



Journal Homepage: -www.journalijar.com
**INTERNATIONAL JOURNAL OF
 ADVANCED RESEARCH (IJAR)**

Article DOI:10.21474/IJAR01/5154
 DOI URL: <http://dx.doi.org/10.21474/IJAR01/5154>



RESEARCH ARTICLE

IMPACT OF MENTAL HEALTH ON EMOTIONAL INTELLIGENCE OF B.Ed. STUDENTS.

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Manuscript Info

Manuscript History

Received: 13 June 2017
 Final Accepted: 15 July 2017
 Published: August 2017

Abstract

The present study was to investigate the impact of mental health on emotional intelligence of B.Ed. Students. 200 students, both science and non-science students, studying in education colleges of Faridkot district formed the sample for the present study. The tools used for collecting the data were first mental health scale by Parmod Kumar and Emotional Intelligence scale developed by Anukool Hyde. Data was analysed using 't' test and correlation. No significant difference was found between science and non-science students of B.Ed. with regard to their mental health and emotional intelligence. No significant impact was found with regard to mental health on emotional intelligence among science and non-science students of B.Ed.

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Introduction:-

Education is the process which prepares the individual for a productive, progressive, cultured and civilized life. The teacher occupies a central position in the educational system. In new millennium, the teachers are challenged to educate students at an ever higher level of literacy to meet the demands of an internationally competitive global society. They are not only required to focus on students cognitive development, but also need to be competent to handle students continuing physical, emotional, social and spiritual growth. As B.Ed. Students are would be teachers, they are required to be competent to handle continuing physical, emotional, intellectual growth of students.

Mental health:-

The expression mental health consists of two words 'mental' and 'health'. Mental is generally related with mind. Health generally means sound condition or wellbeing or freedom from disease. Mental health is an ability to adjust to the present situation and the likelihood. That the individual will adjust to the forthcoming situation. Mental health denotes the emotional stability and intellectual efficiency of people.

Mohammed (2003) his study shows that gender, locality and educational level of students adversely affects mental health status of early adolescents.

Dwairy (2004) the authoritative parental style correlates positively with the mental health of both gifted and non-gifted adolescents, while the authoritarian parenting style impacts negatively on mental health of the gifted, but not of the nongifted adolescents.

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Emotional intelligence:-

Emotional intelligence has been conceptualized as a multidimensional construct as proposed by Goleman and Mayer and Salovey. According to this conceptualization, "emotional intelligence consists of abilities such as being able to motivate one and persist in the face of frustrations, to control impulses and delay gratification, to regulate one's moods and keep distress from swamping the ability to think, to empathize and to hope."

Updhyaya (2006) examined the personality of emotionally intelligent student teachers. It was found that high emotionally intelligent student teachers were more confident, persistent, supportive, enthusiastic and divergent as compared to low emotionally intelligent student-teachers.

Indu (2009) conducted a study on emotional intelligence of secondary teacher trainees. The findings revealed that majority of the sample possessed average emotional intelligence. Male and female teacher trainees did not differ in their emotional intelligence. The result also showed that no significant difference exists between emotional intelligence of teacher trainees based on the sub scales, type of family and type of institution.

Emergence of the study:-

Although a lot of work has been done on mental health. This variable is studied separately or has been studied with or two variables another. The researcher feels that it is very much relevant study to work upon mental health and study its impact on emotional intelligence. Mental health is the balanced development of one's personality having good emotional attitude which enables one to live happily with one surroundings. Emotional intelligence is required to achieve success in life, because it is believed that to get success in life, there is need of 80% emotional intelligence and 20% general intelligence. So, mental health and emotional intelligence both are needed for good achievement in life. So, it is necessary to study about impact of mental health on emotional intelligence of B.Ed. students. B.Ed. Students should be mentally healthy because mental health is an important factor that influence the emotional behaviour of individuals.

Objectives of the study:-

1. To study the difference in mental health between science and non-science students of B.Ed.
2. To study the difference in emotional intelligence between science and non-science students of B.Ed.
3. To study the impact of mental health on emotional intelligence among science students of B.Ed.
4. To study the impact of mental health on emotional intelligence among non-science students of B.Ed.

Hypothesis of the study:-

1. There will be no significant difference in mental health between science and non-science students of B.Ed.
2. There will be no significant difference in emotional intelligence between science and non-science students of B.Ed.
3. There will be no significant impact of mental health on emotional intelligence among science students of B.Ed.
4. There will be no significant impact of mental health on emotional intelligence among non-science students of B.Ed.

Delimitations:-

1. The study is delimited to 200 B.Ed. Students only.
2. The study is delimited to two variables i.e. mental health and emotional intelligence.
3. The study delimited to B.Ed. Students only.
4. The study is delimited to Faridkot district only.

Sample of the study:-

In the present study simple random sampling is used.

The sample of the present study consists of 200 students of B.Ed. College of Faridkot district which will further divided in 2 categories i.e. 100 science students and 100 non-science students. The sample was drawn from three colleges of education. These are as:-

Table 1:- Science and non science students (200 sample).

Akali Sahay college of education, Kotkapura.		Pandit Chetan Dev Govt. College of Education, Faridkot.		Hans Raj Memorial College of Education, Bajakhana.	
50 non-science students	25 science students	20 non-science students	45 science students	30 non-science students	30 science students

Tools of the study:-

1. Mental health check list by Parmod Kumar (1992).
2. Emotional intelligence scale by Anukool Hyde (2002).

Statistical techniques used in the study:-

Descriptive statistics like mean, S.D. and t-test and correlation were used to analyse the data.

Analysis & interpretation of data:-

't' test and correlation was used to analyse the data collected to the study.

Table 2:- Mean S.D. and 't' values on mental health of science and non-science students of B.Ed.

Variables	Groups	N	Mean	S.D.	't' value	Level of significance
Mental health	Science Students	100	20.2	4.15	0.37	Not significant
	Non-Science Students	100	20.4	3.42		

As regards the mental health of 100 science and 100 non-science students of B.Ed. 't' ratio comes out to be 0.37 which is not significant. Two groups science and non-science students of B.Ed. do not differ significantly in mental health. Our null hypothesis is accepted.

Table 3:- Mean S.D. And 't' values on emotional intelligence of science and non-science students of B.Ed.

Variables	Groups	N	Mean	S.D.	't' value	Level of significance
Emotional intelligence	Science students	100	129.5	22.1	0.627	Not significant
	Non-Science students	100	127.9	23		

As regards the emotional intelligence of 100 science and 100 non-science students of B.Ed. 't' ratio comes out to be 0.627 which is not significant. Two groups science and non-science students of B.Ed. do not differ significantly in emotional intelligence. Our null hypothesis is accepted.

Table 4:- Mean, S.D. and 'r' values on mental health and emotional intelligence of science student of B.Ed.

Variables	Groups	N	Mean	S.D.	'r' value	Type of relationship
Mental health	Science students	100	20.2	4.15	0.1196	Zero Relationship
Emotional Intelligence			129.5	22.1		

The 'r' value comes out to be 0.1196 which is not significant and it shows that there was no significant impact of mental health on emotional intelligence among science students of B.Ed. Our null hypothesis is accepted.

Table 5:- Mean, S.D., and 'r' values on mental health and emotional intelligence of non-science students of B.Ed.

Variables	Groups	N	Mean	S.D.	'r' value	Type of relationship
Mental health	Non-science students	100	20.4	3.42	0.0092	Zero Relationship
Emotional intelligence			127.9	23		

The 'r' value between mental health and emotional intelligence among non-science students of B.Ed. comes out to be 0.0092 which means that there was no significant impact of mental health on emotional intelligence among non-science students of B.Ed. Our null hypothesis is accepted.

Educational implications:-

It is important to mention the implications of the present study for the education system.

As mentioned earlier, the present study has been concentrating on impact of mental health on emotional intelligence of B.Ed. Students.

The findings of the present may be utilized in so many ways. The educational implications of the present piece of research are stated as follows:-

1. There should be provisions in curriculum of B.Ed. to improve mental health of B.Ed. Students.
2. B.Ed. Students should be given training in emotional knowledge and to reflectively regulate emotions and intellectual growth.
3. Teacher educators should provide such situations for B.Ed. Students that are helpful for preparing them to cope with certain changes.
4. The present study is helpful for educational planners, administrators academic leaders who design curriculum and develop programs for schools and colleges. Colleges needs to organize such programmes that can enhance emotional intelligence of students and teachers.
5. Parents can provide such environment for their children that is helpful for controlling their impulses and regulate their needs and emotions.
6. Mental health of B.Ed. Students can be improved by taking appropriate actions in schools.
7. Emotional intelligence is very important at schools. So , B.Ed. Students should be given training in this aspect for enhancing the success in lives of the students. Because only mentally sound, emotionally balanced teachers are able to fulfill the educational objectives.
8. The findings of the present study will be helpful for organisers and planners to organise and plan such activities as to improve mental health of students because mental health is a important factor in determining success in one's life.

There are so many studies on mental health, emotional intelligence, but this type of study has not been conducted on B.Ed. Students. Since this area is relatively unexplored, study has practical value because of the novelty, relevance and utility in the field of education.

Suggestions for further research:-

1. The present study is focused on B.Ed. Students only, the scope can be extended to primary/secondary level.
2. The present study can also be conducted on hostellers and day scholars of B.Ed. Students.
3. A similar study can be conducted by taking into consideration other variables such as intelligence, personality, self-concept etc.
4. The present study is restricted to 200 B.Ed. students. The further studies could be taken upon larger sample in order to get more reliable and valid results.
5. It is suggested that similar study may be carried out at state and national level to have universal generalizations results.
6. The present study is focused on science and non-science students of B.Ed. Only. The Study can also be conducted on male and female students of B.Ed.

Conclusion:-

The present study shows that two groups science and non-science students of B.Ed. do not differ significantly with regard to their mental health and emotional intelligence. There was no significant impact of mental health on emotional intelligence among science students of B.Ed. There was significant impact of mental health on emotional intelligence among non-science students of B.Ed.

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