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RESEARCH ARTICLE

THE ROLE OF EMOTIONAL INTELLIGENCE IN MENTAL HEALTH OF TRIBAL ADOLESCENTS.

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Abstract

Present time is to learn life competency, to acquire art of living to achieve life goals. Therefore the present paper is emphasizing the role of emotional intelligence in mental health among Tribal adolescents. Emotional intelligence is defined as the subset of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. The purpose of the study was to find out the role and relationship between emotional intelligence and mental health of Tribal adolescents. For the study, a sample of 100 Tribal male and female student of XI standard was taken from Udaipur district. Emotional intelligence Scale (EIS) by Anukool Hyde et. al, (2001) and mental health battery by Singh & Gupta (2008) were used for data collection. Mean, SD and t-values were calculated. Results reveal that Tribal adolescents with higher level of emotional intelligence were found to having good mental health status whereas the Tribal adolescents with low level of emotional intelligence found to have poor mental health. Therefore the results indicate that Tribal adolescents are similar to others in terms of mental health but previously efforts have not been done to study their mental health status. It further implies that to promote mental health among them, exposure to different skills has to be given for their self empowerment and development.

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Introduction:-

Emotional intelligence is a new concept in psychology, which is currently very hot topic among researchers, business management, HR professionals and practitioners. The term 'Emotional Intelligence' was firstly coined and defined by Salovey and Mayer in 1990, but credit to make this concept popular among general public goes to Daniel Goleman (1995). Goleman (1995, 1998) defined Emotional intelligence as "the composite set of capabilities that enable a person to manage himself and others". He also believed that emotional and social competence is more important than traditional dimension of intellectual ability and personality to get success in life. Boyatzis, Goleman and Rhee (2000) says about emotional intelligence that "It is more accurate to say that the frequency with which a person demonstrates or uses the constituent capabilities, or competencies, inherent in emotional intelligence determine the ways in which one deals with himself, his life, work and others"

Bar-On (1997) stated that emotional intelligence is the set of competencies and skills which hugely influence the psychological well being of an individual. According to him, "Emotional intelligence involves abilities,

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competencies, and skills related to understanding oneself and others, relating to peers and family members, and adapting to changing environmental situations and demands” (Bar-On, 2002)

Components of Emotional Intelligence

According to Goleman (1995), there are five key components involve in emotional intelligence i.e. self-awareness, self-regulation, self-motivation, empathy and social skills. To what extent one manage these areas, shows his emotional intelligence status.

Self-awareness:- a self aware person knows how he feel and he also knows that how his emotions and actions can affect the people around him. In Goleman’s (1995) words “having a deep understanding to one’s emotions, strengths, weaknesses, needs and drives”. People who possess this quality avoid the extremes of being overly crucial and unrealistically hopeful.

Self-regulation:- Self-regulation is all about staying in control. This is an ongoing conversation people have with themselves, which frees them being prisoners of their feelings (Goleman, 1995). High Emotionally Intelligent people have the ability to focus on something they want to achieve in the long term. They are able to regulate and control their emotions. This self-control ensures that they are not distracted by impulses that they are ready to act when they see an opportunity. They know exactly what they are working for and they pursue their goals. Self regulation also helps people to make thoughtful and significant decisions, which stay in control of their feelings.

Self-Motivation:- This is the deep inner desire to achieve the goals that go beyond money and class. Self-motivated people work consistently toward their goals, and they have extremely high standards for the quality of their work. Ups and downs of life do not distract them from their goals. Goleman (1998) stated that people with the potential for leadership are motivated by a deeply held desire to achieve just for the sake of achievement. Such employees are highly optimistic, energetic, willing to discover and learn fresh methodologies, keen to take calculative risks and exposed to creative tasks, proud about their accomplishments and are indifferent to rewards that external like status, status, salary, power etc. Motivation combined with self-regulation can help in conquering setbacks.

Empathy:- it is the quality of an individual that can win the support and trust of others. Empathetic people are aware of other’s feelings and emotions. They can put themselves on other’s place and can feel the same feeling. Empathy enables a person in relationship management with people around him and at workplace. Empathy allows a person to read people’s feeling and emotions accurately and avoid resorting to the stereotyping that can lead to performance deficits by creating anxiety in the stereotyped individuals (Steele, 1997).

Social skills:- Social skills are the ability to handling relationships with others. These included influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation, and team capabilities. Social skills help a person achieving goals easily by getting support from others.

Mental health:-

Mental health refers emotional, psychological, and social well-being of an individual. According to the World Health Organization (WHO, 2001), mental health includes "subjective well-being, perceived self-efficacy, autonomy, competence, inter-generational dependence, and self-actualization of one's intellectual and emotional potential, among others." The WHO further states that the well-being of an individual is encompassed in the realization of their abilities, coping with normal stresses of life, productive work and contribution to their community. Cultural differences, subjective assessments, and competing professional theories all affect how "mental health" is defined. A widely accepted definition of health by mental health specialists is psychoanalyst Sigmund Freud's definition: the capacity "to work and to love".

Determinants of mental health

Mental health of a person is determined by many biological, social and psychological factors such as heredity, unhealthy lifestyle, physical disease, social pressure, rapid social changes, social exclusion, violence, stressful workplace, gender discrimination, personality pattern and some other psychological factors. (WHO, 2016)

Most of Tribes of Udaipr lives in remote area, especially in forest and hills. They are isolated or rare interact with rest of society which may affect the development of emotional intelligence and further it may be the cause of their

mental health problems. Therefore the present study was undertaken to assess the level of emotional intelligence of tribal adolescents so that the positive actions for their well being could be taken accordingly. Daniel Goleman (1995) claimed that emotional intelligence more important than general intelligence in order to get success in business, industries, and education. Mental health problem may be one of the factors responsible for tribal backwardness. That's why this study will be very fruitful for tribal adolescent's overall well being.

Objectives:-

1. To study the effect of Emotional intelligence on Will-being among Tribal Adolescents.
2. To compare the high and low emotionally intelligent adolescents in reference to their Well- being Status.

Methodology:-

(a) Sample

The sample of 100 Tribal male and female students of XI standard was selected purposively from Udaipur district. This sample was divided into two groups on the basis of their emotional intelligence level i.e. high and low emotionally intelligent group.

(b) Variables

Independent variable: Emotional intelligence level

Dependent variable: Mental health status

(c) Tools and Materials

Emotional intelligence Scale (EIS) by Anukool Hyde et. all, (2001) and Mental health battery by Singh and Gupta (2015) were used for data collection.

(d) PROCEDURE

First of all the purpose of the study was explained to subjects which helped to establish proper rapport with them. Then the Emotional intelligence scale was administered. Respondents were asked to fill the questionnaire according to the instructions. The answered questionnaires were collected and scored according to the manual. On the basis of their scores, the subjects were divided into two groups i.e. high emotionally intelligent and low emotionally intelligent group. After this, mental health battery was administered on both the groups. Subjects were assured that their responses would be kept confidential. The scores obtained were analyzed statistically. Mean and SD values were calculated. T- Test has been applied to find out the significance of difference between both groups in reference to variables taken.

Results and Discussion:-

Table 1: Mean and SD value of both the Groups on EI

Groups	N	Mean scores on EI	SD	Interpretation
Group I	50	86.82	7.70	High emotional intelligence
Group II	50	50.94	3.28	Low emotional intelligence

Table 2: Mean, SD and t-value of both the groups on mental health

Groups	N	Mean	SD	t-value	Significance level
Group I (High EI)	50	109.42	60.45	14.637**	0.01
Group II (Low EI)	50	87.72	70.61		

From above result table 1, it is clear that the mean values of Group I and Group II were found to be 86.82 and 50.94 respectively. Group I with high mean value was interpreted as high emotionally intelligent group whereas group II with low mean value was interpreted as low emotionally intelligent group.

Table 2 showing the mean, SD and t-value of both the groups in terms of mental health. Mean value of group I was found to be 109.42, whereas 87.72 of group II. Standard deviation of group I and group II were found to be 60.45 and 70.61 respectively. In order to find out the significance of mean values of both the groups in terms of mental health, t-test was applied. As showing in the table 2, the t-value was found to be 14.637, which is significant at the level of 0.01.

From above results, it is clear that level of emotional intelligence influences the mental health status. Tribal adolescents having high emotional intelligence found to be having excellent mental health also, on other hand, poor mental health was found among the tribal adolescents having low level of emotional intelligence. Significant

difference between the mental health of high and low emotionally intelligent adolescents show that the effect of emotional intelligence on mental health is very important.

Schutz and Nizielski (2012) also found the similar results in Germany. They revealed in their article that the people having mental disorder have lower emotional intelligence. They also stated that emotional abilities are of particular relevance to psychological health and wellbeing.

Hence, it could be concluded here that emotional intelligence is the predictor of the mental health status. High emotional intelligence is associated with excellent mental health. On the other hand, low emotional intelligence is found to be responsible for poor mental health. It further implies that to promote mental health among them, exposure to different skills has to be given for their self empowerment and development.

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