"Mental Health of the Students In Relation To Their Emotional Intelligence"

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ABSTRACT: *Mental health is an important indicator of all round growth and development of students. Poor mental health in previous life can affect future life. It may affect schooling, development, productivity, working power, income and other outcomes of individual. Mental health approach in education has emerged as strong movement that has spread to all enlightened educational systems of the world. Mental health of adolescents in high and higher secondary schools needs to be strengthened because children experience a number of physiological and psychological changes and development at this transitional stage. Similarly, emotion play a significant role in directing and shaping behaviour and personality of an individual.*
Key Words: *Mental health, physiological and psychological changes etc.*

I. INTRODUCTION:

Modern schools and colleges are making big propaganda about all-round development of the students, but in reality it is not being practised. The present curriculum practices are unable to catter to some interest and needs of the students.therfour the students are unable to assimilate even a few ideas or concepts. In addition to regular classes they are busy with homework, tutorial classes or have tuitions. Students are less encouraged to play and participate in social and group activities. So, there will not be opportunities for the students to relax, so, they become restless. This leads to their mental ill health.

MENTAL HEALTH:

Mental health is indispensable for good quality of life and thus needs to be addressed as an important component of improving overall health and wellbeing. Mental health is a term which is defined as the state of an individual with high emotional stability, well adjusted in the society, adequate perception of reality, self-concept, integrated personality and environmental competencies.

EMOTIONAL INTELLIGENCE (EI) refers to the ability to perceive, control, and evaluate emotions. It is the ability to understand own emotions and those people around. The concepts of EI mean persons must have a self-awareness that enables to recognize feelings and manage your emotions. So, emotional intelligence is needed in each and every field of life. Emotional intelligence is essential to succeed. Building one's emotional intelligence has a lifelong impact.

RESEARCH METHOD:

Evaluative resources technique of descriptive research was employed to carry out this research work.

OBJECTIVES OF THE STUDY:

1. To find out the relationship between mental health and emotional intelligence of secondary school students of Vijayawada-A.P with respect to the gender.
2. To find the significant difference between emotional intelligence and mental health of secondary school students of Vijayawada—A.P with respect to government and private schools.
3. To find the significant differences between Emotional intelligence and Mental health of secondary school students of Vijayawada-A.P.

HYPOTHESIS

HO1: There is no significant difference in MH and EI among secondary schools students in Vijayawada-A.P with respect to the gender.
HO2: There is no significant difference in MH and EI among secondary schools students in Vijayawada-A.P with respect to government and private schools.
HO3: There is no significant relationship between MH and EI of secondary schools students in Vi

SAMPLE:
For present study 50 students from government was 50 students from private schools was constitute the sample. The sample was selected according to the proportionaty based on random sampling technique.

TOOLS USED FOR DATA COLLECTION:
1)   Mental health scale, developed by Jagdish and Srivastava (1995)
2)   Emotional Intelligence scale developed by Anukol Hyde, Sanyot pethe and Upindev Dhar (2002)

Mental Health Scale: It is having 60 items and include both positive and negative statements in each components.
1.   Emotional stability (ES)
2.   Overall adjustment (OA)
3.   Self concept (SC)
4.   Integration of personality (IP)
5.   Perception of realities (PR)
6.   Environmental competency (EC)

Emotional Intelligence Scale:
Emotional intelligence scale (EIS) developed by Anukool Hyde, Sanjyet pethe and Upinder Dhar (2002). It is 34 items.

Genarating the response:
The SPSS program was then used to create the initial response distributions for each item in student's questionnaires.

STATISTICAL ANALYSIS:
In this study, various statistical tool and techniques was used according to the requirements of the study. Percentage, mean, S.D, t-test and descriptive statistics and person's product moment correlation was calculated.

Analysis and interpretation:

Table-1: The range of scores for each levels of mental health

S.NO	Level of Mental Health	Range
1	HIGH	220-300
2	AVERAGE	140-219
3	LOW	60-139

Table-2: The percentage of students having high moderate and low levels of mental health

VARIABLES	LEVELS	PERCENTAGE
	HIGH	14
	MODERATE	72
MENTAL HEALTH	LOW	14
TOTAL		100.0

from table 2 it is evident that 72% of students were found to be having moderate mental health. Only 14% of them were having high level of mental health and 14% of them show low level of mental health.

Table-3: The range of scores for each level of emotional intelligence

S.NO	LEVEL OF EMOTIONAL INTELLIGENCE	RANGE
1	HIGH	129-175
2	AVERAGE	82-128
3	HIGH	35-81

Table-4: The percentage of students having high, moderate and low levels of emotional intelligence

VARIABLES	LEVELS	PERCENTAGE
EMOTIONAL INTELLIGENCE	HIGH	16
	MODERATE	68
	LOW	16
	TOTAL	100.0

From table-4 it is found that 16% of students were found to be having high level of emotional intelligence, 68% of students had low level of emotional intelligence and 16% of students found to be moderate level of emotional intelligence.

Table-5: Comparative mean scores of mental health of boys and girls of school students

GENDER	N	MEAN	SD	t	df
BOYS	50	203.40	20.767		
				3.596	98
GIRLS	50	207.43	19.011		

As per table 5, girls have higher levels of mental health than boys. This may be because, in Indian tradition the girls are trained to be tolerant, adjusting. So, they try to get adjusted and live in reality. Whereas boys are provided with whatever they want and not trained to be adjusting. Therefore girls may have higher level of mental health.

Table-6: Comparative mean scores of emotional intelligence of boys and girls of standard of Vijayawada-A.P

GENDER	N	MEAN	SD	t	Df
BOYS	50	114.31	12.145		
GIRLS	50	117.58	11.192	3.452	98

Obtained value of t(3.452) at 98 degree of freedom is higher than the table value of 't' at 0.05(1.96) level of significance scores of emotional intelligence of females was significantly higher than of males.

Table-7: Relationship between mental health and emotional intelligence among students of secondary school

S.NO	VARIABLES	N	PRODUCT MOMENT CORRELATION(R)	SIGNIFICANCE
01	BOYS	50	0.150	0.01
02	GIRLS	50	0.541	0.00
03	GOVT.SCHOOLS	51	0.464	0.00
04	PRIVATE SCHOOLS	50	0.509	0.00

From the above table r value of mental health and emotional intelligence among boys is 0.150, girls is 0.541, government school is 0.464 and private schools is 0.509.
Thus, we understand that mental health and emotional intelligence among boys and girls, government and private schools are moderate positive relationship.
It means there is a significant relationship between mental health, emotional intelligence among students of Vijayawada-A.P.

Major findings and conclusion:
• The mean and standard deviation of boys with respect to mental health is 203.40 and 20.767. further, the mean of girls is 207.43 and standard deviation is 19.011. It is found that the obtained value of t (3.596) at 98 degree of freedom is higher than the table of t at 0.05 (1.96) level of significance. Since the computed value of 't' is higher than the table value of 't' at 5 percent of significance level. Thus, there is a significance gender difference in mental health of school students.
• The mean and standard deviation of boys with respect to emotional intelligence is 114.31 and 12.145. further, the mean of girls is 17.58 and standard deviation is 11.192. it is found that the obtained value of t (3.452)

at 198 degree of freedom is higher than the table value of t at 0.05 (1.96) level of significance. Since the computed value of 't' is higher than the table value of 't' at 5 percent significance level. Thus, there is significant gender difference in emotional intelligence of school students.

- The r value of mental health and emotional intelligence among boys is 0.150, girls is 0.541, government schools is 0.464, private schools is 0.509. thus, we understood that mental health and emotional intelligence among boys and girls, the government and private schools and moderate relationship.

II. CONCLUSION:

On the basis of results following are conclusions of the present study

1. Significant and positive correlation was found between mental health and emotional intelligence of male and female students of government and private schools.

2. Significant and positive correlation was found between male and female students in their mental health with emotional intelligence.

3. No Significant difference was found between mental health and emotional intelligence of government and private school students.

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