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To Study the Mental Health of Senior Secondary Students in Relation to Their Emotional Intelligence

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Abstract

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.

Key words: Mental health, Emotional Intelligence, Rural and Urban, Male and Female Students

1. Introduction

The concept of mental health is as old as human beings. Mental health as defined by Kornhauser (1965) connotes those behaviours, perceptions and feeling that determine a person's overall level of personal effectiveness, success, happiness and excellence of functioning as a person. In our society, the increasing strain of adjusting to the accelerated and more materialistic pace of life, greater competitiveness, urbanization, population explosion, unemployment together with uncertain future has resulted in one manifold increase in the incidence of mental illness. The lack of adjustment is one of increase and the average person is finding increasingly difficult to get along with the others, and distrust is becoming characteristic of interpersonal relations. A sound mind in a sound body has been recognized as a social idea for many centuries. A sound mental health develops mental stamina and enables a person to face realities of life, however stressful they may be. The concept of mental health has always been debatable. There are several factors that could be possible predictors of students' life satisfaction, their mental health status are very important. Many previous studies showed that mental health has effect on life satisfaction. The results of studies say that individuals who have better mental health they are more satisfied from their life. The WHO defines health as a positive sense of well being encompassing the physical, mental, social, basic economic and spiritual aspect of life, not just the absence of disease (WHO, report 2001). Mental health is a barometer of the social life of a population and the rising level of morbidity and mortality are a sign of social as well as individual malaise. The scope of mental health not only confined to the treatment of some seriously ill persons admitted to mental health centres but related to the whole range of health activities.

As it has observed that, it's not the smartest people that are the most successful or the most fulfilled in life. Often, people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual intelligence (IQ) isn't enough on its own to be successful in life. Yes, our IQ can help us get into college, but it's our EQ that will help us to manage the stress and emotions when facing our crucial exams.

1.1. Mental Health

We all have mental health just like we all have physical health. And just as we monitor our bodies for potential problems or pain, we should keep tabs on our mental health and try to better recognize when it needs some attention. Mental health is "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 community." There is emerging evidence that positive mental health is associated with improved health outcomes. Researchers suggest that there are indicators of mental health, representing three domains. These include the following:

(1) Emotional well-being: Such as perceived life satisfaction, happiness, cheerfulness, peacefulness. (2) Psychological well-being : such as self-acceptance, personal growth including openness to new experiences, optimism, hopefulness, purpose in life, control of one's environment, spirituality, self-direction, and positive relationships. (3) Social well-being: social acceptance, beliefs in the potential of people and society as a whole, personal self-worth and usefulness to society, sense of community.

Mental health is a term used to describe how well the individual is adjusted to the demands and opportunities of life. Mental health may be better understood by its comparison with physical health. Mental health is a state of mind characterized by

emotional well being, relative freedom from anxiety and disabling symptoms and capacity to establish constructive relationships and cope with the ordinary demands and stress of life.

Salovey et al., (1999) claim that individuals “who can regulate their emotional states are healthier because they accurately perceive and appraise their emotional states, know how and when to express their feelings, and can effectively regulate their mood states” (p. 161). This set of characteristics, dealing with the perception, expression, and regulation of moods and emotions, suggests that there must be a direct link between EI and physical as well as mental health. Austin, Saklofeski and Egan (2005) in their research found that people with low emotional intelligence into social activities are and less mental health.

1.2. Emotional Intelligence

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic. In their article from 1990, “Emotional Intelligence,” Professors Peter Salovey and John D. Mayer define emotional intelligence as: “...the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.” Emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it.” This definition shows that emotions can be used to guide logical thinking and goal-oriented actions. Those emotions can actually enhance rationality.

The earliest roots of emotional intelligence can be traced to Darwin's work on the importance of emotional expression for survival and second adaptation. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as 1920, E.L. Thorndike used the term social intelligence to describe the skill of understanding and managing other people.

Daniel Goleman (1995) argues that men particularly need to develop emotional skills and he gives many example of men with high intelligence who were not successful because they have problem with their people skills. He found from his research that people with EI generally have successful relationships with family, friends and fellow workers. They are also successful because they persist in the face of setbacks and channel their emotional energies rewards achieving their goals.

One has to become emotionally intelligent, individual has to be proficient in the four A’s of emotional intelligence i.e. Awareness, Acceptance, Attitude and Action. Awareness means knowing what one is feeling when one feels it. Acceptance means believing that emotions are a biological process taking place in the body and the brain and that is not always rational. It means being able to feel an emotions without judging it. Attitudes are belief that is attached to emotion. Based on these, we may understand one’s emotional intelligence as a result unitary ability helpful in knowing, feeling and judging emotions in close cooperation with one’s thinking process to behave in a proper way, for the ultimate realize of the happiness and welfare of the self in tune with others.

2. Review of Related Literature

- **Gupta and Kumar (2009)** examined the relationship between mental health with emotional intelligence and self-efficacy among college students. 200 participants (male and female) 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.
- **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.
- **Majid Mohammad (2012)** the study investigated the correlation between emotional intelligence and mental health of education managers in the Khoy city of Iran. The research sample included 150 (male and female) executives education Khoy city were selected using simple random sampling. There was no difference in emotional intelligence and mental health between men and women education managers. There is no difference between components of emotional intelligence and consciousness in relation to mental health.
- **Gandhi Naresh (2001)** concluded in his study that there was no significant difference between emotional intelligence of male and female students. There was a significant relationship between emotional intelligence and self –esteem of students.
- **Richardson (2002)** in dissertation study of 196 students transitioning from fifth to sixth grade, emotional intelligence was negatively correlated to the variables of transition trauma (students concerns role strain).analysis indicated that at least to some degree, emotional intelligence played a part in easing transition trauma more for girls than for boys. The patterns of EI levels did not very much over the transition period and girls seemed to indicate higher levels of EI than boys. EI made contribution to academic performance for girls even prior achievement and socioeconomic status were taken into account.

- **Parker (2002)** found consistent with expectations, academic success (staying at university) was strongly associated with emotional intelligence. Emotional intelligence scores (collected at the start of the 1st year of study) were able to correctly identify the majority of students who would return to the university for a second year of study, as well as the majority of students who would not return Trent University. Emotional intelligence scores were even better predictors in identifying students who would abandon post- secondary study entirely.
- **Manhas and Gakhar (2006)** found that there was positive and significant correlation between independent variables of general intelligence and emotional intelligence. Adolescent's creativity was positive and significant by correlated with their emotional intelligence. Significant positive correlation was also obtained between academic achievement and emotional intelligence.
- **Garg and Rastogi (2009)** conducted a study on 140 students having technical backgrounds. The findings suggest that students being emotionally intelligent can lead them to be resilient to stress, which determine their success at personal and professional front. The paper specifies aspects for building resiliency among students from the physiological and psychological point of view. These include the implementation of various educational programmes which can enhance their levels of emotions and be more resilient to stress. Bringing intelligence and stress resiliency when linked together develops like muscular strength and once this strength is developed intellectually, it leads to holistic development of human.
- **Sunita Rani (2012)** conducted a study on emotional intelligence of 160 male and female school teachers of Haryana. The study revealed that there was no difference in overall emotional intelligence.

3. Significance of the Study

Maintaining good mental health is crucial to living a long and healthy life. Good mental health can enhance one's life, while poor mental health can prevent someone from living an enriching life. According to Richards, Campania, & Muse-Burke (2010) "There is growing evidence that is showing emotional abilities are associated with prosocial behaviors such as stress management and physical health" (2010). It was also concluded in their research that people who lack emotional expression are inclined to anti-social behaviors. These behaviors are a direct reflection of their mental health. Self-destructive acts may take place to suppress emotions. Some of these acts include drug and alcohol abuse, physical fights or vandalism.

Emotional intelligence is a dynamic construct influenced by diverse biological, psychological, and social factors. A good deal of research has been conducted on emotional intelligence and it was found to be appearing as an important factor in the prediction of personal, academic and career success. Further the study will also boost up to the teacher educator, parents and counsellors in helping the senior secondary students to develop social and emotional intelligence in turn which will further lead them to better mental health as well as bear in stress and strain condition in life. Hence, there is a need to explore and more detailed research study to be conducted in this field.

4. Objective of the Study

- To compare the mental health of male and female senior secondary students of rural and urban area.
- To compare the emotional intelligence of male and female senior secondary students of rural and urban area.
- To study the relationship between mental health and emotional intelligence of male and female senior secondary students of rural and urban area.

5. Hypotheses of the Study

Following hypotheses were framed for testing the present study:

- There is no significant difference between mental health of male and female senior secondary students of rural and urban area.
- There is no significant difference between emotional intelligence of male and female senior secondary students of rural and urban area.
- There is a significant relationship between mental health and emotional intelligence of male and female senior secondary students of rural and urban area.

6. Method and Procedure

6.1. Design of the Study

Descriptive method of research was used to collect the data for analysis.

6.2. Sample of the Study

The representative proportion of population is called a sample. The sample of the study consisted of 400 senior secondary students out of which 200 students were taken from urban and 200 from rural areas. A simple random technique of sampling was used. Further 100 male and 100 female students were selected from each area.

6.3. Tools Used For Research Study

In order to collect the data for the present investigation, following tools were employed in the present study:

- Mental Health Battery (MHB) developed by Dr. A.K. Singh and Dr. A.S. Gupta (2000).
- Mangal Emotional Intelligence Inventory (MEII) developed by Dr. Mangal and Mrs. S.Mangal (2000).

6.4. Statistical Techniques Used

- Descriptive statistical techniques such as mean, median, standard deviation to test the normality of the distribution.
- The t-test was employed to test the significance of difference between means
- Correlation was worked out to find the relationship between mental health and social intelligence and mental health and emotional intelligence of rural and urban male and female students.

7. Analysis of Data and Interpretation of Results

- H 1: There is no significant difference between mental health of male and female senior secondary students of rural and urban area.

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1.	Male students	100	82.70	8.75	1.60	NS*
2.	Female students	100	80.87	7.39		

Table 1: Mean, S.D and t-value to locate difference in mental health scores of rural male and female students
*Not Significant at 0.01 & 0.05 levels

The results: Table.1 shows the mean difference between mental health of rural male and female students. The t-value testing the significance of mean difference observed in mental health between male and female students is 1.60, which is not significant at 0.01 and 0.05 levels. The similar study was conducted by Tejpreet Kang and Asha Chawla (2009) on the mental health of rural students. The sample of the study consisted of 100 rural students equally distributed over both sexes. The results revealed that non-significant difference existed in mental health status of rural adolescent boys and girls. Girls were found to be on the better side of mental health as compared to boys who were found to be more restless, lonely, angry and uneasy, whereas boys were found to have better somatic health in terms of somatic problems like headache, fatigue and sleeplessness compared to the girls.

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1.	Male students	100	82.60	7.33	0.343	NS*
2.	Female students	100	82.25	7.72		

Table 2: Mean, S.D and t-value to locate difference in mental health scores of urban male and female students
*Not Significant at 0.01 & 0.05 levels

Results: Table.2 shows the mean difference between mental health of urban male and female students. The t-value testing the significance of mean difference observed in mental health between male and female students is 0.343, which is not significant at 0.01 and 0.05 levels. Similar result shown by Aghara (1995) on his study 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.

- H 2: There is no significant difference between emotional intelligence of male and female senior secondary students of rural and urban area.

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1.	Male students	100	55.94	7.14	0.467	NS*
2.	Female students	100	55.45	7.75		

Table 3: Mean, S.D and t-value to locate difference in emotional intelligence scores of rural male and female students
*Not Significant at 0.01 & 0.05 levels

Results: Table. 3 shows the mean difference between emotional intelligence of rural male and female students. The t-value testing the significance of mean difference observed in emotional intelligence between male and female students is 0.467, which is not significant at 0.01 and 0.05 levels.

Sr. No.	Group	N	Mean	S.D	t-test	Level of significance
1.	Male students	100	65.47	7.27	0.990	NS*
2.	Female students	100	66.50	7.54		

Table 4: Mean, S.D and t-value to locate difference in emotional intelligence scores of urban male and female students
*Not Significant at 0.01 & 0.05 levels

Results: Table.4 shows the mean difference between emotional intelligence of urban male and female students. The t-value testing the significance of mean difference observed in emotional intelligence between male and female students is 0.990, which is not significant at 0.01 and 0.05 levels. Result also supported by S. Edannur (2010).

- H 3: There is a significant relationship between mental health and emotional intelligence of male and female senior secondary students of rural and urban area.

Sl. No.	Variables	r	Level of Significance
1.	Mental health and Emotional Intelligence (Rural male students)	0.809	S*

Table 5: Coefficient of Correlation between Mental Health and Emotional Intelligence of rural male students
* Significant at 0.01 & 0.05 levels

Result: As shown in table.5, the coefficient of correlation between mental health and emotional intelligence is 0.809, which is not significant at 0.01 and 0.05 levels. Therefore, our hypothesis 3 that, "There is a significant relationship between mental health and emotional intelligence of rural male students" has been accepted.

Sl. No.	Variables	r	Level of Significance
1.	Mental health and Emotional Intelligence (Rural female students)	0.985	S*

Table 6: Coefficient of Correlation between Mental Health and Emotional Intelligence of rural female students
* Significant at 0.01 & 0.05 levels

Result: As shown in table.6, the coefficient of correlation between mental health and emotional intelligence is 0.985, which is significant at 0.01 level and 0.05 level. Therefore, our hypothesis 3 that, "There is a significant relationship between mental health and emotional intelligence of rural female students" has been accepted.

Sl. No.	Variables	r	Level of Significance
1.	Mental health and Emotional Intelligence (Urban male students)	0.041	NS*

Table 7: Coefficient of Correlation between Mental Health and Emotional Intelligence of urban male students
*Not Significant at 0.01 & 0.05 levels

Result: As shown in table 7, the coefficient of correlation between mental health and emotional intelligence is 0.041, which is not significant at 0.01 level and 0.05 level. Therefore, our hypothesis 3 that, "There is a significant relationship between mental health and emotional intelligence of urban male students" has been rejected.

Sl. No.	Variables	r	Level of Significance
1.	Mental health and Emotional Intelligence (Urban female students)	0.857	S*

Table 8: Coefficient of Correlation between Mental Health and Emotional Intelligence of urban female students
* Significant at 0.01 & 0.05 levels

Result: As shown in table.8, the coefficient of correlation between mental health and emotional intelligence is 0.857, which is significant at 0.01 level and 0.05 level. Therefore, our hypothesis 3 that, "There is a significant relationship between mental health

and emotional intelligence of urban female students” has been accepted. Similar result shown by B. B. Saeed and F. Rabiee (2010) on his study (2003), Carmeli (2003), Day et al. (2002).

8. Conclusion

From the findings it may be concluded that, the mental health experienced by both male and female students is similar. It can be inferred that the mental health totally depends on individual way of thinking and social environment rather than gender bias. The investigator found that, there was no significant difference in rural and urban male and female students which shows that the mental health is present in the same amount in both sexes and locales. From the findings it may also be concluded that, both sexes are having similar levels of average emotional intelligence. Moreover, rural and urban students also have similar levels of average emotional intelligence. A significant correlation was found between mental health and emotional intelligence of rural male and female students. This inferred that, the person having a high score on emotional intelligence can deal in a better way with the mental health. The results indicate that mental health is positively correlated with emotional intelligence. G. Gupta and S. Kumar (2009) (2005) which support the findings of the present study. Furthermore N. Esmaili, E.B. Jamkhaneh (2012) on her findings showed that there was a significant relationship between components of emotional intelligence and mental health of male and female groups. It means if a person will be emotionally more intelligent or able to control his emotions efficiently than he will be mentally healthy and vice versa.

9. Educational Implications of the Study

The students of today, in general are considered to be under competitive environment, particularly with regard to the academic pressure. Therefore proper curriculum, adequate methods of instructions, proper guidance for school adjustment should be provided in the schools by counsellors and teachers about how they can get rid of the mental trauma themselves, under various physical, social and emotional conditions. The development of social intelligence, emotional intelligence, interests and good vision can reduce the poor mental health at all levels. Stress management helps them to control and reduce the tension that occurs with a situation that is considered difficult or unmanageable.

Teacher should make healthy relationship with his students. She should use appropriate methods of teaching and content material and should also create better learning environment.

Further, the present study will be helpful to the teachers to become more professional in their outlook and to do justice to their professional ethics and responsibility of creating a healthy and stress free environment and shaping individuals with high degree of social and emotional intelligence.

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