



## A Study of Mental Health in Relation to Emotional Intelligence and Personality Factors of 10<sup>th</sup> Class Students

### KEYWORDS

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**ABSTRACT** Present study was conducted to find out relationships of mental health with emotional intelligence and personality factors- neuroticism and extroversion. Six hundred 10<sup>th</sup> class students were selected from six districts of Punjab. Mental Health Scale by Rai(1994), Emotional Intelligence by Rai (2006) and Eysenck's Maudsley Personality Inventory (M.P.I) by Jalota and Kapoor (1975) were used to collect data. Pearson Product Moment Correlation Coefficient was used to calculate relationships. Present study reveals that positive and high correlation exists between mental health and emotional intelligence. High and positive correlation was found between mental health and personality factor extroversion. But high and negative correlation was found between mental health and personality factors neuroticism. This study suggested that extroversion personality and emotional intelligence should be cultivated in classroom to develop sound mental health of students.

### Introduction

Mental health plays a very important role in the life of an individual. It is accepted as an important indicator of all round growth and development of students. It requires an understanding and satisfaction of special needs of individual. It plays significant role not only in the lives of individuals but also his/her social life. A mentally healthy person is self-controlled and self-disciplined. He/she accepts himself/herself his/her strong points and shortcomings. Mental health is an index which shows the extent to which the person has been able to meet his environmental demands-social, emotional or physical. It is characterized by mental peace, harmony and content. It is the ability to function effectively and happily in a group. Mental health is ability in individual to judge reality accurately and to see things, in terms of long term rather short term values. It is an ability to love, sustain affectionate relationships with other persons and to work on self chosen field with pleasure and creativity.

Mental health issues in adolescents have been important area for school, community, counsellors, and educators. Due to mental health problem incidence of depression, suicide and other issues among youth are increasing. Therefore, to develop mental health of individuals is an important aim of education.

There are several factors affecting mental health of individual. But some factors like personality and emotional aspects are significant contributors of mental health. Recently, emotional intelligence emerges as a significant factor in various fields such as education, careers, personal development, differences between individual. It is the ability to manage emotions and feelings and play important role in life and success of individual. It includes the ability to perceive emotions, use emotions to facilitate thought, understand emotional information, and regulate emotions. It is a set of interrelated abilities concerning one's own emotions as well as emotions in others. Many researchers reported that there existed a significant relationship between emotional intelligence and mental health (Goleman, 1995; Salovey & Mayer, 1990, Mayer and Salovey, 2004; and

Bar-On, 2005). Assadi (2003) research finding also shows a meaningful positive relationship between emotional intelligence and mental health. Austin et al. (2005) found that people with low emotional intelligence into social activities are lower in mental health. Researches also showing that there are significant relationships between personality traits and mental health (Haren et al., 2003; Hayas et al., 2002; DeNeve et al., 1998).

Since, emotional factors are involved in both-mental health and personality. Personality factors also involve in mental health. This indicates that mental health, emotional intelligence and personality are interrelated concepts. Therefore, the aim of this study was to investigate the relationship of mental health with emotional intelligence and personality factors.

### Objectives

**Following objectives were framed for present study:**

1. To find out relationship between mental health and emotional intelligence of 10<sup>th</sup> class students.
2. To find out relationship between mental health and personality factor neuroticism of 10<sup>th</sup> class students.
3. To find out relationship between emotional intelligence and personality factor extroversion of 10<sup>th</sup> class students.

### Hypotheses

**Following objective wise hypotheses were framed in null form:**

1. There is no significant relationship between mental health and emotional intelligence of 10<sup>th</sup> class students.
2. There is no significant relationship between mental health and personality factor neuroticism of 10<sup>th</sup> class students.
3. There is no significant relationship between emotional intelligence and personality factor extroversion of 10<sup>th</sup> class students.

### Methodology

#### Sample

For present study a sample of 600 high school students (300 male and 300 female) of X class were selected from six districts of Punjab.

**Tool Used**

To measure mental health of high school students, Mental Health Scale developed and standardized by Dr. Vijay Kumar Rai (1994) was used. This scale consist 78 items and ten domains-physical condition, self concept, self confidence, self concept about life, Attitude towards others, Attitude of others towards self, achievement satisfaction, adjustment, mental ability and Emotional ability. Reliability of this scale reported by author was 0.91. Rawat (2013) also reported that reliability of this scale for 10<sup>th</sup> class students is 0.88. Emotional Intelligence Scale developed and standardized by Dr. Vijay Kumar Rai (2006). This scale consists 132 items related to 33 dimensions of emotional intelligence. Each dimension consist 4 items. This is Likert Type scale with five points- Strongly Agree (SA), Mostly Agree (MA), Agree (A), Partially Agree (PA), and Not Agree (NA). Split-half and test-retest reliability of this scale are 0.79 and 0.82 respectively. This test was validated with Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) and found 0.83. Eysenck's Maudsley Personality Inventory (M.P.I) by Jalota and Kapoor (1975) was used as tools for measuring personality.

**Results**

To test hypotheses of present study Pearson Product Moment Correlation coefficient was used. Hypotheses wise results were presented in Table-1, Table-2 and Table-3. Summary of correlation between mental health and emotional intelligence is given in Table-1.

**Table-1**  
Summary of product moment correlation between mental health and emotional intelligence of 10<sup>th</sup> grade students

Variable	N	Sum	Sum of Squares	Mean	S.D.	Sum of Product with Mental Health	Correlation Coefficient
Mental Health	600	163098	45145134	271.830	36.778	80154954	0.566**
Emotional Intelligence	600	291951	144485025	486.585	63.641		

\*\*p < 0.01 (Significant at 0.01 level)

Table-1 shows that value of correlation coefficient (r) between mental health and emotional intelligence is 0.566. Table value for significance at 0.01 level for 598 df is 0.106 for two tailed hypothesis. Obtained value is very high than table value. This result indicates that mental health and emotional intelligence correlated highly and positively.

Therefore null hypothesis that "There is no significant relationship between mental health and emotional intelligence of 10<sup>th</sup> class students" is rejected at 0.01 level of significance.

Summary of correlation between mental health and personality factor neuroticism is given in Table-2.

**Table-2**

**Summary of product moment correlation of mental health and personality factors neuroticism of 10<sup>th</sup> grade students**

Variable	N	Sum	Sum of Squares	Mean	S.D.	Sum of Product with Mental Health	Correlation Coefficient
Mental Health	600	163098	45145134	271.830	36.778	3810564	-0.413**
Neuroticism	600	14306	385454	23.843	8.605		

\*\*p < 0.01 (Significant at 0.01 level)

Table-2 shows that value of correlation coefficient (r) between mental health and personality factor neuroticism is -0.413. Obtained value is negative and very high to table value (0.106). This means that mental health correlated highly and negatively with personality factor neuroticism.

Therefore null hypothesis that "There is no significant relationship between mental health and personality factor neuroticism of 10<sup>th</sup> class students" is rejected at 0.01 level of significance.

Summary of correlation between mental health and personality factor extroversion is given in Table-3.

**Table-3**  
Summary of product moment correlation of mental health and personality factors extroversion of 10<sup>th</sup> grade students

Variable	N	Sum	Sum of Squares	Mean	S.D.	Sum of Product with Mental Health	Correlation Coefficient
Mental Health	600	163098	45145134	271.830	36.778	4328055	0.403**
Extroversion	600	15762	428404	26.270	4.892		

\*\*p < 0.01 (Significant at 0.01 level)

Table-3 shows that value of correlation coefficient (r) between mental health and personality factor extroversion is 0.403. Obtained value is positive and very high to table value (0.106). This means that mental health correlated highly and positively with personality factor extroversion.

Therefore null hypothesis that "There is no significant relationship between emotional intelligence and personality factor extroversion of 10<sup>th</sup> class students" is rejected at 0.01 level of significance.

**Discussion**

This study reveals that mental health and emotional intelligence correlated significantly and positively. Previous studies also supporting findings of present study. Kamau (1992) conducted a study on teachers of eastern province of Kenya. Major findings show that rural male teachers were more emotional intelligent with better mental health than female teachers. Many researchers (Salovey & Mayer, 1990; Goleman, 1995; Argyle (1999); Assadi (2003), Mayer and Salovey, 2004; and Bar-On, 2005) reported that there existed a significant relationship between emotional intelligence and mental health. Ciarrochi, Deane and Anderson (2002) provided evidence through their research that emotional intelligence moderates the link between stress and mental health. Austin et al. (2005) found that people with low emotional intelligence into social activities are lower in mental health. Singh, Chaudhary and Asthana (2007) conducted a study to find out relation between mental

health and emotional intelligence of adolescents and results revealed positive relation between mental health and emotional intelligence. Gupta and Kumar (2010) studied on 200 students of Kurukshetra University to find out the relation between emotional intelligence and mental health. Results revealed that high emotional intelligent students were good in mental health and low emotional intelligent students were poor in mental health. Mehri, Maleki, and Sedghi (2012) studied relationship between mental health and emotional intelligence among athlete and non-athlete male students and found positive and significant relationship between mental health and emotional intelligence for both groups. Sasanpour, Khodabakhshi and Nooryan (2012) studied the relationship between emotional intelligence and mental health of students of medical sciences and found that there is a positive and meaningful relation between emotional intelligence and mental health. Singh (2013) reported that mental health and emotional intelligence were positively related with each other. Torabzadeh *et al.* (2013) found significant and positive relationship between mental health and emotional intelligence. Bartwal (2014) studied the relationship between mental health and emotional intelligence and found that an emotionally intelligent person was a mentally healthy. Mohammadnejad, Abutalebi, Talebian and Dopulani (2014) found significant and high correlation between mental health and emotional intelligence.

The findings of the present study indicate that mental health is positively and significantly related with personality factor extroversion while negatively with personality factor neuroticism. Jagdish and Srivastava (1983) found that extrovert primary and secondary teachers were more enjoy better mental health as compared to introvert teachers. Matby *et al.* (2004) results exposed that neuroticism coping-forgiveness factor was associated with poorer mental health and extraversion coping-forgiveness factor was positively related with mental health. Suurmeijer *et al.* (2005)

result indicates that neurotic personality and mental health has negative relation and more anxiety and depression. On the other hand extroversion and personality had positive relation. Benjamin (2006) conducted a study to find out relationship between personality and mental health and found that higher neuroticism or lower extraversion scores had bad mental health. Sangeeta (2006) findings show that high extroversion scores helps to improve the mental health and high scores of introversion go downhill mental health. Abbott *et al.* (2008) conducted a study to find out the effect personality differences on mental health difficulties and found that extrovert women were higher well-being and neuroticism women were lower well-being. Nordin (2009) study the correlation between personality and mental health. The result exposed that high neuroticism scores cause detrimental mental health and high scores of extraversion produce good mental health. Ahadi and Basharpour (2010) examined the relationship between personality dimensions and mental health of Mohaghegh Ardabili University students. The results indicate that high scores in neuroticism indicate bad mental health and high scores of extroversion leads to good mental health.

### Educational Implication

On the basis of findings of present study investigators suggest that school teachers devote their time to develop emotional intelligence of their students and thereby their mental health. School teachers should also develop extroversion personality trait in their students. This study is also very fruitful for teacher educators. Teacher educators can train their prospective teacher in development of emotional intelligence skills and extroversion personality traits in such a way that they can able to develop these abilities in their students during in-service.

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