

Do Personality Characteristics Change with Advancement of Age?

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In order to examine whether personality characteristics change with advancing age, 1800 urban adults (service holder and retired) from six adjacent towns of Bihar and Jharkhand belonging to six age groups (with equal number in each), viz., early young (21-30 yrs), late young (31-40 yrs), early middle (41-50 yrs), late middle (51-60 yrs), early old (61-70 yrs) and late old (71-80 yrs), were administered standardized measures of life satisfaction, ego-strength, altruism, emotional stability and alienation individually by two project assistants in six months period. Analysis of data by ANOVA and accompanying test of significance revealed that life satisfaction decreases with advancement of age, while altruism and alienation increase with age. However, ego-strength and emotional stability have inverted U-shaped relationship with age, i.e. both go on increasing till late middle age but decline with the arrival of early old age and reach their lowest levels during late old age.

The present research is about the changes in some personality characteristic with the advancement of age. With the changes in age the condition of life and prevalent norms and values also change. Therefore, it is likely that at different age levels certain personality traits will stand out more conspicuously than others. For example, during young age social adjustment to members of the same sex and opposite sex and adjustment to adult's standards of behaviour dominate the developmental pattern, while adjustment to physical and mental decline and changed patterns of living of work and of social life dominate the later years of life. Hence the popular belief that individual's personality is fixed in childhood is not sustainable. The new research suggests that most people's personality evolve throughout their lives. In a study conducted at the University of California, Berkley, USA. Srivastava (2003) demonstrated that personality changes in men and women older than 30. He evaluated data from 1,32,515 adults aged 21-60, looked at over-all life span trends in 'Big Five' personality traits viz., conscientiousness, agreeableness,

neuroticism, openness and extraversion and contradicted the long held assumption that personality traits are set by genetics and fixed in the childhood. He found that conscientiousness, a trait marked by organisation and discipline and linked to success at work and relationship was found to increase through the age ranges studied, with the most change occurring in person's 20s. Agreeableness a trait associated with being warm, generous and helpful buckle in the theory that personalities do not change after 30. On the contrary, people in the study showed that most changes in agreeableness occur during their 30s and continue to remain through their 60s. Similarly the difference in neuroticism is apparent in youth and young adulthood and narrows as people age. Openness shows small decline in both men and women overtime.

Taking clues from the above study made on a very large sample, the present authors try to examine if certain personality characteristics other than those referred above, such as life satisfaction, ego-strength, altruism, emotional stability and alienation too

change with advancement of age from 20s through 70s.

Method

Sample:

The sample consisted of 1800 subjects of urban areas of Bhagalpur, Jamui, Munger, Banka towns of Bihar and Dumka, Sahibganj and Deoghar towns of Jharkhand. All subjects were employed or retired from government or semi government offices and autonomous institutions like schools, colleges and universities. Three hundred subjects in each of six age groups viz., early young (21 30 yrs), late young (31 40 yrs), early middle (41 50 yrs), late middle (51 60 yrs), early old (61 70 yrs) and late old (71 80 yrs) were selected.

Tools:

The following tests were administered to the subjects individually preferably at their residences by a group of project investigators engaged on contract basis for a period of six months. Prior to final data collection split-half and test-retest reliabilities of all tests were determined on groups of 100 young (21 40 yrs), 100 middle (41 60 yrs), and 100 old age (61 80 yrs) subjects. The reliabilities have been reported in the following descriptions of the tests.

(i) **Life Satisfaction Scale:** The scale standardized by Ojha (2005) measures happiness of life through retrospective evaluation. It consists of 12 positive and 8 negative items with two response categories- 'agree' and 'disagree'. The split-half reliabilities for young, middle and old age subjects were 0.75, 0.73 and 0.68 respectively and its test-retest reliabilities for these groups were 0.67, 0.69 and 0.68 respectively.

(ii) **Ego-strength scale:** To measure ego strength of subjects ego-strength scale from Differential Personality Scale by Sinha and Singh (1987) was extracted. It constitutes of 19 items with 'right' and 'wrong' alternative responses. Out of these 9 items are negative

and 10 items are positive. Its split-half reliabilities for young, middle and old age subjects were 0.85, 0.88 and 0.83 respectively, while its test-retest reliabilities for these groups were 0.71, 0.75 and 0.75 respectively.

(iii) **Emotional stability scale:** The scale extracted from Differential Personality Scale of Sinha and Singh (1987) consists of 17 items to be responded as 'right' or 'wrong' out of which 9 items express emotional instability and 8 items indicate emotional stability. Its split-half reliabilities for young, middle and old age subjects were 0.88, 0.87 and 0.85 respectively, while its test-retest reliabilities for these groups were 0.73, 0.75 and 0.72 respectively.

(iv) **Altruism scale:** The test constructed by Ojha (2005) consists of 20 items to be responded on three alternatives separately for each item representing altruistic, egoistic and casual responses. The split-half reliabilities for young, middle and old age groups were 0.78, 0.73 and 0.75 respectively. The test-retest correlations for these groups were 0.71, 0.78 and 0.67 respectively.

(v) **Alienation scale:** The 20 item Hindi version of the scale devised by Ray (1974), equally divided into positive and negative items with five response alternatives ranging from 'strongly agree' to 'strongly disagree' with 'undecided' in the middle, measures general alienation. Its split-half reliabilities for young, middle and old age subjects were found to be 0.75, 0.80 and 0.77 respectively, while its test-retest reliabilities for these groups were 0.71, 0.70 and 0.73 respectively.

Results

The ANOVA revealed significant impact of advancement of age on life satisfactions ($F(5,1794) = 167.97, p < .01$), ego-strength ($F(5,1794) = 39.33, p < .01$), altruism ($F(5,1794) = 37.76, p < .01$), emotional stability ($F(5,1794) = 59.45, p < .01$) and alienation ($F(5,1794) = 59.66, p < .01$). Hence changes in age periods were followed by changes in

personality characteristics. However in order to see the direction of changes in the above personality characteristic it was essential to compute the mean scores of each personality characteristic across age periods. Significance

of intergroup differences was determined by t-test (following F-test) with a formula given by Guilford (1956, p. 264). Table 1 shows the mean scores, by age periods on different personality scales.

Table 1: Mean scores on personality characteristics by age periods.

Age period	Personality Characteristics				
	Life satisfaction	Ego-strength	Emotional stability	Altruism	Alienation
Early young	12.30	10.47	9.10	18.43	55.65
Late young	12.10	10.83	9.55	19.10	57.12
Early middle	11.58	11.64	10.28	20.05	58.85
Late middle	10.56	11.69	10.57	21.26	59.58
Early old	9.26	10.02	8.85	23.42	62.08
Late old	8.23	9.55	7.85	24.05	64.28

* n = 300 in each age period

It may be observed from Table 1 that there is inverse relationship of age with life satisfaction i.e. life satisfaction score declines with the advancement of age and it is highest in early young age and lowest in late old age with all intergroup differences being significant ($p < .05$). However, there appears an inverted U-shaped relationship of age with ego strength and emotional stability. Scores on both scales are found to rise with advancement of age till late middle age, but decline sharply with the advent of early old age and reach their minimum levels in late old age, all intergroup differences being significant ($p < .05$) except between early middle and late middle periods. Further a linear relationship of age with altruism and alienation is witnessed. The scores on both scales rise throughout being minimum in early young age and maximum in late old age, all intergroup differences in respect of alienation being significant ($p < .05$). But in case of altruism intergroup differences are not significant ($p > .05$) between early young and late young and between early old and late old age periods.

Discussion

As regards decrease in life satisfaction with advancing age several past studies lend support to the findings. Bromley (1974) found that most of the elderly persons choose early

childhood as the happiest period of life. Some other investigators too report that higher the age lower is the degree of life satisfaction (Lakshminarayanan, 1990, Das and Satsangi, 2007). The lower level of life satisfaction among elderly may be interpreted on the basis of activity levels of the individual. The younger and middle aged persons are very active in life and they derive satisfaction from the accomplishment and achievement as a consequence of their activities. But among the older people activity level is low and their life becomes purposeless. Among the middle aged persons, life satisfaction is greater than that among elderlies but lower than that among younger age people. Although middle aged persons are still active but they experience greater stress of work and responsibility which reduces their life satisfaction. In support of activity theory Singh (1990) has produced evidence that older persons who were engaged in some fruitful employment after retirement felt more satisfied with life compared to those who were unengaged. Baltes and Schaie (1976) propounded the view that elder people who are active derive greater satisfaction from their life. However to keep active and get the social status of middle age or young age is generally not possible for majority of the elderly people as such they feel lesser satisfaction with life than the younger

and middle aged people who are actively engaged in some work and have some positions of power and status.

There is almost no study to confirm the U-shaped curvilinear relationship between age and ego-strength. However, this can be accounted for on the basis of characteristics of ego-strength personality associated with different age periods. Persons with strong ego have feelings of adequacy and vitality, have adequate control over impulses and tend to show high coordination between thoughts and action. They are emotionally more mature, stable and dynamic, realistic about life and unruffled. Ego-strength persons can also judge external events objectively, think rationally and have long time perspective. As the older persons are emotionally unstable and full of conflicts and anxieties as a consequence of their unsupportive and insecure life conditions these ego strength characteristics are likely to lack in them. The young age is the age of emotional outbursts, storm and strife and therefore they too are relatively low in ego-strength. On the other hand middle aged persons who are in between the two extremes as a consequence of their relatively secured life conditions and also because of their life experiences, may exhibit greater ego-strength.

The inverted U-shaped curvilinear relationship between age and emotional stability too has support from some previous studies. Choudhary, Jha and Krishna (2001) found that as compared to middle aged counterparts, older males and females were more prone towards introversion, anxiety and psychoticism. Tiwari and Anshu (2007) noted that retired males and females showed higher level of depression than their nonretired counterparts. Cheribogha (1982) found older subjects exhibiting greater psychological distress. Krishna (1971) in an earlier study found that lower control over emotions and thoughts is witnessed in old age than in middle age. The young age subjects are likely to demonstrate low level of emotional stability

compared to their counterparts of middle aged as they are more likely to exhibit fluctuating emotions.

The linear relationship of age with altruism is supported by several previous studies. Rushton et al (1986) found that altruism increased with advancement of age from 19 yrs to 60 yrs, whereas aggression decreased. Some other studies (Rai and Gupta, 1996, Sharma, 1996) report that children become more pro-social and altruistic with advancement in age Ojha (2008) in a recent study reported that parents were more altruistic than their sons and daughters. Further he observed a high positive correlation between the altruism scores of parents and their children indicating the role of learning through modeling in the development of altruism. Social psychologist hold this view when they say that altruism is indeed not inborn but learned and children learn to be altruistic, friendly and self controlled by imitation and other processes of socialization which go on through the path of advancement of age. As children mature cognitively they are able to take the perspective of other people and by adulthood they help others on the basis of empathic concern (Underwood and Moore, 1982, Agrawala and Jain, 1993).

The increasing alienation with the advancement of age in elderly may happen due to lack of supportive relationship from children, exclusion from social and cultural participation, lack of identification and dissatisfaction with social relationship. Besides, advancement of age poses serious problems as it leads to decreased psychological wellbeing. Hayship and Pareek (1989) opine that loss of job due to retirement results in loss of self-esteem and self-worth. Adjustment becomes difficult due to new life style characterized by decreased income and activity and increased free time. This may lead to void in life creating a sense of alienation accompanied by depression, powerlessness, unhappiness and frustration. Further advancement of age causes loneliness,

reduction in ability to change and reform attitudes, reduction in cognitive abilities, narrow mindedness and rigidity which further accelerate the alienation process.

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Mental Health in Relation to Emotional Intelligence and Self Efficacy among College Students

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This 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 moment 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 and self-efficacy which underline the importance of training in emotional intelligence, self efficacy and mental health for female college students.

Keywords: Mental Health, Emotional Intelligence, Self-Efficacy.

The economic situation of countries and the global competition in almost all facets of human endeavor call attention of psychologists, social workers, educators and researchers generally, to the need to continuously search for active variables that can enhance human resource development. For this purpose a person should be healthy because health is an indispensable quality in human being. Health indicates psychosomatic well being. The preamble of the World Health Organization's charter defined health as a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity (Monopolis & Sarles, 1977). Thus, health is a broader concept including physical, social and mental health. Mental health has been reported as an important factor influencing individual's various behaviors, activities, happiness and performance.

Mental health is a crucial psychological factor with respect to human behavior. Available research evidence have demonstrated that mental health offers an opportunity for investigation as an attribute of human resource development in that

empirical research findings indicated that mental health improvements leads to a better utilization of resources while its impairment has led to serious negative and life consequences. For instance, Brian (2002) reviews etiology and prevention literatures, exploring relationship between problem and positive youth behaviors and reported that risky/unhealthy/anti-social behaviors, poor mental health and poor academic achievement are highly correlated with and predict each other, while positive mental health strongly influences success and happiness.

There are some other variables which affect by mental health like emotional intelligence, self concept, self perception and self efficacy. Goleman (1995) suggested the need to bring intelligence to emotions. Using EI can people motivate themselves to persist in face of frustration; regulate their moods and delay gratification; regulate their moods and keep distress from swamping their ability to think and empathize and hope. Similarly, Mayer and Salovey (2000) propose a four branch model of EI encompassing the following psychological process: An

awareness of one's own and other's emotions; Ability to monitor emotions and thus express them appropriately, an ability to use emotions to facilitate thoughts and to guide selective attention, an ability to understand emotions, ability to regulate emotions. Similarly Bar-on (1997), EI is defined as an array of non cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures.

Similarly, Mental health has also been defined in relation to self-efficacy (Daniel & Karna, 2001; Robert, 1992); personal growth initiative (Ogunyemi & Mabekoje, 2005); and job satisfaction (Henderson & Oliver, 2000) with results indicating that mental health is indeed an important factor in human behavior. Based on the latest research on the human brain, Goleman tells us that we really have two different ways of understanding, intellectually and emotionally and our mental life results from the interaction of both functions. It means mental health directly depends on head and heart because intellectual development depends on head (brain) and emotional development depends on heart. The way in which we react to physical and emotional stress also plays a part in our levels of self-efficacy. Psychologists Albert Bandura has defined self-efficacy as our belief in our ability to succeed in specific situations. According to Bandura (2001) social cognitive theory, people with high self-efficacy i.e. those who believe they can perform well-are more likely to view difficult tasks as something to be mastered rather than something to be avoided. From the evidence gathered in the literature, it is crystal clear that mental health is related with emotional intelligence as well as self-efficacy. If we perceive that our bodily fatigue, aches or tensions are signs of physical inadequacy then our belief in our capabilities will be reduced. Alternatively we may view our reactions to stress as an energizing and motivating factor. Our emotions and moods will also affect our self-efficacy; a positive

mood will increase our self-efficacy, while a negative or pessimistic mood will reduce it. Slaskl, Mark and Swan (2003) conducted a research on Emotional Intelligence, training and its implications for stress, health and performance and found that emotional Intelligence and mental health can be improved by training.

The studies discussed above revealed that mental health is a very important factor which is likely to be affected by number of variables like emotional intelligence as well as self efficacy. Review of literature reveals that this is an area that has not been sufficiently explored and scientific correlation need to be studied between mental health, emotional intelligence and self efficacy of male and female college students. Therefore, justification of the study is derived from the limitation of earlier studies which suggests a need for this research. The main objectives of the present study are to:

1. Investigate relationship of mental health with emotional intelligence and self-efficacy of college students.
2. Find out the difference between male and female college students in terms of mental health, emotional intelligence and self efficacy.
3. Find out the difference between science and arts students in terms of mental health, emotional intelligence and self efficacy.

Method

Sample:

For the present study 200 college students of Kurukshetra University, Kurukshetra were selected through purposive sampling techniques. Out of 200 students 100 male and 100 female students were taken from science and arts stream.

Tools:

Mental Health Inventory (MHI): In this study the MHI developed by Jagdish and

Srivastava (1983) was used to measure mental health of college students. Six components of mental health were covered in the test 52 items constitute the test. Each item in the form of a statement and provides four alternatives response option graded on a four point scale i.e. always, often, rarely, never. The reliability of inventory was determined by 'split-half method using odd-even procedure. Overall reliability of MHI was 0.73 and construct validity of the inventory was 0.54.

Emotional Intelligence Scale (EIS): In this study the EIS developed by Rambir (2007) was used. Five components of E.I. were covered in the test. This scale contained 44 items. Each item has five response alternatives. The respondents were instructed to tick mark any one of the five choices for each item. The reliability was determined by split-half method and value was 0.61 and discriminate validity was 0.07.

Self-efficacy Questionnaire (SEQ): Self-efficacy questionnaire developed by Peter Muris (2001) was used to measure self-efficacy of college students. Three components of self-efficacy viz. academic self-efficacy, emotional self-efficacy and social self-efficacy are covered in the test. 24 items constitute the test. Each item in the form of a statement and provides five alternative response option graded on a 5 point scale. The total reliability of the scale is 0.79 and validity is 0.88.

Results

Mental health is positively correlated to Emotional Intelligence ($r=0.32<0.05$) and its all the dimensions viz. self-awareness,

managing emotions, empathy, motivating oneself, handling relationship and vice versa. It means mental health is affected by emotional intelligence. Similarly, Mental health is positively correlated with self-efficacy ($r=0.43<0.05$) and its all the dimensions viz. academic self-efficacy, emotional self-efficacy, social self-efficacy and vice versa. It means mental health is also affected by self efficacy.

Table-1: Correlation for mental health with emotional intelligence and self efficacy

Variables	(r)
Total Emotional Intelligence vs	
Total Mental Health	0.32**
Positive Self Evaluation	0.40**
Perception of Personality	0.28**
Integration of Personality	0.28**
Autonomy	0.30**
Group Oriented Attitude	0.16*
Environmental Competence	0.28**
Total Mental Health vs	
Self Awareness	0.34**
Managing emotions	0.20**
Empathy	0.19**
Motivating oneself	0.34**
Handling Relationship	0.25**
Total Self-efficacy	0.43**
Total Self-efficacy vs	
Positive Self Evaluation	0.51**
Perception of Reality	0.23**
Integration of Personality	0.38**
Autonomy	0.34**
Group oriented attitude	0.25**
Environmental competence	0.27**
Total Mental Health vs	
Academic Self-efficacy	0.37**
Emotional Self-efficacy	0.34**
Social Self-efficacy	0.39**

**p< 0.01 *p< 0.05

Table-2: Mean, SD and t- value for mental health, emotional intelligence and self efficacy of boys and girls college students.

SNo.	Variables	Mean Boys	Mean Girls	Boys(SD)	Girls (SD)	t- Value
1	Total Mental Health	159.87	149.91	18.04	19.97	4.35
2	Total Emotional intelligence	176.99	163.61	18.50	17.92	5.16
3	Total self efficacy	90.97	81.35	12.50	14.46	5.0

In the above table total number of boys (N1) =100 and total number of girls (N2) =100. Table value for 't' at 0.05 level of significance is 1.96. It is observed from the above table that the 't' values for mental health, emotional intelligence and self efficacy and most of their dimensions are more than, the table value at 0.05 level of significance i.e. 1.96. Hence, male and female students differ significantly on

mental health and its dimensions. It is further observed that total mean scores of boys are more than those of girls therefore boys are better than girls with regard to mental health and its dimensions. In other words gender affects mental health, emotional intelligence and self efficacy along with their respective dimensions.

Table-3: Difference between science and arts college students in terms of mental health, emotional intelligence and self efficacy

SNo.	Variables	Mean		SD		t-value
		(Sci students)	(Arts students)	(Sci students)	(Arts students)	
1	Total Mental Health	151.21	149.57	17.63	20.31	0.60
2	Total emotional intelligence	171.16	169.44	18.33	20.38	0.62
3	Total self efficacy	87.30	85.02	14.04	14.56	1.12

In the above table total number of science students (N1) = 100 and total number of arts students (N2) = 100. Table value for 't' at 0.05 level of significance is 1.96. It is observed from the above table that all the 't' values for mental health and its dimensions are less than, the table value at 0.05 level of significance i.e.1.96. Hence, science and arts students do not differ significantly on mental health, emotional intelligence and self efficacy and their dimensions. It means academic stream does not affect mental health, emotional intelligence and self efficacy along with their respective dimensions. The present study endeavors to determine the relationship of mental health with emotional intelligence and self efficacy. Furthermore, an effort was made to establish if there were any significant difference between boys and girls students and science and arts students with regard to mental health, emotional intelligence and self efficacy.

The first research question was whether emotional intelligence and self efficacy were significantly related with mental health or not. The findings of the study indicate that emotional intelligence is positively and significantly related with mental health

($r=0.32<0.05$) and all its dimensions and vice versa. Ciarrochi, Deane and Anderson (2002) provided evidence through their research that emotional intelligence moderates the link between stress and mental health. Similarly, Self efficacy is also positively and significantly related with mental health ($r=0.43<0.05$). This is similar to the findings by Daniel and Karna, (2001); Robert, 1992 with results indicating to mental health is indeed an important factor in human behavior. As the WHO (2001) stipulates, self efficacy is an important factor in developing and maintaining a healthy overall well being. Thus the concept of self efficacy is closely aligned to mental health. Furthermore, Rappaport (quoted in Cowen, 1994) states that people who have a sense of control over their live benefit in that they gain a greater sense of enjoyment in living and have confidence in their ability to handle life's difficulties and pressures. Therefore, mental health is directly tied to a person's ability to deal effectively with the demands and challenges of everyday life to be well adapted and emotionally well adjusted. It is cognitive-affective factors that influence the general well being of an individual and his potential to meet desirable life expectations. Similarly

relationship between low emotional intelligence level with worse mental health is measured by Extremera and Pizarro (2006); Salovey, Vera, Extremera and Ramor (2005) which support the findings of the present study. It means if a person will be emotionally more intelligent i. e. able to control his emotions efficiently or more self efficient then he will be mentally healthy and vice versa. Furthermore, Muris (2002) found a significant relationship between self efficacy and depression and anxiety in adolescents. It was found that low level of emotional self efficacy was strongly linked with high level of anxiety and depressive symptoms. Thus, a high emotional self efficacy could be crucial in maintaining of good mental health.

The 2nd research question was whether there was significant difference in boys and girls students with regard to mental health, emotional intelligence and self efficacy. The findings indicate that gender does serve as a differentiating factor as boys students scored significantly higher than girls students with regard to mental health ($t=4.35<0.01$), emotional intelligence ($t=5.16<0.01$) and self efficacy ($t=5.00<0.01$) along with their dimensions. Boys are better at regulating emotions (Austin, Egans, Goldwater & Potter, 2005; Bindu & Thomas, 2006; Pandey & Tripathi, 2004) as comparison to girls. In some areas women turn out to be more skillful at directing & handling their own and other people's emotions. This lack of uniformity in research findings could be due to samples' demographic characteristics or the kind of tool used. It is interesting to note that there seems to be wide gender disparities with regard to the selection of future career goals. Males generally tend to rate high efficacy belief levels in traditionally male and female occupations (Bandura et. al, 2001). In contrast, females tend to have a weaker sense of efficacy to master occupations, traditionally held by males. It shows that girls are less self efficient as comparison to boys and as a result girls

are not comparatively mentally healthy too. Main reason for this type of result is our culture where boys get opportunities of social interaction. Gender differences in MH, EI and SE can be glimpsed from infancy due to differential treatment given to boys and girls in their families and societies. Some authors like Guastello and Guastello (2003) have also forwarded similar possible explanation for gender differences that is due to culture and education.

On the other hand findings indicate that there is not any significant difference between science students and arts students with regard to mental health ($t=0.60<0.05$), emotional intelligence ($t=0.62<0.05$) and self efficacy ($t=1.12<0.05$) along with almost all the dimensions. It means there is not much impact of academic stream on students' mental health, emotional intelligence and self efficacy. According to Seeman, Zhong, Beecher, Brehman, and Barchard (2007) presented a paper on "Emotional Intelligence: Comparing science and liberal arts students and in the results of their study they found that science students obtained slightly higher scores than arts students (this difference was not statistically significant) which is similar to results of the present study too.

Educational implications

It is important to mention the implication of the present study for the education system. We must restructure the school curriculum to reflect forms of learning, which not only help in development of intellects of individuals but also improve the emotional intelligence of students, especially in case of girls. The design of intervention programs for the students should be such so as to enable them increase their emotional intelligence because research evidences suggest that "emotional intelligence" can be more powerful than "intelligence quotient (I.Q.). I.Q. defines how smart you are, while Emotional Intelligence defines how well you use what smartness you

possess. Salovey states that I.Q. gets you hired, while E.I. gets you promoted. Emotional Intelligence can be developed and nurtured even in adulthood and prove beneficial to one's health, relationship and performance. Academic programs which incorporate emotional intelligence training as part of the curriculum are being created at forward looking schools such as Nueva School in California. The "Self Science" curriculum at Nueva deals with- Self awareness, personal decision making etc. The direct association between emotional intelligence and mental health may support the value of teaching emotional intelligence. Increased feelings of control and competence should lead, in turn, to more active effective coping, and to better mental health and physical health outcomes. Assessment of individuals with low EI could provide suggestions for education and skill training, feedback to individuals with average or high emotional intelligence ability might give them a greater awareness of their own resources which should lower stress. Learning to trust in their emotional knowledge may be especially beneficial for some of the overwhelmed individuals. So, parents and teachers should do efforts to increase emotional intelligence and self efficacy of students, especially for the girls because our differential analysis shows that boys are better placed than girls with regard to mental health, emotional intelligence and self-efficacy. The results indicate society should give opportunities to girls so that they will be able to become more self efficient. The findings could be very crucial especially in case of education field as they can be used to develop the performance enhancement intervention programs for the students.

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