

Mental Health and Emotional Intelligence Among College Students

Kalyani D Pandya¹, JiV. Sonani²

^{1,2}*Research Scholar, Samaldas Arts College, Psychology Department, M.K. Bhavnagar University,
Bhavnagar, (Gujarat)*

Abstract- This study was conducted to investigate the Mental Health and Emotional Intelligence in college student. The main purpose of this research is to increase knowledge what is their mental health and emotional intelligence and what should be done to increase their mental health and emotional intelligence. A total of 120 sample of government and privet college student were taken from Bhavnagar University. Their samples were taken the data was collected with the help of 'Mental Health Inventory' developed by Dr.A.k.shreevastav & dr.jagdish (1982). The original Hindi inventory was translated in Gujarati and standardized by bhavna thummar (2009). And 'Emotional Intelligence scale' this scale was constructed by Schutte (1998). The data used to obtain the mental health and emotional intelligence measurement of the subject by Detroja,V.J.(2023). The data was used to obtain the Mental Health and Emotional Intelligence measurement of the subjects. The collected data was statistically analyzed with the help of ANOVA and L.S.D. The results show that there is significant difference in mental health between boy and girl college students. ($F=14.17$). There is significant difference in mental health between government and privet college students. ($F=26.17$). There is significant difference in mental health between gender and type of institution. ($F=23.92$). There is significant difference in emotional intelligence between boy and girl college students. ($F=18.71$). There is significant difference in emotional intelligence between government and privet college students. ($F=70.15$). There is no significant difference in emotional intelligence between gender and type of institution. ($F=2.24$). The findings show that one hypothesis were accepted and five hypothesis was rejected.

Key Words: Mental Health, Emotional Intelligence, Gender, Government and Privet College Students

I. INTRODUCTION

In the materialistic age, it has become difficult for every human being to maintain health, not only that but in the age of technology, it has become difficult to remain active and work every where, regdless of education, upbringing, studies and jobs. The college phase of life means adapting to the changes of youth along with studies. Along with revealing the art within oneself, one has to cultivate awareness towards work become aware of one's internal changes and adjust to everything. Not every person's life is at the same stage, hence sometimes, due to financial difficulties, dropping out of studies, lack of good socialization, bad company etc. there is a bad effect on the personality of the youth. Good upbringing illuminates the life of a child, while improper upbringing, bad company or greed for more money destroys his college life.

1.1 What is Mental Health?

In psychology mental health is a state of well-being where an individual realize their potential copes with normal life stresses, works productively and contributes to their community encompassing emotional, psychological, and social aspects. It's more than just the absence of mental illness; It's vital part of overall health that affects how we think, feel, handle stress and relate to others existing on a spectrum with varying degrees of challenge and distress.

1.2 What is Emotional Intelligence?

Emotional Intelligence (EQ) is the ability to recognize, understand, manage your own emotions and perceive and influence the emotions of others, enabling better relationships, communication and problem-solving. It involves skills like self-awareness, empathy and

managing emotional responses, differentiating it from raw emotion or just being “ smart ” (IQ). Developing EQ enhances leadership, team work and overall well-being and is a learnable skill set crucial for success, especially in professional settings.

Review of Literature

Kunjikannan,R.(2010) conducted a study on Effect of marital art exercises on physical fitness emotional intelligence and mental health of teacher training collage students. This study show that the effect of marital art exercises showed significant improvement in the emotional intelligence variable from pre to post test of experimental group compared to control group. Monika (2022) conducted a study on mental health life skills spiritual intelligence psychological hardiness and usage of digital technology among collage students. This study show that significant relationship between mental health and psychological hardiness among collage students. Parmar, V.M. (2023) conducted a study on mental health and adjustment of collage students. This study show that there is interaction effect between the mean score of emotional stability of mental health of collage students in relation to gender, area of residency and type of faculty. Solanki,L.R. (2019) conducted a study on A Psychological Study of Emotional Intelligence and Adjustment among students. This study findings show that emotional intelligence is found to be higher in girls than boys. Solanki,D. (2022) conducted A Study on Achievement Motivation, Emotional Intelligence and Psychological Wellbeing of College Students. This study show that there is no significant difference between boys and girls students. This study also finding show that there is significant difference between stream was not significant.

II.METHODOLOGY

(1) Objectives

The present study was, hence, undertaken with the following objectives.

- (1) A study of Mental Health among Boy and Girl students.
- (2) A study of Mental Health among Government and private College students.

(3) A study of Emotional Intelligence among Boy and Girl students.

(4) A study of Emotional Intelligence among Government and Private college students.

(2) Variables

The implications of the present research are as follows.

1) Independent Variables

A) Gender : A1 = Boy

A2 = Girl

B) Type of Institution: B1 = Government

B2 = Private

2) Dependent Variables

Achieved Mental Health and Emotional Intelligence Scores among government and Private students.

(3) Hypothesis

The following things of hypothesis have been formulated for the investigation, here, researcher builds a null hypothesis.

- 1) There is no significant difference in mental health between boy and girl college students.
- 2) There is no significant difference in mental health between government and privet college students.
- 3) There is no significant difference in mental health between gender and type of institution.
- 4) There is no significant difference in emotional intelligence between boy and girl college students.
- 5) There is no significant difference in emotional intelligence between government and privet college students.
- 6) There is no significant difference in emotional intelligence between gender and type of institution.

(3) Participants

Total participants of 120 government and privet college students at different college of Maharaja Krishankumarsinhji Bhavnagar University. Were randomly selected from Bhavnagar (Gujarat). The care was taken that the socio-economic levels of all subjects remain almost the same.

Table No. – 1 A Table of Sample Distribution

| Independent Variable | Boy | Girl | Total |
|----------------------|-----|------|-------|
| Government | 30 | 30 | 60 |
| Privet | 30 | 30 | 60 |
| Total | 60 | 60 | 120 |

(4) Design

The experimental design for this study was 2 x 2 factorial designs. The first independent variable was Gender (Boy & Girl). The second independent variable was use of type of institution (Government & Privet). The dependent variable was Mental Health and Emotional Intelligence score.

(5) Measuring Instruments

For collecting the pertinent data, the following measuring instruments were used.

(a) Personal Information Schedule

The main purpose of this schedule is to collect certain pertinent data regarding the variables of the study, the various information such as, gender, age, type of institution are collected through this schedule.

(b) Emotional Intelligence Inventory

The inventory was developed by Schutte (1998). To measure the emotional intelligence. Here is the information about the inventory. It has been translated into Indian version by Thinguzam and Ram (2000). The original English inventory was translated in Gujarati and standardized by Detroja,V.J.(2023). The Emotional Intelligence inventory comprises 33 items categorized into four dimensions: (I) Perception of Emotions, (II) Managing of Emotions, (III) Managing other Emotions and (IV) Utilization of Emotions. Each question has five options. It is sequence in this Strongly Agree, Agree, Uncertain, Disagree & Strongly Disagree to get target group has to choose any one option after data collection. It is analyzed and finds the solution.

Reliability

To decide reliability of this inventory by Schutte (1998). The reliability of Emotional Intelligence alpha score was 0.90. the test taken after two week break was found to have a reliability of 0.75. Thinguzam and Ram (2000) take 165 samples and decide the reliability of this inventory by spilt-half method. To know the reliability of dimensional emotional intelligence is

cron batch alpha coefficient = 0.89 and spearman brown formulas $r = 0.89$.

The original English inventory was translated into Gujarati by Detroja,V.J (2023). They take 50 samples. To know the reliability of dimensional emotional intelligence inventory is $r = 0.92$.

Validity

The original English inventory was translated into Gujarati by Detroja,V.J.(2023). Applied this test on Gujarati and English medium 50 students and result is $r = 0.72$.

(6) Procedure

A very smooth, cooperative and fresh environment was created for collecting the data, the investigator approached individually to all participants. The 'Mental Health' and 'Emotional Intelligence Scale' was given to the participants when participants fill up the scale, these were collected. The scoring was done according to the manual.

The mental health inventory has six areas (1) Positive Self Evaluation (2) Perception of Reality (3) Integration of Personality (4) Autonomy (5) Group-Oriented Attitude (6) Environmental Mastery. To ask him to tick mark (✓) before the question if they agree with this Mental Health Inventory is to measure the four options, 'Always', 'Often', 'Sometimes', 'Never'. 56 questions and Positive is to be scored 1,2,3,4. Negative is to be scored as 4,3,2,1. The maximum is arrived at 224 and minimum score as 56 in this inventory. It is interpreted that higher the area of value attained the quantum of mental health is less and the lower the area of value attained the quantum of mental health is more.

The Emotional Intelligence scale has four areas (1) perception of Emotions, (2) Managing of Emotions, (3) Managing other Emotions and (4) Utilization of Emotions. To ask him to tick mark (✓) before the question if they agree with this Emotional Intelligence Scale is to measure the five options Strongly Agree, Agree, Uncertain, Disagree & Strongly Disagree. 33 questions and positive is to be scored 5,4,3,2,1. Negative is to be scored as 1,2,3,4,5. The maximum is arrived at 165 and minimum score as 33 in this inventory. It is interpreted that higher the area of value attained, the quantum of Emotional Intelligence is

higher and the lower the area of value attained, the quantum of Emotional Intelligence is lower.

(7) Statistics

Here in this study ANOVA and L.S.D. was conducted as a statistical technique to prove the objective.

III.RESULT

Table No – 1 Summary of analysis of variance for Mental Health in college students

| Source of Variation | Sum of Square | df | Mean Sum of Square | 'F' Ratio | Level of Significant |
|-------------------------|---------------|-----|--------------------|-----------|----------------------|
| A (Gender) | 3070.41 | 1 | 3070.41 | 14.17 | 0.01 |
| B (Type of Institution) | 5671.88 | 1 | 5671.88 | 26.17 | 0.01 |
| A x B | 9.06 | 1 | 9.06 | 23.92 | 0.01 |
| Wss | 25144.44 | 116 | 216.76 | - | - |
| Tss | 33895.79 | 119 | - | - | - |

Table No-2 Showing the means and 'F' value of gender variable for mental health

| Gender | N | Mean | 'F' Ratio | Level of Significant |
|--------|----|--------|-----------|----------------------|
| Boy | 60 | 149.60 | 14.17 | 0.01 |
| Gils | 60 | 139.48 | | |

Table No-3 Showing the L.S.D. difference of gender variable for mental health

| No | Pair | Difference of Mean | Level of Significant |
|----|----------------------------------|--------------------|----------------------|
| 1 | A ₁ Vs A ₂ | 10.12 | 0.01 |

Table No – 4 Showing the means and 'F' value of Type of Institution variable for mental health

| Type of institution | N | Mean | 'F' Ratio | Level of Significant |
|---------------------|----|--------|-----------|----------------------|
| Government | 60 | 137.67 | 26.17 | 0.01 |
| Privet | 60 | 151.42 | | |

Table No-5Showing the L.S.D. difference of type of institution variable for mental health

| No | Pair | Difference of Mean | Level of Significant |
|----|----------------------------------|--------------------|----------------------|
| 1 | B ₁ Vs B ₂ | 13.75 | 0.01 |

Table No-6 Showing the means and 'F' value of gender and type of institution variable for Mental health

| No | Variable | N | Mean | | 'F' Ratio | Level of Significant |
|----|----------------|----|----------------|----------------|-----------|----------------------|
| | | | A ₁ | A ₂ | | |
| 1 | B ₁ | 30 | 143.00 | 132.33 | 23.92 | 0.01 |
| 2 | B ₂ | 30 | 156.20 | 146.63 | | |

Table No-7 Showing the L.S.D. difference of gender and type of institution variable for Mental health

| No | Pair | Difference of Mean | Level of Significant |
|----|--|--------------------|----------------------|
| 1 | A ₁ B ₁ VS A ₁ B ₂ | 13.20 | 0.01 |
| 2 | A ₁ B ₁ VS A ₂ B ₁ | 10.67 | 0.01 |
| 3 | A ₁ B ₁ VS A ₂ B ₂ | 3.63 | N.S. |
| 4 | A ₁ B ₂ VS A ₂ B ₁ | 19.87 | 0.01 |
| 5 | A ₁ B ₂ VS A ₂ B ₂ | 5.57 | N.S. |

| | | | |
|---|--|-------|------|
| 6 | A ₂ B ₁ VS A ₂ B ₂ | 14.30 | 0.01 |
|---|--|-------|------|

N.S. = Not Significant

L.S.D. Level 0.05 = 5.38

0.01 = 7.16

Table No – 8 Summary of analysis of variance for emotional intelligence in college students

| Source of Variation | Sum of Square | df | Mean Sum of Square | 'F' Ratio | Level of Significant |
|-------------------------|---------------|-----|--------------------|-----------|----------------------|
| A (Gender) | 3466.88 | 1 | 3466.88 | 18.71 | 0.01 |
| B (Type of Institution) | 13000.01 | 1 | 13000.01 | 70.15 | 0.01 |
| A x B | 414.36 | 1 | 414.36 | 2.24 | N.S. |
| Wss | 21498.34 | 116 | 185.33 | - | - |
| Tss | 38379.59 | 119 | - | - | - |

N.S. = Not Significant

Table No-9 Showing the means and 'F' value of gender variable for emotional intelligence

| Gender | N | Mean | 'F' Ratio | Level of Significant |
|--------|----|--------|-----------|----------------------|
| Boy | 60 | 120.93 | 18.71 | 0.01 |
| Gils | 60 | 131.68 | | |

Table No-10 Showing the L.S.D. difference of gender variable for emotional intelligence

| No | Pair | Difference of Mean | Level of Significant |
|----|----------------------------------|--------------------|----------------------|
| 1 | A ₁ Vs A ₂ | 10.75 | 0.01 |

Table No – 11 Showing the means and 'F' value of Type of Institution variable for emotional intelligence

| Type of Institution | N | Mean | 'F' Ratio | Level of Significant |
|---------------------|----|--------|-----------|----------------------|
| Government | 60 | 136.72 | 70.15 | 0.01 |
| Privet | 60 | 115.90 | | |

Table No-12 Showing the L.S.D. difference of Type of Institution variable for emotional intelligence

| No | Pair | Difference of Mean | Level of Significant |
|----|----------------------------------|--------------------|----------------------|
| 1 | B ₁ Vs B ₂ | 20.82 | 0.01 |

Table No-13 Showing the means and 'F' value of gender and Type of Institution variable for emotional intelligence

| No | Variable | N | Mean | | 'F' Ratio | Level of Significant |
|----|----------------|----|----------------|----------------|-----------|----------------------|
| | | | A ₁ | A ₂ | | |
| 1 | B ₁ | 30 | 133.20 | 140.23 | 2.24 | N.S. |
| 2 | B ₂ | 30 | 108.67 | 123.13 | | |

N.S. = Not Significant

Table No-14 Showing the L.S.D. difference of gender and Type of Institution variable for emotional intelligence

| No | Pair | Difference of Mean | Level of Significant |
|----|--|--------------------|----------------------|
| 1 | A ₁ B ₁ VS A ₁ B ₂ | 24.53 | 0.01 |
| 2 | A ₁ B ₁ VS A ₂ B ₁ | 7.03 | N.S. |
| 3 | A ₁ B ₁ VS A ₂ B ₂ | 10.07 | 0.01 |
| 4 | A ₁ B ₂ VS A ₂ B ₁ | 31.56 | 0.01 |
| 5 | A ₁ B ₂ VS A ₂ B ₂ | 14.46 | 0.01 |
| 6 | A ₂ B ₁ VS A ₂ B ₂ | 17.10 | 0.01 |

N.S. = Not Significant

L.S.D. Level 0.05 = 7.18

0.01 = 9.68



Figure – 1 Showing the mean score of gender and level of study variable for Mental Health

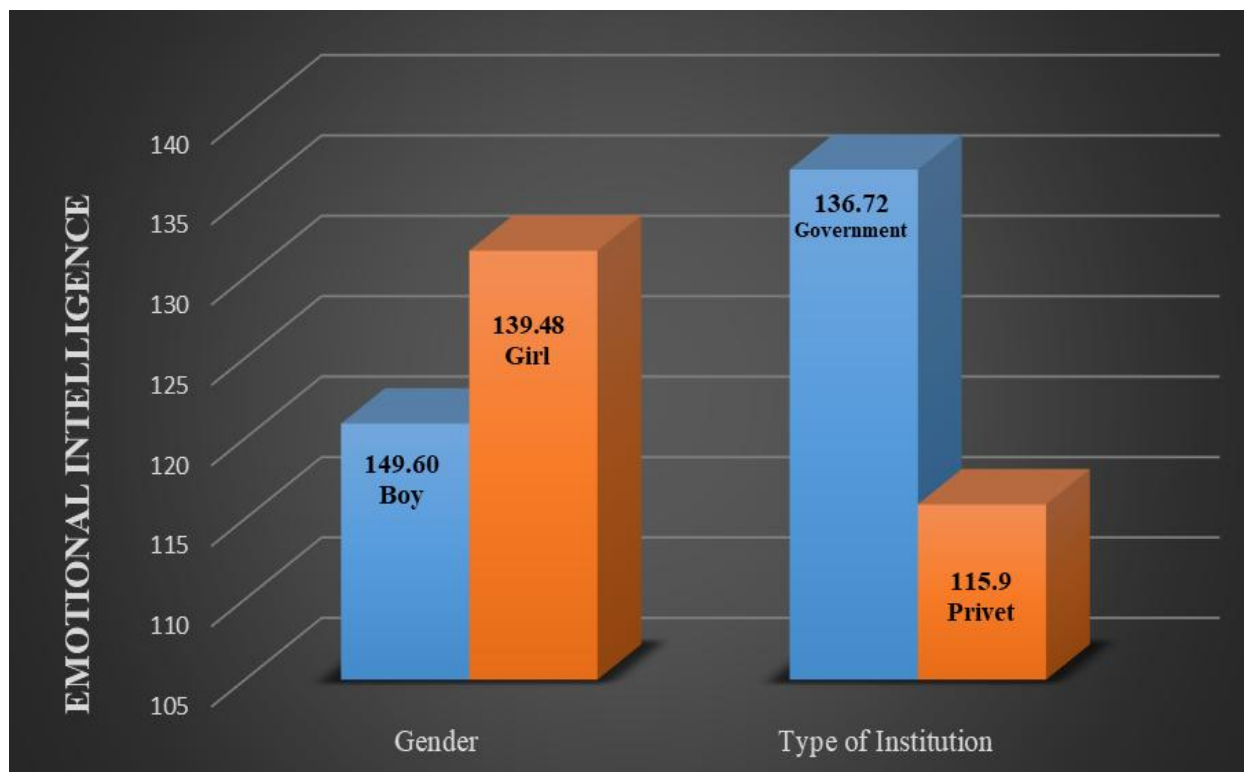


Figure – 2 Showing the mean score of gender and level of study variable for Emotional intelligence

IV. DISCUSSIONS

The chief aim of the present research was to examine mental health and emotional intelligence and among college students. The derived result shows that out of six hypothesis, five hypothesis have been accepted and one hypothesis are not accepted.

The difference in Mental Health between boy and girl college students was significant. Therefore hypothesis is not accepted. The reason why girl's mental health is better here may be that girl's habit of maintaining relationships and talking means that they keep exchanging ideas with each other in one way or another, which reduces the amount of mental conflict. The findings of the result here support the research previous research of Monika (2022).

The difference in Mental Health between Government and Private college students was significant. Therefore hypothesis is not accepted. The accommodation, lifestyle and food of government college students are clean. In addition, even today in rural areas, due to the family spirit, cooperation of friends and the low fee standard in government college, financial problems are also eliminated.

The difference in Mental Health between gender and type of Institution was significant. Therefore hypothesis is not accepted. The reason for this may be that caste or type of institution does not precisely determine a person's mental health, but all factors related to personal life play a role in making a person's mental health good or bad.

The difference in Emotional Intelligence between boy and girl college students was significant. Therefore hypothesis is not accepted. Girls tend to have higher levels of emotional intelligence because they are taught to express their emotions appropriately and behave accordingly. They are given the maturity to know what to say and when. The findings of the result here support the research previous research of Solanki D. (2022).

The difference in Emotional Intelligence between government and private college students was significant. Therefore hypothesis is not accepted. Students of government institution are mostly from

middle-class families and belong to joint families. They are brought up with discipline and civility, so they can express their emotions in the right time. The findings of the result here support the research previous research of Kunjikannam, R. (2010).

The difference in Emotional Intelligence between gender and type of Institution was not significant. Therefore hypothesis is accepted. The reason behind that Emotional Intelligence is an internal quality of a person that is derived from experience and family environment, so differences in gender and type of organization are not meaningful.

V CONCLUSIONS

- 1) The difference in Mental Health between boy and girl college students was significant.
- 2) The difference in Mental Health between Government and Private college students was significant.
- 3) The difference in Mental Health between gender and Type of Institution was significant.
- 4) The difference in Emotional Intelligence between boy and girl college students was significant.
- 5) The difference in Emotional Intelligence between Government and Private college students was significant.
- 6) The difference in Emotional Intelligence between gender and Type of Institution was not significant.

Overall, out of the six hypothesis, One were accepted and five was rejected. The results emphasize that while gender has a notable effect on mental health and emotional intelligence, type of institution has a notable effect on mental health and emotional intelligence, the interaction between gender and type of institution was significantly impact mental health and emotional intelligence and the interaction between gender and type of institution do not significantly impact mental health and emotional intelligence among college students.

VI LIMITATIONS OF STUDY

- 1) The study area is limited. That is, the sample taken in the study is limited to Bhavnagar, Gujarat.
- 2) The study was limited to college students only. Therefore, the results of this research cannot be

made applicable to any other people or any other city.

- 3) This study used a sample of 120 participants, so the results may differ if a larger or smaller sample is used.
- 4) The sample size is small. In future studies larger sample size should be studied for generalizability.
- 5) There may be limitations prevailing because of statistical analysis in research.

VII IMPLICATIONS FOR FURTHER RESEARCH

Future research should include a larger and more diverse sample from different regions to verify whether the gender differences in mental health and emotional intelligence and remain consistent. Studies involving students from various educational levels would also help broaden the understanding of mental health and emotional intelligence across age groups. More advanced statistical techniques and mixed-method approaches may provide deeper insights into the factors influencing mental health and emotional intelligence. Additionally, future studies should examine other variables such as socio-economic status, parental support, or personality traits, different professional groups, gender, caste, type of family, level of study, resident area, different age groups that may better explain resilience differences beyond gender, type of institution and residential area. Longitudinal research could further clarify how mental health and emotional intelligence develops over time.

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