



EMOTIONAL INTELLIGENCE OF ADOLESCENTS IN RELATION TO THEIR MENTAL HEALTH

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*Corresponding Author**ABSTRACT**

The study was carried out with the objective of investigating the relationship between emotional intelligence and mental health of adolescents. Sample of 240 adolescents (120 male and 120 female) from 6 higher secondary schools of Kashmir Valley were chosen by simple random sampling technique. The scales employed for data collection were Emotional Intelligence Inventory by Mangal & Mangal (2004), and Mental Health Scale by Jagdish & Srivastava (2006). Mean, standard deviation, percentage, t-test and Pearson's product moment correlation were used to analyze the data. Findings indicate that emotional intelligence was found insignificant in terms of gender. However, mental health was found to be significant among male-female adolescents. The study concluded that adolescents with higher emotional intelligence experienced high mental health.

KEYWORDS : Emotional Intelligence, Mental Health, Adolescent Students**INTRODUCTION**

Adolescence is the most imperative time of human life. The expression "adolescence" is derived from the Latin word "adolescere" which signifies "developing towards development" among adolescence and adulthood. It rises up out of adolescence and converges into adulthood. As indicated by Jersild, adolescence is that range of years amid which young men and young ladies move from youth to adulthood rationally, inwardly, socially and physically. The time of youthfulness begins at 12 years old or 13 for young ladies and a year or so later for young men. This period continues up to the age of 19. So it is additionally called high school age or teen age. Amid this time of advancement extraordinary physical and mental changes happen. Thus this period is a time of vulnerability where everything is in age. G. Stanley Hall, who in numerous regards is viewed as the father of adolescence psychology, drew a distinctive and clear image of this phase of life saying that it is a time of incredible anxiety, tempest and hardship. He depicts an adolescent as a bird who is yet in the home yet vainly endeavors to fly, while its wings have just pin feathers.

The term Emotional Intelligence (EI) was presented in 1990 by Mayer and Salovey in their endeavor to build up a logical measure for realizing the distinctions in individuals' capacity in the areas of emotions. The credit for advancing the idea of EI goes to Daniel Goleman, 1995. Goleman has contended firmly that EI is progressively critical for a cheerful, profitable life than intelligence quotient (IQ). Because if an individual is emotionally stable he is able to manage the challenges that come in his personal and educational life. It is recognized that the success of an individual depends on the level of intelligence and intelligence quotient (IQ) but the most important thing in one's life is to lead a good life and this is only possible by emotional quotient (EQ). Daniel Goleman (1995) has recommended that there are five parts of EI including knowing, managing, motivating, recognizing and handling relationships.

Our feelings assume very huge job in managing and coordinating our conduct. Commonly they appear to overwhelm us so that we have no arrangement other than acting as they need us to. Then again, in the event that an individual has no feelings in him; he winds up injured as far as carrying on with his life ordinarily. Along these lines feelings assume a key job in giving a specific heading to our conduct and in this way molding our identity as indicated by their improvement. Etymologically; the word emotion is taken from 'emovere' which signifies 'to work up' or 'to energize'. Emotion would thus be able to be comprehended as an upset or left condition of our psyche and body.

In the present situation, a large portion of the clinicians, teachers, social laborers and research researchers consistently work for the factors that can improve people since it is viewed as most essential and significant asset on the outside of earth. Along these lines, an individual ought to be solid since wellbeing is an irreplaceable quality in person. According to World Health Organization "health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 2013). Health is certainly not a

restricted idea yet a more extensive one that incorporates physical wellbeing as well as social and emotional well-being also. Health is an irreplaceable aspect of overall health. Poor mental health can cause both life threatening diseases like heart diseases as well as psychological diseases (Russ, *et al.* 2013). According to White House Conference (1930) mental health may be defined as the adjustment of individual to themselves and the world at large with the maximum of effectiveness, satisfaction, cheerfulness and socially considerate behavior, and the ability of facing and accepting the abilities of life. Lewkan (2006) in his book "Mental Hygiene in Public Health" indicated that mentally healthy person is one who is happy, lives peacefully with his neighbors, makes his children healthy citizens and after fulfilling such basic responsibilities is still empowered with sufficient strength to serve the cause of the society in any way. Maslow (1962), "mental health is not a passive acceptance of life and its condition, in which ones inner nature expresses itself freely and is not wrapped, suppressed or denied. Sortorives defined that mental health is a state of balance between the individual and the surrounding world, a state of harmony between oneself and others, coexistence between the realities of the self and those of other people as also of the environment." The problem of mental health is a challenge for all students in developed, under developed, modern and traditional societies of the world (Bayram and Bilgel, 2008). In the academic journey, students at the university level faced many problems (Arslan, Ayranci, Unsal and Arslantas 2009). The latest studies in the domain of mental health predicted an increase in the psychological and mental health problems among students (Field, Diego, Pelaez, Deeds and Delgado, 2012). The primary motivation behind psychological wellness is to assist all people with achieving an ideal life, and far reaching the acknowledgment and avoidance of moral, enthusiastic and social issues. Adler characterized psychological wellness as having clear targets, and great family and social connections, helping mankind and controlling your feelings. Roger's example of typical identity and psychological wellness is an exceedingly effective and completely working human who exploit every one of his capacities and abilities and has attributes, for example, arrangement for picking up involvement, feeling of opportunity and innovativeness.

JUSTIFICATION OF THE STUDY

The point of any examination is to find or imagine new learning or add to the current collection of information. Any researcher should along these lines put in true endeavors to accomplish this so the examination turns out to be novel and valuable. Any investigation that is led is valuable to work force in that specific field. For the present investigation as well, the analyst feels that different work force from the field of instruction will be profited and along these lines the researcher has sketched out how his examination will be gainful and who all will profit by the equivalent. Emotional intelligence is having the capacity to rouse oneself and hold on even with dissatisfactions; to control motivation and defer delight; to direct one's states of mind and shield trouble from overwhelming the capacity to think; to understand to trust. It is believed that EI is a vital, regularly ignored, segment of accomplishment

throughout everyday life. Under Gardner's theory of multiple intelligence, EI is characterized under the aegis of interpersonal/intrapersonal relations, i.e., information of other's feelings/ learning of one's own feelings (Sattler, 2001; Pfeiffer 2001). Salovey and Mayer define emotional intelligence as the ability or tendency to perceive, understand, regulate, and harness emotions adaptively in the self and in others. (Schutte, et al. 2001). Goleman's (1995) definition includes having the capacity to get control over passionate drive; to pursue another's deepest emotions; to deal with connections easily. Further meanings of EI have included psychological parts, for example, feelings helping judgment and memory and conceptualizing EI as a quality and capacity (Schutte, 2001).

Mental health is the capacity to make satisfactory change in accordance with the expectations of society. It is considered as the capacity to adjust sentiments, wants, desire and goals in one's day by day living. It implies the capacity to confront and acknowledge the substances of life. Asia and Piyadarsani (2016) found that gender has no significant influence on the mental health.

After extensive reviewed literature it has been accounted for that enhancements in psychological well-being prompts better usage of resources, then again when there is absence of upgrades, lead to genuine negative outcomes. Bhatia (1982) considers mental health as the ability to balance feelings, desires, ambitions and ideas in one's daily living. As part of one's overall health, mental health and emotional health is a necessary condition to enable one to manage one's life successfully. Mental health is the emotional and spiritual resilience that allows one to enjoy life and to survive pain, suffering and disappointment. Brain (2002) contemplated connection among issue and positive youth conduct and detailed that unsafe, undesirable, standoffish practice, poor psychological wellness and poor scholarly accomplishment are exceedingly associated and positive emotional well-being firmly impacts achievement and satisfaction. Slaskl, Mark and Swan (2003) directed an exploration on EI, preparing and its suggestions for stress, wellbeing and execution and found that EI and psychological well-being can be enhanced via training. From the above literature, it might be presumed that the zone of psychological wellness has not been concentrated adequately with EI, needs increasingly more consideration by distinct investigations/strategies as well as by logical techniques.

As we probably are aware, advanced education is viewed as the establishment of social, political, social and monetary improvement, colleges are considered as higher learning places where and other such related exercises are done easily and effectively by the specialists and students, however this is conceivable just when they have high EI, great and positive psychological wellness. It is presently uncovered that various investigations have been directed on EI and psychological well-being of young people however not a solitary report could be discovered concentrating on EI of teenagers in connection to their emotional wellness together, that too in Kashmir division of Jammu and Kashmir. This is clear that there is a thirst need to investigate the emotional wellness of young people in higher secondary school students. It is expected that the examination discoveries will encourage the instructive organizers, educational programs creators, masterminds, heads as well as educators.

OBJECTIVES

1. To study the difference between adolescent males and females in their emotional intelligence.
2. To study the difference between adolescent males and females in their mental health.
3. To study the relationship between emotional intelligence and mental health of adolescents.

HYPOTHESES

1. There exists no significant difference between adolescent males and females in their emotional intelligence.
2. There is a significant difference between adolescent males and females in their mental health.
3. There is a significant relationship between emotional intelligence and mental health of adolescents.

SAMPLE

Sample of 240 adolescents (120 male and 120 female) from 6 higher secondary schools of Kashmir Valley were chosen by simple random sampling technique.

TOOLS

Mangal Emotional Intelligence Inventory (MEII) by Mangal and Mangal (2004) and Mental Health Inventory (MHI) by Jagdish and Srivastava (2006) have been administered for collecting the required data.

STATISTICAL TECHNIQUE

Various statistical techniques like- mean, standard deviation, t'- test and Pearson's product moment correlation were used.

ANALYSIS AND INTERPRETATION

1. Group difference between adolescent males and females on Emotional Intelligence.

| CATEGORY | N | MEAN | S.D. | SED | t-value | Level of Significance | |
|----------|-----|-------|-------|------|---------|-----------------------|------|
| | | | | | | 0.01 | 0.05 |
| MALES | 120 | 65.74 | 11.16 | 1.23 | 0.50 | N.S | N.S |
| FEMALES | 120 | 66.36 | 7.79 | | | | |

(N.S= Not significant).

A look at the above table shows the mean score of the adolescent males and females which are 65.74 and 66.36 respectively. The SD computed for adolescent males is 11.16 and for adolescent females, it is 7.79. Standard error comes out 1.23 and t-value calculated is 0.50 which is insignificant both at 0.05 and 0.01 level of significance. This indicates that, there is no significant difference between the adolescent males and females in their emotional intelligence. The above result supports to accept the hypothesis no (1) i.e. "there exists no significant difference between adolescent males and females in their emotional intelligence".

2. Group difference between adolescent males and females on mental health.

| CATEGORY | N | MEAN | S.D. | SED | t-value | Level of Significance | |
|----------|-----|--------|-------|------|---------|-----------------------|------|
| | | | | | | 0.01 | 0.05 |
| MALES | 120 | 156.35 | 15.10 | 1.76 | 7.43 | S | S |
| FEMALES | 120 | 143.27 | 12.08 | | | | |

(S= Significant).

Similarly the above table shows the mean score of the adolescent males and females which are 156.35 and 143.27 respectively. The SD computed for adolescent males is 15.10 and for adolescent females, it is 12.08. Standard error comes out 1.76 and t-value calculated is 7.43 which is significant both at 0.05 and 0.01 level of significance. This indicates that, there is a significant difference between the adolescent males and females in their mental health. The above result supports to accept the hypothesis no (2) i.e. "there is a significant difference between adolescent males and females in their mental level".

3. Relationship between emotional intelligence with mental health of adolescent males and females.

| Types of variables | N | Mean | SD | Df | R | Interpretation |
|------------------------|-----|--------|-------|-----|------|----------------------|
| Emotional Intelligence | 240 | 86.84 | 14.29 | 238 | 0.68 | Positive correlation |
| Mental Health | | 149.81 | 13.59 | | | |

It is clear from the above table that there is a significant relationship between emotional intelligence and mental health of adolescents as the calculated value of 0.68 exceeds the tabulated t-value. In this way our hypothesis no. 3 which reads as "there is a significant relationship between emotional intelligence and mental health of adolescents" has been accepted.

CONCLUSIONS

- The study shows that the level of emotional intelligence of majority of adolescent students falls on average category. The study shows no significant difference in emotional intelligence of male and female adolescents.
- The study also shows a significant difference in mental health among male and female adolescents.
- The study also reflected that there is a significant relationship between emotional intelligence and mental health of the adolescents.

RECOMMENDATIONS

- Both scholastic and non-scholastic activities should be given due weight age in the curriculum of students.
- A congenial atmosphere is to be made for enhancing the inter-

intra-personal relationships of adolescents. Teachers are the role models for the students. Hence, there is a need of balanced development of teachers.

- Besides providing cognitive knowledge, teachers should act as an affective coach of adolescent students.
- Teachers should optimise the psychological make-up of students so that their proper mental health can be channelized into various physical and social activities.

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