5. Introduction

The summary is said to be a powerful instrument by which we can have a bird’s eyes view of all the matter that is discussed in this dissertation. So it has its own value the first chapter at the very outset. The researcher explained the importance of education. Education is an activity or process. The function of education is to enable a person to make a choice of values. Education contributes significantly for the human development. It is the main instrument of change, modernization and production. In modern times, science based technological education is successful in giving momentum to the process of economic development of the individual as well as the society. Education makes a man perfect in every walk of life.

Importance of self-confidence, mental health and emotional intelligence

Self-confidence is what you need to achieve everything you want. It forms the base on which every human activity rests on. Even the most capable body and mind can not do anything good with out self-confidence. The good thing is that self-confidence has to be gained or learned, improved or practiced. In to day’s world self-confidence is a basis of one’s survival. Along with self-confidence students also need mental health to succeed in academic
and personal life. Mental health is the ability to cope with the challenges in life. Good mental health is essential for leading a good life. Another important ability which the students require is emotional intelligence. Thus the capacity to reason about emotion and emotional information, and of emotions to enhance thought. Emotional intelligence helps an individual to relate well and co-operate with others in the work place to maintain satisfying personal relationships to leave a more balanced life style and to resolve conflict more easily. Thus self-confidence, mental health and emotional intelligence are of great importance in a student’s life, as they lay path to their success.

5.1. Need of the study

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

Education plays a vital role and is being treated as basic human need as it endows people with knowledge, skills and attitude which would increase their capabilities and capacity to adopt to the changing environment. Education must facilitate student’s personal growth and equip them psychologically to cope with the rapid changes taking place in all the spheres of life. It is necessary to take into consideration the various factors which directly or indirectly influence the personal growth of the students self-confidence, mental health and emotional intelligence are the three important factors.
A person with self-confidence was defined as one having positive and constructive self-feeling and evaluation on the other hand; a person who lacked self-confidence is defined as the one having negative self feeling and evaluation.

Mental health refers to cognitive or emotional well being. It is all about how we think, feel and behave. Accordingly to WHO mental health is “A state of well being in which individual realizes his or her own abilities and cope with normal stresses of life, can work productively and fruitfully, and is able to make a contributor to his other community.”

Mayer and Salovey (1990) defined emotional intelligence as “the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth” studies of have shown that intelligence quotient is inherent but emotional intelligence can be developed and nurtured even in adulthood and prove beneficial to one’s health, relationships and performance. In order to survive in a fast changing and competitive world, the students need to develop and nurture emotional intelligence for better survival. Today’s curriculum aims at giving training to make students self-confidence, emotionally mature and to have good mental health. Hence there exists a need to know the levels of self-confidence, mental health and emotional intelligence among the college students as they help the students to solve the challenges of life and make successful adjustment in life. Hence this study is taken up on college students.
5.2. Statement of the problem:

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

5.3. Objectives of the study

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

10. To study the effect of the following variables on the relationship between self-confidence and emotional intelligence of college students.

   (a) Gender (b) Course of study (c) Locality.

11. To study the relationship between mental health and emotional intelligence of college students

12. To study the effect of the following variables on the relationship between mental health and emotional intelligence of college students.

   (a) Gender (b) Course of study (c) Locality.

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

5.4. Hypotheses of the study

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

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

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

4. The following variables do not make significant difference in the self-confidence of college students.

   (a) Gender (b) Course of study (c) Locality

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

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

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

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

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

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

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

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

13. There is no significant relationship among self-confidence, mental health and emotional intelligence of college students.
5.5. Review of related literature

Any worthwhile research study in any field of knowledge requires an adequate familiarity with the works which have already been done in the same area. A summary of the writings of recognized authorities and of previous research is based upon past knowledge. This step helped to eliminate the duplication of what has been done, and provided useful hypotheses and helpful suggestions for significant investigation.

Citing studies that show substantial agreement and those that seem to present conflicting conclusions helped to sharpen and define understanding of existing knowledge in the problem area, provided a background for the research project and made the investigator aware of the status of the issue.

The reviews of expert researches were fruitful in providing helpful ideas and suggestions. It was a valuable guide to select the problem, to recognize its significance, to suggest promising data gathering devices, to appropriate study design and sources of data for effective analysis and to arrive at fruitful conclusions.

5.6. Methodology

Methodology is the description of techniques and procedures adopted in research study. The success of a research depends on the suitability of methods adapted.

The problem for investigation needs the assessment of self-confidence and mental health of college students in relation to their emotional
intelligence. Hence, it was an interdisciplinary study. This interrelationship study comes under descriptive research. It is also called the Survey Method.

5.7. Tools used for the study

The present study is concerned with the study of self-confidence and mental health of college students in relation to their emotional intelligence. Hence the investigator selected appropriate tools for the assessment of self confidence, mental health and emotional intelligence. From the review of related literature, it is observed that Prof. M. Basavanna, Dr. Jagdish, Dr. A.K. Srivastava, Schutte et al., (1998) constructed and standardized three tools which are very pertinent to the present study.

**The self-confidence inventory (SCI)**

This scale was developed and standardized by M. Basavanna, Professor, Dept. of Psychology, S.V. University, Tirupati. The scale consists of 25 statements.

**Mental health inventory (M.H.I.)**

This scale was developed and standardized by Dr. Jagdish, Dept. of Psychology, R.B.S. College, Agra, & Dr. A.K. Srivastava Dept. of Psychology, Banaras Hindu University, Varanasi. The scale consists of 44 statements.

**Emotional intelligence scale (EIS)**

The emotional intelligence Scale developed and standardized by Schutte et al was used in this study. The scale consists of 33 items.
5.8. Sample of the study

The sample for the study was selected by stratified random sampling method. The researcher used lottery system method to select the colleges of Professional and Non-Professional by simple random technique to collect the data. In this case researcher used a set of 30 tickets. The tickets were thoroughly mixed up and then 20 tickets were used to select 20 colleges of Professional and Non-Professional for the sampling purpose. From selected colleges 30 students from the each college were taken as sample by stratified random sampling method. So the sample consisted 600 students.

5.9. Variables of the study

Variables are the conditions or characteristics that the experimenter manipulates, controls and observes. There are mainly three types of variables, namely, independent, dependent and intervening.

The independent variables are those variables which do not change on manipulation by the experimenter. The intervening variables are those variables which are dependent both on dependent and independent variables.

For the present study, the following dependent and independent variables are chosen. To find out whether there is any difference in the self-confidence, mental health and emotional intelligence of college students influenced by the following variables.
1. Gender: Gender refers to male and female college students.

2. Course of study: It refers to the course being studied by the student, professional courses like engineering, medicine etc., or non-professional courses like B.A., B.Com., etc.

3. Locality: Locality refers the area in which the college is located that is rural or urban.

5.10. Statistical techniques used

The following statistical techniques have been used depending on the need.

- Mean,
- Standard Deviation,
- Critical Ratio,
- Percentage,
- Fisher ‘Z’ function,
- Coefficient of correlation,
- Multiple correlation
5.11. Testing of hypotheses

The hypotheses were tested using appropriate statistical techniques. The details are given in table no.30.

### Table-30

**Hypotheses – statistical techniques – remarks**

<table>
<thead>
<tr>
<th>Hypothesis No.</th>
<th>Statistical technique used</th>
<th>Retain/Rejection of null hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>First and third quartiles, percentages</td>
<td>Rejected</td>
</tr>
<tr>
<td>2.</td>
<td>-do-</td>
<td>Rejected</td>
</tr>
<tr>
<td>3.</td>
<td>-do-</td>
<td>Rejected</td>
</tr>
<tr>
<td>4.</td>
<td>4.1 Mean, S.D., C.R.</td>
<td>Retained</td>
</tr>
<tr>
<td></td>
<td>4.2 -do-</td>
<td>Retained</td>
</tr>
<tr>
<td></td>
<td>4.3 -do-</td>
<td>Retained</td>
</tr>
<tr>
<td>5.</td>
<td>5.1 -do-</td>
<td>Retained</td>
</tr>
<tr>
<td></td>
<td>5.2 -do-</td>
<td>Retained</td>
</tr>
<tr>
<td></td>
<td>5.3 -do-</td>
<td>Retained</td>
</tr>
<tr>
<td>6.</td>
<td>6.1 -do-</td>
<td>Retained</td>
</tr>
<tr>
<td></td>
<td>6.2 -do-</td>
<td>Retained</td>
</tr>
<tr>
<td></td>
<td>6.3 -do-</td>
<td>Retained</td>
</tr>
<tr>
<td>7.</td>
<td>correlation</td>
<td>Rejected</td>
</tr>
<tr>
<td>8.</td>
<td>8.1 r, Fisher’s Z function, C.R.</td>
<td>Retained</td>
</tr>
<tr>
<td></td>
<td>8.2 -do-</td>
<td>Retained</td>
</tr>
<tr>
<td></td>
<td>8.3 -do-</td>
<td>Retained</td>
</tr>
<tr>
<td>9.</td>
<td>correlation</td>
<td>Rejected</td>
</tr>
<tr>
<td>10.</td>
<td>10.1 r, Fisher’s Z function, C.R.</td>
<td>Retained</td>
</tr>
<tr>
<td></td>
<td>10.2 -do-</td>
<td>Retained</td>
</tr>
<tr>
<td></td>
<td>10.3 -do-</td>
<td>Retained</td>
</tr>
<tr>
<td>11.</td>
<td>correlation</td>
<td>Rejected</td>
</tr>
<tr>
<td>12.</td>
<td>12.1 r, Fisher’s Z function, C.R.</td>
<td>Retained</td>
</tr>
<tr>
<td></td>
<td>12.2 -do-</td>
<td>Retained</td>
</tr>
<tr>
<td></td>
<td>12.3 -do-</td>
<td>Retained</td>
</tr>
<tr>
<td>13.</td>
<td>Multiple correlation</td>
<td>Rejected</td>
</tr>
</tbody>
</table>
5.12. Major findings:

1. 17% of the sample college students have low self-confidence. 66% of the sample has moderate self-confidence and remaining 17% have high Self-confidence.

2. 17% of the sample college students have low mental health. 66% of the sample has moderate mental health and remaining 17% have high mental health.

3. 17% of the sample college students have low emotional intelligence. 65% of the sample has moderate emotional intelligence and remaining 18% have high emotional intelligence.

4. The self-confidence of male college students is found to be more than the self-confidence of female college students.

5. The self-confidence of non-professional college students is found to be more than the self-confidence of professional college students.

6. The self-confidence of rural college students is found to be more than the self-confidence of urban college students.

7. The mental health of male college students is found to be more than the mental health of female college students.

8. The mental health of professional college students is found to be more than the mental health of non-professional college students.

9. The mental health of urban college students is found to be more than the mental health of rural college students.

10. The emotional intelligence of female college students is found to be more than the emotional intelligence of male college students.
11. The emotional intelligence of professional college students is found to be more than the emotional intelligence of non-professional college students.

12. The emotional intelligence of urban college students is found to be more than the emotional intelligence of rural college students.

13. There is a significant relationship between self-confidence and mental health of college students.

14. Gender, course of study and locality do not make any significant influence on the relationship between self-confidence and mental health of college students.

15. There is a significant relationship between self-confidence and emotional intelligence of college students.

16. Gender, course of study and locality do not make any significant influence on the relationship between self-confidence and emotional intelligence of college students.

17. There is a significant relationship between mental health and emotional intelligence of college students.

18. Gender, course of study and locality do not make any significant influence on the relationship between mental health and emotional intelligence of college students.

19. There is a highly significant positive correlation among self-confidence, mental health and emotional intelligence.
5.13. Educational implications

The major findings of the study and the conclusions drawn helped the investigator to suggest the following implications.

1. The findings of the present study showed that 66% of the sample had moderate level of self-confidence. Students should possess high self-confidence as it is a positive belief that one can take control of his life and of his plans. It is probably because of low self-confidence among the students, that we are witnessing suicide attempts. So, the colleges need to conduct activities which increase the confidence levels of the students and prepare them to face the challenges of life boldly.

2. The study revealed that the students of non-professional colleges and belonging to rural areas showed low levels of self-confidence. Education is not mere acquisition of knowledge. It should give the students the ability to stand on their own feet. This can happen only when the self-confidence levels of the students are high. So, the colleges should conduct seminars and workshops to increase the confidence levels of these students. Participation in co-curricular activities like elocution, debates, and role plays should be made compulsory as they help in increasing the confidence levels of the students.

3. To excel in life mental well being is more important than physical well being. The findings showed that 70% of the students had moderate level of mental health. So, it becomes essential on part of the colleges
to take care of this aspect of the college students. Measures have to be taken to minimize the stress caused to the students by various educational and social factors. Introduction of courses like yoga, fine arts along with the curriculum will increase the levels of mental health among the students which intern will help them to perform well in all aspects of life.

4. The female students showed less mental health when compared to their male counterparts. The competition they face and the pressure from the parents could be the reasons for low mental health among them. Educational institutions and parents should understand that the mental health of these students can be increased, when they grow and attain education in a stress free environment.

5. The students of rural colleges should be given special attention and should be exposed to talks by eminent personalities from the society to increase their levels of motivation. This will help to increase the levels of mental health among the students of rural colleges.

6. Emotional intelligence is the ability to be adaptive to different situations and coping with life situations. But this emotional intelligence is found to be only at a moderate level among 65% of the sample. Lack of proper guidance and directions could be reason for this.

The colleges and the teachers should develop the following key skills to increase the level of emotional intelligence among students:
(a) The ability to quickly reduce stress.

(b) The ability to recognize and manage your emotions.

(c) The ability to use humor and play to deal with challenges.

(d) The ability to resolve conflicts positively and with confidence.

7. One of the major finding of the study was that there is a positive relationship among self-confidence, mental health and emotional intelligence. This finding shows the necessity to give equal importance to these three aspects while imparting education. As they are interdependent lack of even one of the aspects among the students will definitely effect their performance in academics and as well as in life.

5.14. Suggestions for further research

This investigation yielded some interesting results which need further consideration, though they have no direct relation to the original hypotheses. They are enlisted as ….

- Similar study can be conducted on the students of P.G. colleges of education.
- Similar study can be conducted on the lecturers of professional and non-professional courses.
- Similar study may be replicated with other samples of different states.
- A comparative study may be undertaken to study self-confidence, mental health and emotional intelligence of in-service and pre-service teachers.
• Emotional intelligence, mental health and self-confidence of prospective secondary school teachers may be studied.

• Emotional intelligence, mental health and self-confidence of D.Ed. students can be studied.

• Similar study can be conducted with software professionals.

• Emotional intelligence, self-confidence and mental health of student can studied with reference to variables like economic status, parental education, social status, parental occupation.

5.15. Conclusion

Knowledge of self-confidence and mental health in relation to emotional intelligence of college students is a necessity for a developing country.

Consequently, additional research is needed to gain not only theoretical consensus but also clarity regarding the most appropriate measurement strategy. This piece of research is a humble effort in testing the application of concept of self-confidence, mental health and emotional intelligence in the field of education.