

Relationship of Emotional Intelligence and Mental Health of College Students

Shashikant Sarjerao Pisal^{1*}

ABSTRACT

Managing our and other's emotions is special ability of any individual and it is called as emotional intelligence. To find out the relationship between emotional intelligence and mental health of the college students is main aim of the study. Researcher used survey research to find out the relationship between emotional intelligence and mental health of college students. 214 college students are randomly selected from Sangali city for the present study. Shutte's self report Emotional Intelligence test (SSREIT) and Singh and Sengupta's Mental Health scale were used. Pearson correlation coefficient statistics is used to assess the relationship between two variables. Result shows that there is positive and significant correlation between emotional intelligence and mental health of college students.

Keywords: *Emotional Intelligence, Mental Health, College Students*

Salovey and Mayer (1990) coined the term 'emotional intelligence' and described it as a form of social intelligence that involves 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 action. Mayer and Salovey (1997) elaborated that emotional intelligence was 'the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth'. Emotional intelligence according to them involves areas such as 'identifying emotions; the ability to recognize how you and those around you are feeling using emotions - the ability to generate emotional and then reason with this emotion, understanding emotions - the ability to understand complex, emotions and emotional 'chains', how emotions transition from one stage to another, and managing emotions - the ability which allows you to manage emotions in yourself and in others

Mental health is not always connotes negative characteristics of behaviour. On the other hand, it is a positive, active quality of the individual's daily life. This quality of life is manifested in the behaviour of an individual whose body and mind are working together in

¹ Assi. Prof. Jeevan Prabodhini Kanya Mahavidyalaya Vita, Sangli, India

[*Responding Author](#)

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the same direction. His thoughts, feelings and actions function harmoniously towards the common end. It means the ability to balance feelings, desires, ambitions and ideals in one's daily living. It means the ability to face and accept the realities of life. It connotes such habits of work and attitudes towards people and things that bring maximum satisfaction and happiness to the individual. But the individual has to get this satisfaction and happiness without any friction with the social order or group to which he or she belongs. Mental health which today is recognized as an important aspect of one's total health status is a basic factor that contributes to the maintenance of physical health as well as social effectiveness.

Emotional Intelligence and Mental health of college students

Managing emotions is special ability of individual. Good mental health is obtained and maintained by helping students to overcome serious conflicts and frustrations. They are to be helped to understand their own potentialities, abilities, aptitudes, interests and the environmental conditions so that they can work harmoniously at an optimum level of functioning. Securing desirable mental health in the case of some pupils may involve counseling parents, and counseling teachers, in addition to counseling the pupils themselves.

Definitions:

Emotional Intelligence:

Theoretical definition:

Emotional Intelligence is the ability to understand the affections and emotions in order to reach cause the emotions to help in both better thinking and gaining a better knowledge about affections and emotions. Moreover, it provides the required homogeneity between emotions and feelings for the emotional and intelligence promotion (Sallovy and Meyer 1997).

Operational Definition:

In the present study Emotional Intelligence is a kind of psychological structure that is measured through Shutte (1998) Emotional Intelligence test. This test has three sub scales: assessment and expression of emotion, management and adjustment of Emotional Intelligence and utilization of Emotional Intelligence.

Mental Health

Theoretical Definition:

Jahoda (1958), an advocate of the concept of positive mental health said that it means a successful synthesis of the factors, who the people are, where he is and what he wishes to be. Behaviour of a person is determined by concepts unifying look on, life, possessions of long range of goals, and appropriate connections with the past are the characteristics of a healthy person.

Operational Definition:

In the present study mental health is positive psychological aspect of behaviour which is measured through Singh & Sengupta's test. This test has six sub scales.

METHOD

Objectives:

To find out the relationship between emotional intelligence and mental health

Hypotheses:

1. There would be positive relationship between emotional stability and emotional intelligence of college students.
2. There would be positive relationship between overall adjustment and emotional intelligence of college students.
3. There would be positive relationship between autonomy and emotional intelligence of college students.
4. There would be positive relationship between security and emotional intelligence of college students.
5. There would be positive relationship between self-concept and emotional intelligence of college students.
6. There would be positive relationship between intelligence and emotional intelligence of college students.

Sample:

Total 214 college students are randomly selected from Sangali city for the present study. Age range of the students is 18 to 22. All care was taken to administering the tests.

Tools of the study:

1. Shutte's self report Emotional Intelligence test (SSREIT):

To evaluate Emotional Intelligence Shutte's self report Emotional Intelligence test (SSREIT) has been used. This test has been constructed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, Dornheim, (1998) on the basis of Salovey and Mayer theory of Emotional Intelligence (1990). In the beginning the test contained 62 questions which were directed to assess the ability to supervision and differentiation of emotions in order to use it for action and thinking according to fivefold spectrum of likert. In factor analysis the number of questions from 62 has been reduced to 33 questions, along with sub-standards of assessment, expression of emotion, control of emotion and use of emotion. During preliminary study of Shutte and his colleagues (1997) the above mentioned scale could anticipate the final grade of students and made possible to distinguish student groups according to a high grade or a low grade. Regarding re ability of the exam, the results have shown that exam strongly is related to personality formations such as openness to experience, perfectionism and ability to control stimulants. Studies on this scale showed that re ability of the scale was above %90.

This scale has been translated into Persian in 2002 by Khosro Javid and Maryam Vafaii. In all the sub-standards, the re ability of the scale according to the report was more than %70 and the internal consistency of the Persian form was above %75.

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The assessment and expression of EI: It is the sub scale of Emotional Intelligence which is measured by the questions 4, 5, 9, 11, 15, 16, 18, 19, 22, 24, 25, 32, and 33.

Assessment of management and adjustment of EI: It is a sub scale of Emotional Intelligence that is measured by the questions of 3, 7, 10, 12, 13, 14, 21, 23, 26, and 28.

Assessment of utilization of EI: It is a sub scale of Emotional Intelligence which is measured by the questions of 1, 2, 6, 8, 17, 20, 27, 29, 30 and 31.

2. Assessment of Mental Health

A Mental Health Battery (Singh & Sengupta, 2000) was used to determine the level of mental health of the participants. The test has six parts. The part I assesses emotional stability and has 15 items for the purpose. Part II assesses overall adjustment of the subject and 40 items are for the purpose. Part III assesses autonomy aspect of mental health with the help of 15 items. Part IV provides scores on security – insecurity dimension of mental health and has 15 items to be scored for the purpose. Part V is meant for self-concept dimension of mental health and is assessed with the help of 15 items and lastly, part VI assesses intelligence dimension of mental health with the help of 30 items. The test is highly reliable and valid, the coefficients ranging from .01 to .876 and are significant at .01 level of significance. The percentile norms of the battery have been developed for three different socio-economic status groups i.e., upper, middle, and lower. For the purpose, the battery also has four items to assess socio-economic status of the subjects. Scores earned on all the six parts are added together to yield final total score. High score on Mental Health Battery is indicative of better mental health.

RESULTS

Table 1: Shows the correlation matrix between emotional intelligence and mental health components.

	ES	OA	AU	SE	SC	IN	EI
Emotional stability	1	.13	.07	.26	.03	.14	.52
Overall adjustment		1	.06	.13	.21	.6	.21
A u t o n o m y			1	.37	.15	.12	.29
S e c u r i t y				1	.20	.35	.47
S e l f - c o n c e p t					1	.12	.23
I n t e l l i g e n c e						1	.26
Emotional Intelligence							1

INTERPRETATION AND DISCUSSION

Above table shows that there is a positive relationship between emotional stability, a component of mental health and emotional intelligence, $r=.52$, $P<0.01$.

Second component overall adjustment is of mental health and emotional intelligence, shows significant relationship, $r=.21$, $P<0.01$.

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Third component autonomy is of mental health and emotional intelligence, shows significant relationship, $r=.29$, $P<0.01$.

There is a positive relationship between security, a component of mental health and emotional intelligence, $r=.47$, $P<0.01$.

Fifth component self concept is of mental health and emotional intelligence, shows significant relationship, $r=.23$, $P<0.01$.

There is a positive relationship between intelligence, a component of mental health and emotional intelligence, $r=.26$, $P<0.01$.

Previous studies also supports above results, such as studies conducted with nurses or nursing students have shown that emotional intelligence is a skill that minimizes the negative stress consequences. The present work examines the role of perceived emotional intelligence (PEI) measured by the Trait Meta-Mood Scale, in the use of stress-coping strategies, in the quantity and quality of social support and in the mental health of nursing students. The results indicated positive correlations between clarity and social support, social support and repair, and social support and mental health. Hierarchy regression analysis pointed out that clarity and emotional repair are predictors of social support, and emotional repair is the main predictor of mental health, (Montes-Berges, 2007).

CONCLUSION

Emotional intelligence is positively related to mental health of college students.

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