Research Paper

Emotional Intelligence in relation to their Mental Health among selected undergraduate Health Science students

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ABSTRACT

Background: In psychology field, Emotional Intelligence (EI) is the vital thoughts that has been newly arrived into the educational as well as management field. It's position in education is unquestionable. It has also turned out to be important in various application in different fields like training, professions and self- improvement. People with greater EI level could recognize and manage emotions that cause stress and hence have a lower chance of having health problem. *Methods:* In this study non-experimental descriptive design, descriptive approach was adopted. The main study was conducted among 1st year B.SC(N) and BPT students of KAHER Institute of Nursing Sciences and Institute of Physiotherapy with a sample size of 200 students aged 17 to 20 years. Sample of the study was selected by using purposive sampling technique. A Schutte's Self-Report Emotional Intelligence Tool and Brief Psychiatric Rating Scale consisting 18-item were selected for the study. **Results:** The evaluations of the study showed the mean scores of male and female students i.e.,109.66 and 109.63 which indicates that no significant difference was found between male and female students on emotional maturity. *Conclusion:* EI is a forecaster of mental health and it plays an important role to influence the mental health scores. There was no association between the selected socio-demographic variables with emotional intelligence scores and mental health scores except gender.

In societies, especially youths have been recognized as facing a difficult period of life span and managing numerous adjustments in all areas of their lives, well-being is essential. Life is full of emotional experience, nature of feelings you encountered each day. It determines the standard of an individual life and joy depends on it. The main issue of the individual is that they do not understand what they feel and they cannot name the

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emotions which they feel.[4] EI is interrelated to anxiety and various psychological problem such as depression, anxiety, pessimism, self-destructive idea specially among young generation. Person who are emotionally mature they are capable to manage relational connection with others and able to fit in any forms of groups.[5]

Emotions are collection of feelings such as love, satisfaction, happiness, anger, fear or hate, which can be caused by the circumstance or individuals that you are in or with. At such situation if you can control emotions then you are considered as emotionally intelligence, if emotion control you, you are performing as emotionally slaved.[6]

According to Salovey and Mayer, Emotional intelligence has three main adaptive abilities:
  i.   Emotional expression and its assessment
  ii. Act of regulation of emotions and
  iii. Use of emotions in complex issue.

Emotional intelligence is, "set of intellectual abilities to detect personal moods as well as others emotional state and to distinguish between them and to use this information to control once own thought and behavior.[8]

Emotional reaction in the form of behavior, disturbs both physical and psychological health. Negative feelings are related with poor health pattern of physiological functioning, where as positive feelings are related with healthier pattern of physical state.[10]

Less emotional intelligence is observed in mentally ill patients. Many researches result has revealed, emotional skills are specifically significance to mental health and welfare. Likewise, sensitive issues are associated with feeling which may lead to self-destruction behavior. Different studies conducted to identify whether patients having mental problem differ from healthy controls with respect to their emotional skills.[15]

Objective
  • To assess emotional intelligence among undergraduate health science students.
  • To assess mental health among undergraduate health science students.
  • To correlate emotional intelligence and mental health among undergraduate health science students.
  • To associate emotional intelligence and mental health scores among undergraduate health science students with studying demographic variables.

Variables
Emotional Intelligence, Mental Health and Undergraduate students.

Hypothesis
There will be **no significant** correlation in the emotional intelligence & mental health among undergraduate health science students.

MATERIALS AND METHODS
Written informed consent: Obtained.

Research design: A non-experimental descriptive correlational study.

Sample design: Non-Probability sampling.

Sample technique: Purposive sampling technique.

Sample population: Undergraduate Health Science students.

Sample size: 200 students of 1st year BSc Nursing and 1st year BPT.

Inclusion criteria
Who were willing to participate and present on the day of data collection.

Exclusion criteria
Senior students of health sciences and any student has any mental health problems.

Research tool
'In this study data collection instrument were:
- Socio- demographic pro-forma
- The Schutte Self-Report Emotional Intelligence Test (SSEIT)
- Brief Psychiatric Rating Scale

Analysis of results
- Karl Pearson's coefficient of correlation will be used to find the correlation between the levels of EI and MH among health science students.
- Chi-square test will be used to find the association between EI and emotional intelligence instead of mental health score instead with selected demographic variables.

Procedure
Pilot study was carried from 20/11/1/2018 to 29/11/2018 among 20, 1st year B. Sc Nursing students studied in BIMS college of Nursing after obtaining permission from the concerned authority. Before study conduction ethical clearance was obtained and prier permission was obtained from the principal, KAHER Institute of Nursing Science and Institute of Physiotherapy. A written consent was collected from the participants before data collection for the main study. The main study was conducted from 23/11/18 to 25/12/18.

The samples were collected from Self-introduction and explained the objective to participants. Confidentiality of the given data was maintained. Subjects were provided information sheet and written consent was obtained from 200 students. After taking informed consent from the students, they were assembled in their respective classes and were briefed about the study. Then the questionnaires were distributed to the students. They were told to fill in the personal details on first page of the scale. The investigator made sure that the instructions given were clearly understood. Doubts if (any) were clarified as and when asked by the students. About 30 minutes of time was given to complete the task. Once the questionnaires were filled by the concerned participants, they were collected by the investigator and were produced for scoring and statistical analysis.

RESULTS

The collected data tabulated and analyzed result showed that Maximum of the students 117 (58.5%) are of 17-18 years of age group and 83 (41.5%) of the students of 19-20-year age group. Most of the students 161 (80.5%) were female and remaining 39 (19.5%) of the students were male. Majority of students 148 (74%) are Hind, and very less 12 (6%) students are Muslim. Nuclear family students were 156 (78%) and joint family students were 44 (22%). Maximum of students 117 (58.5%) were from urban area and minimum 83 (41.5%) were from rural area. Majority of students 131 (65.5%) were staying in hostel and very less 3 (1.5%) of students were staying in relative's home. Majority 117 (58.5%) of students heard about emotional intelligence, among them maximum of the students 79 (39.5%) heard from internet/smart phone and minimum of students 9 (4.5%) heard from training.
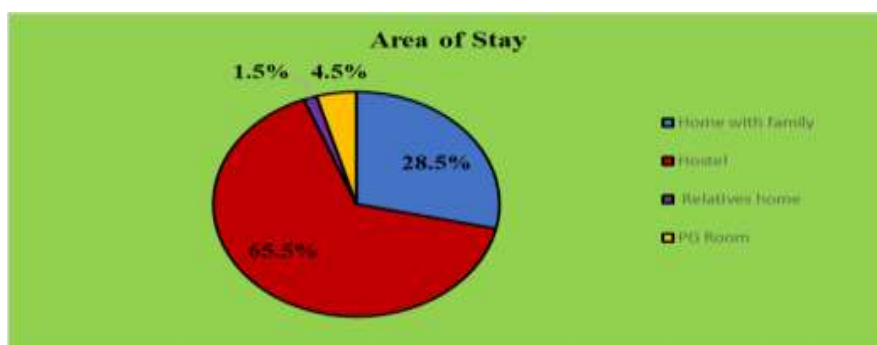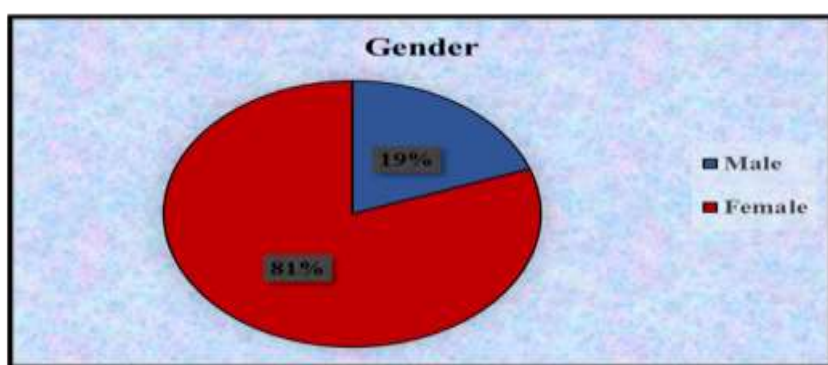

Table 1: Level of Emotional Intelligence Distribution.

Area of analysis	Mean	Median	Mode	S. D	Range
Emotional intelligence	125.53	126.00	127	10.456	68

Table 2: Mean, Median, Mode, Standard Deviation and Range of Emotional Intelligence of Undergraduate Science Students.

Level of Emotional Intelligence	Range of Score	Frequency	Percentage
Low Emotional Intelligence	<111	16	8.0
Moderate Emotional Intelligence	112-136	154	77.0
High Emotional Intelligence	137>	30	15.0

Table 3: Distribution of Mental Health Scores in Frequency and Percentage of Students.

S. N	Level of mental health	Range of score	Frequency	Percentage
i.	Mentally Healthy	<31	174	87
ii.	Mildly ill	32-40	22	11
iii.	Moderately ill	41-53	4	2
iv.	Severely ill	53>	-	-

Table 4: Mean, Median, Mode, Standard Deviation and Range of Mental Health of Undergraduate Science Students.

Area of analysis	Mean	Median	Mode	S. D	Range
Mental health	28.33	28.00	30	6.68	43

Emotional Intelligence and Mental Health Correlation of Health Science Students.

A significant negative relationship was seen between the level of emotional intelligence and mental health with the Karl Pearson correlation coefficient; $r = -.562$ ($p<0.01$) with $df = 198$, indicating that the higher emotional intelligence, the lower the mental health problem (i.e., more positive mental health). Hence, alternative hypothesis is accepted.

Association between level of emotional intelligence and selected baseline variables.

In the present study a significant statistical association found only between gender and emotional intelligence scores.

DISCUSSION

The result of the study was analyzed and interpreted. The data was tabulated and summarized in the master sheet. The results of the study showed that most of the participants 154 (77.6%) had moderate emotional intelligence level. 174 (87%) of the participants are mentally healthy. Emotional Intelligence and Mental Health of the students was found strongly negative correlation with $r = -0.562$ ($p< 0.01$) with $df =198$. There was statistically significant association found in gender with emotional intelligence and mental health.

Limitations
- Study was limited to 1ˢᵗ year B. Sc Nursing and BPT undergraduate students.
- Generalization of the study could not be made due to small size of the samples, limited settings.

Suggestions
- Same study can be conducted in large scale so that generalization could be done.
- The study will help the health workers to develop awareness programmers regarding emotional intelligence.
- Finding of this study will act as baseline data for the student's researchers, and educators regarding emotional intelligence as an interpreter of mental health.

CONCLUSION

A significant negative relationship was seen between the level of Emotional Intelligence (EI) and mental health.

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