

Study of Mental Health of School Students in Relation to Emotional Intelligence

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Abstract

The present study was conducted on a sample of 120 senior secondary students of different schools of Moga district Punjab. Mental health Inventory developed by Srivastava and Jagdish Rai. Emotional Intelligence Scale by Mangal and Mangal were administered. The major findings of the study revealed that positive and significant relationship between mental health and emotional intelligence of Senior Secondary School Students. It indicates that Students having good mental health have high emotional intelligence than students having poor mental health.

KEYWORDS: Physiological Cognitive, Environmental Competencies, Emotional Intelligence, Poor mental health etc.

INTRODUCTION

Education is as old as the human race. Since the very dawn of civilization, it has been regarded as an essential concomitant of all human society. So it should be updated according to the society as well as the individual. Perhaps today's education system hardly gives any guarantee for a successful life. Education in our secondary schools mere acquisition of bookish knowledge and shaping marks card, rather shaping successful future, interaction between the teacher and the pupil, understanding, and handling the emotions in the right manner, at the right time in the right way. Our past experiences and experiments clearly delineate that even a person with high intellect cannot be always successful in his life. But why is it? So this vacuum is realized over the year. Many psychologists and educationists have been trying to bridge the gap between the success and discomfiture caused by head and heart. This logical inquiry continues over the years not only in developing countries like India, but all over the world. An answer was brought by introducing the concept of mental health and emotional intelligence in our education system. We are living in the era of science and technology definitely it is an age of globalization. Science and technology spread their tentacles in every walk of our daily life. It is witnessed that our educational practices have been changed according to the need of global society. As a results, students of present schools and colleges have multiple responsibilities in the society. So that number of courses subjects and co-curricular practices are multiplied. Hence students become restless and over loaded with work. They show lack of integrated development with physical, social, emotional, cognitive and balanced mental health due to total stress. The urgent prerequisite of our present school education the emotional and mental health components in education should include. These components must become part and parcel of our school education to shape future generation.

Mental health is a term which defined as the state of an individual with high emotional

stability, well adjustment in the society, adequate perception of reality, self-concept, integrated personality and environmental competencies.”

Mental health describes either a level of cognitive or emotional well-being –it is all about how we think, feel and behave of a mental disorder. From perspective of the discipline of positive psychology or holism mental health may include an individual’s ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience. Mental health is an expression of emotions and signifies a successful adaptation to a range of demands. **NORMAN** defined “ Mental health is the ability to adjust satisfactorily to the various strains of the environment that we meet in life and mental hygiene is the means to assure the adjustment”

Emotions can be described as some sort of feelings or effective experience which are characterized by some physiological cognitive and situational variables. In day to day life emotions effect our relations with other people, our self identity and our ability to complete a task. Emotions allow for individual defense, love and protection at values, mourning at loss and overcoming difficult obstacles in pursuit at goals. They are primary source of human energy, aspirations and drive, activation our inner most and purpose of life and transforming them from things we think about, to values we live.

Emotional intelligence play a over critical role in determines how well or how poorly people are able to use their other mental capacities. To accurately perceive, understand and express our feelings, to control our emotions so they work for us and not against us’ has long been known to be essential for effective communication, social adeptness, adaptability, self actualization and personal happiness emotional intelligence is needed. **Buck (1985)** defined Emotions as the process by which motivational potential is realized or “ read out” when activate by challenging stimuli. In other words, Emotion is seen as read out mechanism carrying information about motivational systems. **Salovey and Mayer(1995)** defined“Emotional Intelligence may be defined as the capacity to reason with emotions in four areas: to perceive emotions, to in thought, to understand it and to manage it”. **Goleman (1998)** says “Emotional intelligence as the capacity for recognizing our own feelings and those of others for motivating ourselves and managing emotions well in us and in our relationships. Emotional intelligence describes abilities distinct from but completing to academic intelligence or the purely, cognitive capacities measuring by I.Q.”

SIGNIFICANCE OF THE STUDY

The global competition in almost all facts 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 is a broader concept including physical, social and Mental health. Mental health has been reported as a important factor influencing individual’s various behaviors, activities, happiness and performance. Other factors affected by mental health are emotional intelligenc self concept and self perception. Goleman (1995) suggested the need to bring intelligence to emotions. Emotionally intelligent people can motivate themselves to persist in face of frustration, regulate their moods and keep distress from

swamping their ability to think and empathize and hope. So the investigator feels dire need to work on mental health and emotional intelligence among secondary school students.

OBJECTIVES

1. To study the relationship between mental health and emotional intelligence of senior secondary students.
2. To study the difference in mental health of senior secondary school students in terms of gender, locale and stream.
3. To study the difference in emotional intelligence of senior secondary school students in terms of gender, locale and stream.

REVIEW OF THE RELATED LITERATURE

For this research work different studies was received by the researcher as related studies and it was conclude that according to **Gakhar (2006)** there was positive significant correlation between emotional intelligence and mental health of adolescents. **Singh, Chaudhary and Asthana (2007)** studied the mental health status of high and low emotionally intelligence adolescent and observed a significant difference in mental health status indicating better mental health of highly emotionally intelligence adolescent. While in further studies **Verma and Dinesh (2018)** The main effect of mental health of emotional intelligence has been found to be highly significant. Students having good mental health have high emotional intelligence than the students having poor mental health. There is no significant joint effect of gender * type of school, mental health and the three way interactive effect of gender*type of school*mental health on emotional intelligence of higher secondary school students

HYPOTHESES

1. There is no significant relationship between mental health and emotional intelligence of senior secondary school students.
2. There is no significant difference in mental health of senior secondary school students in terms of gender, locale and stream.
3. There is no significant difference in emotional intelligence of senior secondary school students in terms of gender, locale and stream.

TOOLS USED

1. Mental health Inventory by Srivastava and Jagdish Rai.
2. Emotional Intelligence Scale by Mangal and Mangal.

DELIMITATIONS OF THE STUDY

1. The study was delimited to Moga district only.
2. Only senior secondary school students were taken.

SAMPLE

A sample consists of 120 students was taken for the study.

ANALYSIS AND INTERPRTATION OF DATA

CORRELATIONAL ANALYSIS

The first objective of present study was to find the relationship between mental health and emotional intelligence of students. For this purpose, the correlation analysis was done by calculating the value of correlation coefficient between mental health and emotional intelligence of senior secondary school students and values are presented in the following tables.

Table 4.1

Coefficient of Correlation between Mental Health and Emotional Intelligence of Senior Secondary School Students

Group	N	“r”
Total	120	0.50**

** significant at 0.01 level

Table 4.1 shows the value of coefficient of correlation between mental health and emotional intelligence. This value is 0.50 which is greater than the table value and is significant at 0.01 level of significance. It means that there is a positive relationship between mental health and emotional intelligence of students.

Hence, hypothesis 1 that there is no significant relationship between mental health and emotional intelligence of senior secondary students rejected.

The above said finding reveals that more a person is mentally healthy more will be emotionally intelligent and vice-versa.

The findings of the study by Verma and Dinesh(2018) are in line with the findings that mental health and emotional intelligence are significantly related to emotional intelligence. Students having good mental health have high emotional intelligence than students having poor mental health.

4.2 MENTAL HEALTH

For studying the objectives of significant difference in mental health of senior secondary school students in terms of gender, locale and streams, t-values are calculated and results are presented in the following table.

Table 4.2

Mean Scores of Mental Health of Senior Secondary School Students In Terms Of Gender

Gender	N	Mean	S.D	S.Ed	t-value
Male	60	146.41	11.39	2.04	0.70**
Female	60	147.85	10.96		

** not significant

Table 4.2 shows the means scores of male students as 146.41 and mean score of female students is 147.85 respectively. The t-value is 0.70 which is less than the table value and is not significant at any level of significance.

Hence, the hypothesis 2 there is no significant difference in mental health of senior secondary school students in terms of gender is accepted.

The means that male and female students reveal no significant difference on the basis of mental health. This may be due to that mental health is not an issue of gender. Both male and female can be more or less mentally healthy in one situation or the other.

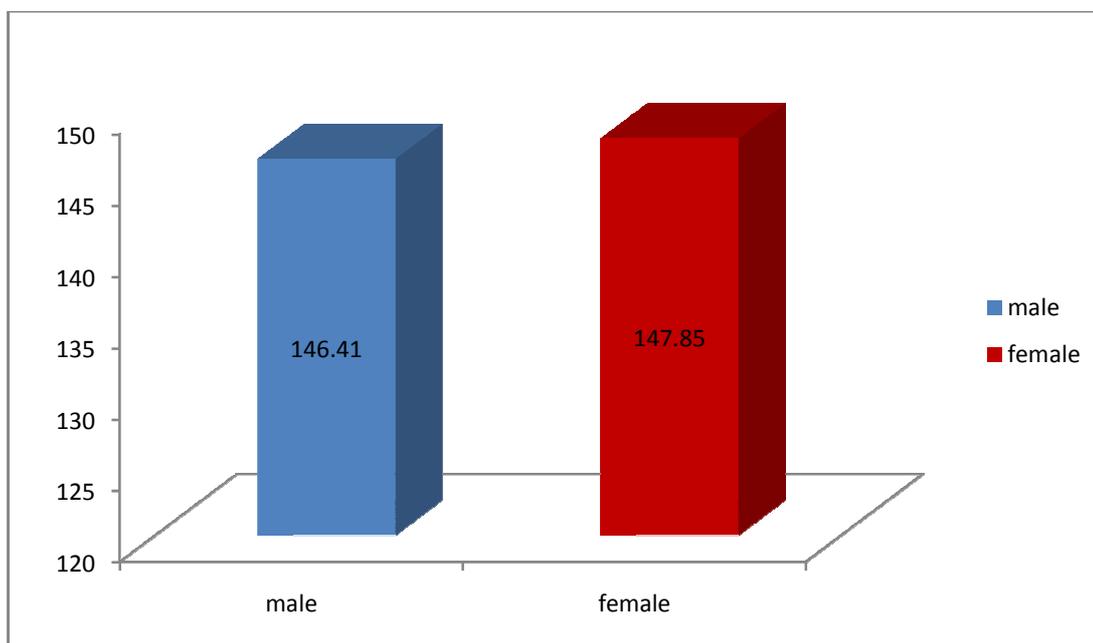


Fig.4.1 Bar Graph Showing Mental Health of Students in terms of Gender

Table 4.3

Mean Score of Mental Health of Senior Secondary School Students in terms of Locale

Locale	N	Mean	S.D	S.Ed	t-value
Rural	60	147.46	10.55	2.20	1.20**
Urban	60	150.11	13.41		

** Not Significant

Table 4.3 shows that mean mental health score of the rural and urban students are 147.46 and 150.11 respectively. The value of S.D is 10.55 and 13.41 for rural and urban students. The t-value is 1.20 which is less than the table value and not significant at any level of significance.

Hence, the hypothesis there is no significant difference in mental health of senior secondary school students in terms of locale is accepted.

It may be due to the fact that mental health is not limited to rural or urban factors. Every student working hard on its own level and try to compete the society. Every person gets equal opportunity and access to technology with which they get required information to come forward.

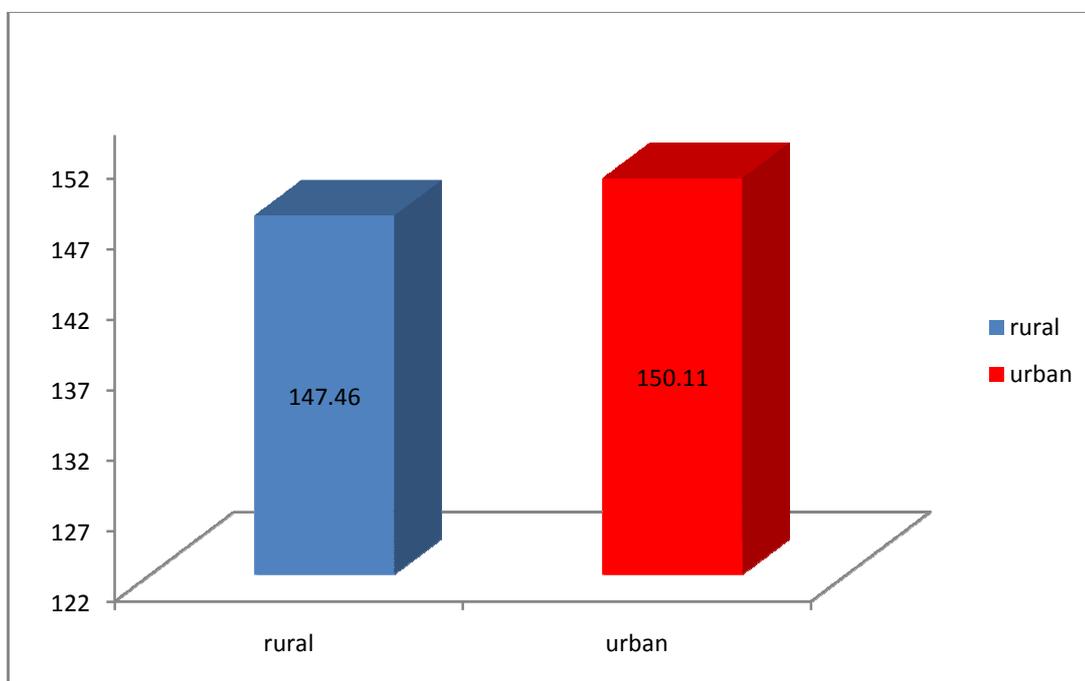


Fig. 4.2 Bar Graph Showing the Mental Health of Students in terms of Locale.

Table 4.4

Mean Score of Mental Health of Senior Secondary School Students in terms of Stream

Stream	N	Mean	S.D	S.Ed	t-value
Science	60	155.4	10.28	1.84	12.79*
Humanities	60	131.8	9.91		

* Significant at 0.01 level

Table 4.4 shows the mean mental health scores of the science and humanities group of senior secondary school students are 155.4 and 131.8 respectively. The value of S.D is 10.28 and 9.91 for science and humanities adolescents. The t-value is 12.79 which is significant at 0.01 level of significance. This means that there exists a significant difference in mental health of science and humanities group of senior secondary school students.

Hence, the hypothesis that there is no significant difference in mental health of senior secondary school students in terms of stream stands rejected.

Mean scores of science students show that they are mentally healthier than arts students. It can be justified here that science students remain involved in their studies the whole time and are practical in their life as compared to arts students. Arts students are emotionally weaker than science students.

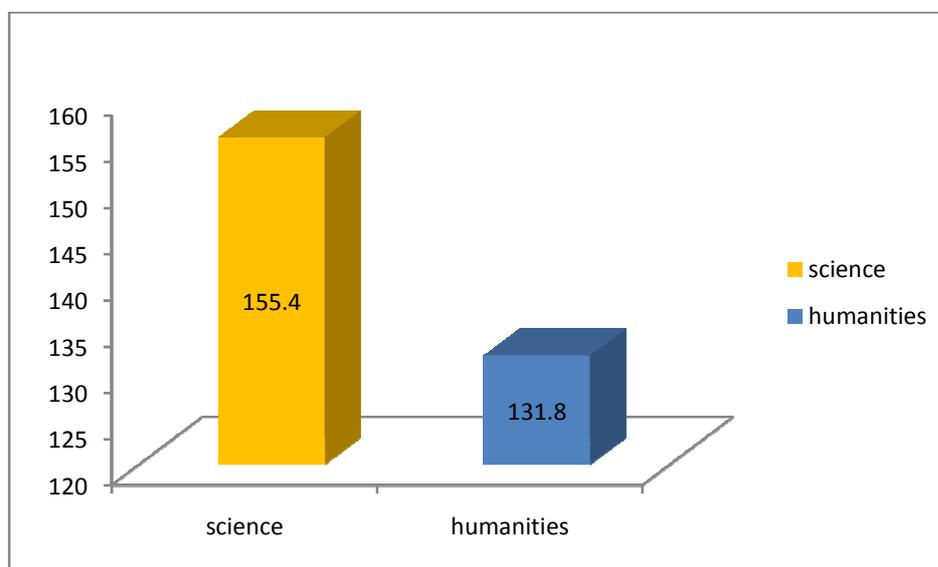


Fig. 4.3 Bar Graph Showing Mental Health of students in terms of Stream.

4.3 EMOTIONAL INTELLIGENCE

To study significant difference in emotional intelligence among senior secondary school

students in terms of gender, locale and stream, t-values are calculated and results are presented in the following table.

Table 4.5

Mean Scores of Emotional Intelligence of Senior Secondary School Students in terms of Gender

Gender	N	Mean	S.D	S.Ed	t-value
Male	60	77.73	15.77	2.36	1.95**
Female	60	73.12	12.30		

** Not significant

Table 4.5 shown that mean emotional intelligence scores of male and female senior secondary school students are 77.73 and 73.12 respectively. The value of S.D is 15.77 and 12.30 for male and female students. The t-value is 1.95 which is less than the table value and not significant at any level of significance. This means that there is no significant difference in emotional intelligence of senior secondary school students in terms of gender.

Thus the hypothesis 5 that there is no significant difference in emotional intelligence of senior secondary school students in terms of gender stands accepted.

As in mental health, emotional intelligence is also not an issue of gender. Both male and female can be high or low emotionally intelligent in one situation or the other.

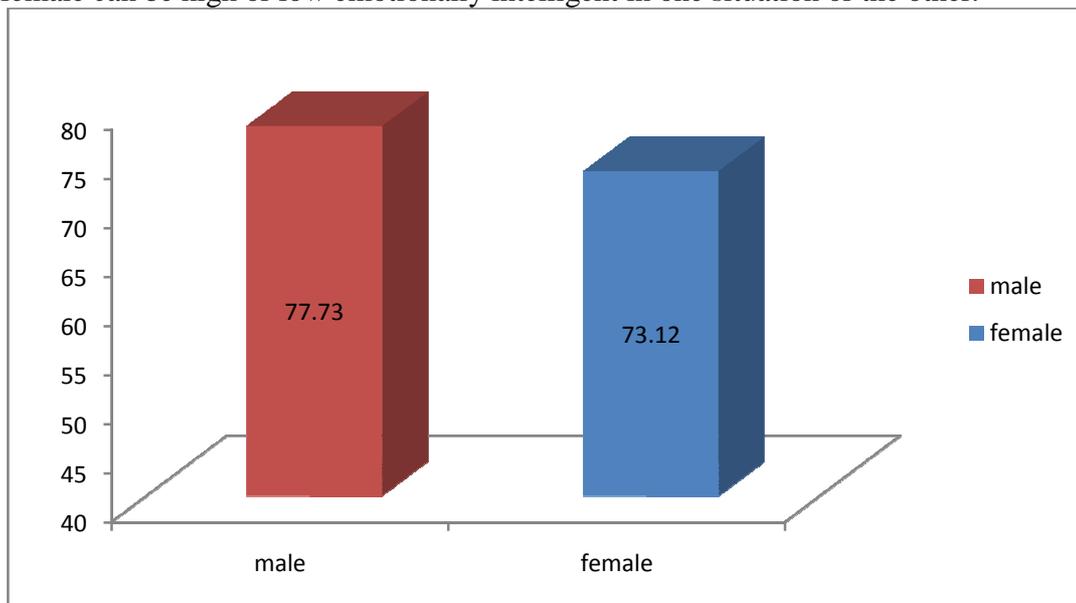


Fig 4.4 Bar Graph Showing Emotional Intelligence of Students in terms of Gender

Table 4.6

Mean Score of Emotional Intelligence of Senior Secondary School Students in terms of Locale

Locale	N	Mean	S.D	S.Ed	t-value
Rural	60	77.12	15.85	2.64	0.012**
Urban	60	77.15	12.97		

** Not significant

Table 4.6 shows that mean emotional intelligence score of the rural and urban Senior Secondary School Students are 77.12 and 77.15 respectively. The value of S.D is 15.85 and 12.97 for rural and urban area. The t-value is 0.012 which is less than the table value and not significant at any level of significance.

Hence, the hypothesis 6 that there is no significance difference in emotional intelligence of senior secondary school students in terms of locale stands accepted.

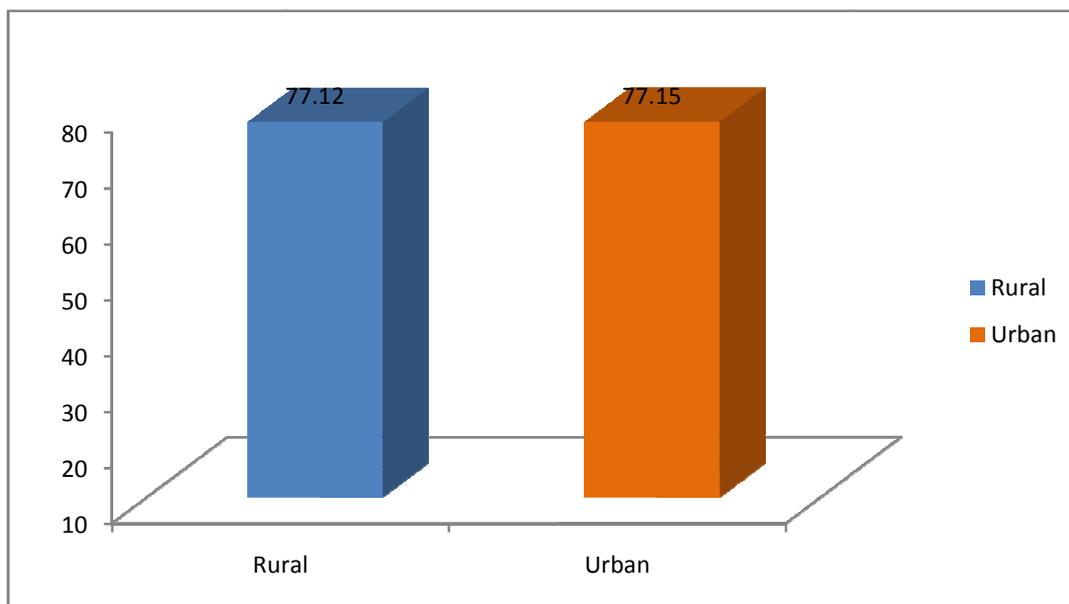


Fig. 4.5 Bar Graph Showing Emotional Intelligence of Students in terms of Locale

In the era of modernization all students get equal opportunity in every walk of life to work hard and come forward. All students whether in rural or in urban area have approachable technical and technological advancements, so there is no difference in emotional intelligence of senior secondary school students.

Table 4.7

Mean Score of Emotional Intelligence of Senior Secondary School Students in terms of Stream

Stream	N	Mean	S.D	S.Ed	t-value
Science	60	89.41	6.58	1.70	13.62*
Humanities	60	66.16	11.46		

*significant at 0.01 level

Table 4.7 shown that mean emotional intelligence score of the science and humanities Senior Secondary School Students are 89.41 and 66.16 respectively. The value of S.D is 6.58 and 11.46 for science and humanities. The t-value is 13.62 which is significant at 0.01 level of significance. It means that there is a significant difference in emotional intelligence of senior secondary school students in term of stream.

Hence, the hypothesis 7 that there is no significant difference in emotional intelligence of senior secondary school students in term of stream stands rejected.

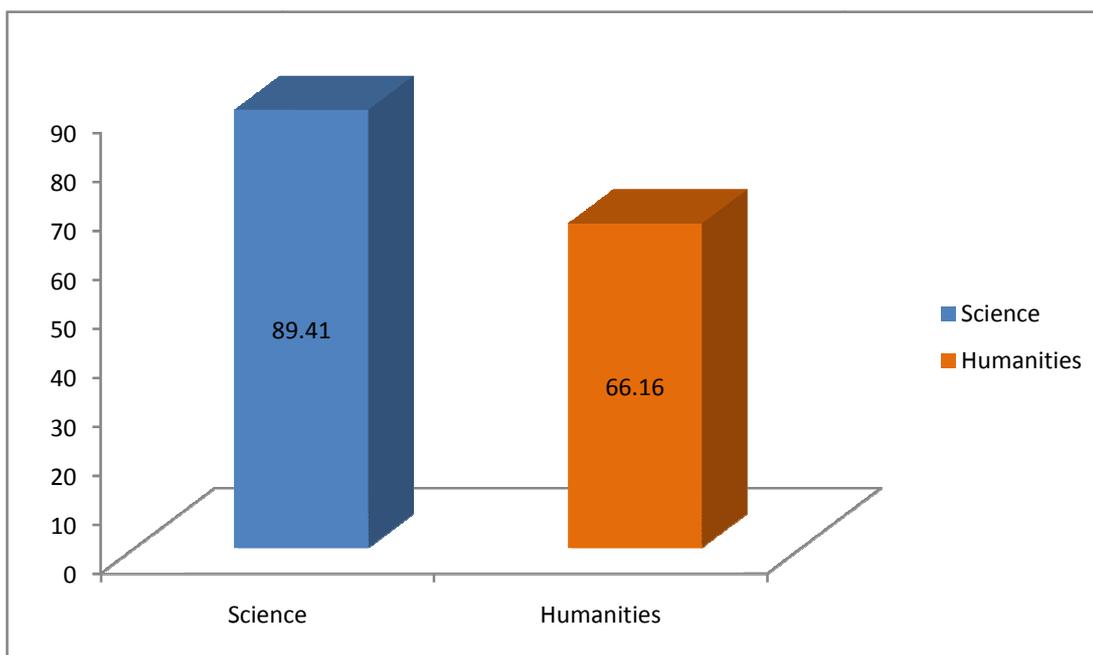


Fig.4.6 Bar Graph Showing Emotional Intelligence of Students in terms of Stream

This finding may be due to the fact that science students are somehow practical persons. While performing experiments in their subject they automatically become emotionally intelligent but this aspect usually lacking in arts students.

CONCLUSIONS

1. The study reveals positive and significant relationship between mental health and emotional intelligence of Senior Secondary School Students.
2. The study reveals no significant difference in mental health of Senior Secondary School students in terms of gender.
3. The study reveals no significant difference in mental health of Senior Secondary School students in terms of locale.
4. The study reveals a significant difference in mental health of Senior Secondary School students in terms of stream.
5. The study reveals no significant difference in Emotional Intelligence of students in terms of gender.
6. The study reveals no significant difference in emotional intelligence of senior secondary school students in terms of locale.
7. The study reveals significant difference in emotional intelligence of senior secondary school students in terms of stream.

EDUCATIONAL IMPLICATIONS

Emotional intelligence may be learnt. Even two new born children differ in their temperament but they can be taught how to be aware and understand one's own and other's emotions from the very beginning of their life.

Introducing emotions in schools would be a radical change. Beyond play and early primary school, almost all efforts re-concentrated on cognitive skills.

A wide range of social and emotional learning programmes can be implemented in schools as these programmes are found to bring about a number of positive change in student's lives i.e. better academic, achievement less aggression and drug usage etc.

SUGGESTIONS

1. Instead of taking the variable of emotional intelligence the study may be explored by finding the relationship of social intelligence with the mental health of adolescents.
2. Instead of taking the mental health of the present study some other variables such as personality characteristics and cognitive styles of the students may be taken.
3. Study may be conducted wherein the relationship of emotional maturity with mental health may be taken up.
4. A longitudinal study of the emotional intelligence of children from age of 10 to 18 years may be taken up.

5. A comparative study of the emotional intelligence of different type of exceptional children may be undertaken.

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