

Relationship of Emotional Intelligence Mental Health and Adjustment

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Abstract

Education helps the person to adjust in the environment. Because of individual differences, different individuals show different levels of adjustment is also affected by mental status of the person, that is mental health of the person and also, the way the person manages his emotions. Thus, the author tried to study the correlation between emotional intelligence, mental health and adjustment of class X students. A sample of 100 students, 50 male and 50 female, was taken to study the relationship. Correlation and the-test were employed to test the hypotheses. The results of the study showed that there is a significant positive correlation between emotional intelligence and mental health, between emotional intelligence and adjustment of class X students. Female students of class X showed higher emotional intelligence value than male students. Both male and female students did not show any significant difference in their level of adjustment. Female students of class X showed better mental health than male students.

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Introduction

Education is important aspect of life which develops the harmonious personality of the child. Education starts from home, develops in the school and matures in the society. Education does not simply mean acquiring the knowledge of any academic content. Education deals with behavioral changes. It deals with increasing ability to adjust in varying situations thrown open by the environment. There are certain important ingredients in the personality of the child which determines the level of education he gets. Emotional intelligence, mental health and adjustment are few of them.

Emotional Intelligence

Emotional intelligence is the ability of a person to understand and manage his emotions. The purpose of intelligently managing the emotions is to bring effectiveness in working without coming in conflict with him, with environment and with the fellow colleagues. This keeps the person away from stress and meets the challenges effortlessly.

Mayer and Salovey (1990) defined emotional intelligence as, 'the subset of social intelligence that involves the ability to monitor one's own and others' feeling and emotions, to discriminate among them and to use this information to guide one's thinking and actions'.

Goleman (1996) defined emotional Intelligence 'as ability to manage emotions (self and others) so that it is beneficial to them and their environment'.

Mental Health

John and Webster (1979) defined mental health as a positive but relative quality of life. It is a condition which is characteristics of the average person who meet the demands of life on the basis of his own capacities and limitations'. The World Book Encyclopedia (1994) writes that physical and mental health is closely related. Mental health plays an important role in both the ways. 'how the people behave and the way they feel'.

Adjustment

Adjustment is a process of altering the behavior of oneself so as to be in a harmonious relationship with the environment.

Srivastava (1996) defined adjustment as 'the harmonious relationship with the environment in which most of the individual needs are satisfied in socially acceptable ways and resulting in forms of behavior which may range from passive conformity to vigorous action'.

Rationale of the Study

There are individual differences prevailing among the individuals. Due to this, different individuals show different types of emotions, adjust to different ways in the environment and the status of their health also varies. The person's ability to manage his or her emotions, his/her health status and adjustment in the environment seem to be closely related. Gujjar (2010), Tannous&Matar (2010), Faghirpour (2009), HadadiKohsari (2009) found a significant positive correlation between emotional intelligence and mental health. As the author was not able to find interrelationship studies among emotional intelligence, mental health and adjustment, therefore, he undertook the present study.

Objectives of the Study

- 1) To study the correlation of emotional intelligence with mental health of class X students.
- 2) To study the correlations of emotional intelligence with adjust of class X students.
- 3) To study the significant difference between the emotional intelligence of male and female students of class X.
- 4) To study the significant difference between the mental health of male and female students of class X.
- 5) To study the significant difference between the adjustment of male and female students of class X.

Hypotheses of the Study

- 1) There exists no significant correlation of emotional intelligence with mental health of class X students.
- 2) There exists no significant correlation of emotional intelligence with adjustment of class X students.
- 3) There exists no significant difference between the emotional intelligence of male and female students of class X.
- 4) There exists no significant difference between the mental health of male and female students of class X.
- 5) There exists no significant difference between the adjustment of male and female students of class X.

Methodology

Sample of the Study

The population of the study were all the class X students studying in secondary

school of Gulbarga district in Karnataka state. A sample of 100 students of class X was taken from four secondary schools of Gulbarga district in Karnataka state. Out of 100 students 50 were girls and 50 were boys. These schools were selected randomly.

Tools Used

- 1) Emotional Intelligence Scale by Anukool Hyde, SanjyotPethe and UpenderDhar (2001).
- 2) Mental Health Inventory by Srivastava and Jagdish.
- 3) Adjustment Inventory prepared by researcher.

Design of the Study

Survey method of research was used to study the present problem.

Statistical Techniques Used

The data were analyzed using descriptive and inferential statistics. Mean, median, standard deviation, Pearson correlation and t-test were computed to test the hypotheses.

Analysis and Interpretation of the Data

Table 1. Coefficient of Correlation Value between Emotional Intelligence and Mental Health

Variable	N	Df	Coefficient of Correlation	Level of significance
Emotional Intelligence	100	99	0.315	0.01
Mental Health	100			

Table 1 shows the correlation between emotional intelligence and mental health of class X students. The coefficient of correlation value has been found to be 0.315, which is significant at 0.01 level. Hence the hypotheses, 'There exists no significant correlation of emotional intelligence with mental health of class X students,' stand rejected. The positive value of coefficient of correlation indicates that there is a direct correlation between emotional intelligence and mental health. Better the mental health more will be the emotional intelligence of the students.

Table 2. Coefficient of Correlation Value between Emotional Intelligence and Adjustment

Variable	N	df	Coefficient of Correlation	Level of significance
Emotional Intelligence	100	97	-0.239	0.05
Mental Health	100			

Table 2 shows the correlation between emotional intelligence and adjustment

of class X students. The coefficient of correlation value has been found to be -0.239, which is significant at 0.05 level. Hence the hypotheses, 'There exists no significant correlation of emotional intelligence with adjustment of class X students,' stand rejected. The negative value of coefficient of correlation indicates that there is an inverse correlation between emotional intelligence and adjustment. The higher value of adjustment in Adjustment Inventory by researcher indicates maladjustment. This means that inverse relationship between these two variables shows that the students with high emotional intelligence are better adjusted.

Table 3. t-ratio Value of Mean Emotional Intelligence Scores between Male and Female Students

Variable	Gender	N	Mean	SD	df	t-ratio	Level of Significance
Emotional Intelligence	Male	50	120.89	14.30	99	2.535	0.05
	Female	50	127.79	12.90			

Table 3 shows that the t-ratio value of mean emotional intelligence scores between male and female students is 2.535 at 99 degree of freedom. The value is significant at 0.05 level. The difference between the mean values of emotional intelligence scores of male and female students is not due to the sampling error. Hence the hypothesis, 'There exists no significant difference between the emotional intelligence of male and female students of class X,' stand rejected. The mean emotional intelligence score of female students is 127.79 which is higher than that of male students, that is, 120.89. Thus female students showed higher emotional intelligence than male students.

Table 4. t-ratio Value of Mean Mental Health Scores between Male and Female Students

Variable	Gender	N	Mean	SD	df	t-ratio	Level of Significance
Mental Health	Male	50	145	15.2	97	2.62	0.05
	Female	50	152	14.3			

Table 4 shows that the t-ratio value of mean mental health scores between male and female students is 2.62 at 97 degree of freedom. The value is significant at 0.05 level. The difference between the mean values of mental health scores of male and female students is not due to the sampling error. Hence the hypothesis, 'There exists no significant difference between the mental health of male and female students of class X,' stand rejected. The mean mental health score of female students is 152 which is higher than that of male students, that is, 145. Thus female students showed better mental health than male students.

Table 5. t-ratio Value of Mean Adjustment Scores between Male and Female Students

Variable	Gender	N	Mean	SD	df	t-ratio	Level of Significance
Adjustment	Male	50	146	27.6	99	0.9	NS
	Female	50	151	23.8			

Table 5 shows that the t-ratio value of mean adjustment scores between male and female students is 0.9 at 99 degree of freedom. The value is not significant. The difference between the mean values of adjustment scores of male and female students may be due to the sampling error. Hence the hypothesis, 'There exists no significant difference between the adjustment of male and female students of class X,' is accepted.

Conclusion

1. There is a significant positive correlation between emotional intelligence and mental health of class X students.
2. There is a significant negative correlation between emotional intelligence and adjustment of class X students.
3. Female students of class X showed higher emotional intelligence value than male students.
4. Both male and female students did not show any significant difference in their level of adjustment.
5. Female students of class X showed better mental health than male students.

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