

Research Paper

The Effect of Socio-Economic Status and Emotional Intelligence on Mental Health of Adolescents

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ABSTRACT

The aim of the present study is to examine the influence of socio-economic status and emotional intelligence on mental health of adolescents selected from Kalaburagi (Gulbarga) district, Karnataka state. The sample consists of 180 students. The objectives of the study include: (a) To Study the effect of SES on mental of adolescents sample, (b) To Study the effect of emotional intelligence on mental of adolescents sample, (c) To study gender difference in mental health. It was hypothesized that there would be effect of SES and EI on mental health of adolescents and there would be gender difference in mental health. The sample was administered with socio-economic status scale (Bhardwaj.et.all.1984), Mangal Emotional Intelligence inventory (Dr. S.K. Mangal and Mrs. Shubhra Mangal 2009) and mental health inventory (Jagdish and Srivastava 1988). And the data were subjected statistical analysis. The results revealed that socio-economic status and emotional intelligence produces significant gender differences in mental health of adolescents and there is a significant effect of SES and EI on mental health sample.

Keywords: *Socio-Economic Status, Emotional Intelligence, Mental Health And Students.*

The socio economic condition of a family obviously refers to the social and economic status of its members. It has been observed that in most democratic societies, families differ from one another not only in terms of income but also in terms of occupation, education, type of dwelling, life style, and culture. While the core socio economic factors appears to be the same, the relative importance of these factors differ from country to country and from society to society, depending upon local conditions.

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Received: March 25, 2018; Revision Received: May 15, 2018; Accepted: May 17, 2018

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Socio economic status (SES) is one of the key factors which has been studied extensively in behavioral sciences research. It has been observed that SES as an independent variable has a greater impact on dependent variable performance of an individual. Behavioral component have greater bearing on socio economic conditions of the individual. It has been conclusively proved that SES is one of the main correlates of behavioural component. Mental health is an important aspect of one's total health status and it is a basic factor that contributes to the maintenance of physical health and social effectiveness. It means the ability to balance feelings, desire, ambitions and ideals is one's daily life. It is the ability to face and accept the realities of life.

The term Emotional Intelligence (EI) is a popular terminology in the present day world and widely used almost everywhere, even in places where it is quite inappropriate. A lot of academic research is currently focused in the area of emotional intelligence and analyzing its influence on individual's performance in personal and professional life. The word Emotional Intelligence was originally coined by Mayer, J. D. and Salovey, P. (1997) to describe qualities like understanding one's own emotions, empathy 'for feelings of others', and managing one's emotions. The sustained interest in the topic began with the publication of two important articles in 1990 by these authors. Later the concept was popularized by Goleman Daniel (1995) with the publication of his bestselling book titled 'Emotional Intelligence'. Since then, a large number of academicians, researchers and trainers started working on the concept of EI. The topic of EI and the contributions of the researchers in the field had attracted wide media coverage, culminating, perhaps, when Time Magazine asked the question "What's your EQ?" on its cover, and stated, "It's not your IQ. It's not even a number. But emotional intelligence may be the best predictor of success in life, redefining what it means to be smart" (Time, 1995).

Mental health has two important aspects-- individual and social-. Social forces are in constant flux. They are constantly moving and changing and therefore our mental health is affected by various stresses. Mental health is a process of adjustment, which involves compromise and adaptation, growth and continuity. Because of the significance of individual and social aspects, mental health is defined as ability of the individual to make personal and social adjustments.

Mental health is the capacity of an individual to form harmonious adjustments to one's social and physical environments. Menninger (1945) defined mental health as the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness. It is the ability to maintain an even temper, an alert intelligence, socially considerate behavior and a happy disposition. Mental health can be described as absence of symptoms of maladjustment, be they mild or severe. Mentally healthy person is free from all types of maladjustment (Klein, 1956). Jahoda (1958) has said that aspects of attitudes toward self, growth and development, self-actualization, integration of personality and mastery of the environment must be considered in judging whether a person is mentally healthy or not.

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Bhatia (1982) considers mental health as the ability to balance feelings, desires, ambitions and ideals in one's daily living. As part of one's overall health, mental and emotional health is a necessary condition to enable one to manage one's life successfully. Mental health is the emotional and spiritual resilience that allows one to enjoy life and to survive pain, suffering and disappointment.

The National Association for Mental Health describes some of the characteristics of people with good mental health: comfortable feelings about one's self, feeling of 'right' about other people and being able to meet the demands of life.

Mental health of the learner is very important for efficient learning and proper development of personality. A child is born in a home where he remains in the constant company of his mother in the formative years of his infancy. Traditionally, it is said the mother is equal to hundred teachers. The impressions and experiences which a child has in these formative years leave permanent and indelible.

According to the World Health Organization, —Mental health is a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community.

Statement Of The Problem:

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Objectives:

The following are major objectives of the study:

1. To assess the effect of Socio economic status (SES) on mental health of adolescents.
2. To assess the impact of Emotional Intelligence (EI) on Mental Health of adolescents.
3. To examine gender differences in Mental Health of adolescents.

Hypotheses:

The following are the hypotheses of the study:

1. There would be effect of Socio economic status (SES) on mental health of the adolescents.
2. There would be significant impact of Emotional Intelligence on mental health of adolescents.
3. There would be gender differences in mental health.

Sample:

The sample of the study consists of 180 students selected randomly from various colleges of Kalaburgi (Karnataka). The sample was matched for socio economic status (SES) and emotional intelligence (EI) scales administered to categorize the sample with two groups of

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SES (high and low) and EI (high and low). Finally mental health inventory was administered to measure the mental health of sample subgroups.

Tools:

- 1. Personal data schedule:** this was prepared to collect the information like age, gender, religion, cast, course, class, faculty, parental data etc. of the sample.
- 2. Socio-economic Status Scale (Bhardwaj, 1984):** The socio economic status is constructed by Dr. Rajew Lochan Bhardwaj (1989). This scale consists of 7 items/areas like family, social, education, professional, property, monthly income and caste perspective. As author claims, reliability of the test of the revised scale has been calculated by test and re-test method. The reliability coefficient was found to be 0.76 which is significant. The sample can be divided in to high and low SES groups based on the criteria given.
- 2. Mangal Emotional Intelligence Inventory (Dr. S.K. Mangal and Mrs. S. Mangal (2009):** Mangal Emotional Intelligence inventory was developed by Dr. S.K. Mangal and Mrs. Shubhra Mangal (2009) which consists of 100 items in all with response categories like yes or no. The scoring is done with the help of scoring key provided in the manual. Accordingly, the one who scores high is said to have high Emotional Intelligence and vice-vase. The reliability of scale is significant. The validity is adequate.
- 3. Mental Health inventory:** This inventory is developed by Jagadish & Srivastva (1988) which consists of 54 items distributed along 6 dimensions. There are 4 response categories always,often, rarely and never. The scoring is done with the help of scoring key. The higher score indicate the higher mental health and vice versa. The reliability of the inventory has been found to be 0.75 which is significant.

Statistical Technique:

t-test was used to examine significant differences between two groups of sample with regard to mental health.

DISCUSSION OF RESULTS

The aim of the study was to assess the influence of Socio-Economic Status and Emotional intelligence (EI) on mental health of students selected from Gulbarga city (Karnataka). The students were administered with Socio economic status (SES) scale and Emotional intelligence (EI) along with mental health inventory. The interpretation was made using t-test. The results of the study are presented in the tables.

Table:-1 Mean, SD and t-value of mental health of adolescents in two levels of Socio economic status (SES) (N=180)

Socio Economic Status (Ses)		PSE	POR	IOP	AUT	GOA	EM	TMH
High SES	Mean	18.40	18.32	17.06	15.64	19.78	15.28	94.92
	SD	6.39	1.88	3.80	3.51	4.16	2.55	31.7
	N	82	82	82	82	82	82	82
Low SES	Mean	10.64	13.11	10.65	11.39	13.14	12.49	53.78
	SD	6.77	0.03	3.18	5.42	3.53	3.16	32.03
	N	98	98	98	98	98	98	98
t-value		3.98**	7.57**	6.15**	3.24**	5.82**	6.20**	4.33**

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Table: 1 gives means, SDs and t-value of mental health of adolescents belonging to two categories of High SES and Low SES. The adolescents with SES have higher mean score in TMH (94.92) than those adolescents with Low SES (53.78). The t-value is 4.33 which are significant at 0.01 levels. This reveals that there is a significant difference in the mental health between those two groups of SES. Similarly, the SES group has significantly higher means than SES in all the dimensions of mental health. Thus positive evaluation of self, perception of reality, integration of personality, autonomy, group oriented attitudes, environmental mastery that are the constituents of mental health are mediated by one's SES. The results are highlighted in Graph-1

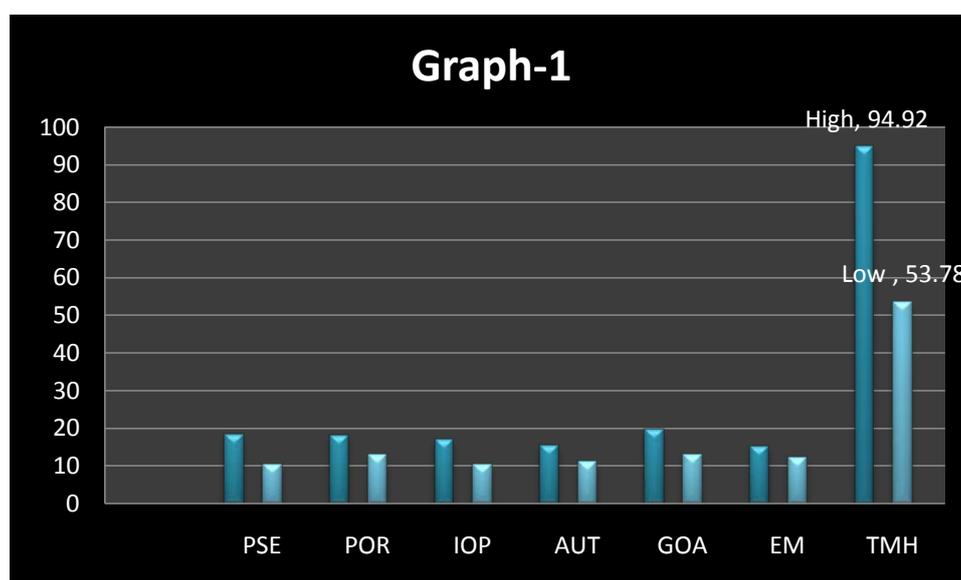


Table - 2: Mean, SD and t-value of mental health of adolescents in two levels of emotional intelligence (EI) (N=180)

Emotional Intelligence		PSE	POR	IOP	AUT	GOA	EM	TMH
High	Mean	29.50	25.57	31.85	17.23	26.91	28.02	158.10
	SD	2.78	2.52	4.45	2.98	3.58	3.29	15.57
	N	82	82	82	82	82	82	82
Low	Mean	28.79	25.74	30.40	17.86	26.12	28.19	157.13
	SD	2.65	2.93	3.30	3.33	3.15	3.21	14.20
	N	98	98	98	98	98	98	98
t-value		2.15*	4.15**	5.57**	2.97**	3.29**	3.45**	18.77**

Table: 2 gives means, SDs and t-value of mental health of adolescents belonging to two categories of High EI and Low EI. The adolescents with EI have higher mean score in TMH (158.10) than those adolescents with Low SES (157.13). The t-value is 18.77 which are significant at 0.01 levels. This reveals that there is a significant difference in the mental health between those two groups of EI. Similarly, the EI group has significantly higher means

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than EI in all the dimensions of mental health. Thus positive evaluation of self, perception of reality, integration of personality, autonomy, group oriented attitudes, environmental mastery that are the constituents of mental health are mediated by one's EI. The results are highlighted in Graph-2

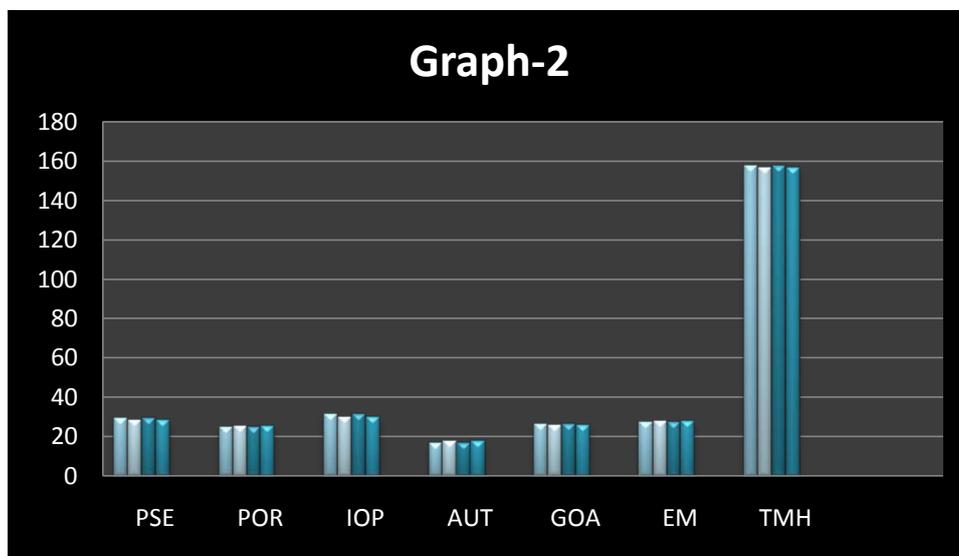
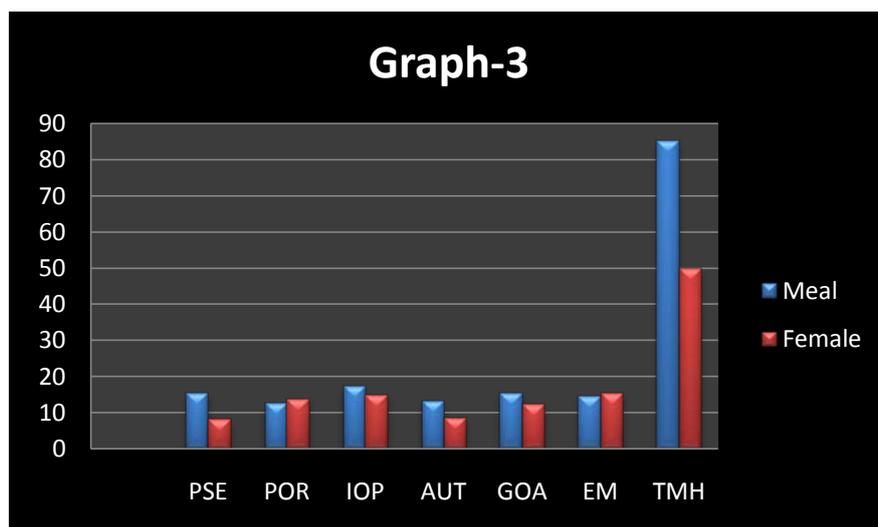


Table:-3 Mean, SD and t-value of mental health of adolescents in two levels of total sample (Male-Female) (N=180)

Mental Health		PSE	POR	IOP	AUT	GOA	EM	TMH
Male	Mean	15.61	12.61	17.46	13.29	15.58	14.61	85.35
	SD	2.75	2.22	3.31	2.89	2.89	2.75	14.83
	N	90	90	90	90	90	90	90
Female	Mean	8.18	13.80	15.13	8.80	12.40	15.58	49.93
	SD	7.46	2.75	3.39	2.05	4.07	2.96	25.72
	N	90	90	90	90	90	90	90
t-value		6.29**	2.28**	3.28**	6.04**	6.15**	1.52**	12.18**

Table 3 clearly reveals that males have better total mental health (85.35). While females have lower mental health (49.93) the male adolescents have significantly higher scores than females. The t-value is 12.18 which is significant and reveals that mental health produces significant differences between male and female sample. In all dimensions, there are significant gender differences as t-value are all significant. The results are highlighted in Graph-3



CONCLUSIONS

The following are the conclusions:

- There is a significant effect of SES on mental health of students: High SES adolescents have significantly higher mental health than Low SES adolescents.
- There is a significant impact of EI on mental health of adolescents: High EI students have significantly higher mental health than Low EI adolescents.
- There are significant gender differences in mental health.

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How to cite this article: Krishnakar M H, Jabagoudar S, Krishtappa Y H & Chengti S S (2018). The Effect of Socio-Economic Status and Emotional Intelligence on Mental Health of Adolescents. *International Journal of Indian Psychology*, Vol. 6, (2), DIP: 18.01.206/20180602, DOI: 10.25215/0602.206