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## EMOTIONAL INTELLIGENCE AND MENTAL HEALTH IN ADOLESCENTS

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### Abstract:

*The major aim of the present study was to assess the Emotional intelligence and mental health in adolescents. The sample of 100 (50 Boys and 50 Girls) students was chosen from Gulbarga district on whom the Emotional intelligence and Mental Health Scales were administered. After scoring, the data were subjected to t – test. The results revealed that there is significant difference in Mental Health of the sample subgroups. The study also revealed significant gender differences in the amount of mental health.*

### KEYWORDS:

Intelligence . Adolescents , Emotional , Intelligence.

### INTRODUCTION

We know that one's intelligence is an innate as well as acquired intellectual potential. Every child is born with some intellectual potential which and grows and develops with the help of maturity and experiences. Similarly, one is also born with some innate emotional intelligence in terms of one's level of emotional sensitivity, emotional memory, emotional processing and emotional learning ability. This potential (unlike intelligence) is liable to be developed or damaged as a result of one's experiences. The difference here is between the development pattern of innate emotional intelligence and general intelligence as a result of maturity and experiences.

In recent years, emotional intelligence has attracted the interest of researchers (Bar-On, 2006, Goleman, 1995). As pointed out by Goleman (1995, 1998), emotional intelligence can understand the ability to recognize feelings in themselves and others, and have enough ability to handle satisfactorily. For their part, Mayer, Salovey and Cause (2000) argue that it is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotions and regulating emotions of oneself and also of others. For Goleman (1996) emotional intelligence is reflected in the way people interact with the world. In this sense, emotionally intelligent people take into account their own feelings and those of others. They are aware of their strengths and weaknesses, are reflective and self-assured, among other things.

A new concept, 'emotional intelligence' with its significance even more than one's general intelligence has emerged on the educational scene. It may be defined as one's unitary ability (related to independence of standard intelligence) to know, feel and judge emotions in cooperation with a person's thinking process for behaving in a proper way, with the ultimate realization of happiness in himself and in others. In view of its wide significance from the individual as well as social angles, it becomes quite imperative that serious efforts should be made for its proper development, right from the early childhood among the human beings. However, a person is expected to show a reasonably emotional, matured behavior after passing through the period of adolescence.

Mental health as defined by Kornhauser (1965) connotes those behaviors, perceptions and feelings that determine a person's overall level of personal effectiveness, success, happiness and excellence of functioning as a person. It depends on the development and retention of goals that are neither too high nor

too low to permit realistic successful maintenance of belief in one's self as a worthy, effective human-being (Lakshminarayanan and Prabhakaran, 1933). So a mentally healthy person is firm in his intentions and is least disturbed by strains and stresses on day-to-day life.

Mental health may be defined as the adjustment of the individuals to themselves and the world at large with a maximum of effectiveness, satisfaction, cheerfulness and socially considerate behavior and the ability of facing and accepting the realities of life, with minimum friction and tension.

The mental healthy student accepts himself with his strong points and his shortcomings, he makes the best use of what he has and he does not allow his personal weaknesses to interfere with his daily activities and his pursuit of long range goals. The emotionally health student reaches a balance between his instincts and his conscience, coupled with the demands of his environment. Good mental health is obtained and maintained by helping adolescents to overcome serious conflicts and frustrations. They are to be helped to understand their own potentialities, abilities, aptitudes, interests and the environmental conditions such that they can work harmoniously at an optimum level of functioning.

Therefore an attempt is made in this paper to study the Emotional intelligence and mental health of adolescents selected from Gulbarga.

#### Objective:

- 1) To study the mental health among male and female adolescents.
- 2) To examine differences in mental health between groups of emotional intelligence.

#### Hypotheses:

- 1) There would be significant difference in mental health between male and female.
- 2) There would be significant difference in mental health between the groups of high and low emotional intelligence.

#### Sample:

The sample of the present study consists of 50 Male & 50 Female Students. The sample was randomly selected from Gulbarga City. The Sample design is as under.

Emotional Intelligence	Gender		Total
	M	F	
High	25	25	50
Low	25	25	50
<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

The students were administered with EI inventory. After that, the scoring is done with the help of scoring key given in the manual. Accordingly, the classification of sample into two groups of EI was made: Those who scored 90 and above on EI inventory were considered to have high EI and those who scored 48 and below were considered as having low EI. Thus 50 students with high EI and 50 Students with low EI were considered further, the sample was matched for gender. Finally, the mental health battery was administered on them.

#### Tools/ Tests

·Mangal Emotional Intelligence inventory (MEII):

Mangal Emotional Intelligence inventory was developed by Dr.S.K.Mangal and Mrs Shubhra Mangal ( 2005 ) 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.

#### **Mental Health Battery (MHB):**

This was developed by Arun Kumar Singh and Alpana Sen Gupta (1998) which consists of 130 items. There are six parts. The scoring is done referring scoring key of the manual. According to it , the one who scores high is described as having high Mental Health and vice-vase. The validity is also adequate.

Statistical Analysis:

t- test was used to analyze the results of the study.

### **3. DISCUSSION OF RESULTS:**

The major objective of the study is to examine the differences in Mental health between Male and female adolescents. The sample was further classified into two groups of (high and low) Emotional Intelligence by administering Mangal Emotional Intelligence inventory on whom mental health battery was administered. The Mental health scores were analyzed with the help of t-test, Thus the means. SD and t-values are presented in tables.

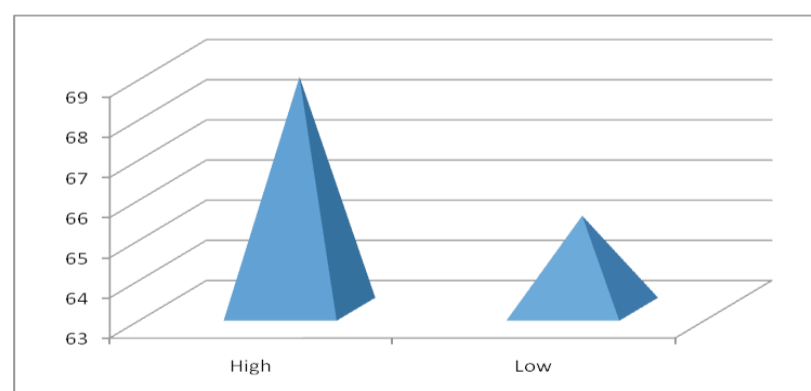
**Table -1**  
**Shows the mean.SD and t-value of Mental health of Total (N= 100)**

<b>Emotional intelligence</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>
High	50	68.79	1.65	10.81**
Low	50	65.33	1.61	

\*\*Significant at 0.01 level.

Table: 1 shows the mean, SD and t-value of Mental health of sample in two groups of Emotional Intelligence. The mean value of high Emotional Intelligence group is 68.79 and that of low EI is 65.33. The calculated t-value is 10.81.which is significant at 0.01 level. This indicates that there is significant difference in mental health between high and low Emotional Intelligence groups. The results are highlighted in graph 1.

**Graph.1: Mental health in two groups of Emotional Intelligence**



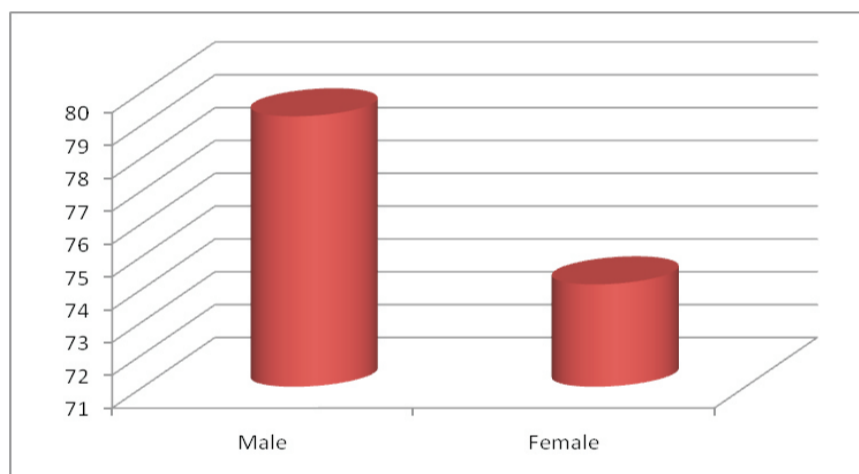
**Table -2**

**Shows the Mean, SD and t-value of mental health of the male and female adolescents (N=100).**

Gender	N	Mean	SD	t-value
Male	50	79.24	1.77	14.46**
Female	50	74.12	1.72	

\*\*Significant at 0.01 level.

Table: 2 Shows the mean, SD and t-value of mental health of male and female adolescents. The mean scores of males is 79.24 and of female is 74.12. The mean score of females is a lower than that of the male. The t-value of 14.46 is significant at 0.01 level. This clearly shows that male adolescents have high mental health than female. The results are highlighted in graph.2

**Graph.2: Mental health of Male – female Adolescents.****4. CONCLSIONS:**

- 1) The adolescents with high emotional intelligence have higher Mental Health than the low emotional intelligence.
- 2) Males exhibited higher mental health status than females.

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