2.0 Introduction

The purpose of research review is “To select suitable research method to the problem; to locate the data useful in the interpretation of results and to provide ideas, theories, explanations or hypotheses valuable in formulations the problem.”


A review of the related literature gives the investigation an understanding of the previous work that has been done. It develops in the investigator an insight he needs to convert his tentative research problem to a specific and concise one. It helps the research possibilities that have been overlooked. It provides the investigator, with an opportunity for understanding the methods, measures, subjects and approaches employed by others. This in turn will lead to significant improvement of his research design.

This section gives evidence of the investigator’s knowledge of the field. A brief summary, indicting areas of agreement or disagreement in findings or gaps in existing knowledge are included. The author finds an opportunity to justify his own endeavor and to emphasize new, worthwhile elements of her study.
The investigator proposes to present the previous studies undertaken in this area under three sections:

1. Studies on self-confidence
2. Studies on mental health
3. Studies on emotional intelligence

2.1. Studies on self-confidence

2.1.1. Studies related to self-confidence conducted in India

Basavanna (1971) studied self-confidence as an attribute of self-concept. An inventory developed for the purpose of measuring self-confidence was standardized by using traditional psychometric procedures on a group of 300 college students. The self-confidence inventory was later administered to 800 male students studying in various classes and courses in the constituent colleges of Sri Venkateswara University from whom three samples of twenty-five each were randomly drawn from various levels of score distribution to represent high, moderate and low levels of self-confidence respectively. All the seventy five subjects belonging to the three samples were individually tested to obtain a measure of their risk-taking behavior, a measure of their intellectual level, a measure of their level of aspiration, and a measure of their speed of conflict resolution. Further, they were given a Q-sort test individually under four instructional sets to obtain a self-sort, an ideal self-sort, and other person sort and an ideal other person sort. Major findings of the study: 1. Persons, who perceived themselves as having high self-confidence, had higher general mental ability than those who perceived themselves as lacking in self-confidence.
2. Persons with high self confidence were capable of taking fairly higher risk in predicting the outcome of their performance in an intellectual activity than those who lacked self-confidence. 3. Persons with high self-confidence had higher self regard than those who lacked self-confidence. 4. There were no significant differences between the persons with high and low self-confidence in their level of aspiration behavior. 5. The groups with high and low confidence did not differ significantly with regard to their speed of conflict resolution. 6. The people with high and low confidence did not differ significantly with respect to their regard for others.

Dipika, Shah and Manivannan (2003) made a study of the self-confidence of visually impaired children in integrated and special schools in Tamil Nadu. A sample of 320 visually impaired children was selected as the sample through stratified random sampling procedure. The tools used ‘students’ self-confidence scale (SCS) based on the Likert scale of summated ratings. Major findings of the study were: 1. there was no significant difference between the scores of visually impaired children in self-confidence on the basis of the gender. 2. There was no significant interaction between independent variables gender and nature of impairment as far as the scores of visually impaired children in ‘self-confidence’ are concerned is tenable. 3. There was no significant interaction between independent variables gender and nature of schools as far as the scores of visually impaired children in self-confidence are concerned. 4. There was no significant interaction between independent variables such as gender; nature of impairment and nature of schools as far as the scores of visually impaired children in self-confidence are concerned.
Subramaniam, Leena Mathew (2004) studied assessing self-confidence, mental health & frustration among injured sportsmen & women. The sample comprised 60 of which 30 were sportsmen and used to the other assess self-confidence 30 were sportswomen. Rekha Agnihotri’s self-confidence tool was Tovier personality inventory (TPI) was used to assess mental health and Chauhan and Tiwari’s frustration scale was used to assess frustration. Major findings of the study were: 1. there were significant differences in the self-confidence and frustration between injured sportsmen and sportswomen. 2. There was no significant difference in mental health between injured sportsmen and sportswomen. 3. There were no interrelationships between self-confidence and mental health, self-confidence and frustration, and mental health and frustration of both.

Geeta, Pasteyand Vijayalaxmi, Aminbhavi (2006) Impact of emotional maturity on stress and self-confidence of adolescents. Sample of the study consists of 105 adolescents studying in XI and XII class at Dharwad city Karnataka state, India. The scales such as emotional maturity (Singh and Bhargav, 1994), self-confidence inventory (Rekha Agnihotri, 1987) and students’ stress scale (Deo, 1997) were administered on the selected sample. The findings revealed that the adolescents with high emotional maturity have significantly high stress (t=10.44; p< 0.001) and self-confidence (t=-2.92; p< 0.01) when compared to those with low emotional maturity. Adolescents with more number of siblings have shown significantly higher level of self-confidence (t = 2.96; p< 0.01) than their counterparts. It is also found that educational level of father has significantly influenced stress of their adolescent children (F= 5.303; p< 0.01). Adolescent boys tend to
have significantly higher stress than girls (t=1.72) and girls tend to have significantly high self confidence (t=1.83).

**Tirath Singh and Parminder Kaur** (2008) studied the effect of meditation on self-confidence of student-teachers in relation to gender and religion. Sample of the study were used 152 student-teachers of B.Ed. The tools were used self-confidence inventory (1987) in Hindi developed by the Dr.Rekha Agnihotry, and Raven’s standard progressive matrices developed by J.Raven, J.C.Raven and J.H.Court (revised 2000) were used. Major findings of the study were: 1. there was significant effect of gender on self-confidence when pre-self-confidence was taken as a covariate. 2. There was no significant effect of interaction between meditation and gender on self-confidence when pre-self-confidence was taken as a covariate. 3. There was no significant effect of interaction between meditation and gender on self-confidence when pre-self-confidence and pre-general intelligence were taken as covariates.

**Parvathamma and Sharanamma** (2010) studied the anxiety level and level of self-confidence and their relation with academic achievement. Six high schools of Chamrajnagar taluk in Karnataka were selected randomly. Totally 300 students were selected by randomly selecting 50 students from each school including boys and girls. Tools were used self-confidence checklist (M.Basavanna), anxiety scale (Prof:D.N.Srivastasva & Dr.Govind Tiwari), school records for academic achievement. Major findings of the study were: 1. there was a significant difference between anxiety level of boys and girls. 2. There was a significant difference between self-confidence levels of boys and girls.
2.1.2. Studies related to self-confidence conducted in Abroad

David Kipnis, William P. Lane (1962) studied the self-confidence and leadership. The object of this study was to examine the relationship between lack of confidence in one's leadership ability and reliance upon passive leadership techniques to cope with supervisory problems. 77 Navy petty officers were given a questionnaire containing 20 supervisory problems and were asked to evaluate the desirability of each of 5 ways of solving each problem. Ss also evaluated how satisfied they were with their leadership abilities. Principal findings were: (a) Ss were highly consistent in the extent to which they endorsed each of 5 approaches to correcting performance, (b) there was a correlation of .52 between endorsing the use of administrative procedures to solve the problem and informally asking a superior to solve the problem, and (c) Ss who lacked confidence in their leadership abilities were significantly less willing to hold face-to-face discussions with subordinates and significantly more often endorsed both referring the subordinate to a superior and relying upon the use of administrative rules to solve the supervisory problems.

Aron, Arthur and Others (1981) made a study of the transcendental meditation program in the college curriculum: A 4-year longitudinal study of effects on cognitive and effective functioning. Found that participation in transcendental meditation classes produced significant freshman-senior increased on intelligence and increased social self-confidence, sociability, general psychological health, and social maturity.
Debra Instone, Brenda Major, Barbara B. Bunker (1983) studied the gender self-confidence and social influence strategies: An organizational simulation. Investigated whether men and women in positions of equal power differ in the strategies they use to influence subordinates. 24 male and 24 female undergraduates were placed into a supervisory role in a simulated organizational setting and were compared on the frequency, range, and types of influence strategies they used to direct the work of 3 bogus subordinates. Although gender differences consistent with general sex-role stereotypes were found, most differences were weak and only of marginal significance. Relative to males, females made fewer influence attempts, used a more limited range of influence strategies, used fewer rewarding strategies, particularly promises of pay increases, and used more coercive strategies, especially pay deductions. Females displayed lower levels of self-confidence than did males, and sex-linked differences in self-confidence explained much of the gender difference observed in the frequency with which influence attempts were made and the extent to which coercive strategies were used.

Sleeper, Lynn, Nigro, Georgia (1987) made a study of “it’s not who you are but who you’re with: self-confidence in achievement settings.” Found overall, sex-of-subject differences in self-confidence are less powerful than the effects yielded by the sex of others in achievement settings.

Hall, Evelyn (1990) made a study of the effect of performer gender, performer skill level, and opponent gender on self-confidence in a competitive situation. He found that self-confidence of females is not lower than that of males.
Hripsime A. Kalaian, Donald J. Freeman (1994) studied the gender differences in self-confidence and educational beliefs among secondary teacher candidates. This longitudinal study examined gender differences among secondary teacher candidates across three categories of criterion measures: (a) levels of self-confidence in teaching, (b) anticipated sources of professional knowledge, and (c) educational orientations and beliefs. Relative to males, females entered teacher preparation programs with lower levels of confidence in themselves as teachers and higher expectations for what they would gain from education courses and practical experiences related to teaching. Females were also more likely to favor student-centered approaches to instruction and to believe that instructional strategies have limited generalizability. These differences in self-confidence and educational beliefs persisted to program completion.

Einarson, Marne, Santiago, Anna (1996) made a study of background characteristics as predictors of academic self-confidence and academic self-efficacy among graduate science and engineering students: an exploration of gender and ethnic differences. They found gender and ethnic differences in academic self-confidence, academic self-efficacy.

Wilson, Rodney Carlton (2000) made a study of sources of sport-confidence of senior adult, college, and high school athletes. Found that the perceived importance of various sources of self-confidence differed between and within gender.
Ziegler, Albert, Heller, Kurt (2000) made a study of conditions for self-confidence among boys and girls achieving highly in chemistry. Indicated that girls already expressed significantly lower levels of self-confidence regarding chemistry than did boys.

Ali Haydarsar, Ramazan Avcu, Abdullah Isiklar (2010) studied the analyzing undergraduate students’ self-confidence levels in terms of some variables. Self-confidence has a very significant impact both on expressing yourself during interpersonal relations and making up relations with others. Acting without self-confidence may lead to isolation or retreatment of an individual from society. Because of that, therapists have been very much concerned about self-confidence. Many people have difficulty in asserting their rights. These people should increase their self-confidence levels in proper situations. In this context, self-confidence education consists of modeling people who are self confident, acting to show that you are self confident enough and reacting instantly. This research was made in order to analyze undergraduate students’ self-confidence levels in terms of some variables. The population of the study consisted of four departments at Aksaray University. As a sample, 168 students studying at Aksaray University took part in. Data were collected via a scale measuring self-confidence levels of students. In data analyses, descriptive analyses, t-test and ANOVA were used. Results of the study showed that there was significant difference in terms of gender and departments.

Sabira Kleitman, Jennifar Gibsun (2011) studied the Meta cognitive beliefs, self-confidence and primary learning environment of six grade students. Meta
cognition is an integral component of a self-regulated approach to learning. The present study examined the relationships between academic self-efficacy and perceptions of one's own competence in memory and reasoning abilities, and their role in predicting the self-confidence trait. The study also aimed to determine the role of key classroom factors (goal orientation and self-efficacy with the teacher) in predicting self-beliefs, the self-confidence trait and academic achievement in Year 6 students (N = 177). EFA and Path analysis were used to determine these relationships. The hypothesized path model was tested in a simultaneous fashion of the entire system of variables to determine whether or not hypothesized relationships were consistent with data. The results suggest that academic self-efficacy and Meta cognitive competency beliefs define a broad factor—Meta cognitive Beliefs—which serves as a key predictor of self-confidence. Mastery goal-orientation and self-efficacy with teacher predicted Meta cognitive Beliefs and, indirectly, self-confidence. Students with stronger Meta cognitive Beliefs were less engaged in self-handicapping behaviours. Known common factors—intelligence, gender and a proxy for self efficacy scale, school fees—were controlled for. The present study has important implications for both Meta cognitive theory and educational practice.

2.2. Studies on mental health

2.2.1. Studies related to mental health conducted in India

Pareek and Rao (1971) studied teacher behavior and student mental health. The tests were administered to 1,700 pupils of class V drawn from fifty primary and middle schools of Delhi. The tools were used Prayag Mehta’s intelligence
test and Pareek’s frustration test. Major findings of the study were: Students talk was thirty-one percent of the time; data for associations between teacher behavior and student mental health revealed that. As a result of training teachers started using more and more interaction, using the categories of praising, encouraging, accepting and classifying the ideas of students and questions without changing the amount of classroom talk; and teachers sustained changed behavior for six to seven months after training; they showed differences on these categories when compared with a group of untrained teachers.

Wig and Nagpal (1971) studied the mental health and academic achievement – a comparison of successful and failed students. The sample consisted of eighty two students of age group nineteen to twenty four years. Out of these forty one students were selected from a group who had failed in 1966-67 and had rejoined the university. The rest, forty one students, were those who had passed in 1966-67. The tools administered to the above sample were: Hindi and Punjabi versions of the Maudsley personality inventory, the carnell medical index health questionnaire (CMI), and a self administered social questionnaire and interview on the model of psychiatric case history. Major findings of the study were: 1. the two-groups were significantly different on mental health score. 2. The areas which seemed to be noncontributory were parental deprivation during the preschool period and sexual adjustment.

Bhan (1972) studied the deterioration in interest as a function of insecure mental health during and after the period of certain academic specialization. The
sample was drawn from students for M.A. or M.Sc. and from the persons who settled down in life after passing M.A/M.Sc. In all 1300 persons formed the sample of the study. This included 800 in course and 500 after-course persons. They were administered the Maslow’s security insecurity inventory, the Raychawdhury interest survey, the Rorschach psycho diagnostic test and the non directive interview schedule. Major findings of the study were: 1. Interest in outdoor and physical activities deteriorated in the case of in course group due to insecurity of mental health. 2. Interest fields which were not found to deteriorate in the case of after course group due to insecurity of mental health were scientific interest and domestic interest. 3. Security-insecurity was a stable characteristic of personality and was caused by long standing factors which affected from early childhood.

Nathawat (1977) made a study of creativity in relation to mental health. The sample of the study consisted of 320 adolescent boys of class X selected randomly from the high schools of kurukshetra. They were administered the Wallach-kogan test of creativity. Major findings of the study were: 1. No significant differences were found in the areas at home, health, social, emotional, and school adjustment among the high, the moderate, and the low creative individuals. 2. The high creative individuals were not found different from the low creative and the moderate creative individuals in insecurity and security feelings. The same relationship was observed between the moderate and the low creative individuals. 3. The high creative individuals were not different from the low and the moderate creative individuals in the level of neuroticism as well as in neurotic
depression and hysterical personality traits. The same pattern of relationship was seen between the moderate and the low creative individuals.

Sinha and Bhan (1978) studied the mental health in university students. The sample consisted of 259 male and 118 female students of Kurukshetra University and 293 male engineering students. The students were administering the Maslow security – insecurity inventory n the basis of their scores. The tools were used Thematic Apperception Test and the crown and crisp middle sex hospital questionnaire. Major findings of the study were: 1. The engineering boys were significantly superior in mental health to the university boys. 2. The boys and the girls of the university did not differ on emotional security.

Sarker (1979) studied the relationship between mental health and some family characteristics of middle class school going adolescents. The sample consisted of randomly selected 400 school-gain children (212 boys and 188 girls) of age group 13 to 17 years. Mental health inventory was administered on the 400 children selected and on the basis of results obtained healthy and unhealthy groups were formed. Major findings of the study were: 1. The mentally unhealthy group of children had higher family tension than the healthy group. 2. The children from families with syncretic division of function had better mental health. 3. The family structure (excepting syncretic division of functions) was not related to the mental health of the children.

Joshi (1979) made a study of mental health movement in education and its implications for secondary schools in greater Bombay. The method of library research and documentary analysis was used for the historical retrospect of the
mental health movement. The descriptive survey method was employed for studying the present position of mental health facilities in secondary schools in greater Bombay. The tools employed were questionnaire, interview, observation, visits and correspondence. Major findings of the study were: 1. The mental health movement in greater Bombay began with the efforts made for juvenile correction by the society for the protection of children in western India. 2. The mental health movement in education in the Indian context in general and greater Bombay in particular, could be divided into three periods, the period of awareness (1937-55) the period of orientation (1956-65) and the period of expansion (1966 onwards). 3. Only 15 percent of the schools took the help of specialized agencies in respect of mental health facilities.

Sharma (1979) studied the self-concept, level of aspiration and mental health as factors in academic achievement. A sample of 1060 students was randomly drawn from students studying in classes X to XII of high schools, and intermediate colleges situated in eight eastern districts of Uttar Pradesh. The tools used were piers Harris children self-concept scale (Hindi adaptation), Ansari and Ansari’s LA coding test, A Sthana’s adjustment inventory and personal data schedule. Major findings of the study were: 1. mental health was positively and significantly related to self-concept. 2. Differences in mental health did not influence the level of aspiration. 3. Differences in self-concept affected mental health. 4. The level of aspiration had favorable influence on mental health.
Veereshwar (1979) made a study of mental health and adjustment problems of college going girls. A sample of 406 girls in the age group of 18-20 years was drawn from the undergraduate students of Meerut University by the sequential list method. The sample was further divided into national service scheme (NSS) and Non-NSS groups. The national service scheme group had 182 students and the Non-national service scheme group standardized adjustment inventory for college students (A.K.P.Singh 1974), and a youth problem inventory (M.Verma 1975). Major findings of the study were: 1. the difference in adjustment of urban and rural girls was not significant in the area of health both groups showed quite satisfactory health adjustment. 2. The national service scheme and non-national service scheme groups did not differ significantly in home adjustment, educational area and health.

Basumallik and Bhattacharya (1980) studied the views on mental health a preliminary study. An incidental sample of 365 laymen expressed their agreement or disagreement, on a five-point rating scale with a 50-item mental health information questionnaire. Major findings of the study were: 1. No significant cross-cultural differences were found between Indian and American subjects except that both our experts and laymen laid more emphasis on the seriousness of mental health problems. 2. The older and the less educated seemed to be relatively misinformed. 3. Responses of the Laymen were not markedly different from those of the experts.

Gupta (1980) studied the personality and mental health concomitant of religiousness in the Tibetan students in the adolescent age group. The sample
consisted of 313 adolescents (251 boys and 62 girls) studying in high/higher secondary Tibetan schools in different parts of the Himalayas, namely, Dharamsala, Dalhousie, Kulu, Mandi, Mussoorie and Darjeeling. The tools employed for the collection of data were sixteen personality factor questionnaire (form-A) by Cattell, the Cornell Medical Index and religiosity questionnaire, locally constructed by the investigator. Major findings of the study were: 1. Males were more religious than females. 2. Females were more self-opinionated and imaginative than men.

Marotra (1982) studied the mental health as a correlate of intelligence education, academic achievement and socio-economic status. For the collection of data the tools used were general intelligence test (Joshi) cultural level questionnaire, socio-economic status questionnaire, health condition questionnaire and mental health inventory. Major findings of the study were: 1. Girls scored higher in the intelligence test and in the socio-economic questionnaire than boys. 2. Girls appeared to possess better mental health, were capable of facing the realities around them and were in a position to tide over the mental disequilibrium. 3. The mental health of boys and girls appeared to be considerably influenced by the two factors, namely intelligence and physical health. 4. The mental life of boys was dominated by the feelings of depression and neurotic behavior. On the other hand, girls were found to be suffering from a sense of insecurity and anxiety.

Raveendranathan (1983) made a comparative study of the impact of medium of instruction on the science achievement, science interest and mental health status
of secondary school students. The sample of 890 secondary school pupils chosen by the application of stratified random sampling method. The tools used were the achievement test in biology by Chandrika (1981). The achievement Test in physical science by Vimala. The science interest inventory by Muthu pillai, mental health status scales by M.Abraham Raven’s standard progressive matrices, and the socio-economic status scale of Kuppuswamy. Major findings of the study were: 1. Science achievement, science interest and mental health status of pupils of English medium classes were higher than those of pupils of Malayalam medium classes. 2. Far sub-samples equated on the basis of high socio-economic status and high mental status, the differences between English and Malayalam medium classes in science achievement and science interest were not significant.

Majid (1984) made a study of the various dimensions of mental health. A sample consisted of 210 boys and 220 girls. The tools used were G.A.Ansris self-acceptance scale. A.Ansari and G.A. Ansari's level of aspiration coding test and E.L. shostrom’s personal orientation inventory. Major findings of the study were: 1. Factor-II for girls was called open mindedness because it was mainly contributed by the variables which referred to a present – oriented and open personality. 2. Factor-II for boys and Factor-III for the combined group emerged as a configuration of loading contributed by all the variables of mental health. This factor was therefore, named the factor of general mental health.

Prasanna (1984) made a study of certain mental health variables associated with high and low achieving adolescents. The sample was made up of 1050
pupils (567 boys and 483 girls) of Std.IX, selected by applying the proportional stratified sampling technique. The tools used were: 1. Mental health status scale (M.Abraham, and K.C.B.Prasanna 1981) to measure optimism adaptability, sense of security regularity of habits, perception of reality, emotional maturity, social conformity, freedom from sociopathic tendencies, recreational pursuits, mastery of environment positive attitude towards others, freedom from negativism, freedom from with drawing tendencies, concept of degree of freedom. 2. Composite test of generalized achievement (A.S.Nair, M.Abraham, D.Seethamony) 3. Kerala university group test of intelligence (N.P.Pillai, A.S.Nair and J.Gourikutty amma, 1968) 4. The Kerala non-verbal group test of intelligence (A.S.Nair, 1971) 5. The kerala socio-economic scale (A.S.Nair, 1970) and 6. General data sheet. Major findings of the study were: 1. all the mental health variables studied discriminated between high and low achievers in most of the groups studied. 2. High achievers had higher mean scores than low achievers for all the 16 mental health variables studied.

Bhattacharjee (1985) studied the needs, frustration, frustration-inttolerance and mental health of adolescent girls reading in certain urban secondary schools in west Bengal. A sample of five schools of three urban areas of Nadia and 24 parganas were selected and 804 (class VIII, IX and X) girls were drawn. An adolescent girl’s needs frustration and frustration-in toleration questionnaire, an adolescent girl’s needs, frustration and frustration in toleration picture projection test, sen’s neurotic questionnaire (F-test) Roy’s social intelligence test and Kuppuswamy’s Self Efficacy Scale were used. Major findings of the study were: 1. Incidence of mental Ill-health was high. 2. There was high positive relationship
between materialistic, sexual relationship, security and independence needs and mental-ill-health. 3. There was a high positive correlation between frustration-inhalation and mental-ill-health. 4. There was negative relation between idealistic and altruistic needs and mental ill-health.

Panda (1987) studied personality adjustment, mental health and acculturation among saora tribals. A sample of 23 schools was randomly selected comprising 10 schools from least accultured areas. 55 boys and 25 girls from most accultured areas. 80 boys and 40 girls of Oriya origin were selected. In total, there were 290 students (195 boys and 95 girls) from lease accultured most accultured and Oriya culture selected as the sample for the study. The sample subjects were administered the following tools: 1. The Reddy personality adjustment inventory (1964) 2. The Eysenck psychoticism scale 3. The Moudsley personality inventory (1964) 4. The Spiel Berger State Trait anxiety inventory. 5. The Palti inferiority/insecurity scale (1972) 6. The Chauhan and Tiwari frustration test scale (1974). 7. The Mahanta attitude scale towards cultural change (1979). Major findings of the study were: 1. there was no significant difference between all the group combinations in relation to the trait anxiety. 2. Similarly Oriya Students (OS), Oriya Boys (OB) and Oriya Girls (OG) possessed a more favourable attitude towards culture change than Least Accultured Saora students (LAS), Most Accultured Saora Students (MAS), Least Accultured Saora Boys (LAB), Least Accultured Saora Girls (LAG) and Most Accultured Saora Girls (MAG).
Srivastava and Jagadish (1988) reported a positive correlation between psychological well being and job satisfaction.

Anand (1989) studied the mental health of high school students. A sample of 262 high school students (169 boys and 63 girls) participated in the study. A likert type mental health scale developed by the author was used. Major findings of the study were: The mental health of adolescents, their academic achievement and the educational and occupational status of parents were positively related.

Das, Mohapatra (1989) made a study of the mental health of teachers serving in the primary schools of Puri town. A sample of fifty primary school teachers drawn from primary schools of Puri participated in the study. Pertinent data were obtained through a questionnaire. Major findings of the study were: (1) the school-load on a large section of teachers was heavy. (2) The different pay scales created friction among teachers. (3) Teachers felt that they were neglected by the society.(4) The expressed the view that a good social environment was necessary for good mental health.

Manjuvani (1990) studied the influence of home and school environment on the mental health status of children. A sample of 514 students from classes VIII to X (271 boys and 243 girls) from Tirupati high school participated in the study. The tools used included three inventories dealing with home environment school environment and mental health. Major findings of the study were: 1. the home environment was a major significant contributor to all the three components of mental health. 2. The school environment contributed to liabilities and the mental health index.
Agashe (1991) made a psycho-social study of the mental health of players and non-players. The sample of the study comprised 600 young adults drawn equally from the two sex groups (male/female) and players from colleges located at Raipur and Bilaspur in Madhya Pradesh. The average age of the sample was 20-66 years. The tools used included Mehrotra’s group test of intelligence, Eysenck’s personality inventory, strupp and Hadley’s mental health inventory and Agashe and Helode’s SES (socio-economic status) scale. Major findings of the study were: 1. Correlational analysis revealed that intelligence quotient was not significantly related to any variable. 2. Psychoticism and neutroticism were significantly negatively related to mental health. 3. Extraversion was positively related to mental health.

Mohanty (1992) studied the occupational stress and mental health in executives: a comparative study of the public and private sectors. The study was conducted on 240 executives with 60 subjects in each of the designs. The tools used included job stress questionnaire, mental health questionnaire, Coping questionnaire and perceived organizational support questionnaire. Major findings of the study were: 1. Private sector executives also used problem-focused coping more than public sector executives. 2. Public sector executives adopted affective regulation and emotional discharge as preferred coping strategies. 3. Middle-line public-sector executives adopted more coping strategies than from-liners, and its reverse was true in the private sector.

Pathak and Rai (1993) made a study of mental health of higher secondary students in relation to socio-economic status. Sample comprised of 501
students of classes IX-XII drawn from two urban and two rural higher secondary schools of Azamgarh district, mental health scale by Anand and socio-economic status, Index by Bhattacharya were administered on subjects. Major findings of the study were: 1. Female students were mentally healthier than male students, when SES was controlled. 2. Urban and rural students did not differ significantly on mental health, when SES was controlled.

**Sharma** (1995) studied the Influence of recent life experience on mental health of school teachers. The sample comprised 80 male and female school teachers working in the schools at Srinagar (Garhwal). The tools used to collect data included langner paliwal scale for measuring mental health Paliwal recent life events questionnaire and individual interviews. Major findings were: 1. Psychophysical strain was positively correlated with recent life experiences. 2. Recent life experiences influenced the mental health of teachers.

**Aghara** (1995) has showed that socio-economic status affects the mental health of students, but no significant effect of sex difference is found on the mental health of the students.

**Jarraniya** (1996) found a significant difference between the ratings of mental health among the boys and girls students.

**Bal Yoga Mitra Mandal** (1999) made a study of the research publication group. Reported the mental and emotional changes resulting from Zen meditation practice.
Nayee (2003) concluded that work status and socio-economic status was a highly significant factor influencing on mental health.

Sandhya Ojha, Urmila Rani, (2004) made a comparative study of the level of life stress and various dimensions of mental health among working and non-working Indian women. The present study was conducted on 60 Indian women belonging to two categories: working women (N=30) and non-working women (N=30). Tools are used a) Presumptive stressful life events scale (PSLE, Singh, Kaur & Kaur, 1981). B) Mental health inventory: developed by Jagdish & Srivastava (1983). Major findings of the study were: 1. Working women significantly scored higher on life stress (No. of stressful events and amount of life stress) compared to non-working women. 2. Employed women experience greater stress than both non-employed women and men because of several unique stressors faced by employed women.

Roshan Habeeb (2005) studied the mental health and subjective well being of peri and post menopausal women. A sample of 100 menopausal women (53 pre and 47 post – MW) aged between 45 and 55 years were selected by purposive sampling technique. Mental health inventory. PGI well being scale used. The findings are generally the levels of various dimensions of mental-health-well-being were better among pre MW than post-MW.

Ketan Dholakiya, Ashwin Jansari (2005) made a study of mental health of the students residing in affected & non-affected earth quake area and gender. The sample comprised of 120 students of Kutch district of Gujarat state. Tools were used Kumar’s mental health check List. The major findings of the study revealed
that the students residing in earthquake area had more frustration. Boys showed more uneasiness and sleeplessness compared to girls. But girls showed more nervousness than boys.

**Sarita Sanwal, Shubha Dube, and Bharti Bhatnagar** (2006) studied the mental health of adolescents with specific reference to “Integration of personality.” The sample selected for the present study comprised of 120, adolescents. The sample was selected from Sadhu Vaswani public school, Jaipur city Rajasthan). Mental health inventory (M.H.I.) by Jagadish and Srivastava, A.K. a standardized tool was used for data collection. Major findings of the study were: 1. the percentage on integration of personality (IP) which means balance of psychic force in the individual and includes the ability to understand and to share other people's emotions, the ability to concentrate at work and have interest in several activities. 2. Girls were leading in this category than boys as the girls have more patience, tolerance, emotional stability and more well adjustable than boys.

**Bhargava and Qureshi** (2006) made a comparative analysis of mental health of drug abuser and non-drug abusers and found that drug abusers were found significantly lower in adjustment, emotional stability, autonomy, intelligence and scored more in insecurity and self-concept.

**Singh, Chaudhary and Asthana** (2007) studied the mental health status of high and low emotionally intelligent adolescent and observed a significant difference in mental health status indicating better mental health of highly emotionally intelligent adolescent.
Sarah Basu (2008) studied the gender and mental health – a comparative study of teachers in primary schools and colleges. A sample of 225 primary school teachers and 150 college teachers from Rohilkhand region was selected using multi-stage random sampling technique. The mental health inventory (MHI) developed by Jagdish and Srivastava was the tool used. Major findings of the study were: 1. College teachers have significantly better mental health than primary school teachers. 2. Male teachers working in primary schools as well as colleges have significantly higher level of mental health than their female counterparts.

Shrivastava and Asthana (2008) assessed the relationship between mental health and social support of working women and found better mental health in high social support group.

Singh (2008) studied the effect of socio-economic status and residence on mental health of college students and found that low socio-economic status had a negative impact upon sound development of mental health behavior. However rural urban region was not found to be a significant determines of mental health behavior.

Tejpreet Kang, Asha Chawla (2009) studied the mental health: A study of rural adolescents. The sample consisted of rural adolescent boys and girls. The tools used were socio economic status scale. Mental health check list. Major findings of the study were: A non-significant gender difference across mental health status but a significant difference in somatic health status of adolescent boys and
girls. Boys were found to be having better somatic health status as compared to girls.

**Bala, Agarwal, Sarna, (2009)** studied the gender differences as associated with mental health of the college going students of various faculties. The sample consisted of 210 students selected from the three different faculties namely arts, science and commerce. Tools are used mental health battery (singh and sen gupta, 2000) Major findings of the study were: 1. Gender difference exists with reference to various aspects of mental health. Boys had greater emotional stability, adjustment and intelligence than girls in students of art faculty and self-concept in the students of science faculty. 2. Mental health differs significantly while subject belonged to different gender and discipline of the study. Girls had greater security-insecurity feeling than boys in the students of arts faculty; greater emotional stability, adjustment and security-insecurity in the students of science faculty and emotional stability, autonomy and security-insecurity in the students of commerce faculty.

**Gasima Gupta and Sushil Kumar, (2010)** studied the mental health in relation to emotional intelligence and self efficacy among college students. The paper studies the relationship of mental health with emotional intelligence and self-efficacy among college students 200 participants (Male=100 and female=100) were drawn from science and arts streams of Kurukshetra University, Kurukshetra. Data analysis involved the use of product movement method of correlation and t-test. The results indicate that emotional intelligence and self efficacy are positively correlated with mental health. It also revealed that male
students were better than female students in terms of mental health. Emotional intelligence, self efficacy and mental health for female college students.

2.2.2. Studies related to mental health conducted in Abroad

Mohebali (1982) studied the Socio psychological correlates of mental health in India and Iran. The sample comprised 480 subjects (240 Indian and 240 Iranion). They belonged to both sexes and different levels of mental health. The PGI health questionnaire developed by N.N.Wig and S.K.Verma was used to measure mental health. The split-half reliability coefficient was 0.92. The value orientation scale by N.S.Chauhan was used to measure value orientation. The attitude scale toward social change and social distance developed by N.S.Chauhan was used to measure attitude towards social change and social distance. The frustration scale by N.S.Chauhan and Govind Tiwari was used to measure frustration. The data were analyzed with the help of factorial design analyses of variance and dun vans range test. Major findings of the study were:
1. As a whole Indians has more scientism value in comparison with Iranians. Whereas tan ions had more traditionalism and venturasomeness value in comparison with Indians. 2. Females tended to be aggressive, where as males were regressive and designative.

Fleming and Offord (1990) studied age and mental health has a very close relationship. As it deals with adjustment problems at every stage of life; it helps a person to adjust his/her ways of thinking, feeling, behaving and attitudes in accordance with his/her make up, the environment and the newer developments. Adolescence is considered as the most important transition period of life.
Adolescents face an intense turmoil because of the cognitive, biological and social changes taking place in this period. Furthermore, adolescence is a period of heightened risk with high rates of depression, conduct disorders, suicides, drug and alcohol addiction and antisocial behavior. Adolescent could navigate this transitional period with much success, happiness and confidence without much uncertainty and distress, but it could be possible, in only one condition i.e., with sound mental health. “Numerous developmental studies have examined the effect of age and gender as well as their interaction on the epidemiology of mental health and have consistently revealed that problems are less common in early adolescence than in late adolescence.

Kamau, Catherine Wanjiku (1992) studied burn-out locus of control and mental health of teachers in the eastern province of Kenya. A sample of 385 teachers of both sexes participated in the study. The tools included Meslach burn-out inventory. Rotter’s locus of control scale and teacher’s mental health scale developed by the researcher. Major findings were: 1. Male teachers were emotionally over extended, exhausted, internally controlled, anxious, callous, towards students and personally accomplished but less capable of establishing constructive relationship; however, they were more capable of coping with stresses than female teachers. 2. Urban teachers were less emotionally overextended, less satisfied, more internally controlled, anxious, and had a low level of mental health.

**Guite, Clark, Ackrill** (2006) Studied the impact of the physical and urban environment on mental well-being. A postal survey based on a theoretical model of domains that might link the physical and urban environment with mental well-being was sent to 2696 adults aged 18 years or over, in four areas of Greenwich, London. Mental health was measured using the SF36 subscales for mental health (MH) and vitality (V). Additional household and area level data were appended for each respondent from a range of sources. 1012 questionnaires were returned (38% response rate). At the university level significant confounders that were associated with poorer mental well-being were being female, 85+ years, unemployed or retired, on housing benefit, council tenant, two or more children, and having requested re-housing. Better mental well-being was associated with being aged 65 years to 84 years (better MH and V). Within domain analysis, adjusting for each of the confounding factors, resulted in the following factors being significantly associated with being in the lowest quartile for MH score: (i) control over the internal environment (damp), (ii) design and maintenance (not liking the look of the estate/road, (iii) noise (neighbour noise), (iv) density and escape (feeling over-crowded in the home, being dissatisfied with green spaces, dissatisfied with social and entertainment facilities) being dissatisfied with community facilities (such as libraries and community centers) was only significant for vitality, (v) fear of crime and harassment (feeling unsafe to go out in the day, feeling unsafe to go out at night, agreeing that needles and syringes left lying around are a problem) (vi) social participation (not enough events to get people together, not enough places to stop and chat). When these 12 factors were entered into a single model with the significant confounders five
remained significantly associated with being in the lowest quartile for MH or V: neighbour noise MH OR 2.71 [95% CI 1.48, 4.98]; feeling over-crowded in the home MH OR 2.22 [1.42, 3.48]; being dissatisfied with access to green open spaces MH OR 1.69 [1.05, 2.74]; access to community facilities V OR 1.92, [1.24, 3.00]; feeling unsafe to go out in the day MH OR 1.64 [1.02, 2.64]; V OR 1.58 [1.00, 2.49].

Huijun Li, Wei Li, Qian Liu, Aiping Zhao, Frances prevatt, Jingjiang Yang (2008). Studied the variables predicting the mental health status of chinese college students. The purpose of this study was to examine variables that affected the mental health of Chinese college students. The variables were ethnicity, gender, age, place of origin, and level of satisfaction with major. Mental health status was classified into Groups A, B, and C, as measured by the University Personality Inventory. Group A referred to students with severe mental health problems, and Group C students had no symptoms of mental health problems. The results indicated that ethnicity, gender, age, and level of satisfaction with one’s major could significantly differentiate Group A and Group C students. The strongest predictor of Group A and Group B relative to the Group C membership was the level of satisfaction with one’s major. Implications and directions for future studies were presented.

Activity, and physical and mental well-being from 2194 Australian adults. Leisure-time Physical Activity was independently linearly related to mental well-being in most demographic groups. Stronger effects were observed for vigorous-intensity leisure-time Physical Activity. Poor health as a barrier to Physical Activity explained only a small portion of the relationships of Physical Activity with mental well-being. The magnitude and direction of the effects of household, occupational and transport Physical Activity depended on age, gender, weight status and/or participation in other Physical Activity domains.

Parisa Tajalli, Afsanehsobhi, Afsaneh Ganbaripanah (2010) studied the relationship between daily hassles and social support on mental health of university students. The main purpose of this research was identifying relationship between daily hassles, social supports and mental health. In this regard, among the Islamic Azad University (IAU) students, 262 students have been selected randomly as sample group. Sarafino and Ewing Daily hassles Test (1999), Fleming social support Test (1982) and Goldberg General Health Questionnaire (1972) have been administered them. In analysis data, Person correlation coefficient, multiple regressions has been used. Results showed that between daily hassles and mental health of university students was significant relation, also between social supports and mental health. Generally, between daily hassles, social supports and mental health of university students was significant relation.

Bagher Ghobary Bonab, Hakimirad, Habibi (2010) studied the relation between mental health and spirituality in Tehran university student. The aim of
the current study was to investigate the relationship between mental health and spirituality in college students. To accomplish this goal, 304 college students were selected from different colleges of university of Tehran, and the following measures were administered on them: Symptom checklist 90-R (SCL-90) and spiritual Experiences scale. Analysis of data revealed that there was a significant negative correlation between spiritual dimensions including: relation with God, finding meaning in life, spiritual actualization and activities.

**Justin Hunt M.D., M.S. Daniel Eisenberg Ph.D.** (2010) studied the mental health Problems and Help-Seeking Behavior among College students. Mental disorders are as prevalent among college students as same-aged non-students and these disorders appear to be increasing in number and severity. The purpose of this report is to review the research literature on college student mental health, while also drawing comparisons to the parallel literature on the broader adolescent and young adult populations.

**Nasser Sobhi – Gharama leki, Soran Rajabi** (2010) studied the efficacy of life skills training on increase of mental health and self esteem of the students. The aim of this study is to achieve to effects of life skills training on providing mental health and self esteem of university students. The study method was experimental research method. The type of design was before- after test design with control group. Statistical society of the present study comprised all boys’ students accepting at 2009 and studying at University of Mohaghegh Ardabili in 2009. Also, this study was conducted only on the individuals who gained 28 or more in DASS questionnaire (which evaluates three subscales of anxiety,
depression, and stress), (n = 210). At the next stage the needed sample (i.e. 40 boy students {20 individuals in control group and 20 individuals in experimental group}) was selected randomly and distributed in two mentioned groups, randomly. Then, life skills were taught to experimental group for 8 sessions in four week) and no variable was exposed to control group during this period. At the end, 3 individuals from experimental group were omitted; finally the achieved data from 37 individuals was analyzed by descriptive statistics methods (frequently and percentage) as well as inferential statistics methods (independent t test, MANOVA). The results showed that life skills training affects on decreasing mental disorders symptoms especially anxiety, depression and stress of students suspected to the mental disorder. This study showed that life skills training is a good method in decreasing mental disorders symptoms among the students suspected to the mental disorder.

Balilashak, N. Safavi, M. Mahmoudi, M. (2010) studied the comparative assessment of mental health of gifted and average students of junior high school. The aim of this study was to comparing the mental health of gifted and average high school students. Eighty three students of high school who were selected by randomized classification method, divided in two groups (43 gifted students, 40 average students). In the gifted students’ category, 30.2% were healthy, 59.2% were considered suspicious and 18.6% were known to be vulnerable. As to average students group, 50% were healthy, 37.5% were considered suspicious and 12.5% were known to be vulnerable. Further study with more cases and psychological interview based on DSM-IV after screening is recommended.
Carina Sonnak, Tony Towell (2011) studied the imposter phenomenon in British university students: relationships between self-esteem, mental health, parental rearing style and socio economic status. The role of perceived parental rearing style, parental background, self-esteem, mental health and demographic variables upon imposter phenomenon [IP; Psychotherapy: Theory Research and Practice, 15, (1978) 241–247] intensity was investigated using a cross-sectional survey design, with 107 subjects (78 females, 29 males). A regression analysis revealed that both greater degree of perceived parental control and lower levels of self-esteem emerged as significant predictors of imposter fears, together accounting for 50% of the variation in imposter scores. Parental care score, parental educational and occupational level and subject's mental health and demographic information did not show a significant relationship to imposter scores. A post-hoc regression analysis indicated, however, that in addition to parental protection, lower care and poorer mental health was significantly related to increasing levels of imposter scores and with subjects having attended private school reporting lower levels of imposter feelings. In addition, subjects classified as impostors were found to report significantly higher GHQ scores (poorer mental health) than non-impostors. These findings, which are interpreted in terms of parenting styles, indicate that the role of parental overprotection may be especially implicated in imposter fears.

2.3 Studies on emotional intelligence

2.3.1. Studies related to emotional intelligence conducted in India
Nutankumar Thingujam And Usha Ram (2000) studied the emotional intelligence scale: Indian norms. Emotional intelligence scale was used (Schutte et al., 1998). Sample of the study was 811 students’ from junior and senior colleges and university of Pune from Pune city. Major findings of the study were: 1. Goleman reported that females are more skilled at emotional expression and relating to others. 2. Lafrance and Hecht suggested that “women are supposed to read emotions more carefully than men because they generally possess less power in society” while Hall and Halberftadt pointed out that the greater emotional accuracy is shown among the females than the males. 3. The present finding also supports that females in general are in most cultures trained to be more nurturing, understanding, cool, and society also expects them to have these qualities, so they are in a better position to understand emotion, and express it at appropriate times.

Hede (2001) took emotional intelligence as one of the variables for the level of parental influence on the third year students of faculty of home science, to accept soft options in life. Tools were used Baron emotional quotient inventory. Sample of the study is comprised of 130, third year students of faculty of home science, M.S. University, Baroda. Major findings of the study were: 1. the major findings revealed that more than half (57%) of the respondents had high level of emotional intelligence. 2. The daughters who had high level of emotional intelligence made hard choices than those who had low level of emotional intelligence. 3. There existed no inverse correlation between depression and the selected aspects of emotional intelligence except emotional expression.
Pandey P (2002), studied the levels of emotional intelligence of the second year students of faculty of home science. Sample of the study comprised of 145 second year students of faculty of home science. Tools were used structured questionnaire was prepared to find the level of emotional intelligence. Major findings of the study were: 1. Respondents had moderate level of emotional intelligence. The main aspect which seems to have contributed to the moderate level of emotional intelligence was stress management. 2. Favored family climate leads to higher emotional intelligence. 3. High academic achievers had high levels of emotional intelligence.

Shobhana Zambare (2003) conducted a study on the emotional competencies and intelligence of B.Ed. trainees. The sample consisted of 157 B.Ed. trainees of college of education, Jalgaon (Maharashtra) admitted to the academic year 2002 – 2003. Tools used were: (i) Dr. Oaks Verbal intelligence test (ii) Dr. C. Sharma and Dr. R. Bharadwaj’s emotional competence scale. Major findings were: 1. the frequency distribution of the three groups of intelligence indicated those medium intelligence groups have slightly higher frequencies value that the normality which indicated that this distribution is lepto kurtic. 2. The trainees in higher intelligence group and low intelligence group are same.

Kedrnath (2003) studied the mental health, emotional maturity, emotional intelligence and self-acceptance. The sample consisted of 100 participants with the age range of 19-22 years. Tools used were: (i) Mental health scale (Thorpe & Clash, 1959); (ii) Emotional maturity scale (Singh Y. & Bhargav, M. 1988); (iii) Emotional intelligence scale (Schutte et. Al, 1988); (iv) Self- acceptance scale
Major findings of the study were: The results of the correlation indicate that mental health has significant positive correlation with the emotional maturity, emotional intelligence and self-acceptance. The results of the path analysis further revealed the fact that the mental health and emotional maturity enhance the self-acceptance through the emotional intelligence of the participants.

Uma Devi & Mayuri (2004) made a relationship between emotional intelligence and personality of adolescents. Sample of the study was 200 adolescents who were in the age range of 15-13 years in the city of Hyderabad. Tools were used family background information schedule to collect the personal profile of the respondents. MAP series – Teenage developed by Psy – Com services (1993) to study thirteen personality dimensions. Emotional intelligence inventory developed by Uma Devi (2003) to find out the emotional intelligence levels of adolescents. Major findings of the study were: 1. It was clearly evident that majority of adolescent boys and girls were above average in emotional intelligence levels followed by average and very negligible percentage fell into below average category. 2. The study demonstrated positive and significant relationship between emotional intelligence and total personality. 3. From the results of the present study it is evident that emotional intelligence and personality are significantly and positively related to each other. 4. Adolescents’ with good emotional intelligence skills possessing high intra personal skills, interpersonal skills, adaptability, stress management and general mood skills had good personality characteristics also.
Tyagi (2004) conducted a study on the ‘Emotional intelligence of secondary teachers in relation to gender and age. The sample consisted of 500 secondary teachers (350 male and 150 female) belonging to secondary schools (urban-rural) from Dhule district, Maharashtra. The tool used for this study was a structured questionnaire called emotional intelligence test developed by Prof. N.K. Chadha and Dr. Dalip Singh. Major findings of the study were: 1. the interpretation of the results showed that level of emotional intelligence of secondary teachers is extremely low. 2. Male and female teachers do not differ in respect of their level of emotional intelligences.

Uma Devi and Romala Rayalu (2005) studied the relationship between emotional intelligence and intellectual abilities of adolescents. The sample comprised of 200 adolescents who were in the age range of 15 – 18 years. Tools used were: (a) Family background information schedule to collect the personal profile of the respondents. (b) RSPM (1992) to study the intellectual abilities of adolescents and (c) Emotional intelligence inventory developed by Uma Devi (2003) to find out the emotional intelligent levels of adolescents. Major findings of the study were: From the result it was found that emotional intelligence and intellectual abilities are related with each other. Adolescents with high emotional intelligence skills are intelligent too. For a person to be successful in life, combination of Emotional Quotient and Intelligence Quotient is very essential than either of the measure alone.

Uma Devi & Rayulu (2005) conducted a study entitled “Levels of emotional intelligence of adolescent boys and girls – A comparative study.” The sample
comprised of 224 students, out of which 112 were boys and 112 were girls covering the age group of 15 – 18 years. Tools used were: (a) General information schedule for collecting respondent’s information and family background information and (b) For measuring emotional intelligence levels of adolescent’s emotional intelligence inventory developed by the investigator in 2003 was used. Major findings of the study were: The study shows that adolescent boys and girls were above average and average on Emotional Intelligence levels and did not differ significantly on total Emotional Intelligence levels. However girls were superior to boys on interpersonal relations skill. Regarding dimensions of Emotional Intelligence girls surpass boys on self-awareness, empathy social responsibility and problem-solving skills. A child to be successful in life must possess the non-cognitive skills along with cognitive skills which should be inculcated from the formative years of child’s life as emotional intelligence skills can be learnt throughout life.

Rabindra Kumar Pradhan, Dolly Bansal, Biswat (2005) studied the emotional intelligence and personal effectiveness. The study was conducted on 50 postgraduates (25 male & 25 female) from various departments of Delhi University. The sample was administered emotional intelligence scale (Cooper & Sawaf, 1997) and personal effectiveness scale (Udai Pareek, 1989). Major findings were there exists a positive relationship between emotional intelligence (EI) and personal effectiveness (PE). 2. The potential benefits of emotional intelligence were discussed in the context of personal effectiveness.
Amudha asaph (2006) studied emotional intelligence and selected personality characteristics of student teachers. Sample of 200 students teachers were randomly selected from 4 different colleges located in Guntur and Vijayawada city. Tools are used emotional intelligence developed by prof.N.K.Chadha and Dr. Dalip Singh. Major findings of the study were: 1. Females have a slightly higher emotional intelligence than male student teachers. 2. Urban student teachers have higher emotional intelligence than rural student teachers.

Ajay Kumar Bhimrao Patil (2006) studied the emotional intelligence among student teachers in relation to sex. The sample of the study was 302 student teachers studying in four colleges of education in Kolhapur district. Tools are used the researcher specially constructed the emotional intelligence test (E.I.T) based on Goleman’s emotional competency model in Marathi language to measure the emotional intelligence of student teachers. Major findings of the study were: 1. there was no significant difference between emotional intelligence of male and female student teachers. 2. There was no significant difference in emotional intelligence of student teachers of Art and Science faculty. 3. There was significant relationship between emotional intelligence and academic achievement of student teachers. But this correlation was very slight.

Jyothika Gupta, Sukhjinder Ram (2006) studied the transactional styles among prospective teachers: The role of sex differences and emotional intelligence. The sample of the study was 201 B.Ed students of Jalandhar city under the Guru Nanak Dev University, Amritsar. Tools were used transactional style inventory teachers (TSI-Te) developed by educational resource centre institute, New Delhi
(2002). Emotional intelligence scale (2001) by Anukool Hyde and Sanjyot Dethe. Major findings of the study were: 1. Sex had main effects on rescuing style, normative style, problem-solving style and sulking style. However, there was no interaction effect of emotional intelligence and sex on any transactional style.

**Deepika Gupta, Neeta Mahajan** (2006) studied the emotional intelligence: a holistic approach to life success: a comparative study of emotional intelligence in adolescent girls and boys. The present study was conducted to know and compare the emotional intelligence in 50 boys and 50 girls. A standardized questionnaire developed by Dr. S.K. Mangal and Mrs. Shubhra Mangal (2004) was used to obtain the information regarding interpersonal and interpersonal awareness intrapersonal and interpersonal management in both boys and girls. Major findings of the study were: Adolescent girls showed better results as compared to their counterpart’s boys in all major areas of emotional intelligence.

**Ajay Kumar Bhimrao Patil** (2006) studied the emotional intelligence among student teachers in relation to sex. The sample comprised of 302 student teachers studying in four colleges of education in Kolhapur district. These colleges of education were selected by simple random sampling method. Tools were used 1. Emotional intelligence test (E.I.T.). Major findings of the study were: 1. there was no significant difference between emotional intelligence of male and female student teachers. 2. There was no significant difference in the emotional intelligence of student teachers of arts and science faculty. 3. There was no significant relationship between emotional intelligence and academic achievement of student teachers.
Manhas and Gakhar (2006) made a study of non cognitive correlates of emotional intelligence of adolescents. A sample of adolescent’s arts and science students. The tools used were emotional intelligence scale, self-concept questionnaires, mental health battery, bisht battery of stress scale. Major findings of the study were results represents that there was insignificant difference in the emotional intelligence of adolescents belonging to urban and rural.

Poonam Singh (2006) made a study of examination stress in relation to emotional intelligence. A sample of 100 students studying in class XI of D.P.girls’ inters college. Two tools were used for the collection of data test of emotional intelligence (student form) developed by K.S.Misra was used for measuring emotional intelligence. For measuring examination stress “Examination stress inventory’ of K.S.Misra was used. Major findings of the study were: 1. for average emotionally intelligent student’s emotional intelligence was not significantly related to examination stress. This shows that high, average and low levels of emotional intelligence can effect examination stress differently. 2. High emotionally intelligent students have different attitude towards performance in examination. High emotionally intelligent students take every thing seriously resulting in the need to control their feelings. Emotional regulation helps the process of modifying one’s own emotions and expressions and personal control.

Mahendra Mishra (2006) made a study of teaching work motivation among emotional intelligent student-teaches. The sample for this study consisted of 64 student-teachers studying in E.C.C. 1. Test of emotional intelligence (TEI-
student-teacher form), 2. Teaching work motivation inventory (T.W.M.I.), both tools have been developed by K.S.Misra. Major findings of the study were: 1. It was found that as compared to high emotionally intelligent student-teachers, less emotionally intelligent student-teachers have less teaching work motivation. 2. If a person is highly emotionally intelligent, then he might experience a feeling of contentment, happiness and satisfaction at his work place which might positively affect his motivation level. On the contrary, less emotionally intelligent person may often experience fear and anxiety which may adversely affect his motivation level to a great extent.

**Arpita Kumar** (2006) studied the values of emotionally intelligent student teachers. The sample consists of 80 student teachers studying in E.C.C. test of emotional intelligence developed by K.S.Misra and personal values questionnaire (PVQ) developed by G.P.Sherry and R.P.Verma were used to collect the data. Major findings of the study were: 1. Student teachers with low emotional intelligence have high economic and hedonistic values as compared to the student teacher with high emotional intelligence. 2. Student teachers with low emotional intelligence probably fail to understand this valuable philosophy and so they show their inclination towards material gains and making quick bucks in life.

**Priyanka Singh** (2006) made a Study of relationship between deprivation and emotional intelligence. The co relational survey and causal comparative methods of research were used 100, ninth class students of two institutions, were used as sample tools used were ‘Deprivation Scale’ made by S.K.Paletal, emotional intelligence questionnaire made by K.S. Mistra. Major findings of the
study were highly deprived students have low emotional intelligence than the low deprived students. Hence, for students having low emotional intelligence compensatory emotional education should be given.

**Sushma Pandey** (2006) made a study of the relationship between emotional intelligence and professional stress among degree college teachers. A sample of 50 teachers of degree colleges affiliated to D.D.U. University, Gorakhpur have been selected as sample. Teachers ‘Stress Scale’ constructed by the investigator were used to measure stress. It has 32 items in it. Test of emotional intelligence constructed by K.S.Misra was used to measure emotional intelligence. Major findings of the study were emotional intelligence and professional stress of degree college teachers was negatively related. It means when emotional intelligence increases, professional stress decreases. Emotional intelligence is a reassuring and result oriented attitude and a way of dealing with a variety of situations.

**Darsana** (2007) studied relationship between emotional intelligence and certain achievement facilitating variables of higher secondary school students. The tools used for the present study were 1. Emotional intelligence test. 2. Socio-economic status scale 3. Achievement motivation scale. 4. Examination anxiety scale and 5. Self-concept scale. The sample of the study was 387 (191 boys and 196 girls) higher secondary school students of Kollam district in Kerala. Major findings of the study were: 1. there was no relationship between emotional intelligence and socio-economic status for girls and private institutions. 2. The study reveals that there was no marked relationship between components of emotional intelligence
and self-concept for the whole sample and sub-sample boys, girls, urban subjects, rural subjects, government institutions, and private institutions. 3. Emotional intelligence was high for rural students when compared with that of urban students.

**Sridhar, Hamid Reza Badiei** (2007) studied the teacher efficacy and emotional intelligence of primary school teachers. The study was conducted on a sample of 100 primary school teachers from all the urban primary school teachers in mysore south. The tools are teacher efficacy scale (TES) by Woolfolk and Hoy (1990) and emotional intelligence test by Prof. N.K.Chadha. Major findings of the study: 1. There is no, however, significant difference between the means of Teacher Efficacy and Emotional Quotient with reference to two of independent variables which are considered in this study (gender, educational level). 2. In respect of the third in dependent variable (age) a significant difference has been observed.

**Adeyemo** (2008) studied the influence of emotional intelligence and some demographic characteristics on academic self-efficacy of distance learners. The participants were 320 distance learners’ 150 males and 170 females. Two valid and reliable instruments namely, emotional intelligence questionnaire and academic self-efficacy scale were administered on the participants. The results show that emotional intelligence, gender and age were vital factors in academic self-efficacy of distance learners. Significant difference was also found between the academic self-efficacy of male and female participants.
Rupinderjit Kaur Kamboj (2008) studied the relationship of emotional intelligence with self-actualization. The study was conducted on a sample of 1360 secondary school teachers (680 Males, 680 Females) from different rural, urban government and private secondary schools. The tools are emotional intelligence scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar, and self-actualization inventory by Dr.K.N.Sharma Pearson; Major findings of the study were: 1. those teachers who have high emotional intelligence were more self-actualized than those who have low emotional intelligence. 2. By inculcating and developing emotional intelligence in teacher trainees, more self-actualized and better teachers can be produced. 3. Teacher is considered to be a catalyst, a facilitator, a change agent, a driving force and nation builder, so attention needs to be paid to the way we educate our teachers.

Arunmozhi.Arunmozhi, Rajendram.K (2008) studied the emotional intelligence of self-help group members. The sample comprised of 305 women self-help group members living in six different villages of Chidambaram taluk in Cuddalore district. Emotional intelligence scale by Anukool Hyde, Sanjyot Deathe and Upinder Dhar (200). Major findings of the study were that the members of self-help groups differ in their emotional intelligence based on their age, marital status, type of family, community and family status.

Sridevi & Parveen (2008) studied the relationship of emotional intelligence, adjustment. The sample for the present study comprised of 200 students selected by stratified random sampling technique. Emotional intelligence was assessed by the tool prepared by Dr.N.K.Chadhawhich consists of 15 items,
adjustment inventory by Prof. A.K.P.Sinha & Prof.R.P.Singh, which consists of 102 items, self-concept assessment Scale of T.R.Sarbin (22 items) and scholastic Achievement was assessed by the total score obtained in all the subjects of the mid term examination of the students has been taken in to account. Major findings of the study were: 1. there exists a positive relationship among emotional intelligence, adjustment, self-concept and scholastic achievement of the higher secondary students. 2. Female students possess higher emotional intelligence than the male students.

**Indu** (2009) studied the emotional intelligence of secondary teacher trainees. The sample consisted of 502 teacher trainees studying in five different colleges of education in Coimbatore district. Emotional intelligence scale (EIS) based on Bar-On's conceptualization of the dimensions of emotional intelligence. Major finding of the study were that majority of the sample possessed average emotional intelligence and there was no significant difference in the emotional intelligence of the sub-samples; gender, type of family and type of institution.

**Gakhar, Seema Chopra, Sukhwinder Singh** (2009) studied the emotional intelligence of adolescents with high and low creativity. A sample comprised of both male and female adolescents studying in 11th class (total 889 subjects). Tools used were 1. Emotional intelligence scale (By Hyde, Pethe and Dhar, 2001), 2. Verbal test of creative thinking (By Baqer Mehdi, 1985). Major findings of the study were: 1. High creative boys were emotionally more intelligent than the high creative girls. 2. High creative boys were extrovert, more fluent, more motivated and, quick in action which helped them to develop the qualities such
as, self-motivation, self-development and commitment, which in turn make them emotionally more intelligent than the high creative girls. 3. Low creative girls were slightly more emotionally intelligent than the low creative boys.

Niradhar Dey (2009) studied the influence of emotional intelligence on academic self-efficacy and achievement. A sample of 150 undergraduate students 18-20 years at Raipur in the state of Chhattisgarh were taken for the study. Emotional intelligence questionnaire constructed by Schutte et al., (1998) was used. Academic confidence scale constructed by Sander and Sander (2003) was used. Major findings of the study were: 1. Teachers should realize that academic achievement is affected by several factors, of which emotional intelligence and academic self-efficacy were critically components. 2. As emotional intelligence has been found to be a teachable construct, conscious efforts should be made to integrate emotional intelligence into school curriculum.

Gowdhaman and Balamurugan (2009) studied the emotional intelligence among the B.Ed., teacher trainees. A sample of 300 B.Ed., teacher trainees studying in the five B.Ed., colleges of Salem district was taken for the study. Emotional intelligence scale by Upinder Dhar, Anukool Kude, Sanjyot Pethe were used for the study. Major findings of the study were that the emotional intelligence of the B.Ed., teacher trainees is normal.

Indu, Nishakumari (2010) studied emotional intelligence of college students. The sample size was 504. The study was conducted on Under Graduate and Post Graduate students from various colleges in Coimbatore city. Tools were used personal data sheet, emotional intelligence scale (standardized by Indu
2007). Major findings of the study were: 1. there was no significant difference between the emotional intelligence of male and female college students. 2. Under Graduate and Post Graduate students showed significant difference in their emotional intelligence. It was found that Post Graduate students are emotionally intelligent than the Under Graduate students.

**Mahmmad Alam** (2010) studied the effective of emotional intelligence and academic stress on academic success among adolescents. A representative sample of 250 adolescents 125 boys and 125 girls from different Kendriya Vidyalayas of Hyderabad city were selected. The tools used were emotional intelligence inventory by Sk. Mangal and S.Mangal and academic stress scale by Asha Rani Bisht. The finding revealed a significant relationship between variables for total and boys and girls.

**Jagpreet Kaur, Neetu** (2010) studied the emotional intelligence and style of learning and thinking among adolescents. 200 Indian adolescents studying in class IX selected on the basis of randomized technique of sampling from different secondary schools. Tools were selected as sample used were emotional intelligence test by Chadha (2002) 2. Style of learning thinking (SOLAT) by venkataraman (1994). Major findings of the study were: 1. Male and female adolescents did not differ significantly on emotional intelligence. 2. Male adolescents with right and left hemispheric dominance were found to be more emotionally intelligent than their female counterparts, though not significantly so. 3. However, finally who are integrated brined was found to be more emotionally intelligent, though not significantly so.
Sahaya Mary and Manorama Samuel (2010) made a study influence of emotional intelligence on attitude towards teaching of student teachers.

The sample consisted of 104 female and 87 males student teachers studying at the colleges of education in Chennai were selected randomly as the sample for this study. The tools administered to the above sample were: 1. Proforma of the student teachers. 2. Attitude scale to find the attitude towards teaching (A.T.) of student teachers and 3. Emotional intelligence (E.I.) inventory. Major findings of the study were: 1. There is a significant difference between qualification, community, influence to be a teacher and attitude towards teaching of student teachers. 2. There is no significant difference between gender, subject, and community, influence of others, previous teaching experience and the emotional intelligence of the student teachers. 3. There is a significant relationship between emotional intelligence and attitude towards teaching profession of student teachers.

Subramanyam (2011) studied impact of emotional intelligence and study skills of high school students. An attempt was made in the present investigation to study of effect of emotional intelligence and study skills of high school students. 60 high school students constituted the sample of the study. Emotional intelligence scale developed by Nutankumar Thingujam, and Usha Ram (1999) and “study skills inventory” developed by Prof. P.V.Ramamurthy and Geetha Nath (1977) were administered on the sample to assess their level of emotional intelligence and study skills. Based on the findings of the study it was concluded that there
was no significant difference with regard to the impact of gender of emotional intelligence and study skills of high school students.

2.3.2. Studies related to emotional intelligence conducted in Abroad

Nada Abi Sarma (2000) studied the relationship between emotional intelligence and academic achievement in eleventh graders. The population of this study was 11th graders in Montgomery, Alabama. The sample was 500 11th graders – boys and girls – from public and private schools in Montgomery, Alabama were taken as sample. The sampling was stratified, making sure that schools, genders, races, socioeconomic statuses, and abilities will be appropriately represented. The sample was given the Baron emotional quotient inventory (EQ – i) which is the first scientifically developed and validated measure of emotional intelligence. The Baron Emotional Quotient - Inventory consists of 133 items and takes approximately 30 minutes to complete. They calculated the mean of all the grades each of the 500 students has had for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers.

Mayer, Perkins, Caruso, and Salovey, (2001) conducted a study on emotional intelligence and giftedness. The result showed that those with higher emotional intelligence were better able to identify their own and others emotions in situations, and use that information to guide their actions and resist peer pressure than others. Emotional intelligence is highly correlated with the ability to actualize basic talents and skills, can distinguish between those who are more
able and those who are less able to self-actualize and is more important than cognitive intelligence for self-actualization.

**Ciarrochi, Chan, and Bajgar, (2001)** examined the concept of emotional intelligence in adolescents. It was found that emotional intelligence in adolescents was higher for females than males and was positively associated with the skill of identifying emotional expressions, amount of social support, extent of satisfaction with social support and mood management behavior.

**Hadkett, Rebecca** (2004) studied the emotional intelligence and teaching success in higher education at the Indiana University, USA. She believes that the construct of effective teaching continues to be elusive, and provides fertile ground for additional research. Prior studies of effective teaching have been mainly limited to the study of observable behaviors relating to the teaching/learning process and student/faculty interaction. This study has attempted to go beyond that level and to offer a starting point for continued research into the underlying emotions that differentiate the most effective faculty at institutions of higher education. A theoretical model was tested that predicted a relationship between Emotional Quotient (EQ-i), the & I dupe; Seven principles for good practice in undergraduate education; and the construct of effective teaching. This study compared 86 teaching award winners to a random sample of 200 non-award winning faculty members at one institution. The data included self-reports on both the seven principles and Emotional Quotient. The three statistical procedures of ANOVA, discriminate analysis and multiple regressions were selected for this study based on the focus of the research objectives.
Based on the results of the study, a significant link was found between specific Emotional Quotient competencies and behaviors of effective teaching, as measured by the seven principles. A comparison of the degree of utilization of the seven principles by the two groups did not reveal a significant difference among the Emotional Quotient sub-scores. Based on these findings, one could conclude that it is not only the actions/behaviors taken by faculty that are important, but the underlying attitude behind the actions that has the greatest influence on effective teaching. Additional findings revealed that the Emotional Quotient sub-score of general mood was a significant determinant of teaching award winning faculty.

Felicia, Grace (2004) studied the relationship between student satisfaction and emotional intelligence among undergraduate students enrolled in nursing programs. The purpose of this study was to determine if components of emotional intelligence were factors that influenced student satisfaction in undergraduate students enrolled in four nursing programs at Wayne State University. Research has suggested that students’ satisfaction is an important factor for student retention and graduation in higher education. As a nursing shortage is present in the United States, it is important to investigate factors that could influence students’ decisions to remain in the college of nursing.

A non-experimental, descriptive research design was used for this study. This research design was appropriate for this type of study as the independent variables will not be manipulated and no intervention or treatment will be provided to the participants. The primary data was collected by the questionnaires that were distributed to undergraduate students in the college of
nursing at Wayne state university. The population for this study included all undergraduate students in the college of nursing. The findings of the study indicated that emotional intelligence was not a statistically significant predictor of self-reported grade point average. Emotional intelligence and satisfaction with their college experiences and growth did not differ relative to the nursing program in which they were enrolled. Some factors of emotional intelligence were found to be predictors of satisfaction with college experiences.

Howard Stone, James, Parker, and Laura Wood (2004) undertook a study on Ontario principals’ council leadership. The purpose of the Ontario principals’ Council (OPC) leadership study (funded by the ministry of education and training) was to explore the relationship between emotional intelligence and school leadership. Specifically, this project sought to identify key emotional and social competencies required by school administrators (principals and vice-principals) to successfully meet the demands and responsibilities of their positions. The sample included 464 principals or vice-principals (187 men and 277 women) from nine school boards in Ontario. Two-hundred and twenty six participants were elementary school principals, 84 were elementary school vice-principals, 43 were secondary school principals and 57 were secondary school vice-principals (54 did not indicate their current position).

Four hundred and sixty-four participants completed the Emotional Quotient Inventory of these individuals, 395 had supervisor-rated leadership ratings and 434 had at least one staff-rated leadership ratings. Those individuals with complete data (Emotional Quotient Inventory and all leadership ratings) did not
differ on any of the Emotional Quotient Inventory scale from those individuals with incomplete data (missing supervisor ratings and/or staff ratings).

Consistent with previous research using the Emotional Quotient-Inventory, women were found to score higher than men on the interpersonal dimension. However, no differences in Emotional Quotient-Inventory scales were found between individuals working in an elementary school versus a secondary school; the same was true when Emotional Quotient-Inventory scales were compared for principals and vice-principals.

Men and women did not differ on any of the leadership ratings (regardless of whether supervisor or staff ratings were used). In addition, individuals employed by an elementary school did not differ from those employed at a secondary school on any of the leadership ratings. Principals, however, were rated higher than vice-principals by their supervisors on task-oriented leadership, relationship-oriented leadership, and total leadership. Vice-principals, on the other hand, were rated higher by their staff on relationship-oriented leadership.

Although there was a positive relationship between the leadership ratings from supervisors and staff, the association was weak and revealed considerable disagreement between raters. Therefore, in order to identify individuals who were perceived by others as demonstrating above average” or “below average” leadership, a total leadership score was calculated for each individual based on a combination of both supervisor and staff ratings. A below average leadership ability group was created by identifying individuals rated at the 20th percentile (or less) on leadership ability according to both the supervisor and staff ratings; an above average leadership ability group was also created by identifying
individuals rated at the 80th percentile (or higher) on leadership ability according to both the supervisor and staff ratings. The above average leadership group scored higher than the below average leadership group on total Emotional Intelligence and all four broad dimensions (intrapersonal, interpersonal, adaptability, and stress management). However, the two groups did not differ on the general mood scale of the Emotional Quotient-inventory.

**Wender – Heldt, Karenkay** (2009) studied the emotional intelligence: the link to school leadership practices that increase student achievement. The purpose of the mixed methods, explanatory design study was to determine if a relationship exists between emotional intelligence and research-based school leadership practices. A random sample of 285 public school k-12 principals in the state of Wisconsin was surveyed using a valid, reliable, two-part instrument designed by the researcher, part one of the survey measured principals engagement in the 21 leadership practices. Part two of the survey measured principal’s emotional intelligence. Correlation research was conducted using the two parts of the self-report survey and results were analyzed. Additionally, eleven principals from the survey sample, demonstrating high levels of emotional intelligence and high levels of engagement in research – based school leadership practices were interviewed to gain further insight into their formation as leaders and their leadership practice. Results of the study indicated that there was a strong, positive correlation between emotional intelligence and research – based school leadership practices and that the development of emotional intelligence was influenced by identifiable and replicable factors. Therefore, it was reasonable to conclude that districts that
make an intentional effort to create awareness of emotional intelligence, as well as to hire, develop and retain emotionally intelligent school leaders may be more likely to reach their organizational goals related to increasing the academic achievement of all students.

2.4. Summary

i) Studies on self-confidence

ii) Studies on mental health

iii) Studies on emotional intelligence

secondary children, high school students, school teachers, adolescents, post-
graduate students, young adults, primary school teachers, college going girls,
undergraduate students, college teachers, faculty, lawyers, executives, doctors
and police officers in relation to sex, locality, type of the group, socio-economic
status, educational qualifications, occupational status, levels of education, type of
school, marital status, medium, academic achievement, religion.

In section 2.3. the studies related to emotional intelligence were reported,
Indu. H., (2009), Gakhar Seema Chopra, Chapra.S. & Sukhwinder Singh (2009),
Sahaya Mary and Manorama Samuel (2010), Subramanyam.K. (2011), Nada Abi
and Bajgar, (2001), Hadkett, Rebecca (2004), Felicia, Grace (2004), Howard
Stone, James, Parker, and Laura Wood (2004), Wender – Heldt, Karenkay (2009) studied the emotional intelligence of higher secondary school students, teacher trainees, project managers, senior secondary school teachers, adolescents, primary school children, school going children, junior and senior college students, aided school teachers, distance learners, arts and science students, secondary school teachers, post graduate students in relation to sex, locality, type of institutions, socio-economic status, type of course, academic achievement, type of family, occupational status of mothers(working), medium.


The review of the studies mentioned above reveals that no study was undertaken on self-confidence, mental health and emotional intelligence of the professional and non-professional college students. So the researcher chose to study “A study of self-confidence and mental health in relation to emotional intelligence of college students.”