CHAPTER – III
REVIEW OF LITERATURE

Review of research literature is an important pre-requisite to actual planning and for the execution of any research work before embarking on making a fresh study.

According to Scott and Wertheiner (1932), “Review of related literature may serve to avoid unnecessary duplication and may help to make progress towards the solution of new problems.”

Good, Bar and Scates (1941) have stated that survey of related literature helps us to know whether the evidence already available, solves problems adequately without further investigation and thus may save duplication. It may contribute to the general scholarship of investigator by providing ideas, theories and explanations valuable in formulating the problem and also suggest the appropriate method of research.

Realizing the importance of review, Best (1993) says, “a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing and what problems remained to be solved. In the above context it was thought appropriate to review the relevant facts regarding the variables under consideration. The studies cited, have direct or indirect relation with the variables of self-concept, emotional intelligence, and mental health. The review of related literature has been grouped under sub categories:
3.1 Self-concept

3.2 Emotional Intelligence

3.3 Mental Health

3.1 Self-Concept:

Epstein and Seymour (1973) a study, researchers attempted to integrate phenomenological theories of the self-concept into a broader framework compatible with an objective approach. The phenomenological theories that identify the self-concept as the nucleus of the personality with directive and integrative properties become intelligible when the self-concept is redefined as a "self theory" that the individual has unwittingly constructed about himself as an experiencing, functioning individual. The self-theory supplements a "world theory," which encompasses the remaining significant aspects of experience. An individual's self-theory consists of a hierarchical arrangement of major and minor postulates. The postulates can be operationally identified by the cognitions implicit in the individual's emotional responses to events. The individual develops his self-theory to assist in the maintenance of a favorable pleasure-pain balance, assimilate the data of experience, and maintain self-esteem. A failure in any of these functions produces mounting stress, and ultimately collapse of the self-theory, which can be adaptive in providing an opportunity for drastic reorganization.

Campbell and Jennifer, D. (1990) examined the association between evaluative and knowledge components of the self. Four studies tested the
hypothesis that the self-concepts of low self-esteem (LSE) people are characterized by less clarity or certainty than those of high-self-esteem (HSE) people. LSE Ss exhibited less extremity and self-reported confidence when rating themselves on bipolar trait adjectives (Study 1), less temporal stability in their trait ratings over a 2-month interval (Study 2), less congruence between their self-concepts and their subsequent perceptions of situation-specific behaviour and memory for prior behaviour (Study 3), and less internal consistency, lower self-rated confidence, and longer reaction times when making me/not me responses to pairs of opposite traits (Study 4). Alternative accounts of the results and the implications of self-concept clarity for understanding the pervasive impact of self-esteem on behaviour are discussed.

Chantal Levesque and Kirk Warren Brown (2007) examined the Drawing from theories regarding the role of awareness in behavioural self-regulation, this research was designed to examine the role of mindfulness as a moderator between implicit motivation and the motivation for day-to-day behaviour. In this study it is hypothesized that dispositional mindfulness (Brown and Rayab, 2003) would act to modify the expression of implicit autonomy orientation in daily behavioural motivation. Using the Implicit Association Test (Greenwald et al., 1998), Study 1 provided evidence for the reliability and validity of a new measure of implicit autonomy orientation. Using an experience-sampling strategy, Study 2 showed the hypothesized moderating effect, such that implicit autonomy orientation predicted day-to-
day motivation only for those lower in dispositional mindfulness. Those higher in mindfulness showed more autonomously motivated behaviour regardless of implicit orientation toward autonomy or heteronomy. It also showed that this moderating effect of awareness was specific to mindfulness and was primarily manifest in spontaneous behaviour. This discussion focuses on the implications of these findings for dual process theory and research.

Ramesh and Thiagarajan (2005) found that the self concept of B.Ed. trainees is high and there is no significant difference due to gender, community, locality and optional. The study also revealed that, the higher the qualification, higher is the self concept.

Hirunval (1980) conducted a study on self-concept, achievement, classroom climate and academic performance. The result of the study revealed that self-concept and academic performance were positively related.

Kirsten Krahnstoever Davison, Dorothy L. Schmalz (2006) Investigations of physical self-concept among children have repeatedly shown that boys have higher physical self-concept than girls. Given the masculine nature of physical activity and sport, this result seems reasonable. However, previous studies have not assessed the social phenomenon of gender-typed sports. It stands to reason that because of social stereotyping, boys and girls may experience different physical self-concept in traditionally masculine (boys') sports or traditionally feminine (girls') sports. Furthermore, boys and girls who participate in cross-gender typed sports (e.g., boys in
traditionally girls’ sports and girls in traditionally boys’ sports) may yield different results regarding physical self-concept. Toward that end, this study examined the physical self-concept of middle-school-aged boys and girls who participated in different gender stereotyped sports. Results indicated that boys and girls experienced different degrees of physical self-concept depending on the type of sport in which they participated. Boys and girls who participated in gender typed and cross-gendered sports experienced higher physical self-concept than those who participated only in gender-typed sports. Stereotype theory is used as a framework for explaining the findings and making suggestions for future research.

Einar M. Skaalvik; Harald Valns; Olav Sletta (1994) Relations between academic achievement, self-perceptions, task involvement and defensive ego involvement (self-presentation concerns) were explored among 349 sixth grade and 350 ninth grade Norwegian students. Task involvement was defined as general interest in working with school subjects, whereas defensive ego involvement was defined as students’ preoccupation with the impression they make on their classmates emphasizing the concern of not looking stupid. The results showed that task involvement and defensive ego involvement are independent but correlated motivational states. The concepts are negatively, but weakly correlated and are affected by different processes. Task involvement was affected directly by academic self-concept, whereas defensive ego involvement was strongly associated with self-esteem and was affected indirectly by academic self-concept through self-esteem.
Wendy B. Heyman (1990) self-perception of a learning disability and its relationship to academic self-concept and self-esteem. Eighty-seven children with learning disabilities, aged 9 through 11 years 11 months, completed measures of self-esteem, academic self-concept, and self-perception of their learning disability. The Self-Perception of Learning Disability (SPLD) instrument measures the extent to which children with learning disabilities perceive their disability as (a) delimited rather than global, (b) modifiable rather than permanently limiting, and (c) not stigmatizing. It was hypothesized that self-perception of one's learning disability would be related positively to both academic self-concept and self-esteem, and that each of these relationships would remain significant when controlling for sex, ethnicity, age, reading and math achievement, self-contained versus mainstreamed classroom setting, and age at diagnosis. Correlations and multiple regression analyses confirmed these hypotheses. Results were discussed in terms of helping children to develop less negative self-perceptions of their disabilities.

Sangeeta Rath and Sumitra Nanda (2012) An attempt has been made to examine the effect of gender and academic competence on the self-concept of adolescents. The study adopted a 2 (academically competent versus academically less-competent adolescents) × 2 (boys versus girls) factorial design. In the present study, two hundred forty adolescents (120 academically competent adolescents securing 80% or more marks and 120 academically less-competent adolescents securing 50% or less marks) are randomly
sampled from different urban colleges of Odisha. In each group of 120 adolescents, there are 60 boys and 60 girls. All the subjects are first year graduate students. The participants of all the four groups are compared with respect to their self-concept. The result indicated that academically competent adolescents have higher physical, moral, personal, family, social and overall self-concept than less-competent ones. The strength of association between personal self-concept and overall self-concept in boys is higher than the association found in girls. Similarly, the strength of association between physical self-concept and overall self-concept, as well as social self-concept and overall self-concept is higher in girls than that of the boys.

R.K. Adsul (2011) Present study was undertaken to measure the self concept of high and low achiever secondary school students in Sangli district. For that purpose 400 students of X class were selected randomly from different schools of Sangli district. Of these 400Ss, 50% were boys and 50% were girls. Thus male female ratio was 1:1 and age rang was 14 to 16 years. Rajkumar Saraswat questionnaire used for measuring self-concept of Ss. Results revealed that there is no significant difference between high & low achievers on self-concepts namely-physical, social, emotional, moral and educational self-concepts. But it is found that there is significant difference in high & low achievers on intellectual self-concept.

Pandith Aqueel Ahmad, Malik Muddasir Hamid, M. Y. Ganaie (2011) This study was undertaken to study the self concept, level of aspiration and academic achievement of normal and physically challenged secondary school
students of district Baramullah (J and K). The sample for the study was 300 including 150 normal and 150 physically challenged secondary school students by using random and purposive sampling technique. Sagar and Sharma’s self concept inventory, Mahesh Bhargava and M.A. Shah’s level of aspiration scale were administered for the collection of data. The result of the study highlight that the normal secondary school students have high real self, level of aspiration and academic achievement as compared to physically challenged students. On the other hand, physically challenged students were found to have high ideal self as compared to normal students.

Arpita Khare and Meenakshi Handa (2009) the study does not find a relationship between self-concept congruence with brand personality and product rating for the brand for the elite and modest versions of the cell phones. However, there is a relationship between self-concept and brand personality with regard to the attention-seeking brand version amongst the youth. Brands aimed at the youth must identify and relate to the traits and personality dimensions relevant to the segment and brand communications must be designed accordingly.

Suneetha Hangal and Vijayalaxmi A. Aminabhavi (2007) The present study assessed the impact of maternal employment on the self concept, emotional maturity and achievement motivation of adolescents. The sample consisted of 75 adolescents of employed mothers and 75 adolescents of homemakers, studying in 8th and 9th standards in Hubli-Dharwad cities of North Karnataka. Children’s Self-concept Scale by Ahluwalia, Emotional
Maturity Scale by Singh and Bhargava and Deo-Mohan Achievement Motivation Scales were used to collect the data. The data were analyzed by ‘t’ test and ANOVA. The results revealed that the adolescent children of homemakers have significantly higher self concept. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

Figen Gürsoy (2012) this study aims at examining the self-concept levels of adolescents in the age group of thirteen eighteen who live in orphanage and who do not live in orphanage and determining the factors which may have an impact on their self-concept levels and finally presenting suggestions considering the results of the study. The study covers a total of 126 adolescents including 63 adolescents living in orphanage and 63 adolescents who do not live in orphanage. “General Information Form” and “Self-concept Inventory” are used in this study. Mann- Whitney U Test and Kruskal Wallis Test are used to assess the data. Consequently, the study reveals that the self-concept scores of adolescents living and not living in orphanages differ. It’s reported that gender of adolescents living in orphanage, the number of their close friends, the influence of the views of their friends, the attitude of the personnel towards the adolescents, the request for assistance from personnel and the attitude of the adolescents in their relationships with friends lead to difference in the self-concept scores of adolescents according to gender and according to the place they live in cases of adolescents not living in orphanage (p<.01, p<.05).
Pooja Mishra and Akhil Mehrotra (2012) The study was designed to compare the level of self concept among the physically challenge adolescents with the normally developed peers. Altogether 80 school going adolescents of grade IX and X aged 11-16 (40 in each category namely, normal and orthopedically handicapped) were purposively selected from three different schools of Varanasi. Out of which 20 were males and 20 Females in each category. Mohsin’s self concept Inventory was administered on each subject. On the whole the level of self concept among the physically challenged adolescents was found significantly lower than their normal counter parts. The obtained data were analyzed in terms of mean, SD and ‘t’ test were used to find out significant difference among physically challenged and normal adolescent.

Meenakshi Jindal (2014) In this stress torn era, mental health of individuals is very important. To succeed in life one has to remain physically and mentally healthy, otherwise fruits of success will not be enjoyed by him. Mental Health and self-concept seem to be related and effecting each other. Both these factors together and individually are affecting the achievement of the students. In this paper researcher tried to study the inter-relationship among mental health, self-concept and achievement in science of sample students. A sample of 79 girl students was taken from Convent school of Chandigarh. Survey method was used to study the correlation between Mental Health and self-concept, Mental Health and achievement in science, self-concept and achievement in science. Mental Health Inventory and Self-
Concept Inventory was administered on the sample. The raw data was analyzed using Pearson’s Co-relation and Multiple correlation techniques. The results indicated a significant positive correlation between Mental Health and Self Concept, Self Concept and Achievement in Science. Mental Health of students did not show a significant correlation with Achievement of sample students in Science. The joint contribution of Mental Health and Self Concept did not predict significantly the Achievement in Science of sample students.

Gholamhoseen Entesar Foumany et al. (2014) Introduction: metacognition is a multifaceted concept. This concept includes knowledge, processes and strategies that evaluate, monitor or control the cognition. This study is done targeted the relationship between meta-cognitive beliefs and self-esteem and mental health of university students. Approach: This study was a descriptive-explanatory research and type of which is correlative, population of it is all undergraduate students at Islamic Azad University of Zanjan (Iran) in the academic year of 91-92, the 372 cases (203 males and 169 females) were selected as a stratified random sample method. Measurement tools used are Cartwright Wales questionnaire of meta-cognitive beliefs (MCQ 30), Coppersmith self esteem (sei) and mental health (scl25). Data were analyzed with stepwise method by Pearson’s correlation coefficient and multiple regression analysis. Findings: Based on statistical analysis of Pearson’s correlation coefficient, there was a meaningful inverse correlation between meta-cognitive beliefs and mental health of university students, a meaningful positive correlation between meta-cognitive
beliefs and self-esteem and also inverse meaningful correlation between mental health and self-esteem in university students. Using regression’s stepwise multivariate analysis also showed that about 30% of the variance in students' mental health can be explained by two variables of meta-cognition beliefs and self-esteem ($2R = 0.30$), Similarly, 26% of the variance in self-esteem of students is explained in regression figure by two mental health and meta-cognition beliefs ($2R = 0.26$). Conclusion: Meta-cognitive beliefs is one of the effective factors of mental health and could be acted as a general indicator of confidence, as by reforming and changing meta-cognitions that have increased negative thoughts and maladaptive ways of thinking, we can help students to improve and enhance their mental health.

S. Ilayaraj and S. Adhavan (2012) the purpose of the study was to find out the effect of yogic practices and brisk walking on mental health and self concept among obese men. For the study 45 obese men were randomly selected from Trindrivanam region, and their age ranged between 40-50 years. Their life style and living condition were not taken into consideration. The selected subject were divided into three equal groups within 15 subjects in each group namely two experimental groups. (Group I) yogic practices, (Group II) brisk walking and (Group III) control group. The experimental groups underwent selected Yogic practices and brisk walking for 6 weeks, trained five days per week for duration of 60 minutes every day. The training was given in the morning hours between 6.00 am to 7.00 am. The control group did not undergo any training program without their routine work.
The pre test and post test on mental health and self concept was measured and the data was statistically analyzed by using ANCOVA to find out the significant difference among the three groups. The finding of the study revealed that there was a beneficial effect on mental health and self concept for both the experimental groups when compared to the control. The training was more effective for Yogic practices and brisk walking.

Quadri Syed Javeed (2012) The main objective of the study was to assess the effect of yoga training on depression, self concept and mental health. Hypothesis: Hypotheses of the study there will be difference in between control group and experimental group (Yoga Training) on the dimension of depression, self concept and mental health. Materials and Methods: 40 normal health students were selected. 20 Experimental group of normal health students and 20 controlled group of normal health students. Age group was between 20 to 30 years. Both group were given pre test in three dimensions, i.e., Depression, Self concept and Mental Health. A yoga module consisting of yoga asanas, pranayama, meditation, 30 min of yoga training given daily for one month. For the both groups pre and post tests conducted. Results: positive effect of yoga on depression, self concept and mental health of normal health students. Yogic exercise can improve the depression, self concept and mental health in experimental group.

YuWen Ying (2011) the author used a mixed methods design to assess field work-related educational disequilibrium and its effect on the self-concept and mental health of MSW students. Twenty-eight advanced, fourth-
semester MSW students were compared with 37 entering, first-semester MSW students in practice related sense of accomplishment. Compared with first-year students, second-year students reported a lower sense of accomplishment, which, in turn, explained their lower self-esteem and higher depressive symptoms. In addition, qualitative data revealed their field work-related struggles with incompetence caused by inexperience. Implications for social work education are discussed.

Nader Hajloo (2011) This research has been study the counselling services effect on adolescence's mental health. Research method was experimental and statistical populations were high school students in Ardabil State of Iran. From this population, 1594 adolescences were selected with quota sampling. GHQ, Rogers's Self-Concept and a short researcher questioners, used for data gathering. Information analyzed with ANOVA, Multiple Regression, x2, t, r, rs and eta tests. Results showed that, girls mental health was very treated in comparison with boys and effect of counselling services on adolescence's mental health were different in various subtests. This research showed that is better to be consider the education and history of counsellors in selecting them by education organization.

Takuya Yoshida; Jiro Takai (2007) there have been a myriad of studies focusing on self-concept-in-situation. However, it has yet to be empirically clarified why self concept may change, depending on the context. Based on previous studies, it was hypothesized that expectation from others peculiar to a situation will influence changes in self-concept. Also, the relationship
between self-concept change and mental health was examined. Although studies in self-concept differentiation have shown that changes in self concept are a sign of maladaptation, this study forwarded that changes in the direction toward the expectations from others should be regarded as adaptive. Thus, self-concept change along with expectations, were hypothesized to positively relate to situation-specific self-evaluation and global mental health. Results supported these hypotheses except for mental health. The relationship between self concept change and self-monitoring was also examined, and it was determined that sensitivity to expressive behavior of others have a positive influence on self concept change. The difference between the effects of the two components of self-monitoring on self concept change was discussed, and it was concluded that further exploration of social situations are warranted.

Carol D. Ryff (2000) this study investigates the consequences of perceived improvements and perceived declines in life domain functioning. Self-concept theory suggests that perceived improvement should increase both negative and positive mental health because it violates the self-consistency standard but satisfies the self-enhancement standard. Because perceived decline violates both self consistency and self-enhancement standards, it should strongly increase negative mental health and decrease positive mental health (the "double-dose effect"). These hypotheses were tested with data from a national probability sample and telephone interview with adults who evaluated change in functioning in six domains of life. More
perceived improvement predicted increases in both negative and positive mental health. More perceived decline predicted increases in negative mental health and decreases in positive mental health. Perceived decline exhibited a double-dose effect on mental health. Findings suggest that subjective change produces complex mental health profiles because it is understood through multiple self-standards and is experienced through distinct reactive channels.

Daniel Leising et al. (2013) the present article examines the common factor structure of various self-evaluative personality constructs. Consistent with previous research, we found considerable redundancy between constructs. Two basic forms of self-evaluation could be distinguished: Positive Self-regard (PSR) reflects people's contentedness with themselves in comparison with their own standards. Constructs such as depression, self-esteem and neuroticism have very high loadings on this factor. In contrast, Claim to Leadership (CTL) reflects the subjective conviction that one is called to take charge and lead others. This conviction is often called ‘narcissism’. PSR mainly reflects an intra-personal kind of self-evaluation, whereas CTL reflects an inter-personal kind. Both forms of self-evaluation independently predict intellectual self-enhancement, but only one of them (PSR) also predicts self-reported mental health. Moreover, the two forms of self-evaluation are differentially associated with self-reported and peer-reported inter-personal traits (Dominance and Affiliation). Finally, the concepts of ‘Grandiosity’ and ‘Vulnerability’ from narcissism research may easily be reframed in terms of CTL and PSR. The two dimensional framework may help overcome the
conceptual confusion that exists around different forms of self-evaluation and streamline the field for future research.

YaWen Hsu and Frank JingHorng Lu (2013) Physical self-concept plays a central role in older adults’ physical health, mental health and psychological well-being; however, little attention has been paid to the underlying dimensions of physical self-concept in the elderly. The purpose of this study was to develop and validate a new measurement for older adults. First, a qualitative study (Study 1) was conducted that included semi-structured interviews and a focus group discussion. The second study established an initial instrument. Through item pool generation, content validation assessment, factor analysis, and item analysis (n = 187), the Physical Self-Concept Scale for Older Adults (PSCS-O) was produced containing 18 items and six dimensions. Finally, in the third study (n = 233), the PSCS-O showed adequate factorial stability and the initial criterion validity. The PSCS-O were able to explain 49.2% of the variance in older adults’ well-being. In addition, Ability to Live Independently, which was introduced as a new factor by the PSCS-O, was the strongest predictor of the older adults’ overall subjective well-being. In conclusion, the preliminary results from this study demonstrated that this new instrument, the PSCS-O, has sound psychometric properties. The PSCS-O may be a suitable and useful instrument in the study of physical self-concept in older adults in the future.

Fatimah Hanim et al. (2013) Emotional Intelligence (EI) is generally defined as the ability to control one’s own and other’s emotion under a
particular situation. Using theory of EI, this study examines the influence of demographic background on Emotional Intelligence among accounting students in a private university. The demographic background focused in the study is categorized into personal factors (gender, ethnicity, region of origin and hometown location), family factors (family income, parents' employment and parents' level of education) and academic factors (year of degree, academic performance, type of secondary school and prior education level). The data is collected during lecture sessions through a self-administered questionnaire. The study found that family income, year of degree and prior education level show significant influence on the level of EI among the accounting students. However, further analysis prevails that only year of degree and family income able to explain the variation of EI.

Kavita Pauriyal et al. (2010) This study was conducted to assess the gender differences in the self-concept among urban adolescents (14-17 years). The study was based upon a sample of 200 adolescents (100 boys and 100 girls) drawn equally from four randomly selected schools of Ludhiana City. The results revealed that in total self-concept, gender differences were not significant because in domains like physical and intellectual self-concept males scored higher than females whereas, in domains like social and moral self-concept females were better than males. Age related differences in males were observed to be non-significant in total self-concept. In females, self-concept grew better with increasing age. Gender differences in the younger
Manocha (1993) carried out a study on “Adolescents self concept: its relationship to academic subjects”. The tool used was semantic differential scale which was administered to the 297 students of 3 different schools (i.e., Science, Commerce and Humanities). The study revealed that self concept of students of different groups differed. Science group students formed significantly separate group considering themselves to be much superior to both commerce and humanity groups. The humanity group seemed to suffer from inferiority feelings considering themselves as lower than both science and commerce groups.

Sundaram (1989) in his study urban-rural differences in academic achievement and achievement related factors, observed that there was a significant difference between urban and rural students in their self concept. The rural students had higher self concept than urban students. The sample of the study included 490 final year degree class students from 14 colleges of Madras University and among them, 291 were from urban college and 199 from rural college.

**3.2 EMOTIONAL INTELLIGENCE:**

Petrides and Adrian Fumham (2000) studied gender differences in measured and self-estimated trait of emotional intelligence. Results revealed that females scored higher than males on the social factor of measured trait of emotional intelligence. However, the 15 facets of self-estimated emotional intelligence were
combined into a single reliable scale and the participants measured trait, emotional intelligence scores were held constant. It was demonstrated that males believed they had higher emotional intelligence than females.

Thingujam and Ram (2000) in their attempt of Indian adoption of emotional intelligence scale had developed Indian norms (N=811) for males and females separately and found that women were significantly scoring higher than men.

A study by Chu (2002) revealed that males have high level of emotional intelligence than that of females. The probable reason for the present findings might be due to the fact that emotional intelligence primarily deals with managing and expressing one’s emotions as well as social skills.

Hunt and Evans (2004) have reported in their study on individuals (181 male and 233 female) having traumatic experiences and simultaneously studied their emotional intelligence level, and the results showed that males have higher emotional intelligence than females.

Pandey and Tripathi (2004) conducted a study on a sample of 100 individuals (50 males and 50 females) completing the measure of emotional intelligence, consisting of identification of emotion, perception and recognition of emotion without probing, understanding emotional meaning and emotion intensity rating. Results revealed that females scored significantly higher than males and were more proficient in managing and handling their own emotions as well as of there.
Pant and Prakash (2004) have studied gender differences in emotional intelligence of Indian participants (N=60). 30 male and 30 female subjects/individuals were approached for the study from personnel and human resources departments of both government and non-governments organizations. Multifactor emotional intelligence scale was used for assessment process. Results showed no substantial gender differences on various emotional intelligence dimensions. More specifically indicating that both males and females do not differ significantly on the two sub-tasks of managing emotions, whereas, in managing others (sub tasks) males (M=0.28, S.D.=0.08) scored higher than the females (M=0.26, S.D.=0.08). On the sub-task of managing self, both the males and females have the same mean (M=0.25). However, women scored higher, though not significantly than men on total emotional intelligence [M (women) = 5.13, M (men) =4.86].

A study conducted by Kaneez (2006) showed that there is a significant difference between men and women on some subscales of emotional intelligence i.e., assertiveness, independence, stress tolerance and impulse control. The findings revealed that men show more assertiveness, self recognition independence and management according to the situations than the women. Independence, impulsive assertiveness is usually observed in men. One of the reasons for this is that, men are powerful in our society.

Fatanesh Naghavi and Marof Redzuan (2011) research showed that emotional intelligence is meaningfully associated with gender differences. The article is divided into several sections. The review is started with the
definition of emotional intelligence and this is followed by a review on the emotional intelligence, as well as the effects and interaction of gender on emotional intelligence. Finally, as conclusion it is important to realize that girls are higher than boys in emotional intelligence, but high emotional intelligence in boys is a better predictor achievement.

Findings of a study conducted by Nahid Naderi Anari (2012) indicate that there is a significant positive relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment, and between job satisfaction and organizational commitment. The findings of the study provide support for gender differences, with female reporting higher emotional intelligence.

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 and Clash, 1959); (ii) Emotional Maturity Scale (Singh, Y. and Bhargav, M., 1988); (iii) Emotional Intelligence Scale (Schutte et al., 1988); (iv) Self-acceptance scale (Berger E.) 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 Devo and Mayuri (2004) made a relation ship 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 back ground information schedule to collect the personal profile of the respondents. MAP series – Teen age
developed by Psychological Com services (1993) to study thirteen personality dimensions. Emotional intelligence inventory developed by Uma Devi (2005) 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.

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.

Deepika Gupta and 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.

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.

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.

Fatemeh Sendi (2014) A Comparison of emotional intelligence, mental health and educational performance of girl students with employed and non-employed mothers. Results showed girl students with employed mothers do not differ from girl students with non-employed mothers in terms of emotional intelligence, mental health, and their components. Also, the findings indicate that mothers’ employment brings no negative and positive
consequences for emotional intelligence and mental health, though it positively affects students’ educational performance.

Maharishi, R. and Parameswari, J. (2013) Influence of Emotional Intelligence on Study Involvement among Adolescents. The results show that there is no significant difference between male and female on study involvement. There is no significant difference in study involvement based on type of family, order of birth and area of living. The results show that private school students have more study involvement compared to the government school students. Study involvement and emotional intelligence are positively significantly correlated with each other. Emotional intelligence is highly influencing students’ study involvement.

Parsanjeet Kumar (2011) A Study of Emotional Stability and Socio-Economic- Status of Students Studying in Secondary Schools. Result showed that there is no significant difference in the average emotional stability of students studying in Pvt. and Public Schools. There is a significant difference in the overall average socio-economic-status of students studying in Pvt. and Public Schools.

Ratnaprabha et al. (2013) Emotional Intelligence and Scholastic Performance among Children of a High School in South India. Girls scored significantly higher in all the domains of EI compared to boys. Majority of the students (41.4%) had scored ≥75% marks in the last academic year and having excellent regulation of their emotions was significantly associated with their academic performance (Chi sq=14.398, p=0.006).
Archana Nara (2014) To study the emotional intelligence of school students of Haryana in respect of sex and locale. The main findings are: (1) a significant difference was found in emotional intelligence of male and female school students. It is in favour of female students; (2) a significant difference was found in emotional intelligence of rural and urban school students. It is in favour of urban students.


Rinju George and Baby Shari (2012) Role of emotional intelligence on stress and coping of gifted adolescents. Results of the study indicated that low Emotional Intelligence resulted in high stress and high Emotional Intelligence resulted in low stress. Study also revealed that gifted adolescents who are high on emotional intelligence adopted more problem focused approach; compared to others and they were significantly differing from other groups. The study identified various issues faced by gifted adolescents in Indian context which may be helping academicians and parents to design educational programs by considering gifted adolescents.

Sridevi and 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. Chadha
which consists of 15 items, adjustment inventory by Prof. A.K.P. Sinha and 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.

Roberts, M. (2014) The employment of poetry in the education of mental health nurses provides a valuable opportunity for the ongoing development of both emotional intelligence and empathy. In particular, poetry's highly creative employment of a variety of sophisticated linguistic techniques enables mental health nurses to participate in a multiplicity of points of view and affective states. This enables the mental health professional to enter the clinical area better prepared to begin the complex and often challenging process of moving towards an empathic understanding of the often complex and multidimensional perceptual and affective states of those receiving mental health care.

Ramesh Singh Bartwal (2014) The present study was directed towards exploring the relationship between Mental Health and Emotional Intelligence of locale and gender. Data were collected from rural and urban area of different senior secondary schools of district Chamoli (U.K.) and district Saharanpur (U.P.). A sample of 400 male and female students was drawn
adopting random sampling technique. Results of the study revealed that there were no significant gender differences with regard to Mental Health and Emotional Intelligence among rural and urban students and also revealed that there were a significant relationship between mental health and Emotional Intelligence.

Sarah K. Davis and Neil Humphrey (2012) Emotional intelligence (EI) has been reliably linked to better mental health (Martins, Ramalho and Morin, 2010), though descriptive associations reveal little about how and when such adaptive outcomes arise. Whilst there is some evidence to suggest that ‘trait’ EI may operate as a protective resource within stress-illness processes (e.g., Mikolajczak, Roy, Luminet, Fillée and de Timary, 2007), the role of ‘ability’ EI in this regard appears unclear (e.g., Matthews et al., 2006). Moreover, few studies have simultaneously examined relations between EI, chronic stressors and mental health in adolescents. The current study explored whether EI moderated the relationship between a range of stressors (family dysfunction; negative life events; and socioeconomic adversity) and self-reported mental health (depression and disruptive behaviour symptomatology) in a sample of 405 adolescents (mean age 13.09 years). Moderated regression analyses found that whilst high levels of trait EI attenuated stressor-mental health relations, high levels of ability EI amplified associations, although both effects showed specificity with respect to stressor type and disorder. Implications for the EI construct and related intervention programmes are discussed.
Roya Koochak Entezar et al. (2014) This correlation research compared the levels of mental health among Iranian and Malaysian mothers of children with mild intellectual disability, and role of emotional intelligence and social support on their mental health. The research is based on the purposive sampling technique which involved 227 respondents from Tehran, Iran and 236 respondents from Kuala Lumpur, Malaysia. The Structural Equation Modeling (SEM) was used to analyze the good fit of the model in studying the relationships among the variables.

Jafar Shabani et al. (2011) This study examined whether, Emotional Intelligence (EI) can be considered as predictor for mental health and explored also the moderating effect of age on the link between EI with mental health among high school students. The participants in the study included 10th, 11th, and 12th grade students from 8 public high schools in Gorgan City, north of Iran. They were 247 high school students, specifically comprised of 124 boys and 123 girls, age ranged between 15 to 17 years old (83, Fifteen; 82, Sixteen; 82, Seventeen). The research design was an ex post facto and tested of alternative hypotheses. Two valid and reliable instruments were used to measure EI and mental health. Data analysis included frequencies, percentages, mean scores, simple regressions and moderated regressions. The result demonstrated that mental health can be influences by EI. In addition, age is not significant moderator for the relationships between EI with mental health.
Heman Mahmoudfakhe et al. (2014) The current research was carried out with the aim of investigating the relation between the emotional intelligence and mental health of the students majoring in educational sciences in the year 2012 at the Mahabad Payame Noor University. For this purpose, we chose 86 students from among 150 students through simple random sampling and these 86 people responded to the questionnaire of emotional intelligence and mental health. After analyzing the findings, we concluded that there is a significant relation between the emotional intelligence and mental health of these students and the correlation is positive. The average scores pertaining to physical symptoms, anxiety, disorders in social performance and depression are respectively.

Mehdi Bostani and Abdulamir Saiiari (2011) the aim of this study is comparison emotional intelligence and mental health between athletic and non-athletic students. On this base 100 athlete students and 100 non athlete students selected cluster randomly as samples. For data collection SCL-90- R questionnaire and Bar-On questionnaire were used for measuring mental health and emotional intelligence. All data colleted were assessed by using One-Way Analysis of Variance and independent t test. Statistical significance was conferred at P = 0.05. All statistical analysis was accomplished using SPSS (v 16). The results of this research showed that there are significant differences between athletes and Non-athletes in some of emotional intelligence components such as: happiness, Stress Tolerance and Self-assertiveness.
(P< 0.05). Also there are significant differences between athletes and Non-athletes in mental health (P< 0.05).

Somayyeh Kamali and Fariba Hassani (2013) considering the influence of stress on individuals Mental Health and the necessity of counteracting such pressures, the present study aimed at investigating the relationship of the stress coping strategies and emotional intelligence with mental health. Method: It was a descriptive study using exploring relationship between variables and 289 female students participating in University Entrance Exam preparation courses at the 4th educational district in Tehran were selected using cluster random sampling. They responded to three questionnaires: Confronting Stressful Conditions of Barker & Endler Questionnaire, Shut's Emotional Intelligence Questionnaire, and General Health Questionnaire of Goldberg & Miller. Pearson correlation, stepwise multiple regression, and analysis of variance were used for data analysis. Results: The use of problem-oriented coping style is more common in students with higher emotional intelligence. Furthermore, problem-oriented students enjoyed a better mental health than emotionally oriented students. However, there was not a significant difference with regard to mental health between emotionally-oriented students and avoidance oriented ones. Also, mental health was higher in students with higher emotional intelligence in comparison with students with lower emotional intelligence Conclusion It is necessary for the teenage students to learn how to counteract with educational, cognitive, and emotional stress.
Jafar Shabani and Alireza Jilardi Damavandi (2011) This research examined whether Emotional Intelligence (EI) could be considered as a predictor for mental health. It also aimed to explore the moderating effect of Gender on the relationship between EI and mental health among high school students. The participants in the study included 10\(^{th}\), 11\(^{th}\) and 12\(^{th}\) grade students from 8 public high schools in Gorgan City, north of Iran. They were 247 high school students, specifically comprised 124 boys and 123 girls, age ranged between 14 to 17 years old. The research design was an ex post facto and tested for alternative hypotheses. Two valid and reliable instruments were used to assess EI and mental health. Data analysis included frequencies, percentages, mean scores, simple regressions and moderated regressions. The result demonstrated that mental health could be influenced by EI. In addition, gender was a significant moderator for the relationship between EI and mental health.

Sarah K. Davis and Neil Humphrey (2012) Emotional intelligence (EI) has been reliably linked to better mental health (Martins, Ramalho, & Morin, 2010). However, critics have argued that EI may be conceptually redundant and unable to offer anything new to the prediction of key adaptational outcomes beyond known correlates of performance, i.e., personality and cognitive ability (Brody, 2004). Although sparse, extant evidence points to differential incremental contributions from ability and trait EI in the prediction of internalizing vs. externalizing symptomatology in adults. However, there is a dearth of research addressing these associations in
adolescents. The current study explored the incremental validity of ability and trait EI to predict depression and disruptive behaviour beyond the ‘Big Five' personality dimensions and general cognitive ability in a sample of 499 adolescents (mean age 13.02 years). Regression analyses found that collectively, EI made a significant, incremental contribution to the prediction of disorder in youth. However, of the two, trait EI appears the stronger predictor. Findings are discussed with reference to EI theory and directions for future research.

Montesberges, B. and Augusto, M. (2007) exploring the Relationship between Perceived Emotional Intelligence, Coping, Social Support and Mental Health in Nursing Students Studies Conducted with Nurses or Nursing Students have Shown that Emotional Intelligence is a Skill that Minimizes the Negative Stress Consequences. The Present Work Examines the Role of Perceived Emotional Intelligence (PEI) Measured by the Trait Meta-Mood Scale, in the Use of stress-coping Strategies, in the Quantity and Quality of Social Support and in the Mental Health of Nursing Students. The Results Indicated Positive Correlations between Clarity and Social Support, Social Support and Repair, and Social Support and Mental Health. Hierarchy Regression Analysis Pointed out that Clarity and Emotional Repair are Predictors of Social Support, and Emotional Repair is the Main Predictor of Mental Health. These Results Show the Importance of PEI in Stress Coping within the Nursing Framework.
Meiravhen and Marinagoroshit (2011) The results of empirical research suggest that the ability to assess, regulate, and utilize emotions is important to the performance of health professionals. Nevertheless, few professional programs adequately address this matter in their curricula. The main objective of the present research was to examine whether emotional intelligence and empathy could be improved in the traditional classroom, employing experiential teaching modes. Pre and post-questionnaires were used to assess the emotional competencies of 165 social work undergraduate students. The results indicated an increase in emotional intelligence at the end of a course for advanced-year students. Overall empathy had not increased for both first- and advanced-year students. Further findings indicated significant correlation between empathy and emotional intelligence at the end of a course for advanced-year students compared with an insignificant correlation at the beginning of the course, whereas for first-year students, findings were in the opposite direction. Future research should focus on strategies for the teaching and professional training of social workers that promote emotional competencies.

Ashley K. Vesely et al. (2013) The present study examined the role of the emotion-related personality dimension, or trait emotional intelligence (EI), in the relationship between gender linked personality (GLP) traits and internalizing mental health difficulties (IMHDs). GLP traits were measured as Agency and Communion, due to conceptual advantages over other semantic representations (e.g., masculinity, femininity) in the literature. IMHDs as the
outcome variable were conceptualized as a latent composite of anxiety, stress, and emotion-oriented coping. A moderate relationship between Agency and IMHDs was fully mediated by trait EI. Trait EI also divided an overall non-significant effect of Communion on IMHDs into an indirect, protective effect via trait EI and a direct, adverse effect. The results suggest that Agency and Communion subsume different sets of trait EI facets, which may account for much of the differential protective effects of these GLP traits on IMHDs. Discussion focuses on implications of the results for sex differences in mental health.

Dinesh Kumar and M. Tanu Gupta (2013) Mental health is the capacity to think rationally, and to cope with the transitions, stresses, traumas and losses that occur in all lives, in ways that allow emotional stability and growth. Intelligence must be understood as the mental capacity or mental energy available with an individual at a particular time in a particular situation. Teaching aptitude refers to Cognitive, Psycho-motor, connective abilities necessary to get along in school students and with teaching skills and other requirements of teaching behavior. Present study focuses on the relationship between mental health with the intelligence and aptitude towards teaching of pupil teachers. It was hypothesized that there exists a significant positive relationship between mental health and intelligence of pupil teachers studying in B.Ed. class. There exists a significant positive relationship between mental health and teaching aptitude of pupil teachers studying in B.Ed. class. A sample of hundred pupils teachers were selected
through random sampling method from two colleges of education. Mental health, intelligence and aptitude towards teaching of pupil teachers were measured. There exists no significant positive relationship between mental health and intelligence of pupil teachers studying in B.Ed. class. There exists no significant positive relationship between mental health and teaching aptitude. Implication of the present study for educational planners and educationists is that the variables like mental health, intelligence and teaching aptitude are independent to each other.

Roya Koochak Entezar et al. (2013) The aim of this study is to determine the influence of emotional intelligence on mental health among mothers of mild intellectually disabled children in special school of Tehran-Iran. The sample of the study will be selected by a purposive sampling method. All respondents will complete the questionnaires of MHC-SF and AES. Structural equation modeling (SEM) will be used to analyze the data. The finding is expected to show the level of mental health among the respondents and the impact of emotional intelligence on mental health among the respondents.

Siti Aishah Hassan and Jafar Shabani (2013) This study examined the mediating role of emotional intelligence between spiritual intelligence and mental health. The participants in the study were 247 high school Iranian students, (124 male and 123 female, in the age range between 15 and 17 years old). The results showed that spiritual and emotional intelligences explained mental health problems differently. Structural equation modelling revealed
that spiritual intelligence had indirect effect on mental health problems, via emotional intelligence. These findings have implications for prevention of mental health problems among adolescent.

Portia, R. (2013) Education is a product of experience and is the process by which and through which the experience of the race i.e., knowledge, skills and attitude are transmitted to the members of the community. It is the process of helping the child to adjust to this changing world. Secondary education includes five years of schooling (excluding two years of higher secondary classes) i.e., standards VI to X with the children of 11-15 age group. It is very clear that Secondary School Leaving Certificate (SSLC) is issued to a student at the end of completing ten years of schooling i.e., at the end of standard X, after passing a public examination

Rakesh Ashok More and Vishwanath R. Shinde (2013) The World Health Organization conceptualized mental health separate from mental ill-health and defined the concept as: “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community” (WHO, 2007). On a societal level, mental health is perceived as a positive source contributing to asset development individually, socially, and economically (WHO, 2004). Positive mental health is also link to better physical health, increased pro-social behaviors, and participation in less adverse behaviors in adolescence (Resnick, 2000). Better mental health outcomes in adolescents are
characterized by greater adaptation in family, society, and school environment, improved quality of life (Hoagwood et al., 1996; USDHHS, 1999). Conversely, poor mental health and well-being (i.e. depression, low self-esteem) during the adolescent years can lead to adolescent health risk behaviors, school failure, physical ill-health, suicide, involvement in juvenile and criminal justice systems, negative life choices, and mental disorders in adulthood (Lewinsohn et al., 1993; Canals, et al., 2002; Trzesniewski et al., 2006; Hjemdal et al., 2007).

Desireé Ruizaranda et al. (2012) Purpose to analyze the effects that an emotional intelligence (EI) educational program based on the EI ability model had on adolescent mental health immediately and 6 months after completion of the training. Methods A pretest–posttest quasi-experimental design with a treatment and a control group was used; 479 Spanish adolescents (47.4% male, mean age of 13 years) were involved in the study. Adolescents were recruited through several schools in three Spanish cities. The 2-year training program involved 24 sessions lasting 1 hour each, conducted weekly during 6 months of 2009 and 2010. Data on psychological adjustment, mental health, and negative affect were collected at baseline, at the end of the training program, and 6 months later. Data were analyzed by multivariate analysis of covariance. Results Students who participated in the EI educational program reported fewer clinical symptoms compared with students in the control group, and these differences persisted 6 months after the conclusion of the program. Conclusions these results suggest that EI programs created to
develop skills in perceiving, facilitating, understanding, and managing emotions can be effective at promoting mental health in adolescents.

Patil, B. M. and Bhairaddy, C. R. (2013) Studies conducted so far on the selected variables revealed that performance of wrestlers is influenced by several factors such as physical strength, personality, general intelligence, emotional intelligence, mental health, anxiety, motivation in general and achievement motivation in particular, self-interest, aptitude, attitude of the wrestlers, etc. However, the most prominent factors influencing on performance of an individual are personality, intelligence and mental health. The present study considered the influence of wrestlers personality, emotional intelligence and wrestles mental health on wrestling performance. Thus, the present study concludes that Personality, Emotional Intelligence and Mental Health of wrestlers have positive and significant relationship with the wrestling performance of 50 kg. wrestlers. In the interaction, only the main effects of personality and emotional intelligence are significant and other interaction effects are not significant on wrestlers' performance.

Nicola S. Schutte et al. (2007) A meta-analysis of 44 effect sizes based on the responses of 7898 participants found that higher emotional intelligence was associated with better health. Emotional intelligence had a weighted average association of $r = .29$ with mental health, $r = .31$ with psychosomatic health, and $r = .22$ with physical health. Emotional intelligence measured as a trait was more strongly associated with mental health than emotional intelligence measured as ability. Comparison of three measures of perceived
trait emotional intelligence, the EQ-i (Bar-On, 2000), the Assessing Emotions Scale (Schutte et al., 1998), and the Trait Meta Mood Scale (Mayer and Salovey, 1995), showed that the EQ-i had a significantly stronger association with mental health than the other measures. The findings provide a basis for research aimed at determining the causal relationship between trait emotional intelligence and health.

Mohammad Ali Besharat (2007) This study investigated the psychometric properties of the Farsi version of the Emotional Intelligence Scale-41 (Austin, Saklofske, Huang, & McKenney, 2004) for 442 undergraduate students (282 female and 160 males) at the University of Tehran. All participants were asked to complete the Farsi version of the Emotional Intelligence Scale-41 (FEIS-41), the Toronto Alexithymia Scale (TAS-20; [Bagby et al., 1994a] and [Bagby et al., 1994b]), and the Mental Health Inventory (Veit and Ware, 1983). Findings supported the internal consistency, test–retest reliability, concurrent validity, and factor structure of the Farsi version of the EIS-41. The factors found in the Farsi version of the EIS-41 are similar to the three factors found in Austin et al.’s (2004) study and were accordingly labeled as Regulation of Emotions, Utilization of Emotions and Appraisal of Emotions.

Katyal, S. and Awasthi, E. (2005) 150 students of X class from different Government Schools in Chandigarh were selected randomly for assessment of gender differences in emotional intelligence. The data was collected through standardized “Emotional Intelligence Test”. The findings revealed that
majority of boys, girls and the total sample had good followed by low emotional intelligence. Girls were found to have higher emotional intelligence than that of boys. However the difference touched only 0.10 level, hence findings are just suggestive of the trend. 150 students of X class from different Government Schools in Chandigarh were selected randomly for assessment of gender differences in emotional intelligence. The data was collected through standardized “Emotional Intelligence Test”. The findings revealed that majority of boys, girls and the total sample had good followed by low emotional intelligence. Girls were found to have higher emotional intelligence than that of boys. However the difference touched only 0.10 level, hence findings are just suggestive of the trend.

Varsha Kapoor (2012) Ascription and achievement of status go hand in hand in all societies. Though opposite in principle, they are complimentary in function. The present study was undertaken in Jammu District (Jammu & Kashmir, India) to find out whether status given to an adolescent by birth mould his emotional intelligence or not which can further act as predictor of his achievement in life. There is a need for exploration of the emotional side of adolescents because adolescence is the most vulnerable stage to emotional problems. Mangal Emotional Intelligence Inventory to 210 English knowing students of XI class studying in Government schools of urban and rural localities was administered. It can be concluded that other than sex, two other status have great impact on emotional intelligence of adolescents.
3.3 MENTAL HEALTH:

Bandhana et al. (2010) Home environment, mental health and academic achievement among Hr. secondary school students, results revealed that mean value of mental health of girls is 74.76 and boys is 70.76. Therefore, this was revealed after analyses that the mean value of mental health of girls is more in comparison to boys.

Balaji Arumugam et al. (2013) Mental health problems among adolescents and Its psychosocial correlates. The mental health problem in this study was associated with female sex, less age, higher socio economic status, unhealthy home environment (parents fighting, parental abuse), sibling rivalry, unhealthy school environment (fight with friends) and the type of family, single parent were not associated with the mental problems.

Garima Gupta and Sushil Kumar (2010) Mental Health in Relation to Emotional Intelligence and Self Efficacy among College Students, 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 and self-efficacy which underline the importance of training in emotional intelligence, self efficacy and mental health for female college students.

Satdev Verma and Pushkrit Gupta (2011) To study of emotional intelligence in relation to mental health and adjustment of secondary school students. The result of research revealed that correlation between emotional intelligence and mental health is significant and another correlation between
emotional intelligence and adjustment also proved significant. The t-ratio regarding emotional intelligence between male and female is significant but after considering adjustment the result came to just opposite i.e., negative.

Chandra Shekhar et al. (2012) Self-concept and mental health of school students under the impact of television viewing, results showed that there was a non significant difference in television viewing between the Govt. and Private school students as far as their self concept was concerned where as a significant difference was found in their mental health.

Pillai Aravind et al. (2008) Non-traditional lifestyles and prevalence of mental disorders in adolescents in Goa, India. The current prevalence of any DSM-IV diagnosis was 1.81%; 95% CI 1.27–2.48. The most common diagnoses were anxiety disorders (1.0%), depressive disorder (0.5%), behavioural disorder (0.4%) and attention-deficit hyperactivity disorder (0.2%). Adolescents from urban areas and girls who faced gender discrimination had higher prevalence. The final multivariate model found an independent association of mental disorders with an outgoing ‘non-traditional’ lifestyle (frequent partying, going to the cinema, shopping for fun and having a boyfriend or girlfriend), difficulties with studies, and lack of safety in the neighborhood, a history of physical or verbal abuse and tobacco use. Having one’s family as the primary source of social support was associated with lower prevalence of mental disorders.

Brinda B. Sharma (2013) Family relationship pattern and mental health in adolescents, results indicate that adolescents whose parents were viewed as
accepting, especially the mother, had a better mental health status. Above average to average level of parental acceptance was found for adolescents belonging to high socio-economic status whereas average to below-average level of parental acceptance accounted for those belonging to low socio-economic status. Parental acceptance also differed significantly for boys and girls. High to above-average level of parental avoidance was seen among adolescents from high-socio economic background. Variance in paternal avoidance was indicated for boys and girls. The level of parental concentration was average for both groups. However, there is a difference in Mothers’ concentration towards boys and girls.

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 44 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.

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.
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, Asthana’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. Singh, 1974), and a youth problem inventory (M. Verma, 2008). 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.
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.

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.

Pathak and Rai (1993) made a study of mental health of higher secondary students in relation to socio-economic status. Sample comprised of 501 55 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.
Ketan Dholakiya and Ashwin Jansari (2005) made a study of mental health of the students residing in affected and non-affected earthquake area and gender. The sample comprised of 120 students of Kutch district of Gujarat state. Tools were used Kumar’s mental health checklist. 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.

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.

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.

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 59 girls. Boys were found to be having better somatic health status as compared to girls.

Bala, Agarwal and 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.

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 socio-pathic 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-in toleration 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 illness 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.

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.

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.
Research Questions:

The following research questions were raised and attempts were made to answer them.

1. Is there any effect of self concept on mental health of students?
2. Does emotional intelligence influence on mental health of the sample?
3. Whether demographic factors affect the mental health of the students?
4. Do different sample subgroups differ on mental health status?
5. Is there any correlation between independent and dependent variables?