International Journal of Language, Literature and Culture (IJLLC)
ISSN: 2582-9823
Vol-3, Issue-3, May-Jun 2023
Journal DOI: 10.22161/ijllc
Article CrossRef DOI: https://dx.doi.org/10.22161/ijllc.3.3.4
Peer-Reviewed Journal

Analysis of the Relationship between Emotional Intelligence and Mental Health in School Students

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Article Info

Received: 11 May 2023,

Received in revised form: 14 Jun 2023,

Accepted: 22 Jun 2023,

Available online: 30 Jun 2023

Keywords— ***Mental, Health, Spiritually, Emotional, Intelligence, Human***

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Abstract

Nature's most intelligent and spiritually advanced creature is the human person. Everyone has the capacity to think and act spatially. The main aim of the study is Analysis of the relationship between emotional intelligence and mental health in school students. The study design and approach are referred to as the methodology. It is often referred to as the methodology of the research. Researchers looked at the mental health and emotional intelligence of students from rural areas, urban areas, both rural and urban areas, and discovered a significant and positive association between the two factors.

I. INTRODUCTION

Nature's most intelligent and spiritually advanced creature is the human person. Everyone has the capacity to think and act spatially. Humans stand apart from all other natural phenomena because of their exceptional qualities. Getting a good education is crucial because it allows one to grow both personally and professionally. Civilization and modernity on all levels—intellectual, spiritual, social, cultural—benefit from access to education. To rephrase, education is a pivotal factor in shaping a person's and a country's holistic growth. Citizens with advanced levels of education are a boon to the progress of any nation. Therefore, a strong educational system is crucial for every country's progress. Academic performance and accomplishment are often used measures of educational quality. Student potential and talents may be assessed mostly by their academic performance. It has a direct impact on people's standard of living and the amount of money collected by local, state, and federal governments via taxation. Each nation strives to improve the educational standards of its residents as it recognizes the value of a well-educated population.

Institutions of the formal and organized schooling system. Every school hopes its pupils will make an effort to master the material they've been assigned. Students who want to excel in their studies should draw on all of their mental, emotional, and physical resources. For a very long time, it was believed that a student's success was tied only to his mental faculties. Nonetheless, today's educators, psychologists, sociologists, biologists, physicians, and others all agree that students' emotions and motor skills play a significant part in shaping their academic success. Learners' success depends on a number of characteristics, although some are more crucial than others, including motivation, adaptability, personality, accomplishment motivation, and others. However, pupils' ability to make full use of these emotional elements and cognitive power depends on their overall mental health. The state of one's mind is crucial to one's growth and development at every stage of life. Optimal mental health is a potent stimulant for the growth of all aspects of intelligence, emotion, and action. In addition to material prosperity, a healthy mind is essential to a fulfilled existence. It's true that having a healthy mind is one of the most effective means by which a person might experience happiness. When our minds are sound, we take pleasure in our daily lives and the company of those close to us. One of the signs of mental wellness is the willingness to try new things and take calculated risks in pursuit of goals. He may be able to help us deal with issues at home and in the workplace.

1.1.1 Emotional intelligence

Emotional Intelligence (EI) combines the concepts of emotional understanding with logical reasoning. An emotional state is characterized by a combination of physiological and mental agitation or excitation. Memory, understanding, reasoning, and the capacity to think abstractly are all components of intelligence. Emotional intelligence is a subset of general intelligence that deals with feelings and moods. The influence of the emotive domain on the cognitive domain of intelligence gives rise to emotional intelligence.

1.1.2 Personality

Originating from the Latin word persona, which literally means "mask," the English term "personality" has a fascinating history. Personality is a person's unique pattern of thought, emotion, and behavior. One's expectations, self-perceptions, values, and attitudes are all heavily influenced by the persistent pattern of thoughts, emotions, social adaptations, and behaviors that make up one's personality. Human responses to stress, issues, and other individuals may be predicted as well. It is the sum of a person's positive and negative characteristics and ways of behaving. Everything about a person—his body, mind, emotions, and spirit—are included. Personality, therefore, may be thought of as the arrangement of many different characteristics. It's the sum of a person's innate talents and skills as well as their acquired knowledge and experience. The term "personality" has not yet been agreed upon by all psychologists.

1.1.3 Mental Health

Mental health may be thought of as an attitude that we have toward ourselves and others. It is comprised of a person's self-physical condition, self-concept, self-confidence, self-concept of life, perception of others, perception by others, and satisfaction to success, as well as adjustment, intellectual capacity, and emotional stability.

1.1.4 Emotional Intelligence

Emotional intelligence may be defined as the capacity to comprehend one's own and other people's feelings, as well as to make effective use of and control over one's own and other people's emotional experiences.

II. LITERATURE REVIEW

Pourpanah, Ahad & Gheshlaghi (2023) The primary goal of this study is to examine how students majoring in physical education at Islamic Azad University in Urmia do academically in relation to their levels of cognitive, emotional, and social intelligence. This study is a combination of a correlational descriptive study and an applied study because of its practical relevance. There will be a total of 650 participants in the study, and they will all be physical education majors at Urmia Azad University in the 2023–2024 academic year. According to Morgan's chart, the total number of randomly chosen participants is 241. This study gathered data using four different emotional intelligence questionnaires: one from Bradbury and Graves (2004), one from Taghizadeh and Nikkhah (2015), one from Tet (2008), and one from Pham and Taylor (1999) for measuring academic achievement. The questionnaires' internal reliability was calculated using the Cronbach's alpha technique, yielding coefficients of 0.87 for emotional intelligence, 0.90 for cognitive intelligence, 0.78 for social intelligence, and 0.80 for academic achievement. Regression analysis in spss 21 and Pearson's or Spearman's correlation coefficients were used to determine the strength of the connection between the study's variables. Cognitive intelligence, emotional intelligence, and social intelligence were all shown to have a favorable correlation with the academic achievement of physical education students at Urmia Islamic Azad University ($p<0.05$).

Emon, Md Mehedi & Siam (2023) The goal of this research is to examine how EQ affects students' academic success in private universities in Bangladesh. The relationship between pupils' emotional intelligence and their academic success is also investigated. The research uses a hybrid strategy, combining quantitative and qualitative techniques. Interviews were used to obtain the qualitative data, while a survey questionnaire was used to acquire the quantitative data. Three hundred first-year students from three different private institutions in Bangladesh made up the study's sample. According to the results, emotional intelligence may help college students succeed academically. Age, gender, academic year, family history, and academic success are all identified as characteristics that affect emotional intelligence in this research. The report finishes with suggestions for colleges and governments to improve students' academic performance by fostering emotional intelligence.

Pimple, Jui (2023) The presence of pleasant emotions, life satisfaction, and the absence of negative emotions constitute psychological well-being (PWB). Resilience, social support, mindfulness, yoga, mental health, etc., all play a role. One such aspect that might have an effect on one's mental health is emotional intelligence (EI). Therefore, the purpose of this study was to investigate whether or not there is a connection between undergraduates' EI and their PWB and to analyze any gender variations in this area. The PGI General Well-being Measure was created by Verma and Verma, whereas the Emotional Intelligence Scale was established by Dhar, Hyde, and Pethe. 45 male and 75 female undergraduates were included in the sample for this research. The study approach used was a quasi-

experimental separate group design, and the data was gathered using a non-probabilistic purposive sampling technique. SPSS version 21 was used to analyze the data. There is a strong positive relationship between EI and PWB, as measured by the Pearson product-moment correlation. T-test results demonstrate that there is a considerable gender difference in EI, with men having higher EI than females, but no such difference in PWB. Consequently, it is argued that individuals' emotional intelligence does predict PWB, however it is not the sole factor leading to PWB. Emotional intelligence, as defined by Singh (2003), is "the capacity to recognize and manage one's own as well as other people's emotional cues in socially appropriate ways." According to him, there are three components of a person's psyche that make up their level of emotional intelligence: emotional competence, emotional maturity, and emotional sensitivity. It's true that college life is as rigorous and stressful as everyone says it is. College students face pressure to succeed in a variety of areas, including academics, developing a sense of independence, and forming healthy relationships.

Sethi, Manoj (2023) In this research, we investigate how Emotional Intelligence (EQ) relates to academic stress experienced by undergraduate students. Three hundred undergraduates (150 males and 150 females) from the colleges in the Balasore area were chosen at random for the study. Shutte's Emotional Intelligence Test (SSREIT) and B. Rao's (2008) Students' Academic Stress Scale (SASS) were used to measure EQ and scholastic pressure, respectively. Pearson correlation and t-tests were used for data analysis. There was no statistically significant correlation between EQ and academic pressure, the study found. Similarly, the t-test result indicates there is no statistically significant difference in EQ between the sexes. Furthermore, there were no gender differences in terms of academic stress that could be statistically accounted for. For future research, this study's findings on EQ, student stress, and gender disparities are very useful.

Wekke, Ismail & Iswanto (2023) Students, like the rest of society, may benefit from recognizing and developing their emotional intelligence. Students may go farther in their chosen fields if they learn to identify and use their emotional intelligence. The purpose of this research was to look at how students' emotional intelligence relates to their performance in the classroom. Methods: One hundred clinical psychology students from Trisakti University's School of Medicine in Jakarta, Indonesia, participated in correlational research in 2021. Emotional intelligence was measured by means of the Bar-On exam. SPSS was utilized for statistical analysis, namely the Pearson correlation coefficient and the independent t-test. The results showed that both emotional intelligence and academic success were significantly different as a function of age ($P < 0.05$ and $P < 0.01$, respectively). In addition, the age variable was significantly related to the emotional intelligence ($r = 0.271$, $P = 0.005$), initiative ($r = 0.187$, $P = 0.024$), self-awareness ($r = 0.283$, $P = 0.031$), and responsibility ($r = 0.757$, $P = 0.005$) components, as well as the problem solving ($r = 0.310$, $P = 0.002$), stress tolerance ($r = 0.291$, $P = 0.002$), reality testing ($r = 0.280$ Students need emotional self-regulation skills to succeed in school, but they can't realize their full academic potential until they develop other aspects of emotional intelligence as well.

III. METHODOLOGY

The study design and approach are referred to as the methodology. It is often referred to as the methodology of the research. It is the organizational framework and methodological approach to an inquiry that is designed with the intention of obtaining answers to research questions in an appropriate manner and controlling variation. Because the dependability and validity of the findings acquired from any scientific research is contingent upon the exact, precise, and scientific design and method, both the design and the technique play a significant part in every scientific study.

3.1 SAMPLING AND SAMPLE

For this particular study, the researchers chose 600 pupils from 30 different schools across six different districts in Haryana to participate in a simple random selection. Each district has their choice of five schools represented.

IV. RESULTS

4.1 HIGH SCHOOL STUDENTS' EMOTIONAL INTELLIGENCE IS CORRELATED WITH THEIR OVERALL MENTAL HEALTH

The Pearson Product Moment Correlation was utilized in order to investigate whether or not there is a connection between students' overall mental health and their emotional intelligence. The following is a summary of the link between mental health and emotional intelligence for the entire sample, males from rural areas, males from urban areas, females from rural areas, and females from urban areas.

4.1.1. The Relationship Between Students' Overall Mental Health and Their Emotional Intelligence in School

According to what can be shown in Table-4.1, the correlation coefficient for the relationship between students' overall mental health and their emotional intelligence is 0.566. In the case of a two-tailed hypothesis, the table value for significance at a level of 0.01 and 598 degrees of

freedom is 0.106. The value obtained is more than the value in the table. According to the findings of this study, there is a positive and statistically significant association between students' mental health and their emotional intelligence.

Table 4.1 Synopsis of the present-moment relationship between students' emotional intelligence and their mental health

Statistical Parameters	Variable	
	Mental Health	Emotional Intelligence
N	600	600
Sum	163098	291951
Sum of Squares	45145134	144485025
Mean	271.830	486.585
S.D.	36.778	63.641
Sum of Products	80154954	
Correlation	0.566**	
** p< 0.01 (Significant at 0.01 level)		

As a result, the hypothesis that "there is no significant relationship between mental health and emotional intelligence of total school students" cannot be supported at the 0.01 level of significance.

4.1.2. School-aged males in rural areas had lower rates of mental health and lower levels of emotional intelligence.

Table 4.2 A synopsis of the momentary association between rural male students' mental health and their emotional intelligence

Statistical Parameters	Variable	
	Mental Health	Emotional Intelligence
N	150	150
Sum	39996	71970
Sum of Squares	11009088	35312790
Mean	266.64	479.8
S.D.	48.088	72.426
Sum of Products	19488384	
Correlation	0.575**	
** p< 0.01 (Significant at 0.01 level)		

The Pearson Product Moment Correlation was utilized in this study to investigate whether or not there is a connection between rural male students' mental health and their emotional intelligence. Table 4.2 provides a summary of the link between the mental health of male students in rural areas and their emotional intelligence. The correlation coefficient between mental health and emotional intelligence of rural male students is shown to be 0.575 in Table-4.2. This suggests that there is a link between the two. The table value for significance at the level of 0.01 and with 148 degrees of freedom is 0.210 for the two-tailed hypothesis. The value obtained is more than the value in the table. According to the findings of this study, there is a good and substantial association between the emotional intelligence and mental health of students from rural areas.

Therefore, at a threshold of significance of 0.01, the null hypothesis that "There is no significant relationship between mental health and emotional intelligence of rural male school students" is rejected.

4.1.3. Relationship between Urban Male Students' Mental Health and Emotional Intelligence

Table 4.3 provides a concise summary of the association that exists between the mental health of urban male students and their emotional intelligence.

Table-4.3 Synopsis of the product-moment association between urban male students' mental health and their emotional intelligence

Statistical Parameters	Variable	
	Mental Health	Emotional Intelligence
N	150	150
Sum	42318	73548
Sum of Squares	12126114	36905852
Mean	282.12	490.32
S.D.	35.461	75.253
Sum of Products	21045366	
Correlation	0.744**	
** p< 0.01 (Significant at 0.01 level)		

The results shown in Table-4.3 indicate that the correlation coefficient for the correlation between mental health and emotional intelligence of urban male students is 0.744, which is significantly higher than the table value of 0.210 for significance at the 0.01 level and 148 degree of freedom for the two-tailed hypothesis. According to the findings of this study, there is a positive and statistically significant association between the mental health and emotional intelligence of urban male students. Therefore, at a level of significance of 0.01, the null hypothesis that "There is no significant relationship between mental health and emotional intelligence of urban male school students" is rejected.

4.1.4. Relationship between Rural Female Students' Mental Health and Emotional Intelligence at School

Table 4.4 provides a concise summary of the association between the mental health and emotional intelligence of adolescents who attend rural schools.

Table-4.4 Conclusions on the relationship between rural female students' emotional intelligence and their mental health

Statistical Parameters	Variable	
	Mental Health	Emotional Intelligence
N	150	150
Sum	39855	71747
Sum of Squares	10705563	34621501
Mean	265.7	478.313
S.D.	27.913	45.1659
Sum of Products	19125162	
Correlation	0.330**	
** p< 0.01 (Significant at 0.01 level)		

Table 4.4 demonstrates that the correlation coefficient for the link between mental health and emotional intelligence of rural female students is 0.330, which is larger than the table value of 0.210 for significance at the 0.01 level and 148 degrees of freedom for the two-tailed hypothesis. This finding suggests that there is a positive and substantial association between the mental health and emotional intelligence of adolescents attending rural schools who identify as female. Therefore, at a threshold of significance of 0.01, the null hypothesis that "There is no significant relationship between mental health and emotional intelligence of rural female school students" is rejected.

4.1.5. School-aged urban female students' mental health and emotional quotients: a correlation

Table 4.5 provides a concise summary of the link between the psychological well-being of urban female students and their emotional intelligence.

Table-4.5 Synopsis of the instantaneous association between urban female students' mental health and their emotional intelligence

Statistical Parameters	Variable	
	Mental Health	Emotional Intelligence
N	150	150
Sum	40929	74686
Sum of Squares	11304369	37644882
Mean	272.86	497.907
S.D.	30.265	55.4557
Sum of Products	20496042	
Correlation	0.469**	
** p< 0.01 (Significant at 0.01 level)		

Table 4.5 demonstrates that the correlation coefficient for the link between mental health and emotional intelligence of urban female students is 0.469. This value is larger than the table value of 0.210 for significance at the 0.01 level, and there are 148 degrees of freedom for the two-tailed hypothesis. According to the findings of this study, there is a statistically significant and favorable association between the mental health and emotional intelligence of urban female students. Therefore, at a level of significance of 0.01, the null hypothesis that "There is no significant relationship between mental health and emotional intelligence of urban female school students" is rejected.

V. CONCLUSION

Researchers looked at the mental health and emotional intelligence of students from rural areas, urban areas, both rural and urban areas, and discovered a significant and positive association between the two factors. Researchers looked at the mental health of rural male, urban male, rural female, and urban female students and discovered a significant and negative association between mental health and the personality component neuroticism. Every every piece of research has some kind of educational repercussions. In light of the results, the researchers provide some suggestions for ways in which the situation may be improved. The results of the current research have a number of significant repercussions for educational settings. The findings and conclusions of the current research are of critical significance for those individuals who are actively involved in the welfare of the development of secondary and higher secondary level students' mental health, including but not limited to educators, parents, counselors, educationalists, educational planners, and social workers.

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