

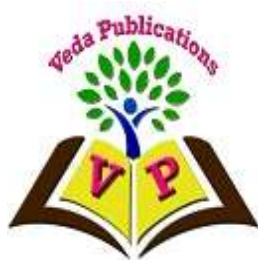
## STUDY OF RELATIONSHIP BETWEEN MENTAL HEALTH AND EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS

Dr. Mohsin Ali Khan

(Sr.Lecturer, Rameesh Institute Education, Greater Noida.)

Email: dr.khanalimohsin@gmail.com

### ABSTRACT



The present study aimed to investigate the relationship between mental health and emotional intelligence of secondary school students of private secondary schools of Delhi. A sample of 80 students (40 male & 40 female) was taken through random sampling technique. Standardized tools, for mental health and emotional intelligence, were applied to collect the data. Majority of the private secondary school students have shown moderate (good) mental health and emotional intelligence level. Female students were found better in mental health level as compare to male counterparts, whereas male students show moderate (good) emotional intelligence level as compare to female counterparts. The study revealed that; there is a significant difference mental health ( $t= 2.99$ ) and emotional intelligence ( $t= 3.54$ ) between male and female students. The study clearly reflects a positive relationship between mental health and emotional intelligence among 9th standard private secondary school students, which match with the study of Downey et al. (2008). It was concluded that students who possess good mental health, show the better emotional intelligence and vice-versa, as a result they are better in academic achievement.

**Keywords:** *Mental Health, Emotional Intelligence, Secondary School students, Positive Correlation, Significant Difference.*

## INTRODUCTION

Education is as old as the human race. Since the very dawn of civilization, it has been regarded as an essential part of all human society. So it should be updated according to the need of 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 is mere acquisition of bookish knowledge; shaping marks card, rather shaping successful future, unable to understand pupil needs, and 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. Why this vacuum is is being realized over the years. 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.

## MAIN ROLE OF EDUCATION

Education should be catering to the need of changing society as a result of knowledge exposition our societal norms, cultural practices, traditions, customs, beliefs, way of life and even our thinking strategies are also influenced. Hence it is the pre-requisite of our mobilized society is to have modified educational objectives. All the level of our educational practices should be designed for fullest development of an individual. Educations facilitate an individual for all round development of inner potentiality, which should be life centered and practically applicable in their life situations. Education should help an individual to inculcate, various values including individual, societal, national and international values. It also helps an individual make aware of global challenges and develops an ability to meet such challenges. Our educational practices should facilitate for balanced development of cognitive, affective and psychomotor development of an individual. However education for mental health is not gaining much importance in our school education.

Good mental health helps an individual to develop balanced personality. The status of an individual which helps psychological well-being in the society. Mental health is the status of mental growth and fitness to keep our life balance and mind functions in proper way in any environment. There are six dimensions of mental health are:

- a) Positive self evaluation
- b) Perception of reality
- c) Integration of Personality
- d) Autonomy
- e) Group oriented attitude
- f) Environmental Competency.

Buck (1985) has defined emotion as a process by which motivational potential is realized or readout, when activated by challenging stimuli since 1990; Peter Salovey and John J. Mayer (1990) in their influential article, "Emotional intelligence", defined emotional intelligence as, "The subset of social intelligence that involves the ability to monitor once own and others information to guide ones thinking and actions". Mare and Shalvey (1993) 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 ones thinking and action”.

### **RATIONALE OF THE STUDY**

All the level of our educational practices should be designed for fullest development of an individual. It is witnessed that our educational practices have been changed according to the need of global society. As a result 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. At present in Indian education system academic achievement seems to be the main factor that decides the future of students. In view of its great importance, a large number of studies were conducted on the factors which influence the academic achievement of the students. An overview of the survey of Literature reveals that so far no serious effort has been undertaken to study on Relationship among Mental Health and Emotional Intelligence of Secondary Schools. Therefore, the investigator feels it important to conduct a study on relationship between Mental Health and Emotional Intelligence of private secondary schools students in district south west Delhi. The results of study may provide some facts and implications for the stake holders to bring some desirable improvement among the students.

### **DEFINITIONS KEY TERMS**

**Mental Health:** It is the status of mental growth and fitness to keep our life balance and mind functions in proper way in any environment. There are six dimensions of mental health which are responsible for human behaviour is: a) Positive self evaluation b) Perception of reality c) Integration of Personality d) Autonomy e) Group oriented attitude f) Environmental Competency.

**Emotional Intelligence:** Emotional intelligence, is the subset of social intelligence that involves the ability to monitor once own and others information to guide ones thinking and actions. Emotional intelligence consists of ten factors namely; Self awareness, Empathy, Self motivation, Emotional stability, Managing relations, Integrity, Self development, Value orientation, commitment and Altruistic behavior.

**Secondary School Students:** Secondary School students are the students of classes IX, X, as per CBSE rules. These are those students who are passing through the period of adolescence, which is the most important and crucial period of human life.

### **OBJECTIVES OF THE STUDY**

1. To study the level of mental health of 9<sup>th</sup> standard private secondary school students.
2. To study the level of emotional intelligence of 9<sup>th</sup> standard private secondary school students.
3. To find a significant difference in mental health and emotional intelligence between male and female students.
4. To find out the relationship between mental health and emotional intelligence of 9<sup>th</sup> standard secondary school students.

## HYPOTHESES OF THE STUDY

In order to achieve the mentioned objectives of the study, the following Null hypotheses (H<sub>0</sub>) was formulated for testing the objectives.

1. There is no significant difference in mental health and emotional intelligence between male and female 9<sup>th</sup> standard private secondary school students.
2. There is no significant relationship between mental health and emotional intelligence of 9<sup>th</sup> standard private secondary school students.

## RESEARCH METHOD

Normative Research survey method was employed to carry out the present study.

## POPULATION AND SAMPLE

Students of all private secondary schools of district south west Delhi have constituted the population of the study. For the present study, a sample of eighty students (40 male and 40 female) of 9<sup>th</sup> standard was selected through random sampling technique from four private secondary schools of District South West Delhi.

## TOOLS USED

The following standardized tools were employed for data collection:

- Mental Health Scale (M H S) Developed By Jagdish and Srivastava (1995)
- Emotional Intelligence Scale (EIS) By Anukool Hyde and Upinder Dhar (2002)

## DATA ANALYSIS

The data was analysed qualitatively as well as quantitatively to interpret the results.

**Table 1. Total number and percentage of students having various levels of Mental Health**

Sr.No.	Levels	No of students	Percentage
	<b>High</b>	20	25.00
2	<b>Moderate</b>	52	65.00
3	<b>Low</b>	08	10.00
<b>Total</b>		<b>80</b>	<b>100</b>

From the above table 1 it was found that majority of students (65%) come in moderate category, whereas 25% students fall in high level and only 10 % show low level of mental health.

**Table 1.1: Male students showing various levels of Mental Health**

Sr.No.	Levels	No. of students	Percentage
1.	<b>High</b>	06	15
2.	<b>Moderate</b>	26	65
3.	<b>Low</b>	08	20
<b>Total</b>		<b>40</b>	<b>100</b>

From the above table 1.1 it was found that majority of male students (65%) come in moderate category, whereas 15% male students fall in high level and only 20 % students show low level of mental health.

**Table 1.2: Female students having various levels of Mental Health**

Sr.No.	Levels	No. of students	Percentage
1	<b>High</b>	16	40
2	<b>Moderate</b>	22	55
3	<b>Low</b>	02	05
<b>Total</b>		<b>40</b>	<b>100</b>

From the above table 1.2 it was found that majority of female students (55%) come in moderate category, whereas comparatively more female students 40% fall in high level and only 05 % show low level of mental health.

**Table 1.3: Difference in Mental Health Level between male and female students**

Type of Student	Number of Students (N)	Mean value (M)	Standard Deviation	't' value	Result
<b>Male</b>	40	203.52	24.94	<b>2.99*</b>	<b>*Significant</b>
<b>Female</b>	40	237.85	37.63		

$$d.f = (N_1 + N_2 - 2) = 78$$

Table 1.3 shows the difference between means of mental health of male and female secondary students calculated as 34.33 and S.D 12.69 with a significant difference (t-value 2.99). Which indicates that, the null hypothesis; ‘there is no significant difference in mental health between male and female students’ was *rejected*. Thus both male and female students differ in their mental health level. Female students seem to be more fit in their mental health than their counterpart.

**Table 2. Number and percentage of students showing Levels of Emotional Intelligence**

Sr.No.	Levels	Number of Student	Percent
1.	<b>High</b>	20	25
2.	<b>Moderate</b>	52	65
3.	<b>Low</b>	08	10
<b>Total</b>		<b>80</b>	<b>100</b>

From the above table 2 it was found that majority of students (65%) come in moderate category, whereas 25% students fall in high level and only 10 % show low level of mental health.

**Table-2.1: Male students showing various levels of Emotional Intelligence**

Sr.No.	Levels	Number of Student	Percentage
1	<b>High</b>	14	35
2	<b>Moderate</b>	22	55
3	<b>Low</b>	04	10
<b>Total</b>		<b>40</b>	<b>100</b>

**Table-2.2: Female students showing various levels of Emotional Intelligence**

Sr.No.	Levels	Number of Student	Percentage
1	<b>High</b>	06	15
2	<b>Moderate</b>	22	55
3	<b>Low</b>	12	30
<b>Total</b>		<b>40</b>	<b>100</b>

**Table 2.3: Difference in Emotional Intelligence level between male and female students**

Type of Student	Number of Students (N)	Mean value (M)	Standard Deviation	't' Value	Result
Male	40	247.59	43.92	3.54*	*Significant
Female	40	204.82	27.68		

$$d.f = (N1+N2-2) = 78$$

Table 2.3 shows the difference between means of mental health of male and female secondary students calculated as 42.77 and S.D 16.24 with a significant difference (t-value 3.54). Which indicates that, the null hypothesis; 'there is no significant difference in mental health between male and female students' was *rejected*.

Thus both male and female students differ in their emotional intelligence level. Male students are found more emotionally mature than their counterpart female students.

**Table 4. Relationship between Mental Health and Emotional Intelligence**

Sr.No.	Variables	Sample Size (N)	Correlation Value (r)	Result
1.	<b>Mental Health</b>	N= 40	<i>*r = 0.58</i>	<i>*Moderate Positive Correlation</i>
2.	<b>Emotional Intelligence</b>	N= 40		
<b>Total</b>		<b>N= 80</b>		

$$d.f = (N1+N2-2) = 78$$

From the above table 4, it was observed that a moderate positive correlation between mental health and emotional intelligence ('r' value 0.58) was found, thus the Null hypothesis; there is no significant relation between mental health and emotional intelligence was summarily *rejected*. This describes that, mental health and emotional intelligence are two interdependent variables, and both terms can be treated as two sides of a same coin. Students having moderate (good) mental health will show good emotional intelligence and vice-versa.

## MAJOR FINDINGS AND DISCUSSION OF RESULT

- ❖ Out of total students (80) 65% secondary students of standard 9<sup>th</sup> have moderate level of mental health. Whereas 15% of students including boys and girls possess moderate level and only 20 % show low level of mental health.
- ❖ Out of total students (80) 65% of students have moderate level of emotional intelligence. Whereas 25% of students including boys and girls possess moderate level and only 10 % show low level of emotional intelligence.
- ❖ A significant difference in means of mental health (t-value 2.99) and emotional intelligence (t- value 3.54) was seen between male and female students, which indicates the gender difference impact on both mental health and emotional intelligence
- ❖ A positive relationship between mental health and emotional intelligence (\*r value - 0.58) was found, which reveals that both variables are interrelated and interdependent which match with the study of *Downey et al. (2008)*
- ❖ The study further reveals that; there are gender difference in the level of mental health and emotional intelligence. Therefore, it was understood that both boys and girls are similar in their innate capacities, girls seems to process a higher level of mental health but a bit low level of emotional maturity results in low strong decision making.
- ❖ Students having good mental health possess high emotional intelligence; as a result they show better academic achievement and vice-versa.

## EDUCATIONAL IMPLICATIONS

- The study shows that students, who are having sound mental health, are having high emotional intelligence as a result they show better academic achievement.
- The school should adopt suitable curricular and co-curricular practices to cater good mental health and emotional intelligence of the students.
- Parents and members of the community should also take care to maintain their mental health and enhance the emotional intelligence for all round development of the children.
- Teachers have to give individualized instruction and pay attention to the students at this level to show higher level of academic performance.
- The government has to introduce some policies and programs to enhance mental health and emotional intelligence of students.

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