives from conception till death. Environment includes all the physical and cultural factors and conditions influencing the existence and development of organism.

According to Woodworth and Marquis (1948) "Environment covers all outside factors that have acted on the individual since he began life".

Boring, et. al. (1955) observes "A person's environment consists of the sum total of the stimulation which he receives from his conception until his death."

According to Anastasia (1976) "Environment is everything that affects the individual except his genes."
According to Sethi and Sethi (1991) “Environment can itself be quite misleading since it encompasses everything that is around us.

In the words of Chapman and Reiss (1992) “Environment is surrounding an organism, including other organism and other physical features.”

In Collin’s Co-build Dictionary (1997): “Environment includes all the circumstances, people, things and events around them that influence their life.”

As Living Encyclopedia Dictionary of Language (2000): “Environment means all the physical, social, cultural forces and conditions influencing the existence and development of an organism or assemblage of an organism.”

According to Kumari, et. al. (2002) “Environment comprises of almost everything around us. It includes humans, plants, animals and invisible micro – organisms. It also includes surface water, groundwater, air, land, oil and other elements available from earth.”

Sharma (2003) viewed “Environment is a holistic view of the world as it functions at any time, with multitude of special element and socio-economic systems distinguished by quality and attributes of space and mode of behavior.”

Environment plays an important role in the growth and development of the child. Environment affects the child and his behavior in many ways. Environmental influence starts early in life time, i.e., during the pre-natal development of child. The process of birth brings the individual into an environment which is much wider, much more complex and demands active transaction on the part of the infant to some degree.

Environment stands for all those circumstance, which are asserting their influence on the child since conception to death consciously and un-consciously. Environment moulds the behavior, personality, attitude, level of aspiration and self-confidence of child. Our abilities are modified by circumstances.

A person’s environment is the sum total of stimuli, which he receive at the time of his conception until death. Environment consists of physical, intellectual, social, moral, economic, political and cultural force.

The child’s harmonious development depends upon his abilities to adjust himself to his environment. All the forces of environment do exert their influence in molding the personality and behavior of the child.
Environment means all that is found around the individual. *Douglas and Holland (1947)* define the term ‘Environment’ as “a word which describes in the aggregate, all of the external forces, influences and conditions which the life, nature, behavior, growth and development of living organisms have.”

**The objectives of Environmental Education:**

The objectives of environmental education are directly related to the child development. The child development includes physical, intellectual, social, emotional and psychomotor development.

**Aspects of child’s development and sources**

1. The awareness of the environment, i.e., Mental development (Knowledge objective) (Home, Family and school environment)
2. The development of Skills related to environment, i.e., Psychomotor development (Working efficiency) (Home, family, society and school environment)
3. The development of desirable attitude and values toward the environment, i.e., Affective development (Home, Community, society and school environment)

The child development takes place in terms of behavior - changes or modification of behavior. The teaching process in schools creates conducive environment for providing learning experiences to the child. The teacher activates and actions generate the learning environment for the desirable behavioral changes among students. A child lives in three environments -physical, social and psychological simultaneously. Family, home, society and school environments provide learning experiences to the child. The psychological environment of a child plays a significant role for his working style as well as life style.

**There are two major approaches to define environment.**

First approach define environment on physical and objective terms that is environment as it exits. For example, *Bloom (1986)* regarded the environment as providing a network of forces and factors, which surround, engulf and play on the individual. Although some individuals may resist this network it will only be the extreme and rare individuals who can completely avoid or escape from these forces. The environment is a shaping and reinforcing force, which acts on the individuals.
The second approach to define environment, is phenomenological and it defines environment not as it is, but as what is perceived and experienced by the individual by living in it.

Proshansky et. al. (1970) emphasize the need to conceptualize the human environment in terms of relationship between the people’s physical and the world he constructs from it as well between the physical behavior and experience.

System theories emphasize the interaction between the developing person and the environment. According to the perspective, human development is the result of 3 major factors:

1. The person and what he/she brings to a particular situation or stage of development. This includes the results of experience as well as of motivation.
2. The environment and what is available to the individual in a particular situation or stage of life. This includes the significant context of life such as family, school and neighborhood or community.
3. The interaction between the person and the environment.

Fig. 1.8

Bronfenbrenner (1979) uses the word ecology to refer to the interaction of the person, his/her social and physical setting (environment). Human organism is not a piece of stone but a living and dynamic organization that keeps adjusting to the changing environment. No doubt, the innate tendencies play a dominating role yet the importance of family climate can hardly be over looked.

In other words, defining the term “environment” is as difficult as quantifying it. Educational researches usually resort to empirical definitions of the climate or atmosphere of home. Generally, environment is defined as the aggregate of the various forces and stimulations that the individual receives from conception till death. Situation includes all the physical and cultural factors and conditions influencing the existence and development of organism.
TYPES OF ENVIRONMENT

Mainly there are three types of environment that influence the personality of an individual.

1. Physical Environment: - It refers to geographical, animate and weather or physical conditions in which the individual lives. The human races are greatly influenced by the white color and countries, the people are of white color and in hot countries people are of black color. The physical environment also influences even heredity.

2. Social Environment: - It refers to the social, economic and political conditions of an individual in which he lives. The moral, cultural and emotional forces affect the life and nature of individual behavior. It may be of two types closed and open. Open society is very conducive for the individual’s development whereas closed society is not very conducive for the development.

3. Psychological Environment: - The physical and social environment is common to the individual in a specific situation while every individual has his own environment in which he lives. He has used life space topology for psychological environment. Psychological environment is very useful to understand the personality of an individual.

We can assume environment as the representative of physical components of the earth where in man is an important factor affecting the environment and is defined more comprehensively by others. It functions at any point of time, with a multitude of spatial element and socio-economic system, distinguished by quality and attributes of space and mode of behavior of physical and biological forms.

Basically 3 types of environment prevail in the Indian family:

(a) Authoritarian, dominating and over protected.
(b) Democratic, permissive and accepting.
(c) Laissez-faire-cum submission to child.

In the first type of environment, the parents dominate and direct the child in all fronts. The parents decide on all the issues of child’s life. They make personal criticism, assume all responsibility, initiate all activity, define goals, impose them on child and maintain wide social distance from children.
Introduction

In second type of environment, the family members share close relationship with children, asks for contributions and encourages group interaction.

In third type of environment, it is contrast to the authoritarian setup. The parents operate, as observer in the families, makes no attempts to regulate their ideas. They allow complete freedom to the child. No clear goal is established and no restrictions are imposed.

According to Collin's Co-build Dictionary (1997): “Environment is, all the circumstances, people, things and events around that influence the life.”

Every individual bears an imprint of the environment in which he is brought up as Ross (1952) said: “Environment is any external force which influences us.”

URBAN-RURAL ENVIRONMENT

The human nature is shaped through the interaction that takes place between the humans or organisms and environment. Environment is habitations in fullest sense. Not only our physical surroundings but also the people around, social customs, traditions, cultural and our educational training all constitute our environment. Social heritage, ideas and ideals are also part of environment.

The influences of this environment on the interest, attitudes and other characteristics of personality have been systematically studied by a number of investigators. Every individual bears an imprint of the environment in which he is brought up. The difference between rural and urban background is very sharp. In urban areas, the people lead a very comfortable life and most of them have luxury items like refrigerators, TV, VCR, radios and television broadcasts, motion picture programmers and the vast amount of printed reading matter that is readily available, all contribute to the attitude development of those who are stimulated thereby. In this environment, the child is being constantly stimulated by influences that affect his attitudes either desirably or undesirably.

Life in rural area is quite hard. They don't have many comforts. Moreover, the majority of parents in rural areas are less educated than the parents in urban areas. Adult illiteracy is found more in rural areas, which leads to too many superstitions and beliefs. On the other hand, urban homes provide a better mental and educational environment. There is an availability of good libraries, better schools and advanced
educational facilities in urban areas. But there is lack of such educational environment and facilities in rural area. Social and religious environment is also different in these areas. Rural people have their own philosophy of life, their own beliefs and more superstitions.

Thus investigator feels that this is the difference in the environment of rural and urban areas, which subsequently influences the emotions of human beings. Children living in both types of environment have their own privileges and handicaps and hence their emotions vary to some extent according to the environment in which they live.

ROLE OF HOME ON ENVIRONMENT

The home is an informal educational institution for developing social relations. It has certain responsibilities. It is the prime responsibility of home to fulfill the primary needs and requirements of a child and to create a smooth environment for developing social qualities and values among the children. A child is the product of home. The quality of home contributes significantly in the development of a child. Following measures should be followed to make the home environment effective.

The head of the home should be conscious enough to make the home environment healthy and conducive for learning; the family problems should be resolved peacefully; it should try to keep the good books and other literature which have the education value so that intellectual environment of home should be healthy and high; the head of home should also make efforts to maintain neighborhood environment healthy and conducive by maintaining good relations; the community should have high cultural values; a child should be kept among good things, high ideals and good persons; the mother has relatively more responsibility of generating healthy home environment than the father.

ROLE OF ENVIRONMENT IN CHILD DEVELOPMENT

Development refers to interaction of a child and his environment whose after products alter exciting behavior and response tendencies is such a way as to increase:

1. Their strength
2. The degree of differentiation
3. The organization of personality.
Introduction

The teaching learning situations in the school generate the environment for the new experiences to alter response tendencies of the children. Thus it refers to acquisition of new behavior or desirable changes in physical, mental, social and emotional aspects for daily living. It also expands the capacities of the children.

Home environment has great impact on the life of a child. As on the bank of sea shell lies useless but when a raindrop comes in contact it becomes a precious pearl. It is only environment, which can make a child well adjusted, confident so that he may be able to solve the problems of life and follow the right path. All the influences on the growth of the child depend upon the home environment. Any change or physical energy that has some sort of helping or retarding effect on the development of child is its environment. The home environment may be physical, social, mental or any other. The climate affects the food, games, friend, relatives, teachers, library, books and journals all such influences make his environment.

It plays great role in developing his overall personality. His home environment also influences the achievement of child in his life. Environment is of various types such as Physical Environment, Social Environment, Psychological Environment, School Environment, Home Environment etc and it affect all the aspects of child’s personality.

It has been rightly said that man is a part and parcel of his environment. Primitive man observed nature with all its beauty and mysteries with joy and love. We fail to assert the great aesthetic education which we receive from the environment in the same way, the children of community are greatly influenced by the environment in which they grow up are reflected in actual practice which characterizes the interaction process. Home environment plays a very significant role in all round development of a child; The physical and psychological condition that determine the growth and development of child consists of socio-economic status of family, number of children and facilities available in the home and attitude of parents.

The foundation of the child’s upbringing and education are laid in the home environment. It is here that the child’s best moral qualities are formed and developed. Child is taught to love work and the affectionate and sympathetic behavior is inculcated in him. It can be seen that family plays an important role in helping or hindering development of child. Before the child goes to school; his family has
influenced him. Parent’s education and income also affect child’s development and achievement. To be the parents of well adjusted child is a great blessing but also a great responsibility.

Although the organization of family has changed and some of its original activities have been transferred to other institutions. It is still the only established agency for giving the children nutritive and educational care during their early childhood. The development has led to the establishment of various other institutions for the education and the development of children belonging to different families. A child spends most of his time in the family and the family is the child’s entire environment for the growth and development of the children. By their own examples parents influence their children in right or wrong directions.

Family is that institution where children are regarded as a sacred trust by the guardian, where there is the proper climate for the child to develop good ideas, habits, modes of thinking and behavior, love, affection and sympathizes where the relationship between members are smooth and harmonious, make the task of school, easy and ensure good education for children.

The child who receives good physical facilities at home such as separate rooms, books and psychological facilities such as love, affection and sympathy that child may be well-adjusted. On the other hand, who does not get proper facilities and proper opportunity for growth may be frustrated.

In short, we can say that the first lessons of life he gets in his family and by his family members. All the members of family act and react and the process of give and take teaches many things to the child.

Human organism is not a piece of stone but a living and dynamic organization that keeps adjusting to the changing environment. No doubt, the innate tendencies play a dominating role yet the importance of home environment can hardly be overlooked. The home environment provides opportunities to unfold that are enfolded in the child.

Home environment is a broad term and it includes various factors like socio-economic status of the family, parental aspirations and expectations, parental attitude, socially determined expectations of the family members from each other. Home environment refers to the climate prevailing in the home, which varies from the
family-to-family, society-to-society and culture-to-culture. It can be defined as the aggregate of all the physical and psychological conditions that determine growth and development of an individual. Home environment affects the various spheres of one's life as self-confidence, intelligence, personality, learning ability, adjustment, behavior, lifestyle, emotions, habits etc. Behavioral problems and maladjustments are consequence of unfavorable home environment.

Anderson (2000) views "Children of parents who are affectionate also develop the traits of co-operation, emotional stability, obedience and cheerfulness but children from strict parental behavior have bad traits as no co-operation and quarrelsome spirit".

Home Environment plays an important role in the development of an individual and enhances the creativity of students. Advanced countries are definitely interested in the study and development of creativity. Whose survival depends upon creative vision and creative striving of the areas? Home environment consists of elements of freedom, attention, submission, acceptance, trust, warmth, fairness, involvement, which aid to develop the creative personality of an individual. In fact, these elements of the family climate go a long way in making him reliant, open-minded, respectful and above all, confident within, having faith in his own self.

According to Stephen (1958) "A child living in a favorable environment for a long time becomes bright, on the other hand, if a child lives longer in an unfavorable environment he falls behind the national norms."

In the words of Hurlock (1972) "Home environment is one in which all members are happy, centered and harmonious, in which each individual is respected and given rights, privileges and responsibilities, suited to his age and in which there is no dominance by either one or both parents or by elder children who are permitted to boss over younger ones."

In Dictionary of Education (1973) "Home environment includes all the objects, forces and conditions of the family that affects the individual throughout such stimuli as he is able to receive."

According to Newman and Newman (1981) "Family environment is the first and perhaps the most enduring context, personality development of child."
Uniyal and Beena (1984) opine “Home environment depicts interpersonal relationship between the parents and the child. It also includes the parent's attitude towards the child, related to freedom versus destructiveness, dominance vs. submission, acceptance vs. rejection, trust vs. distrust, warmth vs. coldness and partiality vs. fairness.”

Misra (1986) defines “Home environment as measure of the quality and quantity of social, emotional and cognitive support that has been available to the child within his home.”

Home environment is the first and perhaps the most enduring content of growth. Adjustment within the family means identifying with models, accepting, values, playing out family roles, developing affection and eventually distinguishing one's own values and goals from those held by other family members.

The family is the most ancient and enduring social institution, which helps in growth and development of mankind. To a child nothing is more important than the family. In his early and most impressionable years his world is virtually enclosed within it. The attitude and atmosphere within the family and its capacity for love and laughter, its tension and its problems, together form the most pervasive influence in child's life. Different educationists like Rousseau, Pestalozzi considered home environment as most effective in bringing about proper determinant of personality and leading to appropriate adjustment with self and society. A child sees the light of the day in home. Parents, who constitute an important component of the family system, play a significant role in bringing up the new generation and nurturing them to the full adulthood. The impact of home environment on the child's personality remains throughout the life.

Home environment is very significant as it provides heredity as well as environment. It is the basis on which the family is constructed by the foundation laid by parents and family members. As home environment is the atmosphere where an individual spends not only most of his time but also attempts to contribute for its integration, maintenance and existence. It is here from where we get the habits, attitudes and other personality factors.

As a matter of reality, a child who comes to school does not bring with him only his physical entity, but he comes with the whole milieu of his social
characteristics which he acquires in the family through close interaction with parents, siblings, grandparents etc. The well-adjusted family relations and normal attitude of parents give the child an assurance of stability, security, emotional maturity and ability to adjust to new or unforeseen circumstances.

A good home environment means the kind of environment in which the child is given the fullest opportunities for self-expression and recognitions with in limits of parental acceptance and supervision. Behavioral problems and maladjustments among children are largely a consequence of unfavorable home environment. Home environment is the eternal school of life. It is one of the important units of the society among the various social groups; the family occupies the first and most significant influence for the development of the child.

Home environment plays a pivotal role in providing congenial atmosphere to the child, which forms his life style and basic pattern of behavior. It enables the child to establish fundamental relationship with parents and other adults. Home environment greatly influence the development of the child. In the family, child comes in contact with his parents and other members of the family, life aims, aspirations and attitude of parents, their emotional stability or instability, their over protection and under protection all these are important for the optimum development of the individual.

We can conclude that home environment consist of characteristics of permissiveness, willingness to devote time to the child, parental guidance, parental aspiration for achievement, provision of the child’s intellectual needs, effective rewards, instrumental companionship, prescription, physical punishment, principle, discipline, neglect deprivation of privileges, protectiveness, power achievement, demand, indulgence, conformity, independence, emotional and verbal responsibility, involvement with the child, physical and temporal environment etc.

So, home environment refers to the climate prevailing in the home that varies from family to family, society to society and culture to culture. A good home environment means the level of environment in which a child is given the fattest opportunities for self-expression and resignation with in limit of parental acceptance and supervision.
The following measures should be followed to make home environment effective:

1. The head of the home should be conscious enough to make the home environment healthy and conducive for learning. The home problems should be resolved peacefully. It should try to keep the good books and other literature that have the educative value.

   Mahatma Gandhi had admitted in his autobiography that his father had brought a book on ‘Shravan Kumar’s parent’s devotion’. He had learnt and develops the quality of parent’s devotion; respect for his elders and duties towards his parents. The second book on Harish Chandra Drama, which had provides the lesson of responsibility and his duty. The home environment was responsible to keep him at the place of father of nation.

2. The intellectual environment of home should be healthy and high.

3. The head of home should also make efforts to maintain neighbor environment healthy and conducive.

4. The community should have high cultural values.

5. A child should be kept among good things, high ideals and good persons.

   The mother has relatively more responsibility for generating healthy home environment than the father. It is very significant for making of an individual. It provides heredity as well as environment. It is the basis on which the family is constructed by foundation laid by parents and family members. As family environment is the atmosphere where an individual spend not only most of his time but also attempts to contribute for its integration, maintenance and existence. It is here from where we get the habits, attitudes and other personality factors. Fundamentally, the success of education at any ladder not only depends on positive discussion but almost it depends upon family environment.

   There is no single person who can claim to be the sole educator of the child. The world of the outside influence stream into the psyche of the child directly or indirectly. Child spends most of the time in his family, which forms the most vital and formidable environment. Environmental factors such as socio-economic background of children, their friends and the places of distraction in the neighborhood exert their influence upon the child’s life. Good relationship between the child and his parents might counteract bad environmental conditions.
Introduction

Generally speaking, children develop less frustration when their parents impress them. There is amount of truth in the saying. “He is intelligent but his circumstances do not allow him to prove his worth.”

Many researchers working in different fields as such or as a synonym of parental child-rearing behaviors have used the term “Home Environment”.

According to Johnson and Medinnus (1969) “The psychological atmosphere of a home may fall into any of the four quadrants, each of which represents one of the four general combinations: acceptance, autonomy, control and rejection.”

![Diagram of Acceptance, Autonomy, Control, and Rejection]

Cohen (1979) observed that attitudes are notoriously difficult to define and measure and the relationship between stated or measured, parental attitudes and subsequent behavior is problematic.

Home environment has been conceptualized as the quality of human interactions, from the point of view of the child. It includes those aspects which foster growth and development, such as family trust and confidence, sharing of ideas, making discussions, parental approval, affection and approval of peer activities. A qualitative approach on the above line to measure home environment was developed by Watson (1957), William and Wilson (1961).
1.5 EMOTIONAL INTELLIGENCE

We are in a time when our prospects for the future are increasingly dependent on managing ourselves and handling our relationship more artfully. Even the persons with high intellect cannot always have successful grades at school or high IQ cannot predict unerringly who will be successful and who will not be in real life. Historically speaking, the term emotional intelligence was introduced in 1990 by two American University Professors, Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the differences in people's ability in the areas of emotions. However, the credit for popularizing the concept of emotional intelligence goes to another American Psychologist Daniel Goleman (1995). It was realized that there is definitely much more to success in life than possessing a high intelligence quotient and this realization eventually brought the concept of 'Emotional Intelligence' to force.

The concept of emotional Intelligence means making decisions or solving problems with in the context of situations and interpersonal relations. Emotional Intelligence is 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.

Salovey and Mayer (1990) coined the term emotional intelligence and described it as a form of social intelligence that involves the capacity for recognizing our own feeling and those of others, for motivating ourselves and in our relationship. According to Goleman, IQ accounts for only about 20% of a person’s success in life, balance can be attributed to emotional intelligence or EQ. Fig. 1.10.
EMOTIONS

What do happiness, fear, anger, affection, shame; disgust, surprise, lust, sadness and love have in common? These are emotions, which directly affect our day-to-day life.

This is the greatest paradox: “The emotions cannot be trusted. Yet it is they that tell us the

“GREATEST TRUTHS”

GEORGE MANDLER says that emotion is not a single thing at all, but rather a CHAPTER heading term, a broad umbrella stretched over many related concepts. It has been defined as an affective experience. That accompanies generalized inner adjustment and mental and physiological stirred up states in the individual that shows it in his overt. It is said that the springs of actions are emotions.

On the importance of emotions in life, emotions are basic primal forces of great power and influence designed by nature to enable the organism to cope with circumstances which demand the utmost effort for survival or success or to add color and spice to our living.
Emotions have been referred to as 'DYNAMICS of BEHAVIOUR', which in turn refers to energies of force that initiate activity. Emotion is the organism in the dynamic internal adjustment that operates for satisfaction and welfare of the individual.

Etymologically, the word 'Emotion' is derived from the Latin word 'emovere' that means 'to stir up' or 'to excite.' Emotion can thus be understood as an agitated or excited state of our mind and body.

Emotions play a key role in providing a particular direction to our behavior and thus shaping our personality according to their development. Many a times they seem to dominate us in such a way that we have no solution other than behaving, as they want us to.

According to McCown (1944) “Emotions are our responses to the world around us, and they are created by the combination of our thoughts, feelings and actions. What is most important is for each of us to learn that we create our own emotions. Our responses are shaped by our thoughts – by what we tell ourselves. As we clarify our understanding of our own beliefs and patterns, we take responsibility for our thoughts, feelings, and actions: we become accountable.”

Woodworth (1945) observes “Emotion is a 'moved' or 'stirred-up' state of an organism. It is stirred-up state of feeling that is the way it appears to the individual himself. It is disturbed muscular and glandular activity that is the way it appears to an external observer”.

According to Crow and Crow (1973) “Emotion is an effective experience that accompanies generalized linear adjustment and mental and psychological stirred-up states in the individual and that shows itself in his overt behavior.”

In Oxford Advanced Learner's Dictionary (2000): “Emotions are the part of person's character that consists of feelings.”
Every emotional experience involves many physiological and physical changes in an organism. It is prevalent in every living organism and present at all spheres of development. So emotions are an important aspect of life.

Emotions play an important role in determining various kinds of personal and social adjustments of children. The emotionally healthy individual has been described in many ways: responsible, sensitive to others. Respectful of self and others, realistic, insightful into own needs, employs problem-solving approach of personal sense of humor.

One's emotions decide whether or not one is going to be happy. Thus, one's emotions determine the sort of personality one has and can decide how successful he/she can become and most important of all, one's emotions have a powerful effect on one's health.

KINDS OF EMOTIONS:

Emotions are of two kinds: Negative and positive. All these emotions can affect one's health. I could like to mention five vital emotions which could be effective ways to make them work for you.

1. Negative Emotions:

These thoughts can cause physical abnormalities such as ulcers, indigestion, nervousness and high blood pressure. Thoughts can also depress the immune system, which leads to a wide variety of diseases. Experiencing poor health (how soon), depends on each person's heredity, environment, diet and behavior.

2. Positive Emotions:

If negative emotions can weaken the body's resistance, it is logical that positive emotions might strengthen it, or at least permit it to work as well as it should. Optimism, hope, love, laughter, strong desire, faith are some of the positive emotions which helps the human beings to balance in difficult situations.

DIFFERENCE BETWEEN EMOTIONS AND FEELINGS

1. A feeling is the response part of the emotion.
2. Emotion is an ‘umbrella term’ which includes the situation, the interpretation/perception of the situation and the response or the feeling related to the
perception of the situation.

SOURCES OF EMOTIONS

Human beings are not only motivated by reason and intelligence, but are also subject to passions, desires and a range of other feelings which can motivate them strongly – These feelings are called emotions. Since emotions move humans to do things, some psychologists have compared them to the mainspring (or battery) of a watch. Just as the hand of the watch would be motionless without the mainspring or battery, so would human beings be listless and accomplish little or nothing if there were no emotions to motivate them.

Emotions are psychological feelings that people have that usually result from – and contribute to – a conflict. Examples are anger, shame, fear, distrust, and a sense of powerlessness. If emotions are effectively managed, they can become a resource for effective conflict resolution. If they are not effectively managed, however, they can intensify a conflict, heightening tensions and making the situation more difficult to resolve. For example: whenever you feel disturbed or restless due to some irrelevant remarks by somebody, avoid reacting immediately or coming under sudden provocation. Allow sometime passing and refraining from saying anything as long as disturbance persists in your mind. It is best if you temporarily avoid the person or situation that you consider the cause of disturbance. Preparedly go away from that place and sit silently in solitude for sometime. Slow down and cool down yourself and then examine coolly all pros and cons. You’re most likely to understand better about the real problem in this sate of mind. Under provocation, the reasoning power of the mind gets destroyed.

INTELLIGENCE

In Sharma’s (2004) opinion “Emotions enable human beings to respond appropriately to a barrier of environmental situations. The relationship between emotion and intelligence is complex one. Instead of accepting the historic dichotomy between reasons and feelings, between academic basis and emotional basis, it is important to appreciate how these interact. Emotional responses can be regulating and used appropriately through conscious efforts.

The intellectual capacity varies from person to person. Some are bright, others are dull; some are quick, other are slow; some solve problems quickly and directly;
Introduction

others fumble over them for a long time, some adopt themselves to new situations easily; while other experience difficulty in doing so. In contrast to animals, man considered to be endowed with certain cognitive abilities, which make him a rational being. He can reason, discriminate, understand, adjust and face a new situation. But human beings themselves are not all alike. There are many reasons for differences in individuals as interest, attitude, desired knowledge and skill etc, but still there is something that contributes significantly to kinds of intelligence.

A person may be said to be intelligent to the extent of the effectiveness with which he deals with all the elements and situations in his environment. Thus, his intelligence is evaluated according to the manner in which he deals with people, things and ideas.

Stern (1914) observes “Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is the general mental adaptability to new problems and condition's of life”.

According to Terman (1921) “Intelligence is the ability to carry on abstract thinking.”

In Thorndike’s view (1923): "Intelligence is power of good responses from the point of view of truth and fact.”

Wechsler (1944) says "Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment."

In the words of Woodworth and Marquis (1948): “Intelligence means intellect put to use. It is the use of intellectual abilities for handling a situation or accomplishing any task.

Jean Piaget (1952) defined "Intelligence is the ability to adapt to one's surroundings."

Ross (1952) viewed “Intelligence is a conscious adaptation to new situations.”

Munn (1961) opined "Intelligence is a flexibility of the mind to meet the new situations."
According to Garry (1989) "Intelligence is the innate ability to solve problems, the innate ability is that which is present in a person from birth not acquired through self study or as a result of classroom instruction."

\[
\text{Intelligence Quotient (I.Q.)} = \frac{\text{Mental Age}}{\text{Chronological Age}} \times 100
\]

According to Wagner (1973) “Intelligence is the capacity to learn and adjust to relatively new and changing conditions.”

**TYPES OF INTELLIGENCE**

There are 3 types of intelligence:

1. **Social intelligence** - ability to understand and deal with persons.
2. **Concrete intelligence** - ability to understand and deal with things.
3. **Abstract intelligence** - with verbal and mathematical symbols, words of varying differences.

In Psychology it is termed 'Intelligence'. In ancient India our great Rishis named it 'Viveka'.

Man is the superior most animal and it is distinguished from lower animals because of his educable ability. The human life has two aspects, i.e., biological and sociological. The biological aspect of human life is maintained and transmitted by environmental factors and reproduction; whole social aspect of human life is maintained and transmitted by education. Education promotes man’s intelligence and enables him to be industrious and ensures his progress.

**EMOTIONAL INTELLIGENCE**

Cooper (1993) thinks “Without Emotional intelligence in medium to long term, you will be less balanced in personal life and make lots of enemies.”

In the words of Kothari Commission, the yesterday's education system cannot satisfy the present need and even less so the tomorrow's need. To meet the present need, the education of the youth should be changed from the world of school to the world of work and life. The present education system does not give any guarantee for the successful life. Our past experiences and experiments indicate that even the
persons with high intellect cannot be always successful. A vacuum is realized over the years. Many people have been trying to fill the gap between the success and failure caused by mind and heart. This investigation continues over the years not only in developing countries like India but all over the world. Recently Psychologists, Mayer (1990) has given an answer by introducing the concept of ‘Emotional Intelligence’, involves the ability to deal with feelings, the ability to communicate. The lack of these skills has far reaching impact and results in unhappiness and inability to form positive relationships. Recent findings have identified emotional intelligence as the single most important factor predicting success and happiness in life.

Ever since the publication of Goleman's first book on the topic in 1995, Emotional Intelligence has become one of the hottest ‘buzz’ words in corporate America and become a popular phrase in recent times. It is a form of social intelligence which involves the ability to monitor one’s own and other’s feelings and emotions to discriminate among them and utilize this information to guide one’s thinking and action. Salovey and Mayer (1990) Bar-On (2002) defined emotional intelligence as, an array of non-capabilities, compliances and skills that influence one’s ability to succeed in coping with environmental demands to pressure.

Emotional intelligence is a popular psychological concept that has captured the imagination of educationists. This concept has relatively recent origin, which is linked to personal and social competence, academic and social success and individual as well as team effectiveness in organizations. Emotional intelligence is not being nice, it does not mean giving free reason to feelings, nor it is fixed genetically; nor allowing one’s emotions and prejudices to get the better out of one’s judgment. Infect, it is a new yardstick, which is increasingly applied to judge a person to find out how far on one excels in life. It is the combination of head and heart.

Emotional intelligence has its roots in the concept of social intelligence, first coined by Thorndike in 1920. Thorndike defined social intelligence as the ability to understand and manage men and women, boys and girls to act wisely in human relations. Emotional intelligence first emerged in the context of Gardner’s (1999) theory of multiple intelligence. He concluded inter and intra personal intelligences. He concluded ability turned in world; it is a capacity to form an accurate model of one and to be able to use that to operate effectively in life.
Worth (2002-2004) proposed model of multiple intelligences. According to him, all types of intelligences are co-related. Emotional intelligence is needed to begin a spiritual journey. No doubt, a little self-awareness and empathy is also intelligence can reinforce the emotional intelligence, and emotional intelligence can then nourish spiritual intelligence, so they are positively reinforcing each other. So both spiritual intelligence and emotional intelligence leads to better adjustment in life.

**Model of Multiple Intelligences**

![Model of Multiple Intelligences Diagram](image)

Although a person’s feelings cannot be observed directly by others but they can be inferred from his overt behavior and verbal report of his introspection, as no one can double the realities of emotions as conscious experience. To produce an emotion, a stimulus situation must be related to past experience and seen as implication in the future.

Emotional intelligence motivates employees to pursue their unique potential and purpose and activate innermost potential values and aspirations transforming them from things they think about, to what they do. Emotional intelligence enables one to learn to acknowledge and understand feelings in our self and in others and those we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work.
Introduction

From the studies of behavioral sciences, it is well known fact that intelligence is an innate as well as acquired potential. Every child is born with some intellectual potential which grows and develops with the help of maturity and experience. Similarly, one is born with some innate emotional intelligence in terms of one's emotional memory, emotional sensitivity, emotional processing and emotional learning ability. General intelligence is not subject to decline with life experiences but emotional intelligence can be developed or destroyed depending upon the types of experience one gets in one’s life. Emotional intelligence like general intelligence is the product of heredity and environment.

For long, it has been believed that success at the workplace depends on one’s level of intelligence or intelligence quotients (IQ) as reflected in academic achievements, examinations passed, marks obtained. etc. in other words, doing well in your studies.

Doing well in college/ school, holding an engineering degree, obtaining high scores in an IQ test, are instances of intelligence of the academic variety. But how bright one is outside the classroom, faced with life’s difficult moments? Here one need a different kind of resourcefulness, termed as emotional intelligence (EQ), which is a different way of being smart.

Emotional intelligence is not fixed at birth; it can be nurtured and strengthened throughout adulthood with immediate benefits to our health, our relationships and our work, the problem is not with emotionality but with the appropriateness of emotions and its expression. The question is, “how can we bring intelligence to our emotions and caring to our communal life.

Mayer and Salovey (1993), American Professors., develop a scientific measure for knowing the differences in people's ability in areas of emotion. They later specified group of competencies, which are:

1. The ability to perceive and express emotion accurately.
2. The ability to access and evoke emotion.
3. The ability to comprehend emotional information.
4. The ability to regulate one's own emotion.
Mayer and Solovey (1997) revised their own definitions, stressing the cognitive components of emotional intelligence, which involves ability to perceive accurately, appraise and express emotions: the ability to access and generate feelings which facilitate thought, the ability to regulate emotion, to promote emotion and intellectual growth.

Emotional intelligence is the capacity of recognizing our own feelings and that of others for motivating ourselves and for managing well in us and in our relationships. There are, however, two major conceptualizations of emotional intelligence. The ability models focus on the interplay of emotion and intelligence as traditionally defined, while the mixed models describe a composite conception of intelligence, that includes mental abilities and other dispositions and traits.

According to Goleman (1995) "Emotional Intelligence is the ability which includes self-control, zeal, persistence and the ability to motivate oneself."

Cooper and Sawaf (1997) define “Emotional intelligence is a source of human energy, information, connection and influence.”

According to Stein and Book (2001) "A set of skills that enables us to make our way in complex world, the personal, social and survival aspect of over all intelligence, elusive common sense and sensitivity that are essential to effective daily functioning."

In the words of Bar-on (2002) "Emotional Intelligence is an array of non-cognitive, capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures."

David (2004) defined emotional intelligence as the ability to accurately identify emotions, use emotions to help, what you think, understand, which causes emotion and manage to stay open to these emotions in order to capture the wisdom of our feelings.

Emotional intelligence is the accumulation of all cognitive and non-physical capabilities, competencies and skills a person has, that help him/her to deal with the demands and pressures of everyday life. Emotional intelligence has much to do with knowing when and how to express emotion as it does controlling it. It is the ability to
use one's emotions to solve problems and to live more effective life and understanding premise for all management training. Emotional intelligence must combine two of the three states of mind: cognition and affective, intelligence and emotional.

New theories of intelligence have been introduced which indicate that success not only depends upon intelligence but control of emotions plays a major role in human success. Emotional intelligence and social intelligence also play a big role in a person's success. These abilities and skills are used by a person to overcome problems of daily life. Persons with well-developed emotional skills, see themselves realistically, always cope with unexpected change, control strong emotions and impulses and experience true empathy. People, who can't marshal some control over their emotional life, get easily frustrated, over-react to perceived criticism, avoid reality, get angry easily and became pessimistic about life. A relatively new concept of Emotional intelligence with its significance being more than one's general intelligence has emerged on the educational and social scenario.

According to the National level Interactive workshop organized by the Chamber of Commerce and Industry in New Delhi in 2002 to discuss the “Emotional Intelligence at work.”

1. Emotional Competency constitute 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, leading to avoidance of negativity of emotions, handling egoism.

2. Emotional Maturity constitutes evaluating emotions of oneself and others, identifying and expression feelings, balancing state of heart and mind, adaptability and flexibility, appreciating 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 inter-personal dealings interpreting emotional clues truthfully realizing communicability to emotions, moods and feelings and having insight into how others evaluate and relate it to you.

Thus, emotional intelligence constitutes 3 psychological dimensions: emotional competency, emotional maturities, emotional sensitivity – which motivate the individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behavior. It is shown as below:

**The Three Components of Emotional Intelligence**

![Diagram of emotional intelligence components](Image)

In the words of Lauteinlager (1997): A NIP teaching fellow of Hamden Connecticut, U.S.A. quotes “To be emotionally intelligent, I submit that you become proficient in the four A’s of emotional awareness, acceptance, attitude and action. Awareness means knowing what you are feeling when you are feeling it. Acceptance means believing that emotions are a biological process-taking place in the body and brain and that it is not always rational. It means being able to feel without judging it. Attitudes are beliefs that are attached to emotion. There are times when the emotion follows an attitude, or is colored by an attitude. Unless the attitude is challenged, the
emotion will continue to be felt in the same direction. Action is the behavior you take based on emotional attitude”.

According to Dunn (2003) components of emotional intelligence, which can be regarded as a key to successful life, are self-awareness and self-honesty, knowledge about causes of emotions, empathy, motivation and good decision-making, ability to analyze and understand relationships, intuitiveness, creative and flexible thinking, integrated self and balanced life.

Research on EQ has revealed those people high on EQ are happier, healthier and more successful in relationships and life. They strike a balance between emotion and reason, are aware of their own feelings, are empathetic and compassionate towards others and also show signs of high self-esteem.

A high EQ leads to positive feelings such as:

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Appreciation</th>
<th>Friendship</th>
<th>Self control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction</td>
<td>Freedom</td>
<td>Fulfillment</td>
<td>Autonomy</td>
</tr>
<tr>
<td>Desire</td>
<td>Awareness</td>
<td>Contentment</td>
<td>Peace</td>
</tr>
<tr>
<td>Focus</td>
<td>Elation</td>
<td>Happiness</td>
<td>Balance</td>
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**Indicators of a Person’s Success in Life**

Emotional intelligence refers to the capacity to deal effectively with one’s own and others emotions. When applied to the workplace, emotional intelligence is about thinking intelligently with emotions; perceiving, expressing, understanding and managing emotions in a professional and effective manner at work.

Knowledge of a person’s own emotions is the basic elements of emotional intelligence. To understand EQ imagine that you have two parts; a thinking part, and a feeling part, as depicted in Fig. 1.13.
Components of Emotional Intelligence

While doing so, consider the following questions:

1. Are these two parts friends?
2. Is one part the boss?
3. How do the two communicate with each other? Openly and honestly?
4. How do they react in the events of a disagreement?

These two different kinds of intelligence - intellectual and emotional express the activity of different parts of the brain. We have two minds – one that thinks (rational mind) and one that feels (emotional mind). One acts according to his/her emotional and rational mind. The intellect is based solely on the workings of neocortex; the more recently evolved layers at the top of the brain. The emotional centers are lower in the brain in the more ancient sub-cortex; emotional intelligence involves these emotional centers at work, with the intellectual centers.

The emotional dichotomy approximates the folk distinction between the 'heart' and 'head' knowing something is right. There is a steady gradient in the ratio of rational to emotional control over the mind, the more intense the feeling, the more dominant the emotional mind becomes and the more ineffectual the rational. Both operates in tight harmony for the most part, intervening their different ways of knowing to guide us through the world ordinarily, there is a balance between emotional and the rational mind, with emotions feeling into and informing the
Introduction

operations of the rational mind and on the other hand, the rational mind refining and sometimes vetoing the inputs of the emotions.

So these two semi-independent facilities, each reflects the operations of distinct but inter-connected circuitry in the brain. The thinking brain plays an executive role in our emotions except in those moments when emotional urge is out of control and the emotional brain runs rampant. Thus Intelligence is of two kinds — rational and emotional. How do we do in life, is determined by both, it is not just IQ but emotional intelligence that matters. Indeed, intellect cannot work at its best without emotional intelligence. Head and heart both should work in a harmonizing tone.

An academic intelligence has little to do with emotional life. The brightest among us can founder on the schools of unbridled passions and unruly impulses; People with high IQ’s can be poor pilots of their private lines. Driving ambition and high IQ might give one a head start in the race of the top but emotional intelligence is essential for medium to long-term success in one’s life. Emotional intelligence includes those abilities such as, being able to motivate oneself and persist in face of frustrations to control impulse and delay gratification: to regulate one’s moods and keep distress from swamping the ability to think and to empathize.

Emotional aptitude is meta-ability, determining how, well we can use whatever skills we have, including raw intellect. The medium of all emotion is impulse and the speed of all impulse is a feeling, bursting to express itself in action. The basic flair for living, called emotional intelligence is being able, for example, to rein in emotional impulse, to read another’s innermost feelings and to handle relationships smoothly.

Which part of the above picture (fig. 1.13) of components of emotional intelligence is smarter?

It is clear that harmonious compatibility of the two parts constitute EQ.

1. The good news about emotional intelligence is that, unlike IQ, it can be improved throughout life.
2. In the normal course of lifetime, emotional intelligence tends to increase as you learn to be more aware of your moods, to effectively handle distressing emotions, to listen and empathize.
In short, as you become more mature. To a large extent, maturity itself describes this process of becoming more intelligent about your emotions and your relationship.

COMPONENTS OF EMOTIONAL INTELLIGENCE In *Goleman's Model (1997)*

Goleman has adapted *Mayer and Salovey model (1990)* into his own version. His adoption includes these five basic emotional and social competencies.

![Flowchart](image-url)  

**Fig. 1.14**

1. **Personal Competencies:**
   1. Self-awareness: - The key to success is to know our self. According to Goleman, it includes the following three important steps: Emotional awareness, accurate self-assessment and self-confidence.
Introduction

2) Self-Regulation: It refers to managing and handling impulses distressing feeling and upsets rather then denying or repressing these feelings. It helps in staying focused, calm and to think clearly even under pressure. It has five steps: Self-control, trustworthiness, consciousness, adaptability and innovation.

3) Self Motivation: It helps in the achievement of goals. It is ability to pursue goals with energy and persistence. It provides the drive and zeal to shape thoughts and actions. Three important motivational competencies are as follow: Achievement drive, commitment and initiative and optimism.

(II) Social Competencies:

1) Empathy: It refers to the ability to put oneself into another's shoes and look at things or think from his point of view. It can be called the foundation skills for all the social competencies. Emotionally balanced people are generally empathetic and not sympathetic. It includes the following: Understanding others, service orientation and political awareness.

2) Social Skills: It is an ability to build rapport with various sections of society and create network of people. It includes the following competencies: Influence, conflict management, leadership and communication.


1 Intrapersonal realm: Self awareness, assertiveness, independence, self regard and self actualization.

2 Interpersonal realms: Empathy, social responsibility, inter-personal emotional relationship.

3 Adaptability realms: Problem solving, reality testing and flexibility.

4 Stress management realm: Stress tolerance and impulse control.

5 General mood realms: Happiness and optimism.

PROCESS OF EMOTIONAL INTELLIGENCE

It is a four-step process:

1. To perceive emotions: In this stage, individual perceives various steps of emotions in self and in others. Emotions can be perceived through face reading, body language and voice tone etc.
2. To integrate emotions: After perceiving emotions individual tries to find out how his own feelings and emotions are related or unrelated to perceive emotions. The individual tries to find analogy with the perceived emotions to integrate the newly perceived emotions. If he finds any analogy then integrates the perceived emotions with the analogous ones, otherwise keeps them in a separate category.

3. To understand emotions: After integrating the emotions with the analogous ones, the individual tries to analyze and synthesizes pros and cons of the emotions. This enhances his/her understanding for the intensity and outcomes of the emotion. And finally, after acquiring the proper understanding of the emotion, the individual is in a position to use the emotion in problem-solving and decision-making etc.

4. To manage emotion: When one is able to understand the emotion properly, then one can exercise its proper control and regulations over the expressions and use of emotion, in dealing with self and others so as to promote harmony, prosperity and peace.

Thus emotional intelligence is the ability to monitor one’s own and other’s emotions, to discriminate among them and to provide information, to guide one’s thinking and actions.

CHARACTERISTICS OF EMOTIONAL INTELLIGENCE

It is a non-cognitive and non-physical capacity of the organism, it motivates the organism to perform activities properly, levels of emotional intelligence are not genetically fixed nor it develops only in early childhood but develop throughout life, knowledge of person’s own emotions, i.e., understand self, ability to resolve conflicts, to emphasize, solve problems and evaluate risk, regulate one’s emotions, to express one’s emotions appropriately and motivates one.

CHARACTERISTICS OF EMOTIONAL INTELLIGENT PERSON

Excellent sense of humor, high activity level, abstract reasoning and problem solving skills, high achievers, extensive language developments, high self-esteem, extra-ordinary memories, high degree of confidence, good and quick learners,
optimistic in nature, few behavioral problems, generally happy in life and handle their emotions nicely.

MEASUREMENT OF EMOTIONAL INTELLIGENCE

As intelligence is measured in terms of intelligence quotient, emotional intelligence is measured in terms of emotional quotient. Knowing about one's emotional intelligence in terms of an emotional quotient has wide educational and social implications:

1. Emotional intelligence is powerful and its items are more powerful than intelligence while intelligence quotient contributes only 20% of success of an individual and emotional quotient contributes the rest.

2. Emotional intelligence may be the best predictor of success in life. Emotionally intelligent people are more likely to succeed in life in their any type of undertaking.

3. Emotional intelligence can be taught and improved in individuals; this makes one's life more healthy, enjoyable and successful.

4. The concept of emotional intelligence captures like essence of what our children need for being productive and happy.

5. Even success in academics can be predicted by emotion.

6. In working situation too, emotional intelligence helps more than one's intellectual potential. A professionally competent person having poor emotional intelligence may suffer on account of his inability to deal with his self or getting along with others.

7. A person's emotional intelligence is helpful in all spheres of life. The various components of emotional intelligence like knowledge of one's (self-awareness), managing the emotional intelligence (motivating oneself), recognizing emotion in others (empathy) and handling emotional relationships. The achievements of the end results in terms of handling of mutual relationships are quite essential and significant in one's life. It can be possible only through one's potential of emotional intelligence and its proper development.
8. For the measurement of emotional intelligence, its tests are used but these tests and measures are not available in sufficient quantity.

E.Q. unlike I.Q. is not easily quantifiable. It pivots on such intangibles as social deftness, persistence and empathy. Shrink developed a test on emotional intelligence. It consists of 70 items to complete by the subject in 35-40 minutes. Here is a model item to rate the level of one’s emotional intelligence on the basis of one’s response.

When I feel crabby. I don't know what or who is upsetting me:

Most of the time Often Sometimes Rarely Almost Never

DEVELOPMENT OF EMOTIONAL INTELLIGENCE

1. One should develop the ability to understand feeling in the right manner, both in oneself and in others.

2. In all situations, self-awareness of feelings and emotions are important. One should try to teach others and self about the knowledge of feelings and emotions and their regulations.

3. For understanding others and their feelings, develop the trait of a good listener. People, who have high emotional quotient, also have high score on empathy.

4. Try to do away with the wrong notions that thought is the most appropriate when not clouded with the emotions. Try to integrate thoughts and emotions, heart and mind for appropriate behavioral reaction at right time. Don’t try to suppress emotions, strike a balance between rational thoughts and emotions.

5. Try to practice and teach children the art of managing the feelings and emotions as adequately as possible.

6. One should not allow the emotions and feelings to be obstacles in one's path. Use them as motivating agents or as a force of achieving one's goals.

7. Develop a sense of empathy, i.e., a sense of what someone is feeling.
Introduction

8. One should learn the methods of proper development of social skills for better communications and interpersonal relations with others.

9. One should express one’s feelings with an equal sense of attending and listening to others’ feelings for better management of relationships.

10. One should try to devote more time and make efforts to develop not only cognitive professional skills but also affective skills for the development of emotional intelligence.

11. One should try to provide oneself a model or a companion for managing proper emotional bonds.

Psychologists suggest the following ways to develop emotional intelligence:

1. Good role models – teachers, parents etc. by observing these role models, one can gradually learn how to analyze and cope with life.

2. One can learn from his/ her own life experiences.

3. Attending workshops and seminars on personality development.

ROLE OF EMOTIONAL INTELLIGENCE IN SELF-AWARENESS

1. Emotional intelligence is not the opposite of IQ; it is not the triumph of head over heart. It is the unique intersection of both. Emotional intelligence combines emotions with intelligence.

2. In this view emotion and thinking work together. Emotions assist thinking and thinking can be used to analyze emotions.

3. Emotional intelligence is the ability to use your emotions to solve problems and live an effective life.

4. Emotions are nagging thoughts. Emotions are very often unwelcome guests in our lives.

Emotions provide us with information, which if ignored can cause serious problems. If we are aware of our emotions, if we act on our emotions in an artificial way, then we will increase the odds in your favor.
HOW TO RAISE EMOTIONAL INTELLIGENCE SELF-AWARENESS

1. Pay attention to the physical signs aroused situations (elevated blood pressure, sweating, breathing hard)

2. Keep a diary to write down emotions and feelings when facing stressful situation.

Individual Activity

Take a few moments to think of examples where you showed heightened self-awareness and where you showed limited awareness. It is recommended that you write this down in your diary.

Emotional self-awareness means that we are aware of what we think and feel in the present. If you develop your emotional intelligence starting with increasing self-awareness what effect would it have?

- At home?
- In life?
- At work?

Increasing Awareness

This exercise will help to know oneself better. So be frank in responses. Read each statement given below and indicate on the left-hand, blank space, how much is true of your behavior, by using the following guidelines being Honest about your feelings.

Before you can explore your feelings you must be aware of them. Then you can own them as yours. In each of these questions try to be open with yourself.

1. The feeling I find easiest to express is: ____________________
2. The feeling I find most difficult to express is: ________________
3. The person I feel most at ease with is: ____________________
4. The person I feel most uncomfortable with is: ________________
5. The thing I find easiest to do is: ____________________
Introduction

6. The thing I find most difficult to do is: __________________________

7. The one thing about myself I would most wish to alter is: ________

Challenge Yourself

☐ Do you want to own these feelings?
☐ Would you be prepared for someone else to know about you?
☐ Why would you not want to disclose these feelings with anyone?

Certainly we can develop our Emotional intelligence and live a healthier and happier life.

IMPORTANCE OF EMOTIONAL INTELLIGENCE

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

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

• The enhancement of the harmonious personality of the individual depends to a large extent on his/her emotional intelligence. It enables a man to achieve highest pinnacle in his search for self-fulfillment.

• Emotional intelligence re-enforces the concomitant drive to increase individualism. 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? Knows how to listen patiently to other people's problems?

• Emotional intelligence gives the introspective insight before getting to know others. The knowing of oneself and of others would induce interaction among them; whereby the potentiality can be used in full and the family life would be happy through the understanding of each other.
Introduction

- Emotional intelligence enhances the talent of artful leader in utilizing people and in capturing their hearts. It gives chance for the administrator to study and develop the staff. It can influence people to accomplish required task. Encourage individual competition rather than team spirit.

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

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

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

- Emotional intelligence is a primary factor in healthy ageing permitting the human being to live long. There are positive impacts to the individual ability to sustain both mental and physical health. Emotional intelligence also enables to assume responsibility for an individual feelings by saying, "I feel" instead of 'I should not have.'

- Emotional intelligence helps in stimulation, motivation, improving communication, reducing stress and enhancing decision-making power of teachers, administrators, students and also the parents.

- Emotional intelligence also helps to cope with stressful situations. So, stress management largely depends upon striking an emotional balance between a potential stress condition and reaction to it.

The most beneficial effects of emotional intelligence may occur in environment in which there is a high degree of control.
Introduction

1 Enables human beings to respond appropriately to a variety of environmental situations.
2 Provides a critical edge in work, family, social and even spiritual settings.
3 Helps to understand emotions.
4 Prescribes preventive measures against bad behavior, amity, frustration, boredom and depressions etc.

EMOTIONAL INTELLIGENCE AND TEACHER

Human beings are full of emotions and the teacher, who knows how to use it, will have dedicated learners. It means sending dominant signals instead of submissive ones with your eyes, body and voice. Only effective teachers can materialize policies and plans of education in the classrooms at the grassroots level. In order to perform his role effectively a teacher should be intelligent in emotions and satisfied in profession, because a teacher is the hope for an individual and the nation. Since, teacher's personality, behavior, interest, attitude and emotions affect the children's behavioral pattern, so, a teacher should understand his own emotions and other attributes as well as the same of pupils.

As emotional intelligence is the matter of teaching learning process, it can be improved and learned throughout the life of an individual through the intellectual efforts of the teacher. A teacher with high emotional intelligence is emotionally aware, i.e., such a person is aware of his/her own feelings and is not limited by logic, intellect and reasons while making decisions and managing pupils and also able to read universalized emotions in others. An emotionally literate in the sense that he/she is able to concisely articulate emotions, and has a broad vocabulary of feeling words. As a teacher, he should not easily become defensive or angered rather than encouraging others to do like wise. The teacher is empathic and accepts others and shows compassion, instead of being demanding and intolerant. Not only does the teacher treats all feelings with respect but is also inspiring and motivating. The ability to deal with the emotional upsets is powerful asset on the part of the teacher in building and maintaining the self-confidence. This enables the teachers to accept
Introduction

challenging tasks, which other people tend to avoid. The teacher cannot build effective tasks, cannot build effective teaching learning interaction only with education, since pupils have emotions as well. Hence, feelings and emotions are equally important in teaching learning process. When a teacher is in the class, he/she must understand his/ her own emotions as well as the emotions of pupils and act appropriately. By virtue of this, the teaching learning process can become enjoyable and productive. Teaching and learning may also be based on the pleasure principle. The study of Behera (2005) found that there is a significant positive relationship between teacher effectiveness and emotional intelligence of junior college teachers as a whole and with the various dimensions of teacher.

Emotional Perception: refers to the ability to accurately recognize emotion in oneself and in others. It also refers to the ability to discriminate between honest and dishonest expression of emotion.

Emotional Regulation: refers to the ability to monitor and alter the intensity and direction of an emotion in oneself and others. It includes the ability to moderate negative emotions to remove the detrimental effects on adaptation as well as maintaining positive emotions that have hedonistic value.

Emotional Knowledge: refers to an understanding of emotions and the utilization to important aspects of the social world, to develop creative and flexible perspectives and to maintain motivation towards goals.

Emotional process is not an isolated phenomenon but component of general experience, constantly influencing and influenced by other processes going on at the same time. Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. To be effective, the cognitive processes must be in control of the emotions, so that they work for rather than against. It is also defined as an array of no cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressure.

Emotionally intelligent teachers help students with improved motivation, enhanced innovation, increased performance, effective use of time and resources,
Introduction

improved leadership qualities and improved team work. Hence, it is essential to develop the emotional intelligence of student teachers. Inspirational subjects like art, literature, poetry and music help in developing an appreciation of the beautiful and sublime emotions in life. They should be included in the teacher education curriculum. Religious beliefs and an abiding faith in God help in tolerance and stability of emotions. There should be no suppression of emotions. There should be no sublimation through constructive activities. Sports, games, dramatics and other co-curricular activities are of great value. Skill, confidence and involvement in work as well as a healthy sense of humor are basic to emotional intelligence. Therefore, work, ethics and balanced work and healthy living must be stressed in the curriculum. Emotions should be concentrated or directed towards some good object or healthy idea. Such a direction and concentration can lead to development like justice, patriotism and other moral qualities. Strategic competency in teaching can be developed in teachers by means of emotional intelligence.

So the concept of emotional intelligence taken together means how intelligently we can control our emotions. Emotional intelligence refers to the capacity of recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in us and in our relationships. Emotional intelligence helps the child not only to understand him but also other fellow beings in the right manner because getting in touch with your own feelings and empathizing with those of other fellow beings definitely has benefits beyond measure. People who are emotional, adopt 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 doing and effectively in their lives, mastering the habits of mind, which make fast their own productivity. People, who can't marshal some control over their emotional life, fight inner battles that sabotage their ability for focused work and clear thought.

Emotional intelligence refers to a person's innate potential. Each baby is born with certain potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability. These are four inborn components that are for the care of one's emotional intelligence. It is a new concept. Emotional aptitude is the medium or ability, determining how well we can use, whatever skill we have,
including raw intellect. The medium of all emotions is impulse and the seed of all impulse is a feeling brushing to express itself in action. The basic flair for living called emotional intelligence, for example, to see in emotional impulse to read another’s innermost feelings and to handle relationships smoothly and we can conclude that emotional intelligence includes ability such as being able to motivate oneself and persist in the face of frustrations to control impulse and delay gratification to regulate morals and keep distress from swamping the ability to think and to emphasize and hope.

Keeping in view all these things, there is a great need of emotional literacy programme in schools in the field of education. The administrators, the teachers and students are obliged to take the responsibility together in developing the emotional intelligence at a personal, group and organizational level.

1.6 NEED AND SIGNIFICANCE OF THE STUDY

Today's modern age of science and technology has increased the complexities of life because of rapid individualization, urbanization, technical advancement and desire for more success; individual's life has become chaotic, full of stress and strain. The teacher is one of the most exposed persons in the present era of stress and strain. He lives in a state of perceptual insecurity. To ensure good quality of education there is need to have efficient teachers who are mentally healthy, secure and emotionally intelligent.

Mental health depends upon the efficient working of body and mind. So, for a teacher it is very essential that his/her both mind and body should be in a balanced condition for maximum output. So here we feel need to study about the mental health of the teacher trainees as mental health affects one's adjustment with his/her own self and with the society.

Home is the cradle of civilization. It is home that makes an individual a social being. Social and cultural environment of home contributes significantly in the development of personality. The child comes in close contact with his parents and other members of the family. The mother of the child is considered the first teacher to
Introduction

shape his behavior. All these are the basis of home environment. There is a great need to study emotional intelligence. There is need to enrich the content and subject matter of emotional intelligence. The importance of emotional intelligence in this fast growing society itself is contributing to accelerate the research activity. In emotional intelligence as well as other fields of life, it will be helpful to provide direction to younger generation to develop emotional intelligence and normal behavior in every field of life to progress. The problem is not with emotionality but with appropriateness of emotions and its expression.

To survive in society one needs to fulfill his social, economic, religious, moral, cultural, physical, emotional, psychological and biological needs. These could only be fulfilled only if a person has good mental health, proper environment, intelligence and knowledge. For a teacher personality development is very important. In the stressful atmosphere if mental health of teacher is not good, it automatically influence the home atmosphere which ultimately have adverse effects on the emotional intelligence of the teacher. So study of all these factors is very important in this modern complex life to become a balanced personality of teacher trainees.

1.7 STATEMENT OF THE PROBLEM:

The problem under investigation is stated as, "STRESS AMONG TEACHER TRAINEES IN RELATION TO THEIR MENTAL HEALTH, HOME ENVIRONMENT AND EMOTIONAL INTELLIGENCE."

1.8 OBJECTIVES OF THE STUDY

The present investigation has been undertaken with the view to fulfill the following objectives:

1. To study the level of stress among teacher trainees.
2. To find out the difference in stress among:
   (a) rural and urban areas teacher trainees.
   (b) male and female teacher trainees.
3 To find out the difference in mental health among:
(a) rural and urban areas teacher trainees.
(b) male and female teacher trainees.

4 To find out the difference in home environment among:
(a) rural and urban teacher trainees.
(b) male and female teacher trainees.

5 To find out the difference in emotional intelligence among:
(a) rural and urban areas teacher trainees.
(b) male and female teacher trainees.

6 To find out the relationship of stress with mental health of teacher trainees of:
(a) rural areas.
(b) urban areas
(c) males
(d) females

7 To find out the relationship of stress with home environment of teacher trainees of:
(a) rural areas.
(b) urban areas
(c) males
(d) females

8 To find out the relationship of stress with emotional intelligence of teacher trainees of:
(a) rural areas.
(b) urban areas
(c) males
(d) females

9 To find out predictors of stress of teacher trainees from among the independent variables of mental health, home environment and emotional intelligence.
1.9 DELIMITATIONS OF THE STUDY:

The present study will be delimited to:

a) The state of Punjab comprising of 20 districts out of which Ludhiana, Moga, Bathinda, and Sangrur districts will be selected.

b) 600 teacher trainees will be equally balanced among rural and urban areas and male and female.