

MENTAL HEALTH AMONG POST GRADUATE STUDENT IN RELATION TO THEIR EMOTIONAL INTELLIGENCE & SOCIAL MATURITY

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Abstract

Mental health defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community (WHO, 2007). The purpose of the study was to reveal the effect of Mental Health among post graduate student in relation to their Emotional Intelligence & Social Maturity. This was an empirical research with a sample of 200 students studying into college selected randomly from Jind city of Haryana. The study was conducted through descriptive survey method. Emotional Intelligence test by Zainuddin and Ahamed (2008) & Mental Health Battery by Singh & Gupta (2000) & social maturity scale by Srivatava. Two-way Anova was applied to find out the effect of Emotional Intelligence, Social Maturity & gender on Mental Health. The finding revealed: 1) There is significant main & interaction effect of emotional intelligence and gender on mental health of post graduate students. 2) There is no significant main & interaction effect of social maturity and gender on mental health of post graduate students.

Keywords:- Mental Health, Emotional Intelligence, Social Maturity, post graduate students.



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Introduction

Mental Health is as old as Human beings. In recent years clinical psychologists as well as educationists have started giving proper attention to the study of mental health. However in India, relatively very few work has been conducted. 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 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 (**narayanan & Prabhakaran, 1993**). So a mentally healthy person is firm in his intentions and is least disturbed by strains and stresses of day-to-day life. Thus, the concept of mental health takes a 'Gestalt' view of the individual. It incorporates the concepts of personality characteristics of the person. A mentally healthy also be understood as the behavioral of desirable attitudes, healthy values and righteous self-concept and a scientific

perception of the world as a whole. Several psychologists like **Erickson (1936)**, **Rogers (1969)**, **Hurlock (1972)** have expressed their view in similar tone. A mentally sound or healthy person should also be understood as a dynamic and conscientious person who is found to be reasonably rational in the choice of means for the realization of his or her pious ends **Anand (1962)**. It also presents a humanistic approach towards the understandings and assessment of the self, positive feeling, attitudes towards self and others. Mental Health is, the capacity to think rationally and logically and to cope with the transitions, stresses, traumas and losses that occur in all lives, in ways that allow emotionally stability and growth. In general, mentally healthy individual value themselves perceive reality as it is, accept its limitations and possibilities, respond to its challenges, carry out their responsibilities, establish and maintain close relationships and feel a sense of fulfillment that makes the efforts of daily living worthwhile.

Emotional intelligence, like general intelligence, is the product of one's heredity and its interaction with his environment forces. Until recently, we have been led to believe that a person's general intelligence measured as I.Q. or intelligence quotient is the greatest predictor of success in any walks of life academic, social, vocational or professional. Consequently, the I.Q. scores are often used for selection, classification and promotion of individuals in various programmers, courses and job placements etc. However, researches and experiments conducted in the 90s onwards have tried to challenge such over-dominance of the intelligence and its measure intelligent quotient (I.Q.), by replacing it with the concept of emotional intelligence and its measure, emotional quotient (E.Q.). These have revealed that a person's emotional intelligence measured through his E.Q. may be a greater predictor of success than his or her I. Q. Historically speaking, the term emotional was introduced in 1990 by two American University professors Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing they differences in people's ability in the areas of emotions. However, the credit for popularizing the concept of emotional intelligence goes to another American psychologist Daniel Goleman (1995). Emotional intelligence may be defined as the capacity to reason with emotion in four areas" to perceive emotion, to integrate it in thought, to understand it and to manage it (Mayer and Peter Salovey, 1995). Every one of us may be found to have varying capacities and abilities with regard to one's dealing with emotions. Depending upon the nature of this ability, he or she may be said more emotionally intelligent or lesser, in comparison to others in the group.

Social maturity means to reach the desired level of acceptable social behavior, to follow the role model and to try it. Social maturity is a long process to be socially mature, students should come in front of socially mature people so that they can make patterns in their behavior. Students can try to reach the expectations of social system, parents, teachers, siblings and peers, which are important to them.

Nature of social maturity: The maturity of a student is influenced by various social factors:

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1. The concept of dependence - the context of their behavior to emphasize their freedom in terms of social freedom and demand order relief.
2. Self-control - self-control as part of social maturity is necessary to make the necessary decisions and face the consequences. Getting self-control is partially learned and partially learned.
3. Stress - Everyone has to overcome stress. A mature person collects and uses available resources. The best of their ability to deal with stress.
4. Social maturity - socially mature are aware of their roles. During the process of social development, students learn to live up to the expectations of society in which they live.

Statement of the problem:-

“Mental Health among post graduate student in relation to their Emotional Intelligence & Social Maturity.”

Operational definitions of the related terms:-

Mental Health:- Mental Health is the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness. It is the ability to maintain an even temper, an alert intelligence, society considerate behavior and a happy disposition.

Emotional Intelligence:- Emotional Intelligence is the ability to monitor one's own and other's feeling and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

Social maturity: Social maturity is a level of social skills and awareness that a person has received related to particular age related to the age group.

Objectives of the study:-

1. To study the main & interaction effect of Emotional Intelligence & gender on Mental Health of post graduate students.

2. To study the main & interaction effect of Social maturity & gender on Mental Health of post graduate students.

Hypotheses of the study:-

1. There is no significant effect of Emotional Intelligence & gender on Mental Health of post graduate students.
2. There is no significant effect of Social maturity & gender on Mental Health of post graduate students.

Methodology of the study

Descriptive survey method was used to examine mental health among post graduate student in relation to their emotional intelligence & social maturity

Tools used in the study

Mental Health battery by Singh and Gupta. This battery consists 130 items in Hindi of six areas-Emotional stability, over all adjustment, autonomy, security, un-security, self-concept, intelligence. **Emotional Intelligence Test** by Zainuddin and Ahamed. This test consists 30 items in Hindi of five dimension- self-awareness, emotional self-regulation, motivation, empathy, social skill. The correlation co-efficient was found out to be $r=0.28$, which is significant at 0.05 level. In order to find out the validity from the co-efficient of reliability (Garrett, 1981). The reliability index was calculated which indicated high validity on account of being 0.83. Results given below indicate that the test is highly reliable. **Social Maturity Scale** by. Shrivastav In this scale, there are 180 items in Hindi in nine areas - socialization, ethical, character communication, self-realization, qualified home membership, self-direction, civil responsibility, human relations and health. According to the calculation by the test and re-test method, the co-efficiency of the scale is 0.782 and the correlation between the score and the rating score of the scale is 0.62. In both, the scale and validity of the scale is more qualified.

Sample for the present study

A sample is the representative proportion of the entire population. The sample consisted of 200 post graduate students of two colleges of Jind district of Haryana. Students has been chosen through random sampling techniques.

Statistical Techniques Used in present study

Means, Standard deviation, 't' test & ANOVA were used to examine Mental Health among post graduate student in relation to their Emotional Intelligence & Social Maturity.

Analysis and interpretation of the Data:-

Objective No. 1 : To study the main & interaction effect of emotional intelligence & gender on mental health of post graduate students.

Table No.1 Levene's Test of Equality of Error Variances

F	df1	df2	Sig.
2.937	3	196	.034

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

Table -2 Summary of descriptive Statistics i.e. Means and S.D.'s of Sub Samples gender and emotional intelligence for Mental Health

Gender	EI	Mean	S. D.	N
Male	High EI	90.1887	5.26986	53
	Low EI	84.6170	8.06644	47
	Total	87.5700	7.25475	100
Female	High EI	89.9388	5.14542	49
	Low EI	80.6275	6.70212	51
	Total	85.1900	7.57681	100

Table-3 Result for main and interaction effect of gender and emotional intelligence on mental health

Sources of Variation	df	SS	MS	F-Ratio
Emotional Intelligence	1	2763.24	2763.24	68.09
Gender	1	224.21	224.24	5.52
Gender x Emotional intelligence	1	174.46	174.46	4.3
Between Cells	3	564.8		
Within Subjects	196	7953	40.58	
Total	199	11177.12		

Main Effect:-

- (i) **Emotional Intelligence:-** The calculated value of F-Ratio for main effect of variable 'Emotional Intelligence' is 68.09 which is greater than table value of F against 3/196 degree of freedom at both levels (0.05&0.01) that is 2.60 and 3.78 respectively so it is significant. Hence, it was interpreted that Emotional Intelligence had influences on the Mental Health.

Table-4 ‘t’ value of the mean scores of Emotional Intelligence

EI	Mean	Std. Error	N	t-value
High EI	90.064	.631	102	8.259
Low EI	82.622	.644	98	

The table no.4 points out that the mean scores obtained by high emotional intelligence group is 90.064 and the mean scores obtained by low emotional intelligence group is 82.622 and the std. error score obtained by high and low emotional intelligence group is 0.631 and 0.644 respectively. The ‘t’ value is found to be 8.259 which is significant at both levels 0.01 & 0.05 level of significance. It is interpreted that emotional influences on mental health.

(ii) **Gender:-** The calculated value of F-Ratio for main effect of variable ‘Gender’ is (5.52) which is greater than table value of F against 3/196 degree of freedom at both levels (0.05&0.01) that is 2.60 and 3.78 respectively so it is significant. Hence, it was interpreted that gender had influences on the Mental Health.

Table-5 ‘t’ value of the mean scores of Gender

Gender	Mean	Std. Error	N	t-value
Male	87.403	.638	100	2.31
Female	85.283	.637	100	

The table no.5 points out that the mean obtained scores of male students is 87.403 and the mean obtained scores of female students is 85.283 and the std. error of score obtained by male and female students is 0.638 and 0.637 respectively. The ‘t’ value is found to be 2.31 which is significant at the level 0.05 level of significance. Hence it is interpreted that Gender had influences on mental health.

(iii) **Interaction Effect:-** The calculated value of F-Ratio for main effect of variable ‘Gender x Emotional Intelligence’ is (4.3) which is greater than table value of F against 3/196 degree of freedom at both levels (0.05&0.01) that is 2.60 and 3.78 respectively so it is significant. Hence, it is interpreted that Gender x Emotional Intelligence had influences on the Mental Health.

Table-6 t’ value of the mean scores of Emotional Intelligence& gender

Gender	EI	Mean	Std. Error	t-value
Male	High EI	90.189	.875	4.38
	Low EI	84.617	.929	
Female	High EI	89.939	.910	7.315
	Low EI	80.627	.892	

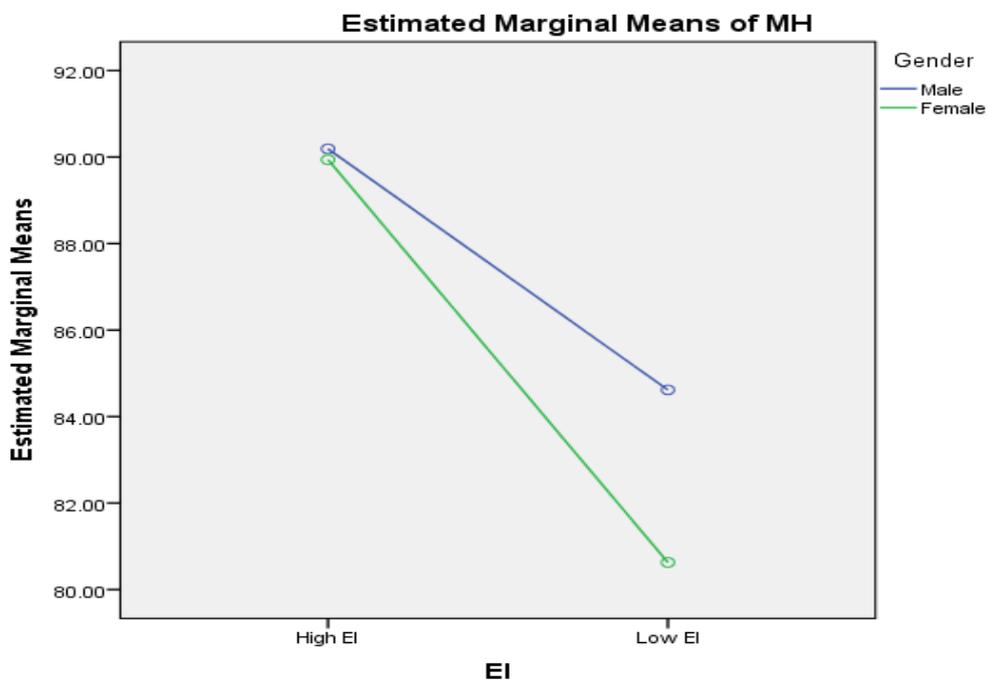
The table no.6 points out that the mean scores obtained by high emotional intelligence and male group is 90.189 and the mean score obtained by low emotional intelligence and male group is 84.617 and std. error score obtained by male high and low emotional intelligence

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and gender groups are 0.875 and 0.929 respectively. The ‘t’ value is found to be 4.38 which is significant at the both levels 0.01 & 0.05 level of significance.

The table no.6 points out that the mean scores obtained by high emotional intelligence and female group is 89.939 and the mean score obtained by low emotional intelligence and female group is 80.627 and std. error score obtained by female high and low emotional intelligence and gender groups are 0.910 and 0.893 respectively. The ‘t’ value is found to be 7.315 which is significant at the both levels 0.01 & 0.05 level of significance. It is interpreted that emotional intelligence and gender had influences on mental health.

Thus the hypothesis “**there is no significant main and interaction effect of emotional intelligence and gender on mental health of post graduate students**” is not retained.



OBJECTIVE NO: 2 To study the main & interaction effect of social maturity & gender on mental health of post graduate students.

Table-7 Levene’s Test of Equality of Error Variances

F	df1	df2	Sig.
1.642	3	196	.181

Tests the null hypothesis that the error variance of the dependent variable is equal across groups

Table-8 Summary of descriptive Statistics i.e. Means and S.D.'s of Sub Samples gender and social maturity for Mental Health

Gender	Social Maturity	Mean	S. D.	N
Male	High social Maturity	89.8974	5.34909	78
	Low social maturity	79.3182	7.19382	22
	Total	87.5700	7.25475	100
Female	High social Maturity	87.4348	6.52254	69
	Low social maturity	80.1935	7.45842	31
	Total	85.1900	7.57681	100

Table -9 Result for main and interaction effect of gender and social maturity on mental health

Sources of Variation	DF	SS	MS	F-Ratio
Social Maturity	1	3023.72	3023.72	675.48
Gender	1	23.98	23.89	0.559
Gender x Social Maturity	1	106.09	106.09	2.65
Between Cells	3	1108.49		
Within Subjects	196	7851.74	40	
Total	199	11177.12		

Main Effect:-

- (i) **Social Maturity :-** The calculated value of F-Ratio for main effect of variable ‘Social Maturity’ is (675.48) which is greater than table value of F against 3/196 degree of freedom at both levels (0.05&0.01) that is 2.60 and 3.78 respectively so it is significant. Hence, it was interpreted that Social Maturity had influences on the Mental Health.

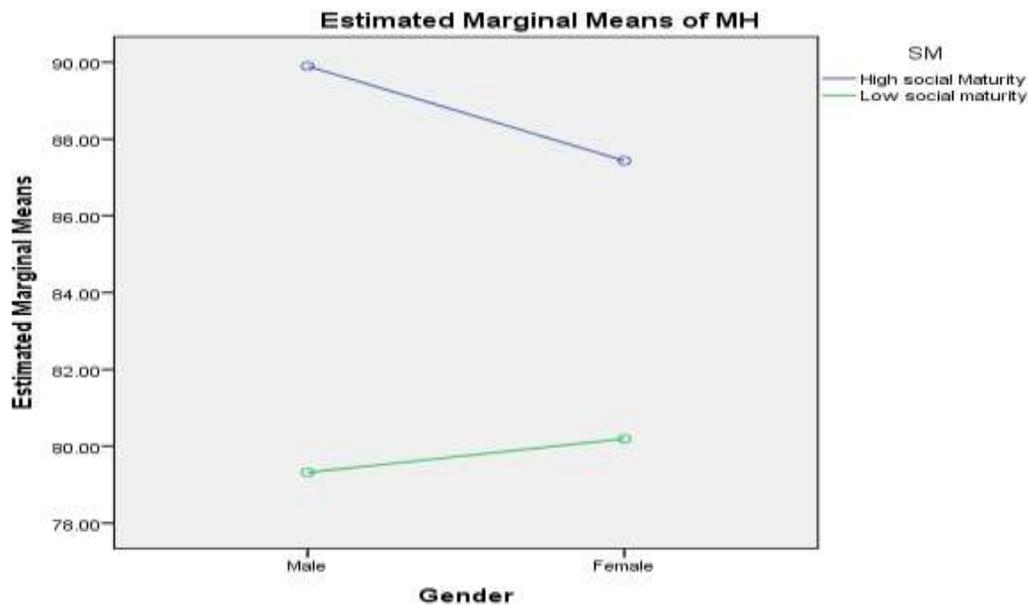
Table-10 ‘t’ value of the mean scores of Social Maturity

SM	Mean	Std. Error	N	t-value
High social Maturity	88.666	0.523	147	8.735
Low social maturity	79.756	0.882	53	

The table no.10 points out that the mean scores obtained by high social maturity group is 88.666 of the mean scores obtained by low social maturity group is 79.756 and the std. error score obtained by high and low social maturity group is 0.523 and 0.882 respectively. The ‘t’ value is found to be 8.735 which is significant at both levels 0.01 & 0.05 level of significance. It was interpreted that social maturity had influences on mental health.

- (ii) **Gender:-** The calculated value of F-Ratio for main effect of variable ‘Gender’ is (0.55) which is less than table value of F against 3/196 degree of freedom at both levels (0.05&0.01) that is 2.60 and 3.78 respectively so it is no significant. Hence, it was interpreted that gender had no influences on the Mental Health.

(iii) **Interaction Effect:-** The calculated value of F-Ratio for main effect of variable ‘Gender x Social Maturity’ is (2.65) which is less than table value of F against 3/196 degree of freedom at level (0.01) that is 3.78 respectively so it is no significant. Hence, it was interpreted that Gender x Social Maturity had no influences on the Mental Health. Thus the hypothesis “ **there is no significant main and interaction effect of social maturity and gender on mental health of post graduate students**” is retained.



Finding & Conclusion:-

On the basis of the above analysis, it may be concluded that from the (table 1-10),

- There is significant main & interaction effect of emotional intelligence and gender on mental health of post graduate students.
- There is no significant main & interaction effect of social maturity and gender on mental health of post graduate students.

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