CHAPTER-I

INTRODUCTION AND EMERGENCE OF PROBLEM

Spectacular developments in space technology, digitalization and convergence of computer & communication technologies have initiated the new information and communication technology. Evolution in technology has made possible to transmit & receive even terra bytes of information anywhere on our planet. With the establishment of wide band optical backbone, instantaneous internet connectivity, seamless multimedia networking through satellite, wireless optical & cable delivery optics, information technology has become the most powerful & decisive engine of socio economic development in the 21st century. Information technology is revolutionizing life on earth in a way that any other technology has done in human history. Such development generates self reliance which takes the entire society to an ever widening economy. The development of any society, nation or people is closely related to its educational attainments. Scientific and technological development, justice, law and order, art and culture and virtually every aspect of human life is impacted by the education of people and the educational system is significantly impacted by state ideology and social norms. Education, as we see it today, is also shaped by the contribution of the great thinkers and philosophers over time. From Pluto to Dewey and from Vishnu Sharma to Gandhi, each one of them has had global and local impacts on the educational philosophy and systems. Clearly, education is a lifelong vocation and takes place at every instance of time. Education is a human development effort which contributes towards the cultural team information of the citizens. It is a powerful instrument of social, economic & cultural development. In the past, academic practitioners often saw themselves as wise “sages on the stage” delivering data, information, knowledge and wisdom to the eagerly awaiting students, whose minds were empty vessels waiting to be filled. But today, the world’s store of knowledge is increasing at such a monumental rate, that no single person can hope to adequately convey as comprehensive an understanding of a subject as is possible, or as could be absorbed by most students. The Global Information Infrastructure
Commission (GIIC), an international, independent, non-governmental private sector organization argues that the globalization of the economy and its concomitant demands on the workforce requires a different education that enhances the ability of learners to access, adopt, and apply knowledge to think independently to exercise appropriate judgment and to collaborate with others to make sense of new situations. The objective of education is no longer simply to convey a body of knowledge, but to teach how to learn, problem-solve and synthesize the old with the new. There are a range of new technologies and new techniques engendered by the Information Revolution that allow for the production of new knowledge and the dissemination of data, information and knowledge. Some of these technologies include the Internet, World Wide Web, CD-ROM, printed, audio, video and other electronic media forms. These new technologies allow for academic practitioners to move from being "sages on the stage" into the role of the "guide on the side" and assist students in gaining the skills and abilities required to acquire and utilize knowledge contained in various forms around the world. Education is also undergoing constant changes under the effects of globalization. The effects of globalization on education bring rapid developments in technology and communications are foreseeing changes within learning systems across the world as ideas, values and knowledge, changing the roles of students and teachers, and producing a shift in society from industrialization towards an information-based society. It reflects the effect on culture and brings about a new form of cultural imperialism. The rise of new cultural imperialism is shaping children and the future citizens of the world into ‘global citizens’. To meet the needs of information based society and to develop broad range of skills, we need gigantic revolutionary changes in our education system as it is a key element of empowerment. The main purpose of education is to educate individuals within society, to prepare and qualify them for work in economy as well as to integrate people into society and teach those values and morals of society. Education is a means of socializing individuals and to keep society smoothing and remain stable. It prepares youngsters for adulthood so that they may form the next generation of leaders. Education and society provides a forum where teachers and scholars all over the world are able to evaluate...
problems in education and society form a balanced and comparative social and economic perspective. It equips the individuals with knowledge and skills which are needed to participate effectively as member of society and contribute towards the development of shared values and common identity. It helps in maintaining a healthy society which prepares health care professionals, educated health care consumers and maintaining healthy population. Ignorance and poverty are major speed-breakers in the swift developing country and can be overcome easily through education. We can’t call ourselves educated if we can read and write, get full marks in every subject and can recite Shakespeare’s sonnets by heart. A person who is educated has a certain aura around him, of dignity and wisdom. Education makes one aware of what is going on in the wide world. Education is the process of learning and knowing, which is not restricted to our school text-books. It is a holistic process and continues through our life. Even the regular happenings and events around us educate us, in one or the other way. It would not be an exaggeration to say that the existence of human beings is fruitless without education. The education is the process of instruction aimed at all round development of individuals, providing the necessary tools and knowledge to understand & participate in day to day activities of today’s world. It dispels ignorance & boosts moral values of the individual. The education sustained the human value which contributes to individual and collective well being. It forms the basis for life long learning and inspire confidence to face challenges. It provides the skill to individual to become more self reliant & aware of opportunity & rights. It also enhances the ability of individual to manage help problem, improve nutrition & plan for future. The education not only impacts on human development and economic growth, but also is the fundamental requirement of democracy. The researches have shown that the life expectancy rises by as much as year for every one percent increase in literacy. Education has the same importance as food and shelter and it is known to be essential to a life of an individual. As food is considered necessary for the health and shelter for the body, education is needed for the mind. Without education, the training of the human minds is incomplete. No individual is a human being in the working world until he has been educated in the proper sense.
Therefore we conclude that education plays an important significance role in our lives as:

- **MAKE BETTER CITIZEN**
  Education makes a worthy contribution to our lives, by making us responsible citizens. We get to know our history and culture through education and imbibe those values. Education opens our mind and expands our horizon. It enables us to understand our duties as a citizen and encourages us to follow them. There is no denying the fact that an educated person is a better citizen.

- **ENSURE A PRODUCTIVE FUTURE**
  Education is futuristic in character, in so far that it ensures that the one who receives good education gets a secure future. Our productivity is increased by acquiring new skills and talents through education. We find ourselves in the most competitive jobs, if we have the right training and education. The importance of education is evident by the dizzy heights we achieve in life.

- **OPENS NEW VISTAS**
  The significance of education, for a great part, lies in its ability to open new vistas for us. It expands our outlook and teaches us to be tolerant towards other views. An educated person will find it easier to understand a different point of view than the one who is uneducated. Education broadens our mental landscape and is the way forward to greater enlightenment - the ultimate goal of every human in life.

- **SPREAD AWARENESS**
  Education spreads awareness, informing us about our rights and the services that we can access. On the most basic notes, it teaches us to differentiate between right and wrong. For most part of our lives, we falter in dichotomizing right and wrong, but the right education gives us the right answers.

- **HELPS IN DECISION MAKING**
  Decision making is an integral part of our life. We have to take decisions throughout our lives and sometimes, decision making can be a very tough and challenging process. It can
leave us perplexed and often wondering, as to what is the right choice. Education is significant, because it enable us to take the right decisions and prevents losses.

- **BOOSTERS CONFIDENCE**

An educated person is a confident person. Education fosters a positive outlook and allows us to believe in ourselves. Self-belief is the most wanted trait in a human being and education leads us towards relying on ourselves, making us believe that we are ready to take on the world.

In ancient India, education was given under the supervision of a guru. The knowledge in these orders was often related to the tasks a section of the society had to perform. The priest class, the Brahmins, were imparted knowledge of religion and philosophy while the warrior class, the Kshatriya, were trained in the various aspects of warfare. The business class, the Vaishya, was taught their trade and the lowest class of the Shudras was generally deprived of educational advantages. Apart from the monastic orders, institutions of higher learning and universities flourished in India well before the Common Era, and continued to deliver education into the Common Era. Secular Buddhist institutions cropped up along with monasteries. These institutions imparted practical education, e.g. medicine. A number of urban learning centres became increasingly visible from the period between 200 BCE to 400 CE. The important urban centres of learning were Taxila and Nalanda, among others. These institutions systematically imparted knowledge and attracted a number of foreign students to study topics such as logic, grammar, medicine, metaphysics, and arts and crafts. By the time of the visit of the Islamic scholar Alberuni (973-1048 CE), India already had a sophisticated system of mathematics and science in place, and had made a number of discoveries. With the arrival of the British Raj in India, a class of Westernized elite was versed in the Western system of education which the British had introduced. This system soon became solidified in India as a number of primary, secondary, and tertiary centres for education cropped up during the colonial era. Between 1867 and 1941 the British increased the percentage of the population in Primary and Secondary Education from around 0.6% of the population in 1867 to over 3.5% of the population in 1941. However this was much
lower than the equivalent figures for Europe where in 1911 between 8 and 18% of the population were in Primary and Secondary education. Additionally literacy was also improved. In 1901 the literacy rate in India was only about 5% though by Independence it was nearly 20%. Following independence in 1947, Maulana Azad, India's first education minister envisaged strong central government control over education throughout the country, with a uniform educational system.

In 1986, the central government of India formulated the National Policy on Education (NPE) and also reinforced the Programme of Action (POA) in 1986. The government initiated several measures the launching of DPEP (District Primary Education Programme) and SSA (Sarva Shiksha Abhiyan, India's initiative for Education for All) and setting up of Navodaya Vidyalaya and other selective schools in every district, advances in female education, inter-disciplinary research and establishment of open universities. There is a revolutionary change in the country’s education sector after passage of Right of Children to Free and Compulsory Education Bill by the Lok Sabha on August 4th, 2009. No doubt, various reforms are taking place in education sector even than, India is striving for self dependence and progress. Any country can make progress only if its members are contributing in its growth whether they are children, adolescents or adults. Adolescents being more energetic have great responsibility to build their nation. Thus Investigator attempts to study about the Adolescents who are expected to play a responsible and participating role in the society.

1.1 ADOLESCENCE

Adolescence is a border between childhood and adulthood and as such it has a richness and diversity unmatched by any other stage of life. Adolescents are travelers, far from home with no native land, neither children nor adults. They are jet setters who fly from one country to another with amazing speed. Sometimes they are four year old, an hour later they are twenty five. They do not really fit any where. In general it represents the second decade of life. It is the most important period of human life, but at the same time, it is the most critical period of an individual’s development. Adolescence has, in recent years been called the terrible teens. After a long period of relatively stable
behavior of childhood, the child suddenly becomes unbalanced, unpredictable & unreliable as he emerges into adolescence. The children do not accept him as one of them. Adults also scoff at adolescent as an outsider. So adolescence’s position becomes awkward. The word Adolescence comes from Latin word Adolescere which means to grow to maturity. Maturity involves not only physical aspects but mental aspects also. From the biological point of view, adolescence is the stage when puberty dawns. Chronologically, this is a span of life ranging from 12 to 19 and having individual and cultural differences physiologically. It represents a difficult developmental period in one’s life. Many highly concentrated demands are made upon youth by society during this period for independence, for peer and heterosexual adjustments, for education and vocational preparation and for the development of a workable set of personal and social values. In other words at this stage, the road is paved for adulthood and the adolescent’s identity is formed, developed and crystallized. If the adolescent fails to meet the varied demands in a changing world, his personality development adversely affected.

**Biggie & Hunt (1962)** stated that one thing which best characterized adolescence is change. The change is psychological, sociological & physiological.

**Kulhan (1963)** presents adolescent’s condition as adolescence is a period of adjustment during which youngsters make a transition from childish irresponsibility and dependence to mature responsibility and self direction.

**Good (1973)** defined Adolescence as is a period of ‘heightened emotionality’. Emotional Adjustment is a process by which one becomes able to cope with emotions in relation to one’s psychological and mental make up.

**Hurlock (1976)** defined Adolescence as both a way of life and life span of time in the physical and psychological development of an individual. It represents a period of growth and change in rarely all aspects of child’s physical, mental, social and emotional life. It is the time of new experiences, new responsibilities and new relationships with adults as well as peers.
According to *Longman's Dictionary of Psychology and Psychiatry (1984)*, Adolescence is the period of transition from childhood dependence and immaturity to the greater maturity and independence of adulthood.

*Collins Cobwild English Language Dictionary (1991)* defined Adolescence as the period of one’s life in which one develops from a child into an adult.

*New illustrated Webster’s Dictionary (1992)* defined Adolescence as the process of going up the stage of period of growth from the onset of puberty to the stage of all development.

*New shorter Oxford English Dictionary (1993)* defined Adolescence as the process or condition of growing from child to manhood or womanhood, the period of growing up.

According to *Berk (1993)*, Adolescence is a period when initial decisions about occupations and cares must be made. Adolescents begin to think about their abilities and interest, to experiment with work roles, and to make vocational plans that are some what realistic than younger children’s fantasies about what they will be when they grow up.

*International Encyclopedia (1996)* defined that Adolescence is gradually considered to be the age between the years of 12-18, a time of rapid development, confession both physically and emotionally.

*Encyclopedia Britannica (1998)* defined Adolescence as the transitional phase of growth and development between childhood and adulthood.

According to *Chamber's 21st Century Dictionary (1999)*, Adolescence is said to be a young person at the stage of a development between adulthood and childhood or between puberty and childhood.

According to *English Language Dictionary (2000)*, Adolescence is the period in human development that occurs between the beginning of puberty and adulthood.

According to *Piaget (2002)*, Adolescence is the age of great ideals and the beginning of theories as well as time of simple adaptation to reality.

*Roger (2002)* defined Adolescence as process rather than a period, a process of achieving the attitudes and beliefs needed for active participation in the society.
**Arati (2004)** defined Adolescence as a period of heightened emotionality when they feel the emotion in a strong and more persistent manner.

**Mythilli (2004)** defined Adolescence as a period of great stress and strain and storm. It has been called as ‘terrible teens’. During this stage—the individual has to face many behavioural problems with one’s own self, family and society besides being exposed to new social interaction skills other than those required in earlier childhood interaction. This stage is very sensitive and due to several problems one gets influenced by even slight variations in Adjustment.

Above definitions revealed that thus Adolescence is an important stage of human growth and development and considered as the most typical period in the life of an individual. But, the term adolescence has a broader meaning in these days than it had in early years. The adolescent’s task is not simply to interact with the external environment or with other individuals but also to develop its own potentialities. They try to expose their role in the world in which they live. It is a stage of new experiences, responsibilities, and new relationship with adults as well as with peers, which influence his personality, his ability to emerge out of conflicting situations and his futuristic patterns of life. Psychologically, adolescence is a marginal situation, which involves psychological disturbances and problems of adjustment. It differentiates the childhood behavior from adulthood behavior. This period of adolescence, in general, offers an individual a large variety of new experiences and at the same time they usually find them self less prepared to meet challenges that at any other stage. It has been called a period of stress and strain, storm and strife, as all capacities physiological as well as psychological are reaching at a peak. Emotionally, the child is like a seething volcano ready to erupt at the slightest provocation and at times like the cool sea taking every thing in his stride. Also he faces the problems related to living for present and planning for future. It is a time of moving from the immaturity of childhood into and through adolescence as composed of a set of transitions that unfold gradually and that touch upon many aspects of the individual’s behavior, development, and relationships. These transitions are biological, cognitive, social, and emotional. It is a period during which bones are still growing and there is high
risk of skeletal injuries. Rapid physical changes are accompanied by important psychological changes relating particularly to the way the adolescent perceives himself or herself. This can be a turbulent time.

Psychologists have tried to delimit the age of adolescents, and they give the following age ranges:

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-adolescence or late childhood</td>
<td>11-13 years</td>
<td>13-15 years</td>
</tr>
<tr>
<td>Early adolescence</td>
<td>13-15 years</td>
<td>15-17 years</td>
</tr>
<tr>
<td>Middle adolescence</td>
<td>15-18 years</td>
<td>19-20 years</td>
</tr>
</tbody>
</table>

For the adolescent years, the age limit differs for the two sexes because girls mature on average two years earlier than boys. Basically, it is the very important stage in the life of human being. The period of adolescence has traditionally been considered as a locus of large scale psycho-physiological and social changes of great significance. Rapid growth spurt, dramatic endocrinal changes make it a very distinct stage. In fact, it is a period of revolutionary changes and growing up, during which the child develops into a man or woman. The teen years can be called as a roller coaster. The adolescent generally crash emotionally when they experience rejection or failure such as break up of relationship or fear of failing in examinations. These difficulties give rise to many psychosomatic problems such as anxiety, tensions, and frustrations and emotional upsets in day to day life. They suddenly become over sensitive towards many things and hypercritical about fairly and hours. The challenges presented by these multiple changes of adolescence make some adolescence more vulnerable to emotional difficulties. Therefore, Adolescents find themselves on the slippery ground to face real life problems. The Competitive world of today imposes stress factors such as interpersonal competitions, peers group pressure, undue emphasis on marks, setting up of unrealistic goals by parents, inadequate time and resources, condemnation as dullards etc. which in turn may develop feelings of worthlessness and lack of confidence in Adolescents. Such feelings during most turbulent years get reflected as lack of concentration, disturbed sleep, memory loss, headaches etc. As a result, all these factors affect the Academic
Achievement of the students. Thus there is need to study how the Academic Achievement of Adolescents is affected by the various factors.

1.2 ACADEMIC ACHIEVEMENT

The word academic has been derived from the term ‘academy’ and the meaning of the term academy is a school where special type’s instructions are imparted. Achievement means one’s learning attainment, accomplishment and proficiency of performance. Achievement in an educational institution may be taken to mean any desirable learning that is observed in the students. Academic achievement has been considered as an important factor in educational life of students. It encourages the students to work hard and his ability to apply what he has learnt. Academic achievement is the core of wider term ‘educational growth’ which means growth in all aspects. It refers to the knowledge attained and skill developed in the subjects who are assessed by school authorities with the help of achievement tests which may be standardized or not standardized. It also helps the teacher to know whether their teaching was effective or not and therefore, helps them accordingly to bring improvement. Academic achievement is concerned with the quantity and quality of learning attained in as subject of study or group of subjects after a period of instructions. It encourages the students to work hard. An academic achievement is something to do or achieve at school, college or university-in class, in a laboratory, library or fieldwork. It does not include sport or music.

Academic achievement is important, as it helps the students to understand the hierarchy based on academic achievement i.e. higher the achievement more are the openings for the students and they can go for better jobs in all fields. It is also an indicator of level of intelligence and the effectiveness of the teacher, as well as, the overall effectiveness of any institution. The world is becoming more and more competitive and the quality of performance has become the key factor for personal progress. The present society is achievement oriented. Everywhere academic achievement is given a lot weightage in admitting the students for higher studies and selecting the students for the job etc. Marks obtained are recorded as most valuable guide for classification and placement of student’s different streams and occupations.
Infact it appears as if the whole system of education revolves around the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and efforts of the schools are used for helping the students to achieve better in their scholastic endeavor. Different educationalists have their own viewpoint in regard to academic achievement.

*Good’s Dictionary of Education (1959)* defined that Achievement as the knowledge attained or skills developed in school subjects usually designated by the test scores or by marks assigned by teacher or by the both.

*Trow (1960)* defined that Academic achievement is the attained ability or degree of competence in school tests and expressed in grades or units based on norms from a wide sampling of pupil’s performance.

*Christen (1983)* defined that the word achievement indicates the learning outcome of students. As a result of learning different subjects, the behavior pattern of the students changes. Learning affects three major areas of behavior of students,

(i) Cognitive (intellectual development, recall and recognition).
(ii) Affective (self concept and personal growth).
(iii) Psychomotor (developing of muscular skills).

*Advanced Twentieth Century Dictionary (1995)* defined that the term academic is related to education or to an academy or other educational institutions.

According to *Ladson (1999)* Academic Achievement represents intellectual growth and the ability to participate in the production of knowledge. At its worst, academic achievement represents inculcation and mindless introduction of the young into the cannons and orthodoxy of the old

*Oxford Advanced Learner Dictionary (2000)* defined that Achievement is thing that somebody has done successfully especially using his/her own efforts or skills.

According to *Megargee (2000)* Achievement tests reveal how well students have mastered the subject matter in a course of instruction.

*Webster’s Collegiate Dictionary (2001)* defined that Achievement is an art of achieving a result gained by efforts, the quality and quantity of students work.
Academic achievement is thus the blue print of a degree of proficiency and quality of his efficiency in the school or college work. It is the competency actually shown by the pupil in which they received instructions. The knowledge attained is usually reflected in the marks on the standardized or teacher made tests in the examination. In broader sense academic achievement means all these behavior changes which take place in the individual as a result of learning experiences of various kinds.

FACTOR AFFECTING ACADEMIC ACHIEVEMENT

The importance of Academic Achievement has raised several important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? Many factors have been hypothesized and researched upon. Researchers have come out with varied results, some times complementing each other and other times contradicting each other. A complete and comprehensive picture of Academic Achievement still seems to eluding the researchers. The search, therefore, continues; educational researchers all over the world are still seeking a breakthrough in elucidating this phenomenon. In view of this, it will be very useful to undertake a synoptic view of the researches conducted in the field so far as this will indicate the areas on which educational researchers could concentrate most profitably. We can classify factors of Academic Achievement in two broad categories i.e. Personal and Social factors.
Attempts have been made over the past years to study these factors which affect the Academic Achievement.


The relationship was found between Academic Achievement and Locus of Control by Bhagayata, Chandrakant (1989). Academic Achievement is studied in relation to Aptitude (Agarwal 1973, Mehra 1986 and Thakur 1974). The relationship between Academic Achievement and Problem Solving Ability was found by Sharma (2007).

Where as Balasubramanium (1993) found positive correlation between Academic Achievement and Anxiety.


India is a multi religious, multi-lingual and multi-cultural country. In terms of socio-economic and educational development, it presents unique contrasts. There is a large component of population, which is socially, educationally and economically backward like the Scheduled Castes/ Scheduled Tribes and a large segment of the
minority groups. The National Policy on Education (NPE 1986), described education as a unique investment in the present and the future. It extolled the acculturating role of education “It refines sensitiveness and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit, thus furthering the role of socialism, secularism and democracy enshrined in the Constitution”. Keeping this in view, the NPE laid special emphasis on the removal of disparities and equalizing educational opportunities by attending to the specific needs of those who have been denied equality so far. In this endeavor, special emphasis has to be laid on the education of women, Scheduled Castes, Scheduled Tribes, Minorities and the Physically Challenge persons in order to ensure “their equalization with the general population at all stages and levels of education in all the four dimensions – rural male, rural female, urban male and urban females” (NPE, 1986, p.6). Considering from NPE point of view, the emphasis has to be laid on the education of deprived and disadvantaged group. Thus Investigator attempts to study about the Academic Achievement of Scheduled Caste Adolescents.

1.3 EMOTIONAL INTELLIGENCE

Every human being is surrounded by the social environment, whenever a child comes in contact with other people; he makes a society, and survives in this society by sharing the emotions intellectually. The survival of any person is contingent on emotional management. His emotions have the potential to serve him in a delicate and sophisticated internal guidance system. The emotional security is necessary for the success of any person in any field of life. Emotional Intelligence refers to the ability to perceive, control and evaluate emotions. It represents an ability to apply reason with emotions and to use emotions to enhance thought. It is the ability to understand emotions and their causes, the capacity of effectively regulating these emotions in one’s self and in others and most importantly being able to use the emotions as a source of information for problem-solving, being creative and dealing with social situations. It includes the abilities to accurately 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. As evident from constituent word, Emotional Intelligence is the combination of two words, Emotion and Intelligence. So firstly we should know about EMOTIONS and then INTELLIGENCE.

EMOTIONS

Emotions play quite a significant role in guiding and directing behavior. It is an organized response system that coordinates physiological, perceptual, experiential, cognitive and other changes in to coherent experiences of mood and feeling. Emotions are the prime movers of thoughts and conduct. Therefore, their education and control is very important as they play a very important role in the individual and social life of man. They determine to very great extent his physical and mental health. They also determine whether a person will be liked in society, will gain the admiration and affection of his neighbours or will be treat as a nuisance. There are certain emotions that accelerate digestion and help in building of the body. They are love and joy. These are expanding emotions. Many times, they seem to dominate us in such a way that we have no solution other than behaving as they want us to do. On the other hand, if a person has no emotions in him, then he becomes crippled in terms of living his life in a normal way.

Etymologically the word ‘Emotion’ is derived from the Latin word ‘Emovere’ which means ‘to stir up’ or ‘to excite’. An Emotion, thus, is noting but an intense and violent feeling which is sufficiently strong to disturb our mental calmness. It is a disturbed state of mind which causes the disturbances. Emotions influence the way we think i.e. how we process information about ourselves or the external world. It all starts from consciousness; the awareness activates the senses to connect with the inner reality. Thus senses receive stimulation. They activate the faculty of labeling in the mind; like-dislike, good-bad, right-wrong and pain-pleasure. These labels if not attained to, will lose or may just get collected in the unconscious as impression. However combining with values judgments they become the stimulants for the emotions and generate reactions. These reactions have tremendous power and energy to move us. Emotions allow us to respond to sensory data in an immediate and personal way through reactions stored in our memory. The Oxford English Dictionary defines Emotion as any agitation or disturbance

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of mind, feeling, passion and very vehement or excited mental state. Person in a good mood are able to process information effectively, but they are less motivated to do so when in a neutral mood. So according to mood, emotions are of two types: PLEASANT and UNPLEASANT EMOTION.

**Pleasant Emotion:** It is a nature’s best tonic e.g. joy develops positive self-concept which in turn contributes good personal and social relations. It reduced tension and relaxed the whole body. It cools down the anger, worry and other unpleasant emotions.

**Unpleasant Emotion:** They serve as an important driving force e.g. jealousy and envy distort the individual’s outlook on life. They may lead to caution and the avoidance of behavior that might harm the persons physically and mentally.

**Woodworth (1945)** defined emotions as a moved or stirred up state of an organism. It is a stirred up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer.

**Crow and Crow (1973)** defined Emotions as an affective experience that accompanies generalized adjustment of mental and psychological stirred up states in the individual and that shows itself in his overt behavior.

**Morris (1979)** defined Emotions as a complex affective experience that involves diffuse psychological changes and can be expressed overtly in characteristic behavior patterns.

**Buck (1985)** defined Emotions as the process by which motivational potential is realized or “read out” when activate by challenging stimuli. In other words, Emotion is seen as a read out mechanism carrying information about motivational systems.

**Smith (1989)** stated that one function of Emotions is to prepare and motivate us to deal with challenges in our environment. To exhibit emotions is very easy but doing it at right time, at the right place, with the right person and to the right degree is difficult.

According to **Russell (2003)** the term Emotion has been used to refer the mental and physical processes that include aspects of subjective experience, evaluation, appraisal, motivation and bodily responses such as arousal and facial expression.
WHERE DO EMOTIONS COME FROM?

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 often in a direction different from that of reason. These feeling are called emotions. Since emotions move humans to do things, some psychologists have compared them to the mainspring of a watch. Just as the hands of a 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 an essence of powerlessness. Figure 1.1 shows different emotions.
Thus Emotions are some sort of feeling or affective experiences which are characterized by some psychological changes that generally lead them to perform some or the other types of behavior at act.

INTELLIGENCE

Man is one of the animals who by dint of his intelligence, virtues and values, has distinguished himself from the animal world and has become the master of the show. It is only by the virtue of his intelligence that he has developed like a flower which distributes its fragrance all over the environments. In order to draw oneself out from the darkness, poverty and misery and move on the enlightenment, prosperity and happiness, one has to have an all-round development i.e. developing various dimensions of human personality viz physical, intellectual, moral, emotional, aesthetic, social and spiritual aspects intelligently.

What is intelligence? Who decides intellect, wisdom and reasoning power? Can a high scoring student be simply deemed as intelligent merely on academic grounds? All these questions always disturb us.

We usually believe in number and figures. Intelligence, for some might be performance in exams while other, merely an ability to cram facts and remember them longer. But researches through decades have uncovered the fact that intelligence, has a much wider scope and academic excellences is merely a part of it. In fact it is such a vast field that it can easily be titled a “Phenomenon” in itself. We now understand that intelligence resides not in the brain, but in the mind. Thus, defining Intelligence, in its entirety, is a troublesome task.

A definition of intelligence comes from “Mainstream Science on Intelligence”, which was signed by 52 intelligence researchers in 1994. A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It
is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings—“catching on”, “making sense” or “figuring out” what to do.

*Oxford Dictionary* defined Intelligence as the capacity to acquire and apply knowledge.

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

*Stoddard (1945)* defined Intelligence as the ability to undertake activities that are difficult, complex and abstract and which are adaptive to a goal, and are done quickly and which have social value and which lead to the creation of something new and different.

There are probably as many definitions of intelligence as there are experts who study it. Simply put, intelligence is an umbrella term used to describe property of the mind that encompasses many related abilities. This general ability consists of a number of specific abilities as:

- Adaptability to a new environment or to changes in the current environment
- Capacity for knowledge and the ability to acquire it
- Capacity for reason and abstract thought
- Ability to comprehend relationships
- Ability to evaluate and judge
- Capacity for original and productive thought

Additional specific abilities might be added to the list, but they would all be abilities allowing a person to learn about, learn from, understand, and interact with the environment. Environment in this definition doesn’t mean the environment of the earth, such as the desert, the mountains, etc. It has a wider meaning that includes a person’s immediate surroundings, including the people around him or her. Environment in this case can also be something as small as a family, the workplace, or a classroom.
So Intelligence is termed as the ability to learn, to deal with abstractions, to make adjustments, to adopt new situations and the ability to make appropriate responses to certain stimuli in a situation.

The theory of multiple intelligences was developed in 1983 by Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Gardner proposes eight different intelligence to account for a broader range of human potential in children and adults:

- **Linguistic Intelligence**: The capacity to use words effectively, whether orally (e.g., as a storyteller, orator, or political) or in writing (e.g., as a poet, playwright, editor, or journalist).
- **Logical-Mathematical Intelligence**: The capacity to use numbers effectively (e.g., as a mathematician, tax accountant, or statistician) and to reason well (e.g., as a scientist, computer programmer, or logician).
- **Spatial Intelligence**: The ability to perceive the visual-spatial world accurately (e.g., as a hunter, scout, or guide) and to perform transformations upon those perceptions (e.g., as an interior decorator, architect, artist, or inventor).
- **Bodily-Kinesthetic Intelligence**: Expertise in using one’s whole body to express ideas and feelings (e.g., as an actor, a mime, an athlete, or a dancer) and facility in using one’s hands to produce or transform things (e.g., as a craftsperson, sculptor, mechanic, or surgeon).
- **Musical Intelligence**: The capacity to perceive (e.g., as a music aficionado), discriminate (e.g., as a music critic), transform (e.g., as a composer), and express (e.g., as a performer) musical forms.
- **Interpersonal Intelligence**: The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people.
- **Intrapersonal Intelligence**: Self-knowledge and the ability to act adaptively on the basis of that knowledge.
• *Naturalistic Intelligence:* The ability to easily recognize and classify plants, animals, and other things in nature.

This can be understood with the help of figure 1.2

![Multiple Intelligences Diagram](image)

**Fig. 1.2**

Concluding we can say that intelligence is a term usually referring to a general mental capacity to reason, solve problems, think abstractly, learn and understand new material and profit from past experiences. It can be measured by various intelligence tests and is defined as intelligence quotient i.e. I.Q.

I.Q. = (Mental age/Chronological age) x 100.
I.Q. can measure concepts like logical reasoning, word knowledge and math skills, many feel it is not adequate in measuring creative abilities or emotional abilities. In fact, some with high IQs do not seem to be particularly adept at maintaining relationships or seem socially awkward at best.

For example, I.Q. measurements on most children with autism are typically very high, yet it is well known that these children are burdened by their inability to communicate in other forums. Thus other tests may be administered to evaluate such a child’s ability according to other standardized testing methods.

Intelligence simply refers to ability to adjust with the situations. It is a concept that refers to individual differences in the ability to acquire knowledge to think and reason effectively, and to deal adaptively with the environment. Earlier, it was thought that performance is the outcome of certain abilities, collectively known as intelligence, emotions are equally or even more responsible for performance. Hence the concept of Emotional Intelligence becomes very popular in the studies. A person may be intelligence but is he able to manage or control his emotions in every favorable or unfavorable condition, is not sure. Thus, Emotional Intelligence affects the performance of an individual. Emotions are powerful organizers of thought and action and paradoxically indispensable for reasoning and rational behavioral. Emotional Quotient plays an important role in one’s life. The difference is vivid figure 1.3.
Thus it becomes clear that Intelligence is the ‘power of mental processing’ of the information supplied by the senses to the brain and the use of the term Emotional Intelligence is still consistent with scientific literature in the fields of intelligence, personality psychology and emotions.

The term Emotional Intelligence was not in existence even three decades ago. Payne, a graduate student at an alternative Liberal Arts College in USA, wrote a Doctoral Dissertation in 1985 which included the term ‘Emotional Intelligence’ for first time. In 1990, Salovey & Mayer developed a way of scientifically measuring the difference between people’s ability in the area of emotions. It was the first empirical study of Emotional Intelligence that explicitly used the term. People’s abilities to identify emotions in face, abstract design and colours were examined. These had never been studied together before. They found that some people were better than others at things like identifying their own feelings, identifying the feelings of others and solving problems involving emotional issues. However, it was Goleman who popularized the term ‘Emotional Intelligence’. In 1995, his book on ‘Emotional Intelligence’ was published, were a lot of interesting information on brain, emotions and behaviour were discussed and it made the concept popular.

Emotional intelligence in a layman language means Intelligence which is concerned with the Emotional aspects of one’s behaviour. Emotional intelligence is intelligence but it is very much different from general intelligence. From the studies of behavioural science, it is well known fact that intelligence is an innate as well as acquired potential. Every child is born with some intellectual potential which grow and develop with the help of maturity and experiences. Similarly one is also born with some innate Emotional Intelligence in terms of one’s level of emotional sensitivity, emotional memory, emotional process and emotional learning ability. This potential is liable to be developed or damaged as a result of one’s experiences. General intelligence is not subject to decline or damage with life experiences but Emotional Intelligence can be developed or destroyed depending upon the types of experience or gets in one’s life.
Emotional intelligence is a popular psychological concept that has captured the imagination of educationist. This concept is relatively recent origin which is linked to personal and social competence, academic and social success of an individual as well as team effectiveness in any organization. Emotional Intelligence refers to the capacity to deal effectively with one’s own and others emotions. When applied to workplace, Emotional Intelligence is thinking intelligently with emotions: perceiving, expressing, understanding and managing emotions in a professional and effective manner at work. Emotional intelligence is no being nice; it does not mean giving free reign of feelings; not it is fixed genetically: nor allowing one’s emotion’s and prejudice to get the better of one’s judgment. Instead, it is a new yardstick which increasingly applied to judge a person to find out how far one excels in life. It is the combination of head and heart. Emotional intelligence like general intelligence is the product of one’s heredity and its interaction with his environmental forces. Until recently, we have been led to believe that a person’s general intelligence measured as I.Q. or intelligent quotient is the greatest predictor of success in any work of academic, social, vocational or professional. Consequently, the I.Q. scores are often used for selection, classification and promotion of individuals in various performances, courses and job placement etc. However researcher and experiments conducted in 90’s onwards have tried to challenge such over dominance of Intelligence and it measure Intelligent Quotient I.Q by replacing with the concept of Emotional Intelligence and its measure Emotional Quotient. (E.Q.). According to Goleman, I.Q. accounts for only 20% of a person’s success in life. The balance can be attributed to Emotional or E.Q. These have revealed that a person’s Emotional Intelligence measured through his E.Q may be a greater predictor of success than his or her I.Q (the ability to understand other’s emotion and other’s talent or skills needed to influence, communicate, lead, develop others, manage conflicts, promote team work or catalyse change) & social skills such as expertise in inculcating desirable responses in others).
Payne (1985) defined Emotional Intelligence as it involves relating creativity to fear, pain and desire” and offers guidance on “how to relate to them in emotionally intelligent ways.

According to Salovey & Mayer (1990), Emotional Intelligence is the type of Social Intelligence that involves ability to monitor one’s own and other emotions, to discriminate among them and to use the information to guide one’s thinking and actions.

Salovey & Mayer (1993) defined Emotional Intelligence as the ability to monitor one’s own and other’s feelings and emotions to discriminate among them and to use this information to guide one’s thinking and action. Emotional Intelligence involves the ability to perceive accurately, appraise and express emotions; the ability to access and/or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge & intellectual growth.

Goleman (1995) defined Emotional Intelligence as it involves abilities that may be categorized into five domains:

- Self awareness i.e. recognizing feelings as it happens.
- Managing Emotions i.e. handling emotions, feelings so that they are appropriate realizing what is behind a feeling, find ways to handle fear, anxieties, anger and selfishness.
- Self motivation i.e. channeling emotions in the service of a goal, emotional self control, delaying gratification stifling impulses.
- Empathy i.e. sensitivity to other’s feelings and concerns taking their perspective, appreciating the difference in how people feel about things.
- Handling relationships i.e. managing emotions in others; social competence and social skills.

Salovey & Mayer (1995) defined Emotional Intelligence as A person will be emotionally intelligent in proportion if he is able to:-

- Identify and perceive various types of emotions in others (through face reading, body language and voice tone etc.)
- To sense his own feelings and emotions.
• Incorporate the perceived emotions in his thought (such as using his emotions, feelings in analyzing problem solving and decision making etc.)
• Have proper understanding of nature, intensity and outcomes of his emotions.
• Exercise proper control and regulation over expression and use of emotions in
dealing with self and others so as to promote harmony, prosperity and peace.

_Copper & Swarf (1997)_ defined Emotional Intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.

_Copper (1997)_ defined that Emotional Intelligence can be divided into five attributes which are as follows:-
2. Emotional Literacy: It includes emotional self awareness, emotional expression and emotional awareness of others.
3. EQ Competencies: It includes intentionality, creativity, resilience, interpersonal connection and constructive discontent.
4. EQ Values and attitudes: It includes outlook, compassion, institution, trust, personal power and integrated self.
5. EQ Outcomes: It includes general health, quality of life, relationship quotient and optimal performances.

_Laut Enschlager (1997)_ expressed the view that to be Emotionally Intelligent, I submit that you must become proficient in the four A’s of Emotional Intelligence i.e. Awareness, Acceptance, Attitude and Action. Awareness means knowing that you are feeling with you are feeling it. Acceptance means believing that emotions are biological process taking place in body and the brain and that is not always rational. It means being able to feel an emotion without judging it. Attitudes are beliefs that are attached to emotion. These are times when emotion follows an attitude is challenged, the emotion will continue to be felt in the same direction. Action is the behaviour you take based on emotions and attitude.

_Bar-on (1997)_ defined that ‘Emotional Intelligence’ reflects one’s ability to deal...
with daily environment challenges and helps predict one’s success in life, including professional and personal pursuits. He explained Emotional Intelligence in terms of array on non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping into environmental demands and pressures.

Goleman (1998) considered school as one place which can turn to compensate children’s deficiencies in emotional and school competence. As such schools face the challenge to teaching as well as nurturing the emotional skills of the children.

Mayer and Cobb (2000) defined ‘Emotional Intelligence’ as the ability to process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotions.

He further develops the definition of Emotional Intelligence into following four branches:

- Emotional identification, perception and expression
- Emotional facilitation of thought
- Emotional understanding
- Emotional management

Mayer, Caruso & Solovey (2000) defined that Emotional Intelligence has adopted for the purpose of the research we will treat Emotional Intelligence as an ability to recognize the meanings of emotions and their relationships and to reason and solve problems on the basis of them.

Stein and Book (2001) defined ‘Emotional Intelligence as’ set of skills that enables us to make our way in complex world – The personal, social and survival aspect of overall intelligence, elusive common sense and sensitivity that are essential to effective daily functioning.

Singh (2003) defined Emotional Intelligence as the ability of an individual to appropriately and successfully respond to a variety of emotional stimuli elicited from the inner self and immediate environment.

Caruso & Wolfe (2004) defined Emotional Intelligence as the ability to perceive emotions, access and generate emotions so as to assist thought, understand emotions and
emotional knowledge and reflectively regulate emotions so as to promote emotional and intellectual growth.

_Tiwari & Srivastava (2004)_ defined Emotional Intelligence is made up of a set of skills and these skills can be improved through education. School serves as the prime location for the promotion of Emotional Intelligence.

_Hein (2005)_ defined Emotion as potential to feel, use, communicate, recognize, remember, learn from, manage and understand emotions.

Above definitions revealed that Emotional Intelligence is the ability to understand emotions and their causes, the capacity effectively regulating these emotions in one’s Self and in others and most importantly being able to use these emotions as source of information for problem solving, being creative and dealing with social situations. Thus Emotional Intelligence is a unitary ability (related to, but independent of standard intelligence) helpful in knowing, feeling and judging emotions in close cooperation with one’s thinking process to behave in a proper way, for the ultimate realization of the happiness and welfare of the self in tune with others.

**MODELS OF EMOTIONAL INTELLIGENCE**


_Goleman’s (1995) mixed model of Emotional Intelligence_

According to Goleman, ‘Emotional Intelligence’ refers to the abilities which include self-control, zeal and persistence and the ability to motivate oneself. The abilities and skills which constitute Emotional Intelligence are divided into four broad areas.

- **Knowing one’s emotions** – Recognizing a feeling; monitoring feelings from moment to moment.
- **Managing emotions** – Handling feelings; ability to soothe oneself.
- **Motivating oneself** – Directing emotions, delaying gratification and stifling impulsiveness.
- **Recognizing emotions in others** – Empathizing with emotions of others.
Mixed Model (1997)

The mixed model describes a compound conception of intelligence that includes mental abilities disposition and tact. Bar-on’s (1997) defined mixed model of emotional intelligence: ‘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. The Bar-on approach to non-cognitive intelligence is related to the ‘non-intellect’ components of intelligence. The concept of non-cognitive intelligence which is measured by Emotional Quotient brings new depth to the understanding of intelligence and increases our ability to assess Emotional Intelligence. As such non-cognitive intelligence is an important factor in determining one’s ability to succeed in life and it also directly influences one’s general emotional wellbeing. These abilities and skills which are related to life and success are identified under five broad areas which are intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood.

Intrapersonal skills: It includes Emotional self awareness, Assertiveness, Self-regard and Self-actualization.

Interpersonal skills: It includes Problem solving, Reality testing and Flexibility.

Stress Management and general mood: It includes Stress tolerance, Impulse control, Optimism and Happiness.

Ability Model (1997)

The ability model of Emotional Intelligence (Mayer et al., 1997) is the first model that passed on the concept of Emotional Intelligence. It focuses on the interplay of Emotions and Intelligence. Mayer and Salovey (1997) defined Emotional Intelligence as the ability to perceive emotions accurately, appraise and express emotions, the ability to understand emotions, emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth. These emotional competences of Emotional Intelligence are shown in four branches given below arranged from basic psychological processes to higher integrated processes.
• **Perception, Appraisal and Expression of Emotion.** The lowest branch concerns the accuracy with which individuals can identify emotions and emotional content. People differ in terms of their ability to accurately express emotions. Appraisal and expressing the emotions of others is the ability to accurately determine the emotion of other people and the ability to accurately communicate these feelings. Related to the appraisal and expression of emotion in others is the concept of empathy, the ability to understand and experience another person’s feelings or emotions. Empathy is an important skill which enables people to provide useful social and maintain positive interpersonal relationships.

• **Emotional Facilitation of thinking.** Emotional Facilitation of thinking concerns emotions acting on intelligence. It describes emotional events that assist intellectual processing. It involves evaluating the same opportunities and problems in varying mood states and a broad range of options will be brought to mind and considered. Emotions from start signal the important changes in the individual and environment. As an individual matures, emotions shape and improve thinking by directing a person’s attention to important changes.

• **Understanding and Analyzing Emotions, Employing Emotional Knowledge:** Understanding and Analyzing Emotions; Employing Emotional Knowledge is the ability to understand emotions and to use emotional knowledge. Consequences of mood and emotion also vary among individuals. Some people have a rudimentary understanding of how they are influenced by feeling and use this knowledge in functional ways. An individual having a hard day at work comes home in a bad mood and gets into argument with his spouse and children. He never realizes how this bad mood is contributing to the disagreement.

• **Management of Emotions:** Management of emotions concerns the conscious regulation of emotions to enhance emotional and intellectual growth. Emotional reactions must be tolerated when they occur independently. The emotional insight and energy provided by experience may be applied to the reasoning process and may both motivate it and provide a means, for example, to elicit others anger in
opposition to injustice. As the individual matures, there also emerges consistency reflective of meta-experience of mood and emotion. The meta-experience of mood appears to be related to important phenomenon such as how clear, typical and influential one’s mood is. The meta-experience of mood appears to be related to important phenomenon such as how long one dwells on traumatic expenses.

Goleman’s Model (1998) of Emotional Competencies-

The Model introduced by Daniel Goleman focuses on Emotional Intelligence as a wide array of competencies and skills that drive leadership performance. Goleman’s model outlines 5 main Emotional intelligence constructs shown in Fig 1.4.

**Emotional Intelligence Model**

- **Personal competencies:**
  - **Self-awareness:** To know one’s self is the key to success. Emotional Intelligence gives self-awareness. A person with a good level of emotional intelligence is aware of his or her strengths and weakness. It is this self awareness that results in success and achievement. A careful examination of track records, a successful people like Bill Gates, Dhirubhai Ambani, Aziz Premi and many other would have us believe that the secret of
their outstanding achievements lay in their self awareness as well as their ability to use their personal strength to carry every venture to a successful end.

Self-awareness is the ability to recognize, understand and accept one’s own moods, emotions, drives, strengths and shortcomings as well as to see how these affect other people. Self-awareness further includes three aspects:

i) Emotional awareness: Recognizing their emotions and knowing how their emotions of feeling affect their as well as students’ performance.

ii) Accurate self-assessment: they should know their strengths and weaknesses and should find the ways and means for improvement rather than hiding their weaknesses. Accurate assessment by the teacher himself helps him to handle and tackle different classroom situations.

iii) Self-confidence: Self-confidence is a very essential part of Emotional Intelligence. A confident person is always well adjusted in his professional and family environment. A self confident teacher only can deliver his knowledge, experiences and feeling effectively.

Self-regulation: Self-regulation is the art of managing impulses, distressing feeling and upsets rather than denying or repressing the feelings. It helps the teacher in staying composed, focused and calm and to think clearly even under pressure. Self-regulation consists of five aspects.

i) Self-control: Self-control is the secret of happiness. Self-controlled persons can manage their emotions effectively even in adverse situations. The teacher should posses this trait to control the class room situation to deal with problem child/gifted child.

ii) Trustworthiness: Trust-worthiness means credibility, honesty and integrity. These qualities are necessary for developing good relationship with students, colleagues and authorities at large. These people take responsibility for their actions. A credible teacher is impartial in examination, awarding marks and for giving incentives and punishment.
iii) Conscientiousness: It means commitment. These teachers fulfill their obligations, make attempts to keep their promises, sincere to their work and students’ well being.

iv) Adaptability: Adaptability means flexibility in handling challenges in various situations effectively.

v) Innovativeness: Use of new methods/techniques mechanisms in classroom situation for teaching and to deal with children with individual differences and varied problems.

**Self-motivation:** Motivation is another attribute of Emotional Intelligence. It helps in the accomplishment of goals. It is an ability to follow the goals with zeal, energy and persistence. An emotionally intelligent person can motivate his associates to get their jobs and complete the tasks in hand successful. Other thinks it is difficult to say no to a person possessed of Emotional Intelligence.

The important motivational competencies to be posed by a teacher are:

i) Achievement drive: It refers to striving to improve or meet a standard of excellence. These people take risk and face any type of challenges in order to get desired results.

ii) Commitment: The people with commitment do not yield to any pressure or commitment.

iii) Initiative and optimism: People who are emotionally balanced take a lot of initiatives and are optimistic. They have the ability to mobilize others to get the work done; make attempt to accomplish goals even in the presence of obstacles. Their optimistic views encourage others to achieve their goals.

- **Social Competencies**

  *Empathy:* Emotionally balanced people are generally empathetic. Empathy is ability to imagine and share other person’s feelings and experience. Behaving this way, the Emotionally Intelligent person wins the confidence and respect of the one towards whom empathy is shown.
Empathy includes the following:

i) Understanding others: It means knowing other’s feelings and showing interest in their welfare.

ii) Leveraging diversity: It means being sensitive to group difference and relate to people according to their background.

Social Skills: Social skill is an ability to develop rapport with various sections of society and create network of people. It includes the following aspects.

a) Influence: Influential individuals have the ability to persuade others. They build consensus and win support.

b) Conflict management: It refers to negotiating and resolving disagreements. The problem can be tackled with the use of conflict management.

c) Leadership: Leadership is guiding people individually as well as in groups. Emotionally mature leader is person-oriented and inspires members to work in group. The Emotional Intelligence instills quality of leadership. A person who is deficient in Emotional Intelligence may have first class training, and incisive mind and endless supply of good ideas but he may fail to become a great leader.

d) Change Catalyst: It refers to initiate change and encourage others to bring change in their behaviour and outlook.

e) Communication: Communication has a significant place in emotional intelligence. It means listening openly, sharing of information, receptive to other’s views. The teacher should initiate discussion in the class and respect the views of the students so that they feel confident and encouraged.

Co-operation: A person with emotional intelligence gets easy cooperation from other by giving out cooperation himself. Such a person is fully aware of the basic principle “like be gets like”. Getting involve in the task is the way to getting other people along emotional intelligence doesn’t mean ‘Go, go’ it means ‘come, come’. let’s share’.

Accepting other to get accepted: Accepting others is the key factor in getting accepted. An emotionally intelligent person is self-prompted to give importance to others irrespective of normal human weaknesses. No one is perfect, everyone has human
weaknesses. These in no way stand in the way of a person who has adequate degree of emotional intelligence. In every organization talents are at variance. The senior must recognize the fact that faults can be corrected by positive and sympathetic approach and juniors must recognize the students of their senior. This mutual trust demands high degree of emotional intelligence.

*Ability to manage moods:* Emotional Intelligence is the secret of one’s ability to manage one’s moods. Different situations call for different moods. Most successful people do have an incisive mind, backs by high quality training as well as a host of good ideas. But if this is coupled with emotional intelligence, the chances of their unmatched performance are very high.

*Appropriate response to environmental situations:* Emotional Intelligence is the key to appropriate response to environmental situations and adequate degree of emotional intelligence makes one flexible innovative and adaptable. An emotionally intelligent person will exercise self control in a situation which would make another one aggressive.

*Appreciating the partner good gestures:* Emotional Intelligence is the key to cordial mutual relationship. We often despise fighting couples and we always envy those couples who live an emotionally balanced life. The husband who appreciates each good gesture of his wife and wife keeps saying “sir, what can I do for you?” give proof of emotional intelligence. Appreciating each other good gestures is the sigh of emotional intelligence.

**Process of Emotional Intelligence**

Process of emotional intelligence or managing the emotions is a four step process. The steps are:

- *To Perceive Emotion:* - In this stage, the individual perceive types of emotion in self and in others. Emotion can be perceived through face reading, body language, voice tone, conversation etc. It is not necessary that individual perceive an emotion through the above mention measure. There may be some other mode of perceiving an emotion.
• To integrate Emotion: - After perceiving an emotion that individual tries to find out how his own feelings and emotions are related or unrelated to perceived emotions. The individual tries to find out analogy with the perceived emotions. If he finds any analogy then he integrates the perceived emotions with the analogous ones; otherwise he keeps them a separate category.

• To Understand Emotion: - After integrating emotions with analogous one, the individual tries to analyze and synthesized pros and cons of the emotion. This enhance his understanding for the nature, intensity and outcomes of the emotion and finally after acquiring the proper understanding of the emotion, individual is in a position to use the emotions in problem solving and decision making etc.

• To Manage the Emotion: - When one is able to properly understand the emotions then one can exercise its proper control & regulation over the expression and use of emotion in dealing with self and others so as to promote harmony and peace.

Thus, Emotional Intelligence is the unitary ability which is helpful in knowing, feeling and judging emotions in close cooperation with one’s thinking process to behave in a proper way, for the ultimate realize of the happiness and welfare of the self in tune with others. It refers to capacity to deal effectively with one’s own and other emotions. It is the ability that motivates us to pursue our unique potential and purpose and actuates our innermost values and aspirations transforming them from things we think about to what we live. When applied to the work place, emotional intelligence is about thinking intelligently with emotions, perceiving, expressing, understanding and managing emotions in a professional and effective manner at work.

1.4 MENTAL HEALTH

Life is a mixture of necessity and freedom, chance and choice. Complexity in life is due to the fast and recent development and competitions in each and every field. In spite of so many advancements, man is not happy. Rather it has made life more complex. Man has become a victim of confusion and mental illness. Majority of the human beings are dissatisfied, unhappy, discontented and all these factors lead to disturbed Mental Health. Generally, Mental Health is concerned with the development of integrated...
healthy personalities, in the interest of preventing mental illness. Mental health is the adjustment of human beings to the world and to each other with a maximum effectiveness and happiness. Mentally healthy person is one who actively masters his or her environment, demonstrates a considerable unity or consistency of personality and is able to perceive self and the world realistically.

World Health Organization is appealing to countries to increase their support for Mental Health services. An estimates made by World Health Organization in 2002 showed that 154 million people globally suffer from depression and 25 million people from schizophrenia; 91 million people are affected by alcohol use disorders and 15 million by drug use disorders. A recently published WHO report shows that 50 million people suffer from epilepsy and 24 million from Alzheimer and other dementias. In addition to the above figures, many other disorders affect the nervous system or produce neurological sequelae. Projections based on a World Health Organization study show that worldwide in 2005, 326 million people suffer from migraine; 61 million from cerebrovascular diseases; 18 million from neuroinfections or neurological sequelae of infections. On 9th October, 2008, World Health Organization has launched its action programme in Geneva, the Mental Health Gap Action Programme (MHGAP) which aims at scaling up services for mental, neurological and substance use disorders for countries especially with low and middle income. The programme asserts that with proper care, psychosocial assistance and medication, tens of millions could be treated for depression, schizophrenia, and epilepsy, prevented from suicide and begin to lead normal lives— even where resources are scarce.

The above data shows that people in the world are labouring under emotional stress and strain unbearable. They are so upset that they can not make effective adjustments to their life, their jobs, their family and friends. They become, in other words, maladjusted and develop all sorts of symptoms. Thus there is need to understand the 'Mental Health'.
MEANING OF MENTAL HEALTH

Mental Health which today is recognized as an important aspect of one’s total health status is a basic factor that contributes to the maintenance of physical health as well as social effectiveness. It is a normal state of well being, and in the words of Johns, Sutton and Webster, ‘is a positive but relative quality of life. It is a condition which is characteristic of the average person who meets the demands of life on the basis of his own capacities and limitations.’ By the word ‘relative’ we imply that the degree of Mental Health which an individual enjoys at a time is continuously changing. It is not mere absence of mental illness that constitutes Mental Health. On the other hand, it is a positive, active quality of the individual’s daily living. This quality of living is manifest in the behaviour of an individual whose body and mind are working together in the same direction. His thoughts, feelings and actions function harmoniously towards the common end. It means the ability to balance feelings, desires, ambitions and ideals in one’s daily living. It means the ability to face and accept the realities of life. It connotes such habits of work and attitudes towards people and things that bring maximum satisfaction and happiness to the individual. But the individual gets this satisfaction and happiness without any friction with the social order or group to which he or she belongs.

The expression ‘Mental Health’ consists of two words: ‘Mental’ and ‘Health’. Mental is generally related with mind and Health generally means sound condition, or well-being, or freedom from disease. ‘Mental health’ therefore, may refer to a sound mental condition or a state of psychological well-being or freedom from mental diseases. But one’s body and mind function harmoniously; it is said that a sound body presupposes a sound mind and a sound mind exists in a sound body, so understanding of personality requires proper analysis of body and mind.

Mental health has two aspects: individual and social. The individual aspect of Mental Health means that the individual is internally adjusted. He is self-confident, adequate, and free from internal conflicts, tensions, or inconsistence in his behavior. He is able to adapt successfully to the changing needs and demands of the environment. He is capable of making decisions, assuming responsibilities in accordance with his...
capacities. He finds satisfaction, success and happiness in day-to-day work. He is able to live effectively with others. He has insight into and understanding of his motives, desires, weaknesses and strong points.

The social aspect of Mental Health connotes that mental health is the result of social forces influencing the individual beginning with his formative years and continuing throughout his life. The individual must be capable of social adjustment; otherwise he will have to suffer from mental ill health. He must also be accepted as a member of the society in which he lives. It is because of these two aspects of Mental Health that Mental Health is, at times, defined as the ability of the individual to make personal and social adjustments.

Mental health is wholesome mental attitude and lack of mental disorders. Sound Mental health is a pre-requisite for better adjustment. Mental health cannot be defined in the terms of mental discomfort only, as it is closely related to customs and requirements of society.

*World Health Organization* (1948) defined Mental Health as a state of complete physical, mental and social well being and not merely the absence of disease or infirmity.”

*Crow & Crow* (1951) defined Mental Health as physical well being, adjustment to mental ability, emotional control, social adjustment & sex adjustment.

*Hilgard* (1957) defined Mentally Healthy person is an adjusted person. This statement means that he is not unduly distressed by the conflicts he faces. He attach his problem in a realistic manner, he accepts the inevitable and accept his own short comings.

*Bhatia* (1969) defined that Mental Health is a condition which permits the maximum development - physical, intellectual and emotional of the individual in so far as this does not interfere with a similar development of other individuals.

*Witty* (1970) defined Mental Health as the achievement of such control over our
emotional life that we do not show our feelings, there are times when it is right and appropriate to be angry, to be afraid, to be happy or to be joyous. Mentally healthy people are characterized by a vital emotional approach to living both in day to day experience and in long range terms.

According to Kalpan (1971) Mental Health involves a continuous adaptation to changing circumstances, a dispraise process where a human being strives to achieve a balance between internal demands and the requirements of changing environment.

Shertzer and Stone (1976) stated that Good Mental Health includes both the development of the personal qualities and adjustment is a term used to denote a general process in which the individual changes response pattern as dimension of environmental change, it refers to the content to which an individual’s personality functions effectively in the world of people. There are certain patterns of behaviour that are characteristically associated with well adjusted children and poorly adjusted children.

Taylor (1977) defined Mental Health as the ability to enjoy life, resilience, balance, flexibility and self actualization.

Bhan and Dutt (1978) defined Mental Health as an attribute of nature, human personality and a social value to be guided and maintained through purposeful timing.

Rees (1980) defined mental health is the adjustment of human beings to the world and to each other with maximum of effectiveness and happiness. Not just efficiency or just contentment or the grace of obeying the rules of the game cheerfully. It is all of these together. It is the ability to maintain an even temper, an alert intelligence, socially consideration behaviour and a happy disposition”.

Chauhan (1984) defined Mental Health as a condition which permits the maximum development of physical, intellectual and emotional status of the individual, so that he can contribute maximum to the welfare of the society and can realize his ideas and in life.
Longman Dictionary of Physiology and Psychiatry (1984) defined Mental Health as a state of mind characterized by emotional well being, relative freedom from anxiety disabling symptoms and a capacity to establish constructive relationship and cope with ordinary demand and stress of life. The Mental health of individual is one of the determining factors of values of an individual.

Bhagi and Sharma (1992) defined Mental Health as a state of mind characterized by emotional well being, relative freedom from anxiety and discipline symptoms, a capacity to establish constructive relationships.

Kamau (1992) Sound Mental Health must comprise not only freedom from emotional disturbance and mental disorder but also an ability of function to the maximum level of one’s interests and capabilities. This entails striving after fulfillment of elementary needs for the actualization of one’s potential.

Cardwell Clack and Meldrum (2000) considered psychological abnormality in terms of Mental Health problem such as depression and anxiety are normal human conditions in a statistical sense, in that most people suffer from these from time to time and in relation to specific events in their lives.

World Health Organization (2001) defined Mental health is not merely the absence of disease or Infirmity but rather, a state of complete physical, mental and social well being.

On the basis of above mentioned definitions, we can say that a person who has wholesome mental attitude and lack of mental disorders is known as Mentally Healthy. On the other hand, mentally unhealthy person is that who cannot perceive the world in a clear perspective. For him, world would be a confusion. If he is unable to adjust to new situations, he is maladjusted and unstable person. Nervous disorders make him an unhealthy person and he is not fit in the society to a great extent. 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, to be strong, and to be able to manage stress. It is state of continuous well being as the union of zest with peace. Mental Health thus appears to be an attribute
of a mature human personality and as a social value to be guarded and maintained through purposeful living. Possessing Mental Health, an individual can adjust properly to his environment and can make best effort for his own, his family’s and his society’s progress and betterment.

ROOTS OF CONCEPT OF MENTAL HEALTH

The concept of Mental Health, given its polysemic nature and its imprecise borders, benefits from a historical perspective to be better understood. What today is broadly understood by “Mental Health” can have its origins tracked back to developments in public health, in clinical psychiatry and in other branches of knowledge. Although references to Mental Health as a state can be found in the English language well before the 20th century, technical references to Mental Health as a field or discipline are not found before 1946. In 1948, the WHO was created and in the same year the first International Congress on Mental Health took place in London. At the second session of the World Health Organization’s Expert Committee on Mental Health (September 11-16, 1950), “Mental Health” and “Mental Hygiene” were defined as follows: “Mental Hygiene refers to all the activities and techniques which encourage and maintain Mental Health. Mental health is a condition, subject to fluctuations due to biological and social factors, which enables the individual to achieve a satisfactory synthesis of his own potentially conflicting, instinctive drives, to form and maintain harmonious relations with others; and to participate in constructive changes in his social and physical environment. However, a clear and widely accepted definition of Mental Health as a discipline was (and is) still missing. Significantly, the Dorland’s Medical Dictionary does not carry an entry on Mental Health, whereas the Campbell’s Dictionary of Psychiatry gives it two meanings: first, as synonyms of Mental Hygiene and second, as a state of psychological wellbeing. The Oxford English Dictionary defines Mental Hygiene as a set of measures to preserve Mental Health, and later refers to Mental Health as a state. These lexicographic concepts nonetheless, more and more Mental Health is employed in the sense of a discipline (e.g., sections/divisions in health ministries or secretaries, or
departments in universities), with an almost perfect replacement of mental hygiene. In addition, given this polysemic nature of Mental Health, its delimitation in relation to psychiatry (understood as the medical specialty concerned with the study, prevention, diagnosis and treatment of mental disorders or diseases) is not always clear.

**ORIGINS OF MENTAL HEALTH**

**a) Indian Concept of Mental Health**

Atharva Veda’ produces detailed information on mental disorders and their treatment. According to Atharva Veda, human personality on the physical side has three components for ‘gunas’ as Vata, Pitta and Keph. The mental personality also contributes there genes or characteristics Sattav, Rajas and Tamas. The imbalance of there gunas cause mental disorders. These gunas are in ‘men’ (mind) since birth but they keep certain equilibrium in normal person. Thus normal mental health means living in ‘Rajas’ and ‘Tamas’ to a certain degree.

**b) Western Concept of Mental Health**

The origin of the Mental Hygiene movement can be attributed to the work of Clifford Beers in the USA. In 1908, he published “A mind that found itself”, a book based on his personal experience of admissions to three mental hospitals.

By 1937, the US National Committee for Mental Hygiene stated that it sought to achieve its purposes by: a) promoting early diagnosis and treatment; b) developing adequate hospitalization; c) stimulating research; d) securing public understanding and support of psychiatric and mental hygiene activities; e) instructing individuals and groups in the personal application of mental hygiene principles; and f) cooperating with governmental and private agencies whose work touches at any point the field of Mental Hygiene. Thus, the Mental Hygiene movement was “visualized, not a single patient, but a whole community; and it considered each member of that community as an individual who’s mental and emotional status was determined by definite causative factors and whose compelling need was for prevention rather than cure. The Mental Hygiene Movement, then, bears the same relation to psychiatry that the public-health movement,
of which it forms a part, bears to medicine in general. It is an organized community response to a recognized community need.”

c) The World Health Organization

From its very beginning, the WHO has always had an administrative section specially dedicated to Mental Health, as an answer to requests from its Member States. The first Report of the WHO’s Director General, in its English version, refers to an administrative section called “Mental Health”. However, the French version of the same report calls it “Hygiène Mentale”. Well until the 1960s we find Hygiène as the French translation of Health in some World Health Organization publications and in some instances we find also Mental Hygiene used interchangeably with Mental Health in the English version of some documents. The volume no. 9 of the WHO’s series Public Health Papers was published in 1961 in English with the title “Teaching of Psychiatry and Mental Health”, in 1962 in French with the title L’enseignement de la Psychiatrie et de l’Hygiène Mentale and in 1963 in Spanish with the title Enseñanza de la Psiquiatria y de la Salud Mental. In the preamble to the World Health Organization (1994) Constitutions, it was stated that “Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity”.

d) The International Congress of Mental Health

The First International Congress of Mental Health was organized in London by the British National Association for Mental Hygiene from 16 to 21 August, 1948. Starting as an International Conference on Mental Hygiene, it ended with a series of recommendations on Mental Health. Throughout the proceedings of the Conference, Hygiene and Health, qualifying mental were used interchangeably. However, in the 17 pages of the recommendations of the conference, the word Hygiene is very sparingly used. At the end of the congress, the International Committee on Mental Hygiene was superseded by the World Federation for Mental Health. In addition to the wording employed in the proceedings of that congress, gradually replacing Hygiene by Health, some of its recommendations were also influential at other levels. An International Committee (1948) on Mental Hygiene was established and conferences had been
convened under the theme “Mental Health and World Citizenship”. Only one concept of Mental Health was put forward, by this Committee that Mental Health is regarded as a condition which permits the optimal development, physical, intellectual and emotional, of the individual, so far as this is compatible with that of other individuals and concluded with the transformation of the Mental Hygiene Movement into the Mental Health Movement. In 1949, the National Institute of Mental Health started its activities in the USA.

c) Recent Developments

After a century of Mental Hygiene Movements, Mental Health continues to be used both to designate a state, a dimension of Health – an essential element in the definition of health corresponding to the application of psychiatry to groups, communities and societies, rather than on an individual basis, as is the case with clinical psychiatry. However, Mental Health is, quite unfortunately, still viewed by many as a discipline, either as a synonym of psychiatry, or as one of its complementary fields. A recent trend has been the addition of the qualifier public to either mental health or to psychiatry, as it can be seen in a World Health Organisation Document (1996) entitled “Public Mental Health” who stated the concept of Mental Health as a movement rather than a discipline. In 2001, the World Health Organization dedicated its annual report “The World Health Report - Mental Health: New Knowledge, New Hope to Mental Health”. The report summarized the three main knowledge areas - a) effectiveness of prevention and treatment, b) service planning and provision, and c) policies to break down stigma and discrimination and adequate funds for prevention and treatment. If we compare the semantic variations between the beginnings of the 20th and the 21st centuries, the same concerns of the origins of the Mental Hygiene Movement, discussed earlier on, can be found in the Mental Health content of the World Health Report. Perhaps the biggest difference between these two platforms is the emphasis on the improvement of hospital care in the former (the only form of treatment available by then), and the contemporary emphasis on distancing Mental Health from psychiatric hospitals and placing it in the community.
CHARACTERISTICS OF A MENTALLY HEALTHY INDIVIDUAL

On the basis of above said developments in this field, we can deduce certain characteristics that a Mentally Healthy individual or a well-adjusted person possesses or develops in his daily living. These characteristics can serve as criteria for optimum mental health.

- A well-adjusted person has some insight into and an understanding of his motives, desires, his weaknesses and strong points. He can evaluate his behavior objectively and can accept his short-comings and weaknesses.
- He has a sense of personal worth, feels worth-while and important. He has self-respect, and feels secure in a group.
- Besides this security as a member of the group, such a person feels that he is wanted and loved. In other words, he has a sense of personal security.
- He has faith in his ability to succeed; he believes that he will do reasonably well whatever he undertakes. He solves his problems largely by his own initiative and effort. He feels confident of everyday life, more or less effectively.
- A well-adjusted person or a mentally healthy person can get along with other people. This means he has an understanding of other people’s motives and problems. He appreciates the many differences that he finds in people. Moreover, he can give and accept love, can form friendships which are satisfying and lasting and which give him a feeling of belongingness.
- Such a person has some understanding of his environment and of the forces with which he must deal. Equipped with this understanding, he plans ahead but does not fear the future. He has the capacity to face realities rationally and objectively.
- He has developed a philosophy of life that gives meaning and purpose to his daily activities. This philosophy belongs to this world and discourages the tendency to withdraw or escape from the world. It makes him do something concrete about his problems as they arise. He does not evade responsibility or duty.
- Such a person lives in a world of reality rather than fantasy. Reality rather than fantasy or wishes or imaginary fears govern his behavior.
He has developed a capacity to tolerate frustrations and disappointments in his daily life.

He shows emotional maturity in his behavior. This means that he is able to regulate such emotions as fear, anger, love, jealousy and expresses them in a socially desirable manner. ‘He does not go to pieces as a result of his fears, anger and worries.’

He has a rational attitude towards problems of his physical health. He maintains a daily routine of health practices which promote healthful living. He practices good health habits with regard to nutrition, sleep, rest, relaxation, physical activity, personal cleanliness and protection from disease.

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

He has a variety of interests and generally lives a well-balanced life of work, rest and recreation. He has the ability to get enjoyment and satisfaction out of his daily routine job.

FOUNDATIONS OF MENTAL HEALTH

By foundations of Mental Health, we mean a few basic factors on which Mental Health of any individual depends. These factors are as follows:

- **Heredity**: It provides the raw material, or the potentialities of the individual. It sets the limits for his Mental Health. What the individual inherits are the potentialities in relation to growth, appearance, intelligence and the like. The development and utilization of these potentialities is determined to a large extent, by the environmental opportunities. Investigations have shown that heredity may predispose a person to the development of a particular type of mental illness when he is placed under excessive stress. Even in psychoneuroses and psychopathic personality trends, hereditary factors play some role. In the production of a large number of the mentally defective and feebleminded, hereditary factors are quite prominent. In the words of Wallin, ‘defective heredity may furnish a fertile soil for the development of mental and nervous diseases but so far as minor personality
maladjustments are concerned, heredity supplies only a predisposing condition.’ (Personality Maladjustments & Mental Hygiene).

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

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

- **Social Factor:** Social factors pertain to the individual’s society in which he lives, the interactional processes and his social functioning with other persons. It is the social environment which shapes the knowledge, the skills, interests, attitudes, habits, values and goals that he acquires. Every individual is born into a society which influences the content of his behavior. Of the social factors, the most important are the Home, the School and the Community. They influence the
personality development of a growing child. A mother who gives affection and security to her children contributes to their Mental Health, whereas a mother who is nervous, tense, or self-centered, overprotective or rejecting, domineering or inconsistent in disciplinary practices or who is partial in dealing with her children is laying the foundations of mental inadequacy or ill health. On the other hand, a father who shares his life and time with his family and children, who shows interest in the development of his children, plays with them or works with them, helps them to develop mentally healthy attitudes.

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

The school too can ‘develop a sense of personal worth, social growth and social competence,’ if its experiences are satisfying and if they evoke afffectional responses. A good school provides an atmosphere in which each pupil is respected as an individual. It provides a curriculum enriched by activities, meeting the needs and interests of pupils – extra-curricular activities such as dramatics, athletics, debates which promote the physical and emotional development of its pupils. Such a school is a positive factor in the development of sound mental health.

The McKinney (1949) in his book ‘Psychology of Personal Adjustment remarks’, ‘The community furnishes the framework and climate within which the family lives and develops; it must, therefore, provide a healthy atmosphere and a well-organized network of public and private community services of the highest possible quality.’ These services will satisfy such needs as those of love and affection will give a feeling of belongingness, will provide opportunities for group participation and for emotional release. Education of the general public, through libraries, reading rooms, social education centers, a well-rounded recreational
programme, vocational guidance bureaus for youth, Bal Bhavans, hospitals for the mentally and physically ill, arrangements for family counseling, maternity and child welfare centres in the urban and rural areas, and the like are some of these desirable service.

- **Satisfaction of Fundamental or Basic Needs:** Mental health in childhood and later depends very much on the adequate satisfaction of our fundamental or basic needs. It has been brought out by mental hygiene specialists again and again that when these needs are adequately cared for, the individual functions in an effective manner. Our basic needs are physical, organic as well as emotional or psychological. The organic needs are to be satisfied for maintaining physical well being. ‘Hunger, thirst, fatigue, lack of sleep, physical pain, exercise, heat or cold and the like set up certain tensions in the individual which must be relieved.’

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

Indices of Mental Health

- **Emotional Stability**: It refers to experiencing subjective stable feelings which have positive or negative values for the individual.

- **Adjustment**: It refers to individual’s achieving an overall harmonious balance between the demands of various aspects of environment, such as home, health, social, emotional and school on the one hand and cognition on the other.

- **Autonomy**: It refers to a stage of independence & self determination in thinking.

- **Security-Insecurity**: It refers to a high (or low) sense of safety, confidence, and freedom from fear, apprehension or anxiety particularly with respect to fulfilling the person’s present or future needs.

- **Self Concept**: It refers to the sum total of the person’s attitudes knowledge towards himself and evaluation of his achievements.

- **Intelligence**: It refers to general mental ability which helps the person in thinking rationally and in behaving purposefully in his environment.

Thus, Mental Health is an important aspect of total health of a person, because it is both the cause and effect of the other types of health. It results from the normal organization and functioning of the mind. It means three things to an individual: - Right thought, Right attitude and Right action.

1.5 ADJUSTMENT

The present world, with its scientific advancement and technological sophistications has introduced a lot of competitions and complexities in our lives. It has
given rise to unlimited wants with of course, limited means. The individual are facing tensions and frustrations. It is very important to cope with these tensions so the process of Adjustment comes into scene. Each day we make counters Adjustments and strives hard for the satisfactions of our needs. Adjustment is relative, and not absolute in character. There is nothing like a perfectly adjusted person. The most that can be said is that some persons are characteristically well adjusted, and then too, goods Adjustment is not necessarily pervasive. The term Adjustment refers to the adequacy of the person & interpersonal process that we use to adopt to our environment. A well adjusted person is one who engages in behaviour that is appropriate for the culture and given situation. Well adjusted person are flexible and change according to the environment causing no harm to themselves or to other around them. They are also able to bring about desirable changes in themselves and their environment. Personality Adjustment is therefore very important in life. The concept of Adjustment is biological in origin as Adjustment was used in Darwin’s Theory. In those days, the concept was purely biological and he used the term adaptation. The dictionary meaning of the word ‘Adjustment’ is, to make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an Adjustment between two things, we adapt or modify one or both of them to respond to each other.

According to Darwin’s (1859) ‘Theory of Evolution’, those species which adapted successfully to the demands of living, survived and multiplied while others who did not died out. Therefore, the adaptation or changing of or one’s surroundings according to the demands of the external environment became the basic need for our survival It is as true today with all of us as it was with the Darwin’s primitive species. Those of us who can adapt or adjust to the needs of changing conditions can live happily and successfully, while others either vanishes lead miserable lives or prove a nuisance to society. However, the concept of Adjustment is not as simple as adaptation.

To a Psychologist, to adjust means it includes both inert and overt changes, the individual experience. The process of Adjustment starts right from birth of the child and continuous till death. The word ‘Adjustment’ indicates that it is a continuous process by which a person differs in his behaviour to produce a more harmonious relationship
between himself and his environment. The satisfactions of these needs, however must be
certain the framework and requirements of one’s culture and society. Adjustment is
conceived as the organization of behaviour of individual in various situations i.e. at
home, school and work place. It is a process of developing harmonious behaviour in
relation to demands of internal, external and social environment. It involves coping up
with ourselves, our environment and people, we encounter. Adjustment is a process of
maintaining a balance between the needs – physical, psychological, social needs and
circumstances that influence the satisfaction of these needs. Therefore, it is a process by
which individual attempts to maintain a level of psychological & physiological
equilibrium.

Adjustment does not stop at a certain stage but instead continues through out life.
Adjustment at later stage of life can be easier in the sense that the adult knows his goal,
he has already a developed personality and he has better reasoning and thinking power.
But it is little difficult for adolescents as it is a period of transition for an individual
between ‘being’ child and a ‘man’. This period of life marks a new era by providing
opportunities to enter into new experiences, to find new relationships to examine
resources of inner strength and have faith in the strengths of inner ability. The changes
that set in make the boys and girls wonder at themselves. If the Adjustment is proper,
there is contentment. On the other hand if the Adjustment will not proper it would lead to
development of maladjustment. So, Adjustment acts as grease, as lubricant in the
movement of this gigantic social structure and avoids friction which results in the
breakdown of social life at different level.

Adjustment as Achievement of Process

Adjustment can be interpreted as both, process and the outcome of that process in
the form of some attainment or achievement. When a poor child studies under the street
light because he has no lighting arrangement at home he is said to be in a process of
Adjustment. What he attains in terms of success in his examination or the fulfillment of
his ambition or pride in his achievement is nothing but die result of his Adjustment to his
self and his environment. Thus, Adjustment as an achievement means how the
effectiveness with which an individual can function in changed circumstances and is as such, related to his adequacy and regarded as in achievement that is accomplished badly or well. So it is as a process describes and explains the ways and means of an individual’s adaptation to his self and his environment without reference to the quality of such Adjustment or its outcome in terms of success or failure. It only shows how individuals or a group or groups of people cope under changing circumstances and what factors influence the Adjustment.

Adjustment may be of three types, such as (1) biological Adjustment, (2) Adjustment to the social environment and (3) Adjustment to the self. Human biological Adjustments are basic in the sense that they are life functions and have their equivalents in animals. We breathe in air perhaps eighteen or over twenty times a minute, usually with little or no awareness. We build shelter against the cold and other elements. Such biological Adjustments are usually called adaptations. Adjustment to the social environments usually refers to other people or interpersonal relations. In popular usage we are likely to regard a person as well adjusted who ‘gets along’ with other people. The Social Adjustment that people make varies from situation to situation. People may be characterized as passive, aggressive, dominating, considerate or withdrawn. All of these suggest the most typical sort of Adjustment a person makes in relating to others. Adjustment to one’s self is certainly no less a challenge than is Adjustment to other people. Our greatest battles, commonly, are with ourselves. Personal needs that we hold frequently are inconsistent with one another and lead to internal psychological conflict and strain. Many of the goals we seek are, in fact, thwarted or frustrated and we must somehow adjust to those failures. We must also adjust to our shortcomings as we understand them. All these indicate Adjustment to self. Positive Adjustment to the self means greater satisfaction in living and smoother functioning of personality.

Me Kinney (1949) stated that ‘a well adjusted individual can meet his needs with resources available in his environment. Needs are specially determined by the cultural milieu, in which one lives. In evaluating the Adjustment, we must consider all the motives, all the habits and the attitudes, which are useful to satisfy organic, social and
personal demands i.e. entire personality to be considered.’

*Good (1959)* stated that Adjustment is a process of finding and adopting modes of behaviour suitable to the environment or to change in the environment.

*Webster (1951)* defined Adjustment is the establishment of a satisfactory relationship as representing harmony, conformance, adaptation or the like.

*Skinner (1962)* defined Adjustment means know well a person gets along in a situation. This suggests that individual learns to direct his energies in ways of gratifying both to himself and society.

*Dunn (1963)* defined Adjustment is a continuous process of maintaining harmony with attributes of individual and environmental conditions which surround him.

*Boring (1966)* defined Adjustment as a process by which living organism maintains a balance between its need and circumstances that influence satisfaction of these needs.

*Arkoff (1968)* stated that Adjustment is person’s interaction with his environment. Each person constantly strives to meet his needs and reach his goals. At same time, he is under pressure from the environment to behave in certain ways. Adjustment involves reconciliation of personal and environmental demands.

*Chaplin in his Dictionary of Psychology (1968)* has given following measuring of Adjustment. According to him, Adjustment is: -

- Variation in the activities of the organism in order to surmount a barrier and satisfying needs.
- Establishment of harmonious relationship with physical and social environment.

*Colman (1969)* defined Adjustment is the outcome of individual’s effort to deal with stress and meet his needs.

*Swift (1969)* stated that a person’s learnt adjusted behaviour and those, which continue to be successful, are used in later adaptations in the motivational process. The adjustive behaviour helps to resolve conflicts, reduce tension and yield partial satisfaction of motives.

*Eysneck (1972)* states that Adjustment is a state in which needs of the individual
on one hand are fully satisfied or the process by which harmonious relationship can be attained.

According to Lazaurs (1976) Adjustment consist of psychological process by which the individual managed to cope with various demands and pressure in life.

Poduska (1980) stated that Adjustment is the ability to select appropriate and effective measure to meet the demands of the environment while maintaining a healthy attitude towards circumstances.

Singh (1983) defined that Adjustment is a precarious and ever changing balance between the needs and desires of the individuals on one hand and the demands of environment of society on the other hand.

Setia (1991) stated that Adjustment is satisfactory relationship between individual and environment in respect of five areas of Adjustment i.e. home, health, social, emotional and education.

Srivastava (1996) Adjustment is the harmonious relationship with environment in which most of the individual’s needs are satisfied in socially acceptable ways and resulting in forms of behaviour which may range from passive conformity to rigorous actions.

Parmeswaran & Beena (2004) stated that Adjustment is a process by which a living organism acquires a particular way of acting or behaving or changes an existing form of behaviour or action. This Adjustment is of two types viz. Adjustment to external conditions and Adjustment to internal conditions. A balance between these two Adjustments becomes necessary as a person grows older. Adjustment is a very significant factor in determining the degree of achievement of students”.

On the basis of above discussion it can be concluded that:

• Adjustment is a process of maintaining a balance between the needs – physical, psychological & social and circumstances that influence the satisfaction of these needs.

• Adjustment is a continuous process which produces a more harmonious relationship between person and his environment.
• Adjustment is a process of directing one’s efforts towards modification of behaviour and attitudes.
• Adjustment is a process of helping person to change his environment or his outlook.
• Adjustment is a state of condition of harmony that promotes happiness and efficiency of the person in an environment.
• Adjustment implies proper degree of social feeling and acceptance of social responsibility.

**CRITERIA OF ADJUSTMENT**

Criteria of Adjustment are standards, norms or yardsticks – that are used to determine the quality and the degree of personal or social Adjustment for any individual. For instance, questions like – Is person ‘x’ happy? Does he have insight into his motivations and conduct? Is he capable of adapting himself to new or changing situations? Determine the criteria of Adjustment.

• **General criterion:**
  The general criterion of Adjustment is determined by reference to man’s relation to himself and others around him. This simply means that, in a general way, adjustive responses can be evaluated as good or bad, wholesome or unwholesome, by comparing them with what man should do in the light of his intrinsic make-up and in terms of his rights and obligations where his fellowmen are concerned. From this general viewpoint, then, it may be said that delinquency and criminality (anti-social behaviour), blasphemy (irreligious behaviour), and self-mutilation (anti- personal behaviour) are all abnormal and maladjustive. Each one of these isolates one or the other aspect of the criterion of wholesome Adjustment.

• **Specific Criterion:**
  The above general criterion is very useful in evaluating adjustive responses, but, in many instances the exact relation between these and the adjustive behaviours are not easily determined. For example, nervous habits such as nail-biting, thumb sucking,
obsessions, compulsions – all these cannot be readily evaluated in terms of general criterion as delinquency. In such instances mentioning of specific criteria are important. These include the following:

**Understanding the self**: Self understanding or having an insight are essential to meet the demands efficiently, resolve conflicts and frustrations, to deal effectively with problems – in order to achieve good Adjustments. Ability to understand oneself and one’s abilities and the people around is an important factor in influencing Adjustment. There must be willingness to acknowledge one’s own shortcomings, failures and guilt; one should avoid rationalizing and pitying oneself.

**Developing the self**: Adjustment requires self knowledge, insight, objective, self-appraisal and self acceptance, on the basis of which a programme of self-development can be built. All this involves self-control which means, direction and regulation of one’s impulses, thoughts, habits, emotions, attitudes, and behaviours in term of ideals and principles and in terms of requirements imposed by law and society. Self control is the ground work of self-development, which means the gradual and continuous growth of personality towards the goals of maturity and personal achievements. Fixation of responses at any age level is contrary to wholesome Adjustment.

**Integrating the self**: Personal growth and self-realization, is one of the most significant characteristics of a well adjusted person. Personal integration refers to the organization and unification of the many diverse elements of personality into a well-knit, efficiently functioning whole.

**Well defined goals**: The person with well-defined goals acts with direction, purpose, and organized efforts. On the contrary, aimless, boredom, lack of interest and incentive, and other disabling characteristics are not likely to trouble a goal directed person. There is a purpose attached to every action and behaviour.

**Adequate perspective, scale of values, and philosophy of life**: Good Adjustment requires that we develop a sense of priority, put important things first and relegate those of lesser significance in our scale of values. By a scale of value or philosophy of life we mean simply a set of ideas, truths, beliefs and principles that guide a person in his
thinking, in his attitudes and relations to himself and others, in his perspective regarding reality, and in his social, moral and religious behaviour.

*Sense of humour:* It is interesting to note how closely humour and happiness, and lack of humour and unhappiness are correlated. The seriously disturbed person, the neurotic, and the psychotic are characteristically deficient in humour, whereas the happy, the well-adjusted possesses a generous share of this quality. Having a sense of humour is said to be a positive quality, and a necessary element for healthy life.

*Sense of responsibility:* The well-adjusted person, while enjoying a zest for living, nevertheless understands and accepts his responsibilities. Responsibility is an essential aspect of maturity, a quality that is itself necessary to Adjustment.

*Habit formation:* A major part of our everyday Adjustments are affected through the ‘habitual’ behaviour patterns. Since Adjustment requires solving problems and coping successfully with whatever demands arise in our daily lives – an inefficient and faulty habit pattern would lead to maladjustment, whereas a quick and intelligent response would lead to effective Adjustment. For example, a person who has developed efficient work habits will meet the demands of his job more efficiently than one who has no work habits at all.

*Adaptability:* Other than worthwhile work habits; however, there are many fixed responses that must sometime to disrupted and others substituted in their place. For example in adulthood, the dependence of childhood must be replaced by independence. Adjustment is a dynamic process requiring constant change and adaptation, and the more fixed responses are, the more difficult are to meet the changing demands.

*Freedom from disabling or symptomatic responses:* The absence of disabling responses is one of the most direct means of evaluating Adjustment level. Thus, freedom from insomnia, sleep walking, compulsive behaviours, functional disturbances, chronic fatigue and the like, is a good indication that the person is reacting efficiently to the given situations.

The above mentioned criteria so far described are most directly related to personal Adjustment. They refer specifically to qualities and characteristics that the individual
should possess to achieve or maintain Adjustment. We now turn to those criteria that affect his relations, with others and with the world of reality. These include:

- Ability to get along with and take an active interest in other people.
- Having wide range of interests in work and play.
- Deriving satisfaction from work and play.
- Having adequate orientation to reality.

Characteristics of a Well-adjusted Person: A well-adjusted person is supposed to possess the following characteristics:

- **Awareness of his own strengths and limitations:** A well adjusted person knows his own strengths and weaknesses. He tries to make capital out of his assets in some areas by accepting his limitations in others.

- **Respecting him and others:** The dislike for one-self is a typical symptom of maladjustment an adjusted individual has respected for himself as well as for others.

- **An adequate level of aspiration:** His level of aspiration is neither too low or too high in terms of his own strengths and abilities. He does not try to reach for the stars and also does not repent over selecting an easier course for his advancement.

- **Satisfaction of basic needs:** His basic organic, emotional and social needs are fully satisfied or in the process of being satisfied. He does not suffer from emotional cravings and social isolation. He feels reasonably secure and maintains his self-esteem.

- **Absence of a critical or fault-finding attitude:** He appreciates the goodness in objects, persons or activities. He does not try to look for weaknesses and faults. His observation is scientific rather than critical or punitive. He likes people, admires their good qualities, and wins their affection.

- **Flexibility in behavior:** He is not rigid in his attitude or way of life. He can easily accommodate or adapt himself to changed circumstances by making necessary changes in his behavior.
• The capacity to deal with adverse circumstances: He is not easily overwhelmed by adverse circumstances and has the will and the courage to resist and fight odds. He has an inherent drive to master his environment, rather than to passively accept it.

• A realistic perception of the world: He holds a realistic vision and is not given to flights of fancy. He always plans, thinks and acts pragmatically.

• A feeling of Satisfaction with his surroundings: A well-adjusted individual feels satisfied with his surroundings. He fits in well in his home, family, neighborhood and other social surroundings. If a student, he likes his school, school-mates, teachers, and feels satisfied with his daily routine. When he enters a profession, he has a love for it and maintains his zeal and enthusiasm despite all odds.

• A balanced philosophy of life: A well-adjusted person has a philosophy which gives direction to his life while keeping in view the demands of changed situations and circumstances this philosophy is centered on the demands of his society, culture, and his own self so that he does not clash with his environment or with himself.

Models of Adjustment

The Moral Model

This represents the oldest view-point about Adjustment or maladjustment. According to this view, Adjustment or maladjustment should be judged in terms of morality norms of expected behavior. Those who follow the norms are adjusted (virtuous or good people) and those who violate or do not follow these norms are maladjusted (sinners). Evil supernatural forces like demons, devils, etc. were blamed for making one indulge in behavior against the norms (committing sins) while the religious gods, goddess and other saintly great souls were responsible for making one a happy, healthy, prosperous and pious person (adjusted in the modern sense). However, as the medical and biological sciences advanced and scientific reasoning gained a firm footing in the nineteenth century, the moral model was replaced.

The Medico-Biological Model

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This model holds genetic, physiological and biochemical factors responsible for a person being adjusted or maladjusted to his self and his environment. Maladjustment, according to this model, is the result of disease in the tissues of the body, especially the brain. Such disease can be the result of heredity or damage acquired during the course of a person’s life by injury, infection, or hormonal disruption arising from stress, among other things. This model is still extant and enjoys credibility for rooting out the causes of adjustive failure in terms of genetic influences, biochemical defect hypotheses, and disease in the tissues of the body. However, it is not correct to assign physiological or organic causes to all maladapted and malfunctioning behavior, especially when there is no evidence of physiological malfunction such a situation certainly calls for other explanations, viewpoints or models.

The Psychoanalytic Model.

This model owes its origin to the theory of psychoanalysis propagated by Sigmund Freud (1938) and supported by psychologists like Adler, Jung and other neo Freidians.

Freud’s views. Freud (1938) discussed various factors which are relevant to success or failure in adjustment.

The human psyche mind consists of three layers, the conscious, the sub-conscious and unconscious. The unconscious holds the key to our behavior. It decides the individual’s Adjustment and maladjustment to his self and to his environment. It contains all the repressed wishes, desires, feelings, drives and motives many of which are related to sex and aggression. One is adjusted or maladjusted to the degree, extent or the ways in which these are kept dormant or under control.

According to Freud, man is a pleasure seeking animal by nature. He wants to seek pleasure and avoids pain or anything which is not in keeping with his pleasure loving nature. The social restrictions imposed by the mores of society and his own moral standards dictated by his superego come in conflict with the undesigned and unbridled desires of his basic pleasure seeking nature. These pleasures are mostly sexual in nature. One remains adjusted to the extent that these are satisfied. An individual drifts towards
malfunctioning of behavior and maladjustment in case such satisfaction is threatened or denied. Freud postulated the imaginary concepts of ‘id’, ‘ego’ and ‘superego’ for the adjustive and non-adjustive behavior patterns and formulated the following conclusion: A person’s behavior remains normal and in harmony with his self and his environment to the extent that his ego is able to maintain the balance between the evil designs of his id and the moral ethical standard dictated by his superego. In case, the ego is not enough to exercise proper casual over one’s id and superego, malfunction of behavior would result. Two different situations could then arise: If the superego dominates then there is no acceptable outlet for expression of the repressed wishes, impulses and appetites of the id. Such a situation may give birth to neurotic tendencies in the individual. If the id dominates, then the individual pursues his unbridled pleasure seeking impulses, without care for the social and moral norms. In such a situation the individual may be seen to be engaged in unlawful or immoral activities resulting in maladaptive, problem or delinquent behavior.

Freud also uses the concept of libido, i.e., a flow of energy related to sex gratification. He equates it with a flowing river and maintains that if its flow is outward causing sex gratification and pleasurable sensation from outside objects, the individual remains quite normal and adjusted to his self and the environment.

**The Sociogenic or Cultural Model.**

According to this model, the society in general and culture in particular, affects one’s ways of behaving to such an extent that behavior likes the shape of adaptive or non-adaptive behavior turning one into an adjusted or maladjusted personality. The society and culture to which one belongs does not only influence or shape one’s behavior also sets a standard for its adherents to behave in the way it desires. Individuals behaving in the manner that society desires are labeled as normal and adjusted individuals while deviation from social norms and violation of role expectancy is regarded as the sign of maladjustment and abnormality. Although, society or culture plays a significant role in shaping and influencing human behavior, yet it should not be regarded as the only factor in the Adjustment process. Moreover, the societies or cultures may themselves be
destructive to the individual’s Adjustment. It is not proper, therefore, to depend solely on the cultural model for the labeling of one’s behavior as adjusted or maladaptive.

The Sociopsychological or Behavioristic Model

This model emphasizes that Behavior is not inherited. Competencies required for successful living are largely acquired or learned through social experience by the individual himself. The environmental influences provided by the culture and social institutions are important but it is the interaction of one’s psychological self with one’s physical as well as social environment which plays the decisive role in determining adjustive success or failure. Behavior, whether normal or abnormal is learned by obeying the same set of learning principles or laws. Generally, every type of behavior is learned or required as an after-effect of its consequences. The behavior once occurred, if reinforced, may be learned by the individual as normal. As a result, one may learn to consider responses which are labeled as normal or abnormal. Not only is normal and abnormal behavior learned, the labeling of behavior as normal or abnormal is also learned. Whether or not an individual is considered abnormal or maladjusted for a particular type of behavior depends upon the observer of the behavior and also upon the social context of the behavior.

All the models described above are true to certain extent (except the primitive moral model) for providing explanation for one’s adjustive success or failure. But none of them is complete or adequate in itself for providing satisfactory explanation. Although medical or biological provides a sufficient basis for understanding mental illness or maladaptive behavior resulting through organic causes, physical damage to the brain and genetic factors, yet it cannot be applied to the disorders due to psychological causes and societal factors. Adjustment must always be considered as a continuing product of one’s interaction with the biological and social determinants lying in one’s biological and genetic make-up and environmental set-up. It is, therefore, innate as well as learned.

ADJUSTMENT MECHANISM

Life is largely a process of satisfying needs and desires. Needs give rise to goal-oriented behaviour in an organism. Obstacles in the path of need fulfillment lead to
frustration. Frustration produces worries and anxieties. But freedom from worries and anxieties promotes physical and mental health. Thus, any need is bound to produce some tension and tension will automatically upset the equilibrium of the organism. To restore the equilibrium, the self adopts some mental mechanisms. All of us at one or other time in our life use these mental mechanisms to adjust ourselves to the environment. These mechanisms are also called Adjustment mechanisms. In other words, Adjustment is the chief purpose of these mechanisms. The self or the ego is the integrating core of personality and threat to its worth due to frustration is a threat to the individual’s very existence. These mechanisms defend the ego against consequences of frustration. This is why these mental mechanisms are also known as Defence mechanisms. The methods used for keeping and restoring harmony between the individual and his environment can be grouped into two categories, Direct Methods and Mental Mechanism.

**Direct methods:** Direct methods are those methods which are employed by the individual intentionally at the conscious level. They are rational and logical and help in getting permanent solution of the problem faced by the individual in a particular situation. These methods include the following:

- **Increasing trials or improving efforts:** When one finds it difficult to solve a problem or faces obstacles in the path in his environment, he can attempt with a new zeal by increasing his efforts and improving his behavioral process.

- **Adopting compromising means:** For maintaining harmony between his self and the environment one may adopt the various compromising postures, he may altogether change his direction of efforts by changing the original goals; he may seek partial substitution of goal and he may satisfy himself by an apparent substitute for the real thing.

- **Withdrawal and submissiveness:** One may learn to cope with one’s environment by just accepting defeat and surrendering oneself the powerful forces of environment and circumstances.

- **Making proper choices and decisions:** A person adapts himself to and seeks harmony with, his environment by making use of his intelligence for the proper
choices and wise decisions particularly when faced with conflicting situations and stressful moments.

Mental Mechanism: To avoid stress on conflict and frustration person uses this mental mechanism in his daily life. In order to release the tension generated by conflict or frustration by the use of these mental mechanism, the person’s balance and Adjustment become normal. Every man has the fear that people may not reject or insult him he may not become helpless. Such sorts of fears are aggravated in adverse situations. But the person does not easily give up in adverse situations. He makes use of these mental mechanisms in these adverse situations.

According to Brown (1940) the mechanisms are various conscious or unconscious processes where by the conflict situation is eliminated or reduced in its severity. Describing these mental mechanisms Brown further writes – the struggle of Id. ego and super ego at conscious or unconscious level also ends. This conflict usually ends in a very economical and various ways. Coleman (1974) describes these mechanisms as ego defense mechanism (Reaction). According to him, “Defense Mechanisms: Type of reaction designed to maintain the individual’s feelings of adequacy and worth rather than to cope directly with the stress situation, usually unconscious and reality distorting.”

Types of Mechanisms

Brown (1940) describes two types of mental mechanisms:

- **Major Mental Mechanisms**: - These are mechanisms which themselves solve the conflicting situation. This solution is done in a scientific manner. Some of the examples of these mechanisms are as follows:-

- **Sublimation**: - Sublimation is the redirection of libidinal impulses or motivatives to ethical, cultural and social objectives. By this mechanism person satisfies himself through socially approved ways. Sublimation, as it has tradinally conceived, involves the acceptance of a socially approved substitute goal for a drive whose Norman channel of expression or Norman goal is blocked. This is a sort of redirection. The mental mechanism related to the behaviour is not only approved in society, but has definite status in society.
• **Repression:** - It is the mechanism, by which dangerous desires and intolerable memories are kept out of consciousness. This mechanism was first used by Freud. According to Freud, sad, unpleasant and painful wishes and memories are automatically and without efforts are rejected from the field of conscious.

• **Suppression:** - Suppression is that mental mechanism by which unpleasant, sad and painful, thoughts and wishes, motives etc. forcefully put out of the conscious mind.

• **Regression:** - when person takes help of immature responses to maintain the ego organization and to avoid stress, is known as regression. This is also known as flight to childhood. In this mechanism, he adopts immature behaviour.

• **Rationalization:** - In this the individual thinks up ‘good’ reasons to justify what he has done, doing or tends to do. In this the person in order to justify himself gives false reasons and process.

• **Minor Mental Mechanisms:** - These mechanisms are used as a tool by major mental mechanisms. Some of the examples of these mechanisms are as follows: -

  • **Projection:** - Attributing to and observing in other one’s own impulse and traits is called projection. Projection is a defensive reaction by means of which transfers the blame for our shortcomings mistakes and misdeeds to others. Secondly it attributes to others our own impulse, thoughts and desires.

  • **Introjection:** - Introjection is like identification expects that in identification the individual wants to like the objects, while in introjection he considers the object a part of himself. In other words we can say when person adopts or accepts the characteristics of environment in his personality this quality of the person is known as introjection.

  • **Identification:** - Identification refers to the mechanism through which a person attempts to mould his own ego or self after that of some one else or believes himself to have some other persons personality. In this mechanism person wants, his behaviour, actions or himself according to his model personality. In this the individual identifies himself with some person or institution, usually of an
illustrative nature. When we adopt a person’s dress, hair style or behaviour we identify ourselves with him. Usually the adolescents identify themselves with film heroes. Identification with parents or teacher is also commonly seen.

- **Displacement**: Displacement is a sort of mental process by which the emotion originally associated with an idea or object is shifted or transferred to some neutral and in appropriate idea or object.”

- **Compensations**: Compensatory reactions are defenses against feeling of inferiority and inadequacy growing out of real or imagined personal defects or weakness as well as out of our inevitable failure and set backs.

### 1.6 REVIEW OF RELATED STUDIES

Research is considered to be more structured and systematic process of carrying on a scientific method of analysis that is directed towards discovery and development of an organized body of knowledge. It is a planned activity to obtained answers to meaningful question about phenomena or events through the application of scientific approach. Research is an objective, impartial, empirical and logical analysis and recording of controlled observations that may lead to the development of generalizations, principles or theories, resulting to some extent in prediction and control of events that may be consequences or causes of specific phenomena. Research is scientific. and as such, is not satisfied with isolated facts, but seeks to integrate and systematize its findings. It is concerned with the objective verification of generalizations. Such verification requires logical analyses of problems and devising of appropriate methodologies for obtaining evidence.

Education, like any other social science, draws its purposes and substance from the equally dynamic and complex social content which includes all aspects of life such as social, economic, political, ethical, and religious, etc. These aspects operate interdependently and simultaneously from very micro sub-group to the larger group contexts and then to the society at large. As a result of multifarious interactions within each of the aspects, two significant characterizations of society in the form of social
experience and the knowledge-base get emerge. The social experience is the totality of human experiences cumulated up to a point in time. It includes continuation of some of the older experiences and addition of newer ones. Through this continuous process of social experience, several forms of social action and practice evolve, which are unique to each society. The knowledge-base comprises the understandings and explanations developed by the society about the natural and human phenomena in varied forms. These forms represent conceptualization that is underlying the educational processes, practices and their organization. Educational research primarily aims at conceptualization and theorization of these processes and practices so as to understand the educational events and phenomena.

Educational research refers to a systematic attempt to gain a better understanding of the educational process, generally with a view to improving its efficiency. It is an application of scientific method to the study of educational problems.

Travers (1958) states that Educational research represents an activity directed towards the development of an organized body of scientific knowledge about the events with which educators are concerned. Of central importance are the behaviour patterns of pupils, and particularly those to be learned through the educational process. A scientific body of knowledge about education should enable the educators to determine just what teaching and other learning conditions to provide in order to produce desired aspects of learned behaviour among young people who attend school.

Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. Research in a particular faculty requires adequate knowledge related to the subject and it is essential to know what has been done in the same area. A summary of writings of recognized authorities and previous research provides an evidence of what has already been known and what is still unknown and untested. An effective research activity, without giving any scope for duplication of work indicates useful hypotheses and helpful suggestions for significant investigation.
Citing studies that show substantial agreement and those that seem to present conflicting conclusions help to sharpen and define understanding of existing knowledge in the problem area, provide a background for the research project, and make the investigator aware of the status of the issue. Parading a long list of annotated studies relating to the problem is ineffective and inappropriate. Only those studies that are plainly relevant, competently executed, and clearly reported should be included.

Capitalizing on the reviews of expert researchers can be fruitful in providing helpful ideas and suggestions. Though the review of related literature is not a substitute for an independent work still it is one of the first steps in the research process. It is a valuable guide to define the problem, to recognize its significance, to suggest promising date-gathering devices, to appropriate the study design, and sources of data for effective analysis and to arrive at fruitful conclusions. A careful review of the research journal, books, dissertations and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. A review of the related literature must precede any well planned research study.

The knowledge of related literature, brings the researcher up-to-date on the work which others have done and thus to state the objective clearly and concisely. Thus, to conclude the review of related literature is an important aspect of research because:-

a) By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavours would be likely to add to the knowledge in a meaningful way.

b) Through the review of related literature, the researcher can avoid unintentional duplication of well established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established.

c) It gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into the
statistical methods through which validity of results is to be established. In this series, Investigator attempts to review the related studies to Academic Achievement and Emotional Intelligence, Academic Achievement and Mental Health and Academic Achievement and Adjustment.

1.6.1 STUDIES RELATED TO ACADEMIC ACHIEVEMENT OF SCHEDULED CASTE AND NON-SCHEDULED CASTE ADOLESCENTS.

Gupta (1988) conducted a comparative study of educational achievement of Scheduled Caste and Non-Scheduled Caste students of Class X of Uttar Pradesh. The sample was drawn from 10 Intermediate Colleges from 10 districts having the highest enrolment of Scheduled Caste Adolescents. He found that Non-Scheduled Caste students had performed better than Scheduled Caste students.

Rajni (1990) compared Scheduled Caste students with Non-Scheduled Caste students in terms of Creativity, Values Academic Achievement and Attitude towards Education. The sample included 270 savarna, 270 Scheduled Caste and 270 backward classes’ candidates. She found that the various groups were found to the significantly different from each other in the Academic Achievement, Creativity and Personal Values.

Vyas (1992) conducted a comparative study of Academic Achievement of Scheduled Caste and Non-Scheduled Caste Adolescents in relation to Self Concept and Locus of Control. A sample of 400 cases of Scheduled Caste and Non-Scheduled Caste students in XI & XII was taken. The results showed that two groups differ significantly in terms of Academic Achievement but not in Self Concept and Locus of Control.

Shukla and Agarwal (1997) undertook a study of Socio-economic status, Intelligence, Occupational Aspiration, Self Concept and Academic Achievement of Scheduled Caste and Non-Scheduled Caste students and found that the level of Academic Achievement of Scheduled Caste students was lower as compared to Non-Scheduled Caste students.

Significant difference was found in the academic achievement of Scheduled Caste and Non-Scheduled Caste students Rajni (1990) and Vyas (1992). On the other hand
Gupta (1988) and Shukla & Agarwal (1997) found that Non-Scheduled Caste students had performed better than Scheduled Caste students.

1.6.2 STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE:

Dhami (1974) in the study on Intelligence, Emotional Maturity and Socio-Economic Status as Factors Indicative of success in Scholastic Achievement concluded that there was a higher relationship between scholastic achievement and emotional stability in the case of 9th class boys than in the case of 10th class boys who were more anxiety-ridden due to public examinations.

Nowak & Duke (1992) studied determinants of Academic success in their study among 412 students of IX grade. It was found out that low levels of empathy, handling stress, self-confidence, self-acceptance, group dynamics and control on emotions were associated with poor school achievement.

Katyal & Bindra (1995) conducted a study on a randomly selected sample of 100 high and low academic achievers of class IX and revealed that high levels of anxiety and Emotional In-adjustment lead to poor Academic Achievements.

Tapia (1998) explored relationship of Emotional Intelligence and Academic Achievement by conducting a study of Relationship of Emotional Intelligence Inventory (Intelligence Tests) and found that there existed a low relationship between Emotional Intelligence and academic achievement.

Newsome & Catano (2000) examined whether Emotional Quotient Inventory would account for variance in Academic Achievement scores after controlling the individual scores on measure of cognitive ability using Wonderlic Personnel Tests. It was found out that there was significant correlation between scores on Emotional Quotient Inventory, Personality Measurements and Academic Achievement. Also, both Cognitive Ability and Personality (Extraversion and Self Control) were significantly associated with Academic Achievement.
Migliani (2001) conducted a study on Emotional Intelligence as related to Academic Achievement of Adolescents and found a significant relationship between Emotional Intelligence and Academic Achievement.

Crick (2002) investigated the relationship between Emotional Intelligence, Social Competence and Success among 31 males and 89 females in age range of 14-17 years old, using Emotional Quotient inventory and Social Skills rating system. Students were categorized as leaders, Joiners and non joiners of school clubs organizations. Female leaders exhibited higher total Emotional Quotient. Emotional Quotient interpersonal and adaptability scores comparison to normative sample while male leaders exhibited higher adaptability scores than the normative sample. There was significant difference in mean scores between Emotional Intelligence scores of leaders, joiners and non joiners.

Parker et al (2002) examined the relationship between emotional Intelligence and Academic Achievement in high school students (N=667). Participants completed Emotional Quotient Inventory and there Academic success was strongly associated with overall Emotional Intelligence level. Emotional Intelligence was found to predict about 16 percent of the variability in high school Grade Point Average. A stronger level of prediction was produced when Emotional Quotient Inventory variables were compared in groups who had achieved very different levels of Academic success (highly successfully versus less successful students).

Thi and Kirby (2002) in a study on EQ more important than Cognitive Performance conducted on 304 undergraduate students in the age range of 17-20 years and found that overall Emotional Intelligence related to performance and in that higher Emotional Intelligence was associated with better scores on measures of cognitive performance.

Drago (2004) conducted a study to examine the relationship between Emotional Intelligence and Academic Achievement in nontraditional college students. In this study, Emotional Intelligence, Achievement Motivation, Anxiety, and Cognitive ability were predictor variables. The criterion variable was Academic Achievement as measured by student Grade Point Average. Data were collected using the Mayer-Salovey-Caruso
Emotional Intelligence Test, the State-Trait Anxiety Inventory, the Achievement Motivation Profile, the Wonderlic Personnel Test, and the Student Demographic Survey. Bivariate and multivariate correlation and regression analyses were used to test the study’s statistical hypotheses. Results demonstrated that emotional intelligence is significantly related to student Grade Point Average scores, student cognitive ability scores, and student age. Additionally, student anxiety was related to certain emotional intelligence abilities. No significant relationship, however, was found between emotional intelligence and achievement motivation. Overall, the results suggest that academic achievement is related to students’ ability to recognize, use, and manage their emotions.

**Lekhi (2005)** in her study on a study of Emotional Maturity of Adolescent in relation to Cognitive & Non Cognitive variables on a sample of 939 male and female Adolescents found that variable of Academic Achievement has significant positive correlation with emotional maturity. In other words, it has been found that Adolescents good in Academic Achievements, were also high on Emotional Intelligence which may be one of the components of emotional maturity.

**Gakhar & Manhas (2005)** conducted study on Cognitive correlates of Emotional Intelligence of Adolescents on sample of 400 students of Class XI studying in various private and government schools in urban and rural areas of Jammu and Kashmir and found that

- There is a significant and positive correlation between Emotional Intelligence and all the cognitive variables namely intelligence, creativity and academic achievement.
- No significant difference was observed between boys and girls with respect to emotional intelligence.
- A significant difference was observed in the Emotional Intelligence of Adolescents studying in private and government schools with the private school students scoring higher.
- A significant difference was observed between Emotional Intelligence of science and arts students with science students scoring higher.
• No significant difference was observed between Adolescents in rural and urban areas, scheduled vs. non-scheduled caste.

*Nanda (2006)* conducted a study on Emotional Intelligence in relation to Academic Achievement for Urban Adolescents on the 200 students of various schools of Ludhiana city. Equal representation was given to male and female students. She concluded that there exist positive and significant relations between Emotional Intelligence and Academic Achievement for both male and female student sample.

*Abdullah (2007)* conducted a study on Emotional Intelligence and Academic Achievement and revealed that there was no significant difference in Emotional Intelligence based on gender. Also showed that dimension of Emotional Intelligence for Self Motivation significantly explains the variance in Academic Achievement.

*Luke et al (2008)* conducted a study on Emotional Intelligence and Scholastic Achievement in Australian Adolescents and found that Academic Success was associated with higher levels of total Emotional Intelligence, via assessment of Emotional Intelligence of different Academic Levels. It was concluded that development of Emotional Intelligence may offer educators significant opportunities to improve Scholastic Performance and Emotional Competencies.

*Dey (2009)* conducted a study on Influence of Emotional Intelligence on Academic Self Efficacy and Achievement on a sample of 150 students at Rajpur in the state of Chhattisgarh, India. Their age ranged between 18 to 20 years with mean age of 19 years. The result demonstrated that Emotional Intelligence is co-related with Academic Achievement.

*Suri (2009)* conducted a study on Role of Emotional Intelligence in Academic Success and Adjustment of Higher secondary level students to find the relationship between Emotional Intelligence and Academic Achievement of 12th graders. The sample of 400 Boys and Girls has drawn through stratified random sampling from various BSP and Non-BSP schools of Bhilai City situated in Durg district of Chhattisgarh State was taken and found that no signification relation was found between Emotional Intelligence and Achievement of both, the male as well as female of XII class students.
Usha and Rekha (2009) conducted a study on Emotional Competence and Mental Health as Predictors of Academic Achievement. A sample of 530 secondary school students of Thrissur and Ernakulam districts of Kerala was selected on basis of genders, type of management of school and locality. The results revealed that both Emotional Competence have high correlation with Achievements. The results also revealed that among the learnable studies, the best predictor of Academic Achievement is Emotional Intelligence.

Alam (2010) investigated the relationship between Emotional Intelligence and Academic Achievement. A representative sample of 250 adolescents 125 boys and 125 girls from Kendriya Vidyalayas of Hyderabad City were selected and found that there is significant correlation between Emotional Intelligence and Academic Achievement for total sample and for boys and girls and concluded that greater Emotional Intelligence, better is Academic Achievement.

Olatoye, Akintunde and Yakasai (2010) investigated the extent to which the level of creativity and emotional intelligence influenced the level of academic achievement of Higher National Diploma business administration students of Polytechnics in the South Western States of Nigeria. Student Cumulative Grade Point Information Format; Wong and Law Emotional Intelligence Scale and Nicolas Holt Creativity Test were used to collect data on the emotional intelligence, creativity and the academic achievement of a sample of 235 subjects. They concluded that an emotionally intelligent student in the Polytechnic system is likely to be creative but not likely to be a high academic achiever.

Research examining the relationships between performance measures of Emotional Intelligence, coping styles, and academic achievement is sparse. Two studies were designed to redress this imbalance. In each of these studies, both Emotional Intelligence and coping styles were significantly related to academic achievement. In Study 1, 159 community college students completed the Mayer-Salovey-Caruso Emotional Intelligence Test and problem-focused, emotion-focused, and avoidant coping scales. Collectively, the coping variables significantly mediated the relationship between EI and grade point average for Emotion Perception, Emotion Facilitation of Thought and
Emotion Management (but not for Emotional Understanding). Problem-focused coping was the only single significant mediator, mediating the relationship between emotion management and grade point average (but not other branches and grade point average). In Study 2, 293 middle school students completed the Situational Test of Emotion Management for Youths and scales measuring the same three coping strategies. In this study, the coping variables again significantly mediated the relationship between emotion management and grade point average. Once again, problem-focused coping was a significant mediator. Collectively, these results suggest that better educational outcomes might be achieved by targeting skills relating to emotion management and problem-focused coping (MacCann et al. 2011).

The review of related studies of Academic Achievement and Emotional Intelligence shows that most of the studies conclude that there exists significant positive relation between the variables (Dhami 1974; Nowak and Duke 1992; Katyal & Bindra 1995; Newsome and Catano 2000; Miglani 2001; Crick 2002; Parker et al. 2002; Thi & Kirby 2002; Drago 2004; Lekhi 2005; Gakhar & Manhas 2005; Nanda 2006; Abdullah 2007; Luke et al. 2008; Usha and Rekha 2009; Dey 2009; Bhalla 2010; Alam 2010; and MacCann et al. 2011). One studies shows low positive relation between Academic Achievement and Emotional Intelligence (Tapia 1998), while as Suri 2009 and Olatoye; Akintunde and Yakasai 2010 show no significant relationship between Academic Achievement and Emotional Intelligence.

1.6.3 STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND MENTAL HEALTH:

Sharma (1981) conducted a study on Self concept, Level of Aspiration and Mental Health as Factors of Academic Achievement. A sample of 1060 cases of both boys and girls between the age of 13+ and 18+ years at 18 educational institutions in eight towns of Eastern Uttar Pradesh was taken. She found that Self Concept is linked with Scholastic Achievement which is one of dimension of Mental Health.
Sween (1984) conducted a study on Academic Achievement of High School students in Relation to Instructional Design, Intelligence, Self Concept and Achievement. A sample of 1401 students from 25 school of Chandigarh was taken. Investigator found that students with high Self Concept (dimension of Mental Health), achieved significantly higher scores than those worth low self concept.

Anand (1989) conducted study on Mental Health of high school students. A sample of 262 high school students was taken and found that the Mental Health of Adolescents, their Academic Achievements and educational and occupational status of parents were positively correlated.

Gall et al (2000) conducted study on Mental Health, School Attendance and Academic Achievement; a study carried out at a school-based health center of a public high school on sample of 383 students and showed that students with Mental Health problems had a much higher rate of absenteeism and lower grades than those without Mental Health problems.

Stein et al (2000) conducted a study on Disability and Quality of Life in Social Phobia and analyzed data from the Ontario Mental Health Supplement; a survey of over 8,000 residents in Ontario aged 15-64, to investigate the effects of social phobia on functioning and life satisfaction independently of major depression, a very common co-occurring condition, and other factors such as age, gender, and social class The effects of social phobia on Academic Achievement were particularly striking. After adjusting for age, gender, and social class, people who had a lifetime occurrence of social phobia were almost twice as likely to fail a grade or not complete high school compared to those who never had the condition.

Marmorstein and Iacono (2001) conducted a study on an investigation of Female Adolescent Twins with both Major Depression and Conduct Disorder on 90 adolescent girls with major depression and conduct disorder in Minnesota. The results of this study suggest that both major depression and conduct disorder are related to significant difficulties in functioning and school adjustment. Each disorder alone is related to an increased number of negative school related events such as suspension and failing grades.
Stoep et al (2003) conducted a longitudinal study on what proportion of failure to complete secondary schools in the US population is attributable to adolescent psychiatric disorder on children community. He analyzed data to look specifically at the relationship between school failure and adolescent psychiatric disorder. The children in community study have followed almost 1000 people (Predominantly Caucasian) in two upstate New York countries. This report focused on the 180 subjects who were under age 18 in 1983 and over age 18 at the time of next interview about three years later. Almost 40% of the youth with Mental illness did not complete high school compared to 7% of students without Mental illness who did not graduate. He concluded that proportion of failure to complete school that was attributable to psychiatric disorder was 46% general population subjects in 1981. Those who did not complete high school were more likely to have symptoms of Mental illness.

Gonzalez, Dumka and Deaerdoff (2004) in their study on Negative Effects of Lack of Access to Mental Health Services on School Failure and Drop Out and found that failure to improve Mental Health of children and Adolescents lead to school failure and dropout as early as transition to Middle School.

Asarnow et al (2005) conducted study on Depression and Role Impairment among Adolescents in Primary Care Clinics and examined the unique association of depression and role impairment among adolescents in primary care, controlling for the presence of common medical conditions. The sample included a large number of ethnic minority youth. Depression was uniquely associated with clinically meaningful and statistically significant decrements in school and work productivity and in educational attainment.

Adelman and Taylor (2006) conducted a study on Relationship of Students Mental Health and Academic Achievement and found that Children’s Mental Health is strongly related to their Academic Achievement.

Suri & Tauquir (2007) conducted a study on Mental Health and Adjustment of under graduate. Sample comprised 90 subjects -30 each male and female from different universities – Jamia Millia Aslamia, Jawaharlal Nehru University and Delhi University.
Research indicated that all undergraduates differed significantly on both Mental Health as well as on Adjustment scores.

Charvat (2008) conducted a study on Research on the Relationship between Mental Health and Academic Achievement. A review of more than 200 school based research studies on the impact of interventions to promote Social and Emotional skills in the children and adolescents and revealed that there can be 11% improvement in Achievement test scores because of intervention of Emotional and Social skills which are related to Mental Health.

Kantomaa et al (2010) conducted a study which examined whether physical activity, Mental Health and socio-economic position were associated with the overall academic performance and future educational plans of adolescents aged 15-16 years. They used a sample of 7002 boys and girls from the Northern Finland Birth Cohort 1986. Data were collected by a postal enquiry in 2001-02. Multivariable logistic regression models were estimated and adjusted for family structure and all variables in the models. In the fully adjusted models, higher levels of physical activity and high parental socio-economic position were associated with higher overall academic performance and future plans for higher education. High scoring on behavioural problems was related to lower overall academic performance and poorer future academic plans. In summary, a higher level of physical activity, fewer behavioural problems and higher socio-economic position were independently associated with high self-perceived overall academic performance and plans for higher education among adolescents.

The review of related studies of Academic Achievement and Mental Health shows that there exist positive relationship between variables; (Sharma (1981); Sween (1984); Anand (1989); Gall et al (2000); Stein & Colleagues (2000); Marmorstein and Iacono (2001); Stoep et al (2003); Gonzalez (2004); Asarnow et al (2005); Adelman & Taylor (2006); Suri & Tauquir (2007); Charvat (2008) and Kantomaa et al (2010);)
STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND ADJUSTMENT:

Steinzer (1944) in his study on Rorschach Responses of Achieving and non-Achieving students of High Ability; Cattell (1945) in his study on Personality Traits associated with Abilities; Thompson (1948) in the study on College Grades and Group Rorschach found that overachievers were characterized by good Adjustment to school and greater awareness and responsiveness to environmental influence. Stromswold and Wren (1948) conducted a study on Counselling Students towards School Adjustment and feel that a well-adjusted student in school exhibits his intrinsic interest in the subject.

Brown (1953) in the study on the Problems of Probation and Honours Students and Graff (1957) in the study on Occupational Choice factor in Normally Achieving and Under Achieving Intellectually Superior Twelfth Grade boys found that high Achievers tend to be more Stable and Adjusted than Low Achiever.

Berger & Sutker (1956) in their study on the relationship of Emotional Adjusted and Intellectual capacity to Academic Achievement in Introductory Psychology observed that students with adequate personality Adjustment achieved better in Academic Performance.

French (1958) conducted study on Validation of New Item Types, Against Four Year Academic Criteria and concluded that lack of Adjustment to college life has extraneous influence on scholastic success.

Frankel (1960) in his study on A Comparative Study of Achieving and Under Achieving High School Boys of High Intellectual Ability and found that over-achievers conforming to school regulations Adjusted better to the Academic situation.

Wig and Nagpal (1972) conducted study on Mental Health and Academic Achievement – A Comparison of Successful and Failed Students and concluded that the failure group had poor Adjustment at school and college but not at university.

Abraham (1974) in his study on Some Factors relating to Under-achievement in English of Secondary School Pupils and concluded that group Adjustment, socio-
personal Adjustment were found to be the factors responsible for explaining total variance in the case of under-achievers.

*Reddy (1974)* conducted a study on Academic Adjustment in relation to Scholastic Achievement of Secondary School Pupils and aimed to find relation of Academic Adjustment to Scholastic Performance of pupils during terminal stage of their secondary school education found that Academic adjustment was significantly related to Scholastic Performance.

*Goswami (1978)* conducted on A Study of Self-Concept of Adolescents and its Relationship to Scholastic Achievement and Adjustment and found that scholastic achievement is highly correlated with the concept of Adjustment.

*Salunke (1979)* conducted study on a study of the Home Environment, Socio-Economic Status and Economic Management in relation to the Academic Achievement of The First Year College Students of M.S. University and concluded that educational facilities and Emotional happiness in the home contributed positively to the Academic Achievement.

*Kolwadhar (1980)* conducted on Study of gifted children in relation to their personality Variables, level of adjustment and scholastic achievement and aimed to study gifted children in relation to their Personality Variable, Level of Adjustment and Scholastic Achievement and found that there is a significant correlation between Emotional Adjustment and Academic Adjustment.

*Saun (1980)* in his study on Patterns of self-disclosure and Adjustment among High and Low Achievers and observed educational facilities and Emotional happiness in the home contributed positively to the Academic Achievement.

*Vasistha (1990)* in his study on Personality. Intelligence & Achievement of Well Adjusted & Maladjustment Adolescents pupils; A comparative study to compare Personality, Intelligence and Achievement of well and maladjusted pupils reveal that school Adjustment of adolescent’s pupils does not vary with sex and rural/urban background. Higher level of school Adjustment leads to higher Scholastic Achievement.
However maladjusted and well-adjusted adolescents were not found to differ significantly in their general intelligence.

*Vasanthal (1993)* conducted a study on Adjustment of Adolescent Students in Relation to their Achievements and found a significant positive correlation between and Adjustment and Achievement of Adolescents students.

*Laxmi & Suprithy (1994)* conducted a study on Effect of Achievement of Deprived Adolescents and found that students of general caste were better adjusted as compared to Scheduled Tribes, Scheduled Caste students. There was a significant difference in the Adjustment of high Achievers and low Achievers. High Achievers and male Adolescents were found better Adjusted.

*Tiwari & Chand (1995)* conducted a study of Adjustment among High and Low Achieving Adolescents to find out the degree of adjustments in different areas i.e. Home, Health, School, Social and Emotional. The findings concluded that high and low Achieving Adolescents significantly differ in Home, Social and Emotional areas of Adjustment; they do not differ significantly in Health and School Adjustment.

*Bratha (1997)* conducted a study on Home Adjustment of Adolescents and found that girls were better adjusted in Home Environment than boys. Educationally high achievers had better Adjusted in home than educationally backward student.

*Sandhu (1997)* conducted a study to compare the Adjustment of daughters of working mothers and non-working mothers aimed to see whether there is any difference in the Adjustment of daughters of working and non-working mothers. The sample consisted of 25 girls from each category. The age range of sample was 12-14 years. The result indicated that there is a significant difference in the Adjustment of children of two groups in area of Health, schools and social.

*Dutta & Goswamy (1998)* conducted a study on School Adjustment of Adolescent on a sample of 200 adolescents covering age group of 16-18 years & 19-21 years with equal gender representation. From the total number of adolescents, 74 high achiever and 126 low achiever were selected based on Academic Achievement in their final examination. The results revealed that no significant difference exist between boys and
Kumudhavalli’s (1999) conducted study on Relationship between Medium of Instruction & Academic Achievement and Adjustment of Primary School Children to compare the Academic Achievement and Adjustment of children from media of instruction in relation to variables of gender, parental, education and parental income and yielded that: -

- The profiles of two groups of children in relation to family background revealed that parents of children studying in English medium had better education and income other group.
- The two groups did not differ significantly in aggregate marks scored.
- The aggregate scores in the Adjustment inventories showed no significant between groups.

Dewan (2003) conducted study on Non-Cognitive correlates of Emotional Intelligence of the Adolescents on a sample of 769 students and found that students with average academic stress were more emotionally stable as compared to students having high academic stress.

Suresh (2003) in study on A study of Relationship of Extroversions-Introversions in Adolescents to their Adjustment and Academic Achievement found that: -

- The relationship between Academic Achievement and home Adjustment was positive in Adolescents who belong to the group ‘father alone alive.’
- The relationship between Academic Achievement and community Adjustment was negative in Adolescents who belong to high-income families.
- There was no relationship between Academic Achievement and Adjustment in Adolescents who belong to ‘forward caste’ ‘low families’ ‘nuclear families’ and ‘large families’.

Bajwa & Tina (2006) conducted study on Comparative study of personality Adjustment of Academic Achievement of senior secondary students of co-educational
and single gender schools on sample of 200 students of co-educational and single gender schools and found that

- There was no significant difference between girls studying in co-educational and single gender schools on variable of home, health, social and emotional adjustment.
- There was no significant difference between boys studying in co-educational and single gender schools on variable of home, health, social and emotional adjustment.
- There was a significant difference in academic achievement of girls studying in co-educational and single gender schools.
- There was a significant difference in academic achievement of boys studying in co-educational and single gender schools.

_Usha (2007)_ conducted study on Emotional Adjustment and Family Acceptance of Child – Correlates of Achievement and found that emotional Adjustment and family acceptance of the child have a positive significant correlation with Achievement in mathematic for total sample and sub samples of boys and girls differ in their family acceptance and achievement but not in their emotional Adjustment.

On the basis of above review it can be concluded most of the studies (Steiner (1944); Cattell (1945); Thompson (1948); Brown (1953); Berger & Sutker (1956); Graff (1957); French (1958); Frankel (1960); Abraham (1974); Reddy (1974); Goswami (1978); Salunke (1979); Kolwadhar (1980); Saun (1980); Vasistha (1990); Vasanthal (1993); Laxmi and Suprithy (1994); Tiwari and Chand (1995); Bratha (1997); Sandhu (1997); Dutta & Goswami (1998); Kumudhavalli’s (1999); Dewan (2003); Suresh (2003); Bajwa and Tina (2006); Usha (2007)) shows Academic Achievement is influenced positively by Adjustment where as _Wig and Nagpal (1972)_ in their study on Mental Health and Academic Achievement –A Comparison of Successful and Failed Students and concluded that the failure group had poor Adjustment at school and college but not at university and _Laxmi & Suprithy (1994)_ in their study on Effect of Achievement of
Deprived Adolescents had taken sample of scheduled Tribes and Scheduled Caste Students to find relationship between Academic Achievement and Adjustment.

1.7 EMERGENCE OF THE PROBLEM

India is going through a transitional period. There is a fundamental shift from traditional outlook towards education. This change is not very unprecedented, considering the vast changes in the rubric of society, its polity and economics. This is a period of open entry to all. Everyone now stands a chance to contribute towards development by their own way of changing, irrespective of the caste, creed, religion, ethnicity and gender in various spheres of the society. This is by accepting responsibilities, aspiring to lead the society, being oriented, being focused and important of all, refusing to be pushed around by others. All this can be achieved by originating one’s own behaviour that is by being an origin, not a pawn.

Education plays a vital role in building a society. A modern society cannot achieve its aims of economic growth, technical development and cultural advancement without fully harnessing the talents of its citizens. Educationists thus strive to develop fully the intellectual potential of the students and make efforts to see that their potentialities are fully realized and channelized for the benefit of the individuals and that of the society.

Educational opportunities, though open to all, do not seem to engage to any reasonable extent the capacities of those who seek to utilize them. An eternal question baffling parents, educators and national planners is: “Why do students of demonstrated ability flop in their academic efforts at school or college examinations?” Academic under-achievement, more than academic failure, constitutes a grave problem as it amounts to wastage of human resources which is construed as an irreparable loss to the society, which a developing country like ours can ill afford. This stimulated a number of researchers to undertake studies, like the present study, on factors influencing Academic Achievement.

The concept of over-achievement and under-achievement, logically speaking, is meaningful in relation to some expected level of performance. Theoretically, if one’s
performance is superior to the expected standard, one may be regarded as over-achiever, whereas when one’s performance is inferior, one may be regarded as under-achiever.

The scientists like Stanley Ross, Frumar and Frazen feel that the over-achievement phenomenon is, logically, spurious and meaningless, since no one can operate above one’s potentiality level, from which quite often the standard of one’s expected performance is derived. However, they assert that under-achievement is indicative of one’s ability. On accepting the verdict and the theoretical definition of the under-achievement concept which is proportionate to one’s actual performance, we are justified to ask from which level the expected performance comes.

Broadly speaking, there are two ways open for answering the question regarding the standard of expected performance. Either, the standard of expected performance may be subjective, or it may be objective. The subjective standard of expected performance may further be classified into two categories. In one type of the subjective standard of expected performance, the individual himself determines the standard of performance; whereas in the second type of subjective standard, the expected standard of performance is stipulated by the person who is operating as a ‘significant-other’ (parent or teacher) in one’s process of socialization. We all know that the subjective standard of performance determined by significant others is so much subjective and irrational that it is rarely attainable. How-so-ever hard a student may try; it is not possible to satisfy one’s parents or teachers through his Achievement.

Psychologically speaking, the subjective standard of expected performance, irrespective of the fact, whether it is arising from within or it is imposed by the parents or teachers from outside, represents man’s hope and aspirations which are endless.

One more type of the subjective standard of expected performance represents aspirations and hopes of one’s spiritual leader or hero. Such a standard of expected performance is most often unrealizable and may be termed as the ideal standard of expected performance.

The expected standard of performance which comes from within the individual is the outcome of his own aspirations and satisfactions related to his achievements. Previous
experiences of success result in guiding a person for raising his level of expectation. Some individuals may be satisfied with the previous achievement while others may want to struggle for higher grades. They are often eager to learn more, confident of doing it and ambitions of achieving more.

Many changes are being witnessed in this global era like changes in needs, expectation, family environment, school and its organization, curricula, teaching strategies etc. Therefore, parents and teachers are concerned about the kind of Adjustments which their children should make in this global era. To them, the child’s popularity or lack of it is so important that they do everything within their power to help the child to be socially acceptable member of the peer group. Parents provide them with opportunities to have social contacts with other peers, and try to motivate them to be socially active, hoping that this will lead to good Adjustments. Social, Home, Health, Emotional and so on. Teachers are also concerned about the Social Adjustments of their students because they know that well-accepted students are far more likely to do work in keeping with their capacities than those who are rejected or ignored by their classmates.

Children who make poor Social Adjustments are unhappy and learn to dislike other. As a result, they often develop into self-centered, introverted, unsocial, or even anti-social individuals whose adult happiness and successes are seriously jeopardized and results into mental ill health. But the development of any country depends upon its happy and energetic individuals i.e. the individuals in which good feelings (pleasure) are maximized and the bad feelings (pains) are minimized and a person can seek maximum pleasures only when he is able to regulate his or her emotions enabling a more rapid recovery from psychological stress means individual who is Emotionally Intelligent. A person with high Emotional Intelligence will be able to recognize his or her emotions, to regulate those emotions and to use them to facilitate Academic performance. Educational Researchers are continuously working on the various aspects which affect the individual’s Academic Achievement.

Most of the research which has been done on Academic Achievement has been confined to its relation with Intelligence (Agarwal 1973, Das 1975, Gupta 1977, Girija

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From the overview of related literature, Investigator found that various researches have been done to find the relationship between Academic Achievement and Emotional Intelligence {Dhami(1974); Nowak and Duke (1992); Katyal & Bindra (1995); Newsome and Catano (2000); Miglani (2001); Crick (2002); Parker et al (2002); Thi and Kirby (2002); Drago (2004); Lekhi (2005); Gakhar & Manhas (2005); Nanda (2006); Abdullah (2007); Luke et a l(2008); Dey (2009); Usha and Rekha (2009); Alam
(2010); and Bhalla (2010).} Whereas one study shows low positive relation between Academic Achievement and Emotional Intelligence Tapia (1998) and Suri (2009) shows no significant relationship between Academic Achievement and Emotional Intelligence. But most of the studies in this category have attempted at replicating earlier studies taking different samples. Very little work has been done to find the relationship between Academic Achievement and Mental Health of Adolescents {Sharma (1981); Sween (1984); Anand (1989); Stein & Colleagues (2000); Gall et al (2000); Marmorstein and Iacono (2001); Stoep et al (2003); Gonzalez (2004); Asarnow et al (2005); Adelman & Taylor (2006); Suri & Tauquir (2007) and Charvat (2008)} in our country and a very few research work has been done to find the relationship between Academic Achievement and Adjustment of Scheduled Caste Adolescents {Steiner (1944); Cattell (1945); Thompson (1948); Stromswold and Wren (1948); Brown (1953); Berger & Sutker (1956); Graff (1957); French (1958); Frankel (1960); Abraham (1974); Dhami (1974); Reddy (1974); Goswami (1978); Salunke (1979); Kolwadhar, (1980); Saun (1980); Vasitha (1990); Vasanthal (1993); Laxmi and Suprithy(1994); Tiwari and Chand (1995); Bratha (1997); Sandhu (1997); Dutta & Goswami (1998); Kumudhavalli’s (1999); Dewan (2003); Suresh (2003); Bajwa and Tina (2006); Usha (2007)} shows Academic Achievement is influenced positively by Adjustment where as (Wig and Nagpal 1972) in his study on Mental Health and Academic Achievement – A Comparison of Successful and Failed Students and concluded that the failure group had poor Adjustment at school and college but not at university and {Laxmi & Suprithy (1994)} in their study on Effect of Achievement of Deprived Adolescents had taken sample of scheduled Tribes and Scheduled Caste Students to find relationship between Academic Achievement and Adjustment. No definite conclusion can be drawn regarding the comparison of Academic achievement of Scheduled Caste and Non-Scheduled Caste Adolescents relating it with Emotional Intelligence, Mental Health and Adjustment. Therefore, Investigator attempts to compare the Academic Achievement of Scheduled Caste and Non-Scheduled Caste Adolescents in relation to their Emotional Intelligence, Mental Health and Adjustment.
1.8 STATEMENT OF THE PROBLEM
A COMPARATIVE STUDY OF ACADEMIC ACHIEVEMENT AMONG SCHEDULED CASTE AND NON-SCHEDULED CASTE ADOLESCENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE, MENTAL HEALTH AND ADJUSTMENT

1.9 OBJECTIVES: The study was conducted with following objectives in view:

1. To compare the significance of difference between means of Academic Achievement of Scheduled Caste and Non-Scheduled Caste Adolescents.

2 (a) To find the relation between Academic Achievement and Emotional Intelligence of Adolescents.

2 (b) To find the relation between the Academic Achievement and Emotional Intelligence of Scheduled Caste Adolescents.

2 (c) To find the relation between the Academic Achievement and Emotional Intelligence of Non-Scheduled Caste Adolescents.

2 (d) To compare the relationship between Academic Achievement and Emotional Intelligence among Scheduled Caste and Non-Scheduled Caste Adolescents of sample as whole and sub samples based on different levels of Academic Achievement.

3 (a) To find the relation between Academic Achievement and Mental Health of Adolescents.

3 (b) To find the relation between the Academic Achievement and Mental Health of Scheduled Caste Adolescents.

3 (c) To find the relation between the Academic Achievement and Mental Health of Non-Scheduled Caste Adolescents.

3 (d) To compare the relationship between Academic Achievement and Mental Health among Scheduled Caste and Non-Scheduled Caste Adolescents of sample as whole and sub samples based on different levels of Academic Achievement.

4 (a) To find the relation between Academic Achievement and adjustment of Adolescents.
4 (b) To find the relation between the Academic Achievement and Adjustment of Scheduled Caste Adolescents.

4 (c) To find the relation between the Academic Achievement and Adjustment of Non-Scheduled Caste Adolescents.

4 (d) To compare the relationship between Academic Achievement and Adjustment among Scheduled Caste and Non-Scheduled Caste Adolescents of samples as whole and sub sample based on different levels of Academic Achievement.

5 To study and compare the conjoint effect of the Emotional Intelligence, Mental Health and Adjustment towards the prediction of Academic Achievement among Scheduled Caste Adolescents and Non-Scheduled Caste Adolescents.

1.10 HYPOTHESES: Directed towards the objectives of the study and on the basis of review of related literature following hypotheses were formulated for verification:

1 There will be no significant difference between the Academic Achievement of Scheduled Caste and Non-Scheduled Caste Adolescents.

2 (a) There will be no significant relationship between Academic Achievement and Emotional Intelligence of Adolescents.

2 (b) There will be no significant relationship between the Academic Achievement and Emotional Intelligence of Scheduled Caste Adolescents.

2 (c) There will be no significant relationship between the Academic Achievement and Emotional Intelligence of Non-Scheduled Caste Adolescents.

2 (d) significant difference will not exist in the relationship of Academic Achievement and Emotional Intelligence among Scheduled Caste and Non-Scheduled Caste Adolescents at different levels of Academic Achievement.

3 (a) There will be no significant relationship between Academic Achievement and Mental Health of Adolescents

3 (b) There will be no significant relationship between the Academic Achievement and Mental Health of Scheduled Caste Adolescents.

3 (c) There will be no significant relationship between the Academic Achievement and Mental Health of Non-Scheduled Caste Adolescents.
3 (d) significant difference will not exist in the relationship of Academic Achievement and Mental Health among Scheduled Caste and Non-Scheduled Caste Adolescents at different levels of Academic Achievement.

4 (a) There will be no significant relationship between Academic Achievement and Adjustments of Adolescents.

4 (b) There will be no significant relationship between the Academic Achievement and Adjustment of Scheduled Caste Adolescents.

4 (c) There will be no significant relationship between the Academic Achievement and Adjustment of Non-Scheduled Caste Adolescents.

4 (d) Significant differences will not exist in the relationship of Academic Achievement and Adjustment among Scheduled Caste and Non-Scheduled Caste Adolescents at different levels of Academic Achievement.

5 (a) The prediction of Academic Achievement among Scheduled Caste Adolescents on the basis of conjoint effect of Emotional Intelligence, Mental Health and Adjustment will be significantly higher as compared to their separate predictions.

5 (b) The prediction of Academic Achievement among Non-Scheduled Caste Adolescents on the basis of conjoint effect of Emotional Intelligence, Mental Health and Adjustment will be significantly higher as compared to their separate predictions.

5 (c) The prediction of Academic Achievement on the basis of conjoint effect of Emotional Intelligence, Mental Health and Adjustment among Adolescents will be significantly higher as compared to their separate predictions.

1.11 DELIMITATION OF STUDY

1 The Academic Achievement was confined to the subject of Science only.

2 The study was conducted upon 17 Rural Government Schools from 7 districts of 4 Educational Administrative Divisions of the State of Punjab.

3 The study was restricted to 754 students of 10+1 class Students of the Rural Government Schools of State of Punjab only.
4. Equal fairly representation was given to Scheduled Caste and Non-Scheduled Caste Adolescents.

5. Among the different correlates of Academic Achievement, only Emotional Intelligence, Mental Health and Adjustment were be included in the study.

1.12 OPERATIONAL DEFINITIONS OF THE VARIABLES

1. ACADEMIC ACHIEVEMENT

Academic achievement is the blueprint of a degree of proficiency and quality of his efficiency in the school or college work. It is the competency actually shown by the pupil in which they received instructions. The knowledge attained is usually reflected in the marks on the standardized or teacher made tests in the examination.

2. EMOTIONAL INTELLIGENCE

Emotional Intelligence is the ability to perceive accurately, appraise and express emotions; ability to access and/or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth. It involves Self awareness, Empathy, Self motivation, Emotional stability, Managing relations, Integrity, Self development, Value orientation, Commitment and Altruistic behaviour.

3. MENTAL HEALTH

Mental Health is an attribute of human personality which includes understanding and assessment of the Self, Positive feeling, Attitude towards Self and others. Emotional stability, Over all adjustment, Autonomy, Security-insecurity, Self concept and Intelligence are the main indices of Mental Health.

4. ADJUSTMENT

Adjustment is the process of maintaining a balance between the needs-physical, psychological & social and circumstances that influence the satisfaction of these needs. Generally, it involves four types of Adjustment: Home, Health, Social and Emotional.

ORGANIZATION OF THE RESEARCH REPORT

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The final report contains four chapters. First chapter on the introduction presents the meaning of important terms, review of related studies, emergence of the problem, statement of the problems, objectives and hypotheses of the study. The second chapter deals with the method and procedure adopted for carrying out the present Investigation. Analysis and interpretation of the data and results were shown sequentially in the chapter third. The fourth chapter being the last chapter consists of summary, conclusions and suggestions. References and Appendices give support to the end of the study.