



Influence of Emotional Intelligence on Mental Health of Adolescents

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Abstract—The present study aims to study the influence of emotional intelligence on mental health on adolescents. The objective of the study were a) to study the effect of emotional intelligence, gender and their interaction on the mental health of adolescents; b) to study the effect of emotional intelligence, type of school and their interaction on the mental health of adolescents. As sample for the present 800 students studying in Class X were selected randomly. The data was collected using Mental Health Inventory developed by Dr. Jagdish and Prof. A. K. Shrivastava and Emotional Intelligence Inventory was developed by Dr. S. K. Mangal and Mrs. Shubhra Mangal. The data was analysed with the help of 2 X 2 Factorial Design ANOVA of Unequal Cell Size. The results indicated a significant difference in the mental health of adolescents having different levels of emotional intelligence and the difference is in favour of adolescents with good emotional intelligence; mental health of adolescents is not affected by the gender of the adolescents; no combined effect of emotional intelligence and gender on the mental health of adolescents was found; mental health of the adolescents may be dependent on the type of school in which they study and the difference is in favour of private school; and no combined effect of emotional intelligence and type of school was found on the mental health of adolescents.

Keywords:— Mental health, Emotional intelligence, Hypothesis, Adolescents.

1. INTRODUCTION

The recent developments in studies related to adolescents and the factors affecting their well-being in theory and practice show that, it is an area of concern that needs immediate and targeted attention. Significant amount of work both in theory and practice has been done on adolescents and the aspect of their general wellbeing abroad. As adolescence is a period of continuous and violent change both physically and mentally, it is important that their mental health and confidence on self is instilled and provided proper impetus. Hence the first step is to look into the various ways in which the mental health of the students is affected. And it is research which can help us in this direction. If one knows the current level of mental health the adolescents possess and the various aspects that influence it, in Indian situations, the process of developing methods to improve their well being would be greatly revolutionized. A good deal of research has gone into the area of adolescent sand the various aspects influencing them. In the present paper, an attempt is made to find the influence of emotional intelligence on the mental health of adolescents. Here gender and type of school are taken as the demographic variable and an attempt to find the influence of these too is done in the present study.

2. MENTAL HEALTH

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel and act as we cope with

life. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. Important mental health habits—including coping, resilience, and good judgment—help adolescents to achieve overall wellbeing and set the stage for positive mental health in adulthood. Mood swings are common during adolescence. A number of studies have been conducted in this important aspect. Zaharakar (2007) reviews etiology and prevention literatures, exploring relationship between problem and positive youth behaviors and reported that risky/unhealthy/anti-social behaviors, poor mental health and poor academic achievement are highly correlated with and predict each other, while positive mental health strongly influences success and happiness. Oginsa-Bulik (2005) focused on the regulation of emotional distress (emotional focused coping) and efforts to regulate or influence the source of the problem. Individuals who have high emotional intelligence would tend to have low rates of aggressiveness and violent crime as well as other mental health problems. The significant correlations have been reported between of well-being and variables such as depression, self-esteem and internal orientation (Genia, 2001), emotional well-being and life satisfaction (Kim, Heinemann, Bode, Sliwa, & King 2000) emotional instability and mood disorders (Leach, & Lark, 2004) and stress (Woodbury, 1992). Singh (2011) found no significant gender difference in mental health of the adolescents. Sharma and Lata (2014) found that there was a positive correlation between mental health of adolescents and school environment. Significant difference had been found between the mental health of adolescents studying in co-educational and separate school Kornhauser (1983).

3. EMOTIONAL INTELLIGENCE

Emotional intelligence is an aspect that is of profound importance as during adolescence the children are highly emotional and impulsive. Emotional intelligence refers to the

ability to perceive, recognize and express emotions, to assimilate emotions in thought, understanding and trying to help regulate emotions and feelings of self and others (Mayer & Cobb, 2000; Salovey & Mayer, 1989). Emotional Intelligence could be considered as a factor, which could be learned and taught as a mediator, which could preserve and improve mental health. Individuals of high emotional intelligence can recognize their feelings and emotions and they better control and manage them (Thomas, and et al 2006). Goleman (1995) suggested the need to bring intelligence to emotions. Using Emotional intelligence can people motivate themselves to persist in face of frustration; regulate their moods and delay gratification; regulate their moods and keep distress from swamping their ability to think and empathize and hope which is necessary during adolescence. Hence this area also needs to be researched further increasing understanding regarding this important aspect, especially with the academic self-efficacy as a variable.

Purpose of the Study

The above studies suggest that sound mental health is an essential constituent in the harmoniously development of adolescents. Further it can also be seen that emotional intelligence plays an importance part in the wellbeing of an individual. Taking into account the immense importance of adolescent's mental health and emotional intelligence to become a civilized and productive member of the society it was necessary that research be conducted in this important area.

Objectives of the Study

- To study the effect of emotional intelligence, gender and their interaction on the mental health of adolescents.
- To study the effect of emotional intelligence, type of school and their interaction on the mental health of adolescents.

Hypothesis of the Study

- There is no significant effect of emotional intelligence on the mental health of adolescents
- There is no significant effect of gender on the mental health of adolescents
- There is no significant interaction of emotional intelligence and gender on mental health of adolescents.
- There is no significant effect of type of school on the mental health of adolescents.
- There is no significant interaction of emotional intelligence and type of school on mental health of adolescents.

4. METHODOLOGY

Method of this study was descriptive type. The population of the present study comprised of all the students (N=4538) those who are studying class X in secondary schools (N=130) of Jabalpur district of Madhya Pradesh. From this a sample 800 students were selected randomly. In order to collect the data the investigator personally visited all the schools and collected data from the students. The data was analysed with the help of 2 X 2 Factorial Design ANOVA of Unequal Cell Size.

Tools Employed in the Study

For collecting the data of the present study the following tools were used:

Mental Health Inventory was developed by Dr. Jagdish and Prof. A. K. Shrivastava. This test can be used as a group or an individual test, for ages 15 and above, no time and age limit is enforced in the testing. It covers the 6 dimensions of sound mental health which includes Positive Self-Evaluation (self-confidence, self-acceptance, self-identity, feeling of worth-whileness, realization of one's potential etc); Perception of Reality (related to perception free from need distortion, absence

of excessive fantasy, ability to face and accept realities of life); Integration of Personality (indicates balance of psychological forces in the individual, includes emotional maturity, ability to concentrate at work and interest in several activities); Autonomy (the actions of people are independent rather than dependant on other persons); Group Oriented Attitudes (ability to work with others and ability to find recreation); and Environment Mastery (Efficiency in meeting situational demands, the ability to take responsibilities and capacity for adjustment). The inventory includes 56 items including 32 'false-keyed' and 24 'true-keyed' items. Four alternative responses have been given to each statement i.e. always often, rarely and never. The score ranges from 56 to 224.

Emotional Intelligence Inventory was developed by Dr. S. K. Mangal and Mrs. ShubhraMangal. It has been designed for students above 14 years of age of school, college and university on the measurement of emotional intelligence (total as well as separately) in respect of four areas or aspects of emotional intelligence namely, intra-personal awareness (knowing about one's own emotions), inter-personal awareness (knowing about others emotions), intra-personal management (managing one's own emotions), and inter-personal management (managing others emotions). There are 100 items in the emotional intelligence inventory. The mode of response to each of the item of the inventory is in the form of a forced choice i.e. either yes or no, indicating complete agreement or disagreement with the purposed statement respectively. The maximum possible score is 100 whereas the minimum possible score is 0.

5. ANALYSIS AND INTERPRETATION

In the lines that follow the analysis and interpretation is done objective wise.

Effect of Emotional Intelligence, Gender and their Interaction on the Mental Health of Adolescents

This section relates to analysis and interpretation of data pertaining to objective number 1 of the study that reads: “To study the effect of emotional intelligence, gender and their interaction on the mental health of adolescents.” and seeks to test the hypothesis a) There is no significant effect of emotional intelligence on the mental health of adolescents: b) There is no significant effect of gender on the mental health of adolescents: and c) There is no significant interaction of emotional intelligence and gender on mental health of adolescents. The data related to the emotional intelligence of adolescents was collected using Emotional Intelligence Inventory developed by Dr. S. K. Mangal and Mrs. Shubhra Mangal and the students were categorized as having good or poor emotional intelligence according to the scores obtained by them in the inventory. The scores of mental health were collected using the Mental Health Inventory developed by Dr. Jagdish and Prof. A. K. Shrivastava. The data were analysed with the help of 2 X 2 Factorial Design ANOVA of Unequal Cell Size. The results are presented in table 1 and 2.

Table – 1: Summary of 2 X 2 ANOVA for Mental Health of Adolescents by Emotional Intelligence and Gender

Sources of Variance	SS	DF	MSS	F-Value
Emotional Intelligence	199579.221	1	199579.221	505.778 *
Gender	1372.694	1	1372.694	3.479
Emotional Intelligence X Gender	1352.208	1	1352.208	3.427
Error	314100.642	796	394.599	

* Significant at 0.01 level

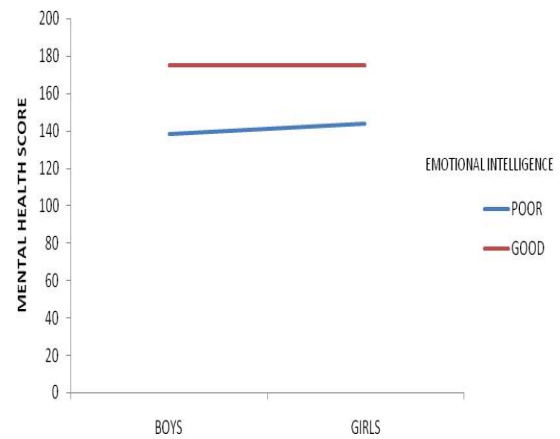


Figure 1 Mean Level of Mental Health of Adolescents by Emotional Intelligence and Gender

Mental health scores were subjected to a two-way analysis of variance having two levels of emotional intelligence (poor, good) among boys and girls. From table 1 and 2 and the subsequent figure 1, it can be seen that the analysis yielded a significant effect for emotional intelligence, $F(1, 796) = 505.778$, $p < .01$, indicating that the mental health scores were significantly higher for adolescents with a good level of emotional intelligence ($M = 174$, $SD = 18.872$) than for adolescents with a poor level of emotional intelligence ($M = 139.93$, $SD = 21.168$). Therefore the null hypothesis namely “there is no significant effect of emotional intelligence on the mean mental health score of adolescents” is rejected. This indicates that there exists a significant difference in the mental health of adolescents have different levels of emotional intelligence and the difference is in favour of adolescents with good emotional intelligence. The findings of the study is in confirmation with Mark and Swan (2003) and Katyal and Awasthi (2005).

Further, it is found that there is no significant effect of gender on the mean mental health scores of adolescents, $F(1, 796) = 3.479$, $p > .05$, indicating the mental health scores of boys ($M = 156.465$, $SD = 18.525$) were not significantly different from that of girls ($M = 159.27$, $SD = 20.478$). Therefore the null hypothesis namely “There is no significant effect of gender on the mean mental health score” is not rejected. Hence it can be inferred

Table 2. Mean, SD and N for Mental Health of Adolescents emotional intelligence and type of school Gender

Gender	Emotional Intelligence								
	Poor			Good			Total		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
Boys	138.17	21.251	241	174.76	15.799	159	156.465	18.525	400
Girls	143.76	20.565	111	174.78	20.391	289	159.27	20.478	400
Total	139.93	21.168	352	174.77	18.872	448			

that mental health of adolescents is not affected by the gender of the adolescents.

Table 1 and figure 1 show that interaction effect (Emotional Intelligence X Gender) was not significant, $F(1, 796) = 3.427, p > .05$. Therefore the null hypothesis namely “There is no significant interaction of emotional intelligence and gender on mean mental health score” is not rejected. Here it can be inferred that there is no combined effect of emotional intelligence and gender on the mental health of adolescents.

The findings of the study is in confirmation with Alexander and Mohapatra (2015) and Ciarrochi, Deane & Anderson (2002). who found that that girls have higher emotional intelligence that that of boys. The finding is also asserts the findings of Samuel (2007) who stated that if you have high emotional intelligence, you could be compatible with problems and challenges to make a better life and control your emotion effectively, so you can provide necessities for your mental health enhancement and improvement. On the other side, low emotional intelligence may be a potential cause of threatening mental health.

Effect of Emotional Intelligence, Type of School and their Interaction on the Mental Health of Adolescents

This section relates to analysis and interpretation of data pertaining to objective number 3 of the study that reads: “To study the effect of emotional intelligence, type of school and their interaction on the mental health of

adolescents.” and seeks to test the hypothesis a) there is no significant effect of emotional intelligence on the mental health of adolescents: b) there is no significant effect of type of school on the mental health of adolescents: and c) there is no significant interaction of emotional intelligence and type of school on mental health of adolescents. The data were analysed with the help of 2 X 2 Factorial Design ANOVA of Unequal Cell Size. The results are presented in table 3 and 4.

Table – 3: Summary of 2 X 2 ANOVA for Mental Health of Adolescents by Emotional Intelligence and Type of School

Sources of Variance	SS	DF	MSS	F-Value
Emotional Intelligence	141592.810	1	141592.810	394.251*
Type of School	30581.056	1	30581.056	85.150*
Emotional Intelligence X Type of School	1040.330	1	1040.330	2.897
Error	285878.143	796	359.143	

* Significant at 0.01 level



Figure 2 Mean Level of Mental Health of Adolescents by Emotional Intelligence and Type of School

Table 4. Mean, SD and N for Mental Health of Adolescents emotional intelligence and type of school Gender

Type of School	Emotional Intelligence								
	Poor			Good			Total		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
Govt	135.44	20.175	254	167.28	17.443	146	151.36	18.809	400
Private	151.58	19.23	98	178.4	18.491	302	164.99	18.8605	400
Total	139.93	21.168	352	174.77	18.872	448			

A 2 x 2 factorial ANOVA was conducted on mental health with emotional intelligence (poor, good) and type of school (government, private) as factors. From table 3 and 4 and the subsequent figure 2, it can be seen that the main effect of emotional intelligence was significant, $F(1,796)395.251$, $p < .01$, indicating that the mental health scores were significantly higher for adolescents with a good level of emotional intelligence ($M = 174.77$, $SD = 18.872$) than for adolescents with a poor level of emotional intelligence ($M = 139.93$, $SD = 21.168$). Therefore the null hypothesis namely “there is no significant effect of emotional intelligence on the mean mental health score of adolescents” is rejected. This indicates that there exists a significant difference in the mental health of adolescents have different levels of emotional intelligence and the difference is in favour of adolescents with good emotional intelligence.

Further a significant main effect of type of school on mental health was found, $F(3, 796) = 85.15$, $p < .01$. Since there is significant difference in the mean mental health scores of adolescents from different types of school, the hypothesis namely “there is no significant effect of type of school on the mental health of adolescents” is rejected. Thus it can be inferred that mental health of the adolescents may be dependent on the type of school in which they study. The mean mental health scores of student from private schools, ($M = 164.99$, $SD = 18.8605$) is better than the students from government schools, ($M = 164.99$, $SD = 18.8605$).

The emotional intelligence x type of school interaction was not significant, $F(3, 796) = 2.897$, $p > .05$ (figure 4). Therefore the null hypothesis namely “there is no significant interaction of emotional intelligence and type of school on mean mental health score” is not rejected. Here it can be inferred that there is no combined effect of emotional intelligence and type of school on the mental health of adolescents.

The findings of the study is similar to Manhas (2004) who found a significant difference in the emotional intelligence of adolescents of government schools and private schools as well as of urban and rural areas. These findings have also been supported by studies of Singh (1988) and Tripathy (1990).

6. CONCLUSION

From the above it can be inferred that –

1. There exists a significant difference in the mental health of adolescents have different levels of emotional intelligence and the difference is in favour of adolescents with good emotional intelligence.
2. Mental health of adolescents is not affected by the gender of the adolescents.
3. There is no combined effect of emotional intelligence and gender

on the mental health of adolescents.

4. Mental health of the adolescents may be dependent on the type of school in which they study and the difference is in favour of private schools.
5. There is no combined effect of emotional intelligence and type of school on the mental health of adolescents.

Educational Implications

From the above results it can be inferred that children with good emotional intelligence have better mental health, hence efforts should be made at school level so that student develop good emotional intelligence by conducting activities where they identify their own and others emotions and to empathize with it. Training need to be imparted at school in such a way that they learn to understand the moods of others in terms of company and places and how to conduct oneself in such situations. Since the mental health of students private schools private schools is better, there is urgent need to take immediate steps in this direction and efforts should be made to ensure that government school students should also possess sound mental health.

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