

Emotional Intelligence and Mental Health of College Students

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Abstract: *For the study of Emotional Intelligence and Mental health, sample randomly selected 100 College Students (50 boys & 50 girls) from various places in Raigad districts- (Mahad, Poladpur, Mangaon). The Emotional intelligence inventory of Dr. Mangal and S. Mangal and Mental Health Test of Dr. Singh and Dr. Gupta have been taken solved from these selected students. By Considering have hypotheses and variables, Various statistical techniques such as mean, standard deviation, t-value and 'r' used for analysis. The conclusion is that the factors of Mental health such as emotional intelligence, emotional stability, security, insecurity, self-concept, and intelligence are better in girls than boys; the factor over all adjustment is better in boys. Mental health is better than emotional intelligence, emotional intelligence and mental health have positive co-relation.*

Keywords: Emotional Intelligence, Mental Health, Gender.

I. INTRODUCTION

Emotional intelligence is important for success in life, leading forward and better adjustment. Sometimes we regard oneself as weak or rigid minded sometime we lose our control, or become unhappy. We have wishes/ desires, but our feeling are hurt. Sometimes we are given respect and sometimes disrespect. We do not respond though closely related persons misbehave. We many times accept challenging task, but sometimes lose beliefs in others. Some people do not get sympathy, but the people who get sympathy have more emotional intelligence.

Slovery and Mayer (1990) set the concept emotional intelligence for the first time. According to them, emotional reactions and experience affect on mental health. The present human life is complex. In day-to-day life everyone has to face many problems, so the question of mental health is serious. William James (1899) used the word mental health for the first time in lectures delivered in Cambridge university. Then mayer gave importance, to the word, by suggesting that for mental health, there is need of security, reality attitude, development towards success, emotional stability, real love, interest development, deliberate resistance, Work complement and skills.

In emotionally and mentally ill person, changes occur in his/her thoughts, emotions, intelligence, memory, decision ability etc. 10 % people of the total population of the world are slightly mentally ill. In India 40 to 60 lakh people are seriously mentally ill for providing mental health facilities to the people even from lower classes/ status, Indian government started National Mental Health Program, in 1982.

II. REVIEW OF LITERATURE

Girls have better emotional intelligence than boys. (Shinde, Ravindra 2011).

Emotional intelligence skills of self esteem and personal confidence are essential to all learning (Dryden and Vos 1994). Emotional intelligence and mental health have positive co-relationship (Deshmukh and Other 2011). The people with better emotional adjustment have better Mental health (Katarani and others 2007). Emotional and social status and mental health have positive co-relationship. (NIMH 1998). Emotional intelligence is a key factor in physical and mental health, academic achievement, personal satisfaction and career excellence (Gray Low and et al 2004). They concluded that better health status is associated with higher emotional intelligence (Schutte and et al 2007). The different levels of emotional intelligence established, to some extent, related with mental health and sub-scales, (Jafar Shabani and et al 2010). Emotional ability and mental health have positive co-relationship (Mishra and others 1996-97).

2.1 Justification of the Study

In this world of globalization everyone has problems of mental health along with emotional problems. Emotional; intelligence and emotional stability, over-all adjustment, Autonomy, security – insecurity, self-concept and intelligence are six factors of mental health and they are inter dependent. By considering emotional intelligence and mental health as inseparable part of human being, present study focuses on the study of college students.

III. METHODOLOGY

For the present study, objective, hypothesis sample, variables, tolls are as given below.

3.1 Objectives

1. To study emotional intelligence of college students.
2. To measure and compare mental health of girls and boys.
3. To study emotional intelligence and mental health.
4. To study co-relationship between emotional intelligence and mental health.

3.2 Hypothesis

1. Emotional intelligence and mental health are better in girl than that in boys.
2. Emotional intelligence and mental health have positive co-relationship.
3. If emotional intelligence is high, mental health is high.

3.3 Sample

100 College students (50 boys and 50 girls) from Mahad, Poladpur, Mangaon in Raigad district of Maharashtra state were selected. The proportion of boys and girls is 1:1. The students are selected randomly and they are between 19 and 21 years old. The selected students are in B.A, B.Com, and B.Sc. Classes.

3.4 Variables

1. Independent variables : Emotional Intelligence
2. Dependant variables: Mental Health and its six dimension 1 Emotional Stability 2 overall adjustment 3 Autonomy, 4 Security – Insecurity, 5 self – concept, 6 Intelligence.

3.5 Tools used for data collection :-

The data for the present study is collected by using following measuring tests.

1. **Emotional intelligence inventory:** This test is made by Dr. S.K. Mangal and shubhra Mangal, it contains 100 questions. The reliability of the test-retest on split half) 0.89), K-R. formula (0.90) and test-retest (0.92).
2. **Mental health test :** Dr. A. K. Singh and Dr. A.S Gupta (2000) developed the test. It measures six factors of mental health such as emotional stability, over – all adjustment, Autonomy, security – insecurity, self-concept and intelligence. This test is used for 13 to 22 years old. It contains 130 questions. The reliability of the test is determined on test-retest method and it is 0.87, 0.82, 0.76, 0.82, 0.78, 0.82 with each factors. Validity of the test is high and mark are given with respect to the marking in test manual chart.

IV. STATISTICAL ANALYSIS AND DISCUSSION

By considering sample with emotions intelligence and mental health, data analysis and discussion with mean, SD, t-value and co-relationship have been given with numeric techniques in following way.

Table 1: Emotional Intelligence and Mental health with mean, SD and t-value.

Sr. No.	Variable	N = 50 (Boys), N= 50 (Girls)			t
		Group	Mean	SD	
1.	Emotional Intelligence	Boys	27.42	4.32	3.15 **



2.	Mental Health –Dimensions 1) Emotional Intelligence	Girls	30.32	4.93	
		Boys	33.28	6.03	
					2.56*
	2) Over all adjustment	Girls	36.30	5.72	
		Boys	25.24	4.17	
					2.04 *
	3) Autonomy	Girls	23.28	5.39	
		Boys	24.09	5.05	
					1.14 NS
	4) Security – insecurity	Girls	25.14	4.19	
		Boys	36.88	5.09	
					3.08**
	5) Self concept	Girls	39.90	4.75	
		Boys	28.45	4.35	
					2.50*
	6) Intelligence	Girls	30.33	4.98	
		Boys	34.01	4.16	
					2.23*
3.	Total Mental Health	Girls	35.82	4.03	
		Boys	30.33	4.80	
					2.17*
4.	Emotional Intelligence Mental Health	Girls	32.42	4.84	
		Boys &	28.87	6.62	
		Girls			2.65**
		Boys &	31.37	4.82	
		Girls			

The above chart shows emotional intelligence of boys and girls has t-value 3.15 is significant on 0.01 level. So here, there is difference in the variable emotional intelligence in boys and girls. The mean of girl (30.32) is more than that of boys (27.42). So the emotional intelligence of girls is better than that of boys (Shinde Revindra 2011, Dryden and vos 1994). So here is hypothesis no. 1 about emotional intelligence can be accepted. Because for success in life, leading forward and better adjustment emotional intelligence in important. It is in high proportion in girl than boys.

The factors of mental health emotional stability, self-concept and intelligence are significant on 0.05 level and security – insecurity is significant on 0.01 level. Here mean of girls is more than that of boys. So here, Emotional stability, self-concept, intelligence, and security – insecurity factors are more in girls than boys. (NIMH 1998, Gray Low and et al 2004, jafar shabani and et al 2010). So here for the above factors of mental health hypothesis no.1 is accepted because in case of girls, less tension, less economic responsibility, with mental hypothesis no.1 is accepted Because in case of girls, less tension, less economic responsibility, with mental health better physical health, no addiction etc. can be reasons for girls better mental health. The factor of over – all adjustment has t-value 0.05 and it is significant. Mean is higher in girls than boys. So the factor, adjustment is better, in boys than girls. The factor autonomy is not significant at any level, so it is same in both boys and girls.

T-value of total mental health in boys and girls is significant on 0.05 level. Mean is greater in girls, so their mental health is better. In all girls and boys, emotional intelligence and mental health are significant on 0.01 level. In case of mean, mental health is better than emotional intelligence. So here by hypothesis no. 1 is accepted.

Table 2: Co-relation between emotional intelligence and mental health.

Variables	Df	Correlation Coefficient (r)	Level of Significance
Emotional intelligence and mental health	98	0.27	0.01

The co-relation is emotional intelligence and mental health is 0.27 and it is significant on 0.05 and 0.01 level. So here independent. Variable and dependent variable have positive co-relation. If emotional intelligence is better, mental health will be better. (Deshmukh and others 2011, katarani and other 2007, NIMH 1998. Schutte and et al 2007, Mishra and other 1996-97). So here hypothesis no. 2 and no. 3. could be accepted.

V. CONCLUSION

1. Emotional intelligence of girls is better than that of boys.
2. The factors of mental health viz. emotional stability, security – insecurity, self- concept, intelligence and total mental health are better in girls than that in boys.
3. The factor of mental health, over all adjustment is better in boys than girls.
4. The factor autonomy is same in both girls and boys.
5. Mental health is better than emotional intelligence in boys and girls.
6. Emotional intelligence and mental health have position co-relation.

5.1 Limitations

1. The conclusions of research are limited to college students.
2. Sample of research is limited to specific area.
3. For statistical analysis only specific statistical techniques are used.

VI. RECOMMENDATIONS

For success in life, leading forward or better adjustment there is a need of better emotional intelligence and mental health in college students. In present study, the factors, emotional intelligence, emotional stability, security – insecurity, self –concept and intelligence are better in girls. The factor adjustment is less in girls. In boys, the factors emotional intelligence and mental health are less, for increasing they themselves and family should try. Emotional intelligence and mental health have positive co-relationship, so we should try to develop both these factor in us.

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