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Research Paper

Relationship of Emotional Intelligence with Mental Health and Differences based on Gender

Tafajjal Islam[1]*, Masom Mia[2]

ABSTRACT

The objective of the present study was to the investigation of the correlation among mental health and emotional intelligence and gender differences in emotional intelligence and university students' mental health. A total of 100 respondents (male = 50, female = 50) were selected from Rajshahi University. Two scales are used here to collect data: the Bangla adaptation of the emotional intelligence scale (Tushar, 2013) and the Bangla version of the GHQ-12 scale (Rahman & Sarker, 1979) were administered to the respondents. The study used a t-test and Pearson and Spearman correlation to analyze the data, demonstrating a strong positive correlation between mental health and emotional intelligence, but no significant differences were found between genders.

Keywords: *Mental Health, Emotional Intelligence, Gender Differences, Psychology, Rajshahi University*

Emotional intelligence is a widely acknowledged concept among the general public, practitioners, and researchers, with emotional and social competence being valued as much as or more than classical intellectual ability and personality. (Goleman, 1995; Goleman, 1998) The Oxford English Dictionary defines emotion as "any disturbance or upset of feeling, mind, passion, or highly excited mental state." Emotional Intelligence (EI) is the capacity to observe, evaluate, control, and handle emotions, permitting people to detect and adapt to their own and other people's emotions. Colman (2008) suggests that emotional intelligence (EI), or the ability to effectively manage, sense, and judge emotions, may be an advantageous personal resource for university students facing secondary/high school to university conversion troubles (Schutte et al., 2013). According to Hussain et al. (2013), mental health concerns among first-year university students include depression, anxiety, and coping challenges. Emotional intelligence is a collection of abilities, skills, attitudes, and competencies that influence an individual's behavior, reactions, mental state, coping style, and communication style. These elements have a direct influence on a person's level of success, satisfaction, capacity to connect with people, individual ability to cope with stress, perception of control, self-esteem, and general mental and emotional well-being (Tripathi, 2016).

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The World Health Organization (WHO, 2005) defines mental health as a component of wellness that enables an individual to reach their full potential, successfully manage stress, work efficiently, and make a positive contribution to their community. A mental health condition is one in which mental processes are successfully performed, resulting in constructive doings, substantial relationships, and the ability to adjust to changes and overcome adversity. Personal well-being, familial and interactive influences, and societal contributions all depend on mental health. (Gramm and Associates, 2014) Research has demonstrated a connection between mental health and emotional intelligence. College students' emotional intelligence and mental health are positively correlated, according to a 2010 study by Gupta and Shusil.

The World Health Organization (WHO) identified gender as a serious issue and published its first gender policy in 2002. The World Health Organization (WHO) acknowledged the Millennium Development Goals (MDGs) of the United Nations, which support gender equality and empowerment for women. However, there is confusion because the terms "gender" and "sex" are frequently used together in biomedical literature (Vlassoff et al. 2002). While gender refers to the cultural and social differences between men and women, sex refers to biologically established features. Gender is not determined by biological differences but rather by society's expectations and perceptions (WHO, 1998).

Gender differences can be related to biological, psychological, epidemiological, or global variables impacting health risks for men and women through anatomical, physiological, psychological, coping mechanisms, hormonal, genetic, and symptom reporting. (Kawachi et al., 1999)

LITERATURE REVIEW

A number of study initiatives have been conducted to explain the relationship of emotional intelligence with mental health and explore the differences in emotional intelligence across genders. Shabani et al. (2010) conducted research involving high school students from Iran. The findings indicated a strong negative correlation between emotional intelligence and and the measures and sub-measures evaluating the negative aspects of mental illness. According to Shabani et al. (2010), this suggests that emotional intelligence might be helpful in addressing the problems with mental health that high school pupils in Iran face.

Ahmed et al.'s 2009 study examined emotional intelligence in both men and women. A total of 160 participants were separated into two groups for the research sample. The research found that, on the Emotional Quotient Inventory, men scored higher than women after examining the data. Finally, the findings revealed a significant correlation between emotional intelligence in men and women.

At the Kumaun University Campus in Almora, 300 male and female college students attended a survey that Tripathi also conducted. The study's findings suggest that while the genders of the sample students are emotionally equivalent in terms of self-awareness, finding emotions in others, and managing relationships, males are better than females overall in terms of emotional intelligence, self-motivation, and pattern of managing emotions. (Tripathi, 2016)

A research on gender differences in emotional intelligence revealed noteable differences between male and female on various emotional intelligence subscales (Kaneez, 2006).

Objectives

The primary goal of the research is to investigate to:

- A. Investigate to examine Male and female university students' mental health and emotional intelligence in relation to each other.
- B. Investigate the relationship among emotional intelligence and mental health based on gender.

METHODOLOGY

Sample

The current study's sample included 100 university students—50 guys and 50 girls. A sample was collected from several departments at the University of Rajshahi. The study only included participants who consented.

Instruments

A demographic sheet was developed for the purpose of collecting information about participants. Gender and educational qualifications are included on the demographic sheet. Two measures scale were used in this study,

1. **Emotional intelligence scale:** A shortened form This trait emotional intelligence questionnaire (FEIQue-SF) in Bangla was employed. It was adapted by Tushar (2013) with the authors' consent. The researcher validated the translation as well. When at least 80% of the judges (Faculties of Clinical Psychology, Psychiatry, Psychology, and Philosophy) agreed on a translation, the researcher acknowledged it as legitimate. The Bengali version has a test-retest reliability of 0.8. The alpha for Chronbach's alpha was 0.73. The Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) is a 30-item questionnaire that evaluates trait emotional intelligence (trait EI) on an international level. The components are from all 15 of the TEIQue's subscales and are constructed on the modified version of the test (Petride & Furnham, 2003). The trait E area was intended to be fully covered by the TEIQue domain (Petrides & Furnham, 2001). With a particular focus on characteristic E, several translations and versions have been developed and verified inside academic research initiatives. The 153 items in the most recent version of the TEIQue long form are scored on 15 subscales, four components, and the trait EI as a whole. According to Farly's studies, there are four factors that make up the structure: "social skills," "emotional skills," "self-control skills," and "well-being." (Petrides & Furnham, 2003; Petrides et al., 2004)

2. **Mental Health Scale:** The Bangla version of the General Health Questionnaire (GHQ-12), compiled by Goldberg (1972), was published by Sarkar and Rahman in 1979. The Bengali version has been widely used in Bangladesh. This section contains 12 statements. These statements can answer questions about feelings in four ways. For example, not at all. some, 2 maximums. There are 5 research scores in these statements; they are 2, 5, 9, quite a bit, 3 => 10, 11. You have to answer them in this way. 3 is not at all, 2 is some, and 1 is quite a bit too much. In this case, if the low score is poor mental health, The highest success rate on this scale will be 36. The lowest success rate will be 40, and high success indicates high mental health. Goldberg's research shows that this scale has a high interhall consistency (0.05) t-test result reliability (93) and is available at 6-month intervals. Moreover, this scale has high accuracy (r = 0.70). The lowest success rate will be 40 Health indicates and high success indicates high mental health. Goldberg's research shows that this scale has a high interhall consistency (0.05) t-test result reliability (93) is available at 6-month intervals. Moreover, this scale has high accuracy (r=0.70),

Application method: The guidelines required for this study are explained to the samples. In the case of GHQ-12 Scale, it was stated that they would mark (1) next to the answer which they deemed applicable. There was no deadline. In this case, not at all, the score is given. A score of 1 for some, 2 for most and 3 for maximum.

Procedure

The authority was consulted in writing before any data was collected. The information was gathered on purpose from a Rajshahi University student. Data were collected in the residential hall and in the classroom. The teachers supported me in gathering data. The questionnaire was administered after establishing an essential rapport with the student. Although the questionnaires featured written instructions, the students were given comprehensive verbal instructions to better clarify the task and the meaning of some of the items. I also informed them that their response would undoubtedly be anonymous. The data is kept private and is only used for research purposes. They were instructed to answer all questions as honestly and personally as possible. Please answer each question separately. They were permitted to ask questions about any aspect of the questionnaire.

Statistical Analysis

In this investigation, the analyzing data t-test was applied. The SPSS application (25.0 versions) for Windows was employed for data entry and all helpful analysis.

RESULTS AND DISCUSSION

This section provide data for statistical analysis and interpretation. The data were collected using the following scale. Such as, Emotional Intelligence (EI) scale and Mental Health (MH) scale of university student. The data were analyzed by investigation of relationship between emotional intelligence scale and mental health and t-test was used to compare two level of gender (male and female). The summary of correlation has been reported in table-1 and table-2, t-test has been reported table-3.

Table-1: Correlation between emotional intelligence scale and mental health (Speraman Correlation)

			MH	EI
Spearman's Correlation	MH	Correlation Value	1.000	.547[**]
		Significance	.	.000
		N	100	100
	EI	Correlation Value	.547[**]	1.000
		Significance	.000	.
		N	100	100

**At the 2-tailed 0.01 significance level, the correlation is meaningful.

Table-2: The Relationship between emotional intelligence scale and mental health (Pearson Correlation)

		MH	EI
MH	Pearson Correlation Value	1	.593
	Significance		.000
	N	100	100
EI	Pearson Correlation Value	.593	1
	Significance	.000	
	N	100	100

**At the 2-tailed 0.01 significance level, the correlation is meaningful.

The Spearman correlation coefficient of 0.547 between emotional intelligence and mental health in Table 1 provides a statistically significant and moderately to strongly positive correlation with a significance level of 0.01. (r=0.547, p<0.01, N=100). This suggests that either greater mental health or greater emotional intelligence are correlated. It is important to understand that even in cases where correlation is statistically significant, it does not always indicate the relationship. Longitudinal research or further analysis may provide additional information on the connection.

The Pearson correlation with a coefficient of 0.593 between the two variables with a significance level of 0.01 reveals a statistically significant positive linear connection (r=0.547, p<0.01, N=100). This indicates that one variable tends to rise together with the other, and vice versa, as one increases. Strong evidence is shown against the null hypothesis of no connection. with a significance level of 0.01. It's important to remember that Pearson correlation primarily evaluates linear correlations, therefore making decisions about causality should be done with caution. To obtain an in-depth understanding of the connection, more investigation and contextual knowledge are recommended.

Table-3: Emotional Intelligence and Mental Health based on gender.

Variable	Gender	N	Mean	SD	df	t
Emotional Intelligence	Male	50	143.76	22.81	49	0.344
	Female	50	139.6	23.51		
Mental Health	Male	50	22.98	6.59	49	0.154
	Female	50	24.86	5.87		

*p <.01

Table-3 revels that there is no statistically significant difference in emotional intelligence between males and females, according to the t-test result of 0.344 with a sample size of 50 males and 50 females. This finding indicates that male and female students likely to have similar levels of emotional intelligence. This suggests that There is no noticeable difference in emotional intelligence scores of the males and females in this demographic, based on the data that is currently available. It is important to take notice of both the specified significance level and the practical importance of the results when interpreting the data. There is a considerable but non-significant difference in the mental health scores between 50 males and 50 females, according to the t-test result, which has a value of 0.154. There appears to be a moderate degree of similarity between the two groups based on the proximity of their means and standard deviations. The lack of statistical significance in the results indicates the absence of a significant difference in mental health between the two genders in this sample.

CONCLUSION

The study discovered an important positive relationship among mental health and emotional intelligence with a Spearman correlation value of 0.547. This implies a correlation between increased mental health and emotional intelligence. The Pearson correlation, on the other hand, revealed a positive linear relationship, implying that one variable tends upward in parallel with the other. The null hypothesis that there is no link is refuted by this.

There was no statistically significant difference in emotional intelligence between males and females, according to the t-test results suggesting that emotional intelligence levels are probably comparable for both sexes. The t-test result also revealed a substantial degree of resemblance between the male and female mental health ratings, with a significant but non-

significant difference. There may not be a substantial difference in mental health between the groups, as shown by the data' lack of statistical significance.

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