A STUDY ON MENTAL HEALTH IN RELATION TO EMOTIONAL INTELLIGENCE OF COLLEGE STUDENTS IN NAGALAND

Thesis Submitted to Nagaland University in Partial Fulfillment of the Requirements for the Degree of

DOCTOR OF PHILOSOPHY (Ph.D. IN EDUCATION)

Supervisor:
Dr. Buno Zetsuvi
(Professor)

Co-Supervisor:
Dr. Boyillapalli Venkata Rao
(Assistant Professor)

Research Scholar:
Meyetsolo Ritse
Ph.D/EDU/00096 of 2017

DEPARTMENT OF EDUCATION
SCHOOL OF HUMANITIES AND EDUCATION
NAGALAND UNIVERSITY (A CENTRAL UNIVERSITY)
KOHIMA CAMPUS, MERIEMA-797004

AUGUST, 2022

DEPARTMENT OF EDUCATION
NAGALAND UNIVERSITY

(A Central University Estd. by the Act of Parliament No. 35 of 1989)

Headquarter Lumami

Kohima Campus, Meriema – 797004

CERTIFICATE

This is to certify that the thesis entitled **"*A Study on Mental Health in Relation to Emotional Intelligence of College Students in Nagaland*"** which is submitted herewith for **the Degree of Doctor of Philosophy in Education** of Nagaland University is the result of the original work completed by **Mrs. Meyetsolo Ritse *(Regd. No. Ph.D/EDU/00096 of 2017*)** under our supervision and guidance. That, to the belief and best of our knowledge, the work embodied in this thesis has not been formed earlier the basis of the award of any previous degree in any other university or institute. This thesis is fit for submission and evaluation.

22/8/2022

Countersigned

(Prof. Buno Liegise)

Head

Head
Department of Education
Nagaland University
Campus : Kohima

(Prof. Buno Zetsuvi)

Research Supervisor

Professor
Department of Education
Nagaland University
Kohima Campus : Meriema

25/08/2022

(Dr. Boyillapalli Venkata Rao)

Research Co-Supervisor

Dr. B. VENKATA RAO
Assistant Professor
Department of Education
Nagaland University (A Central University)
Kohima Campus, Meriema-797 004
+91 9247675516, boyillapalli.vrao@gmail.com

DEPARTMENT OF EDUCATION
NAGALAND UNIVERSITY

(A Central University Estd. by the Act of Parliament No. 35 of 1989)

Headquarter Lumami

Kohima Campus, Meriema – 797004

DECLARATION

I, Meyetsolo Ritse, hereby declare that this thesis entitled "A Study on Mental Health in Relation to Emotional Intelligence of College Students in Nagaland" is my own work carried out under the supervision of **Prof. Buno Zetsuvi &Dr. Boyillapalli Venkata Rao,** Assistant Professor, Department of Education, Nagaland University. The work embodied in this thesis has not been formed earlier the basis of the award of any previous degree in any other university or institute. This thesis is submitted to the Nagaland University for the degree of Doctor of Philosophy in Education.

Meyetsolo Ritse

(Regd. No: Ph.D/ EDU/00096 of 2017)

Ph.D. Research Scholar in Education

नागालैण्ड विश्वविद्यालय
NAGALAND UNIVERSITY
(संसद द्वारा पारित अधिनियम 1989, क्रमांक 35 के अंतर्गत स्थापित केंद्रीय विश्वविद्यालय)
(A Central University established by the Act of Parliament No.35 of 1989)
मुख्यालय : लुमामी, जुन्हेबोटो (नागालैण्ड), पिन कोड – 798627
Headquarters: Lumami, Dist: Zunheboto, (Nagaland), Pin Code-798 627

PLAGIARISM FREE UNDERTAKING

Name of Research Scholar	**Meyetsolo Ritse**
Ph.D Registration Number	Ph.D/ EDU/00096 OF 2017
Title of Ph.D Thesis	A Study on Mental Health in Relation to Emotional Intelligence of College Students in Nagaland
Name & Institutional Address of the Supervisor & Co-Supervisor	**Prof. Buno Zetsuvi** **Dr. Boyillapalli Venkata Rao** Department of Education, Nagaland University Kohima Campus, Meriema-797004 Kohima District, Nagaland State, India
Name of the Department and School	**Department of Education** School of Humanities and Education
Date of submission	
Date of plagiarism check	16-08-2022
Percentage of similarity detected by **URKUND** software	1%(One percent) *Meyetsolo Ritse (16-08-2022) (Ph.D-EDU-00096-2017-NAGALAND UNIVERSITY).doc (D142979542)*

I hereby declare / certify that the Ph.D thesis submitted by me is complete in all respect, as per the guidance of Nagaland University (NU) for this purpose. I also certify that the thesis (soft copy) has been checked for plagiarism using URKUND similarity check software. It is also certified that the contents of the electronic version of the thesis are the same as the final hardcopy of the thesis. Copy of the Report generated by the URKUND software is also enclosed.

Date: 25th August 2022
Place: MERIEMA

(MEYETSOLO) RITSE
(Name and Signature of the Scholar)

Name & Signature of the Supervisor:
Seal

Professor
Department of Education
Nagaland University
Kohima Campus : Meri-

25/08/2022
Name & Signature of the Co-Supervisor:
Seal

Dr. B. VENKATA RAO
Assistant Professor
Department of Education
Nagaland University (A Central University)
Kohima Campus, Meriema-797 004
+91 9247675516, boyillapalli.vrao@gmail.com

Ouriginal
by Turnitin

Document Information

Analyzed document	Meyetsolo Ritse(16-08-2022) (Ph.D-EDU-00096-2017-NAGALAND UNIVERSITY).doc (D142979542)
Submitted	8/16/2022 7:02:00 PM
Submitted by	Dr.B.VENKATA RAO
Submitter email	boyillapalli.vrao@nagalanduniversity.ac.in
Similarity	1%
Analysis address	boyillapalli.vrao.naga@analysis.urkund.com

Sources included in the report

W	URL: https://core.ac.uk/download/pdf/58913913.pdf Fetched: 10/3/2019 5:32:17 AM	1
W	URL: https://journals.lww.com/jfmpc/Fulltext/2020/09090/Emotional_intelligence_and_perceived_stress_among.76.aspx Fetched: 12/2/2021 11:22:27 AM	5
W	URL: https://www.mindtools.com/pages/article/newCDV_59.htm Fetched: 9/27/2019 4:00:16 AM	1
W	URL: https://webofproceedings.org/proceedings_series/ESSP/EDUER%202018/EDUER1219046.pdf Fetched: 11/1/2021 9:00:20 AM	2
W	URL: https://www.researchgate.net/publication/327041191_A_Study_on_Emotional_Intelligence_of_High_and_Low_Achievers Fetched: 3/13/2020 1:00:16 PM	3
W	URL: https://www.sciencedirect.com/science/article/pii/S0191886901000125 Fetched: 12/13/2019 8:13:10 AM	2
W	URL: https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00093/full Fetched: 2/17/2020 8:02:56 PM	2
W	URL: https://core.ac.uk/download/pdf/11793787.pdf Fetched: 10/1/2019 11:39:37 AM	1

ACKNOWLEDGEMENT

I owe this Ph.D Thesis to the Almighty God whose blessings, grace, and wisdom sustained me and made it possible of achieving this arduous task.

I take this privilege to express my sincere gratitude to acknowledge the services of all individuals who helped and supported me to successfully accomplish this Ph.D Thesis.

My deepest gratitude to my Supervisor **Prof.** (**Dr.) Buno Zetsuvi**, Professor Department of Education, Nagaland University (A Central University) whom I have always look up to, ever since my Post Graduation days, I consider myself fortunate to be her scholar in this Ph.D pursuit. Her guidance, support has made my research experience a fruitful and an enlightening one.

My sincere heartfelt thanks and appreciation to my **Co-Supervisor, Dr. Boyillapalli Venkata Rao,** Assistant Professor, Department of Education, Nagaland University (A Central University) who has supervised my research work minutely with great precision and patience. I express my sincere gratitude for his expert supervision, valuable time, ideas, constructive criticism and discussions that has stimulated my Ph.D experience.

I would also like to express my sincere gratitude to **Prof. Buno Leigise** (HOD), Department of Education, Prof. Rakesh Rai, Prof. Lungsang Zeliang and all the esteemed faculty members of the Department of Education, Nagaland University for their valuable guidance and support.

I also extend my deepest thanks to the non-teaching staff in the Department of Education for their help and assistance.

I would also like to thank the Librarian and staffs of Central Library, Nagaland University letting me to have access to reading resources.

I am extremely thankful to the College Principals and teachers who permitted me to collect data from their respective institutions. My special thanks to all the students who readily cooperated with me, and without whom the purpose of this study could not have been achieved.

I would also like to thank all my intellectual Ph.D. Batch mates with whom I have had a good learning experience and also friendship to last a lifetime.

Words are inadequate to express my emotions to my parents who encouraged me and whose constant prayers and support enabled me to achieve this milestone. I also thank my sister and brothers, and my in-laws who consistently supported me right from the inception of this work till its successful completion.

I am really blessed to have a supportive husband, Velukho Rhakho who stood by me through thick and thin and has been my pillar of support in this research pursuit, to our loving son

Kekhruhu (Koko) Rhakho who patiently waited on me as I engaged in endless hours of work, constantly motivated me to successfully achieve this task.

My sincerest thanks to Phek Government College Administration and faculty, Dr. Vizovol Mekrol (former Principal), My esteemed colleagues from the Department of Education (PGC), and Office staff who supported and helped me in this research pursuit.

Last but not the least, I express my sincerest gratitude to the Directorate of Higher Education, Government of Nagaland for granting me three years of study leave to successfully complete my Ph.D Thesis.

Mrs. Meyetsolo Ritse
Research Scholar
Nagaland University
Kohima Campus, Meriema

CONTENTS

	LIST OF FIGURES	
Fig. No.	Name of the figure	Page No.
4.1	Histogram for mental health score of college students	57
4.2	Histogram of emotional intelligence score of college students	58
4.3	Pie-chart showing distribution of college students according to their levels of mental health	59
4.4	Pie-Chart showing distribution of college students according to the level of emotional intelligence.	65

ABBREVIATIONS

MHB: Mental Health Battery

SEIS: Sevenfold Emotional Intelligence Scale

NEP: National Educational Policy

EI: Emotional Intelligence

B. Ed: Bachelor in Education

CHAPTER-I

INTRODUCTION

CHAPTER-I

INTRODUCTION

1.0. Introduction

Our mental health and emotions are rigidly interrelated that it is not possible to think of one without taking into consideration the other construct. The need and importance of mental health delivery in educational institutions is felt more than ever because of the immense pressure and challenges of life that young individuals face daily. Good Mental health is the ability to focus on the positive aspects of life and to adapt with the changing environment when living under stressful situations. It is the ways and means of being productive and creative and to keep on discovering new purposes to live. A person with good mental health is contend with his inner self and also strives to maintain consistency and good mental balance by guarding his emotional state from being drowned in times of adversity. The younger generation is transitioning towards an uncertain future with chaos and confusion all around, with technology such as social media, influence of foreign culture consciously and unconsciously dictating our attitudes and approaches, no doubt the younger generation are influenced and immersed by the virtual culture which can be mentally stressing as the mind is fed with junks of information, images, videos etc… that one absorb in the virtual world.

The global pandemic COVID-19 brought the world to a standstill and the repercussions of this pandemic has been overwhelming and has shaken every nation across the globe. It has affected every aspect of our lives, the mental stigma of those affected by the virus and also of those involuntarily confined within homes inorder to contain the plague have become vulnerable to many forms of mental illness such as fear, insecurity, suicides, depression, anxiety, etc. With online education becoming the 'New Normal' in education, presenting a very challenging and complex scenario, there is an increasing threat to the students mental health especially to those students who suffer from 'digital poverty'. Around 50% of mental health problems start by the age of 14 which is a very vulnerable stage and the problems or issues goes unnoticed which is detrimental for the overall health of an individual. Every country should recognize the need to prioritize psychosocial needs of the vulnerable groups as it is important for a country's investment in health and human capital. Investing in mental health involves a wholesome approach with community involvement and primary health care services, public health, social

protection, jobs and education. There is an urgent need to develop sustainable mental health programs where active collaboration and accountability across all concerned stakeholders is mobilized on war footing, as mental health crisis is a global issue which majority of the population faces silently and is left untreated where the full potential of an individual is not realised. Mental health care should be accorded as an immediate priority and widespread awareness in every corner of the country should be treated as a concerning health issue especially in schools and colleges. The Digital delivery of mental health care has also become an important platform especially for youngsters who prefer indirect counseling sessions to deal with their mental health issues and don't want to disclose their identity.

1.1 Mental Health

Mental Health refers to the overall psychological well-being in an individual. The World Health Organization (1948,) defines health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. World Health Organization (2001, 2005) defines mental health with a more comprehensive definition as a state of well-being in which every individual is able to realize his own potential, cope with the normal stresses of life, work productively and fruitfully and contribute to the community.

Marie Jahoda, (1958) gives six characteristics of mental health which is driven by a person's psychological resources and desires for personal growth:

1. Self-acceptance, self-esteem, and accuracy of self-perception
2. Pursuit of one's goals
3. Focused drives
4. Identity and values that contribute to a sense of autonomy
5. World perceptions that is accurate and not distorted because of subjective needs.
6. Enjoyment of love, work and play and mastery of the environment.

Mental health implies an individual's overall psychological and emotional condition. It is a state of wellbeing in which an individual is able to cope with his daily events, think logically, act responsibly, overcome challenges and have a good relation with others. Mental health is also a positive state of mind and a sense of wellbeing where a person is able to function effectively in the society. Individuals with good mental health are well adjusted to society, able to relate well with others and logically satisfied with themselves and their role in society.

(Parikh & Chhibber 2017) discusses on mental health in the context of children and adolescents as the ability to develop relationships, perform well academically, display appropriate behavior, have control over thought processes and emotional experiences. No individual is immune from mental health issues but illness/disorder can happen only when the daily functioning of the individual is compromised, impacting mood, thoughts and behavior, which affects the daily routine. When a person is mentally healthy, he can cope with his life roles and responsibilities and is aware of his strengths and weaknesses. Mental health is important as it affects the quality of life of an individual but it is significantly under-recognized in India. Therefore it is pertinent for parents, educators, counselors or anyone who work with children and adolescents to give more emphasis to the mental health and well being of children. Thus it is important to work on preventive measures to promote positive mental health.

In the absence of mental health an individual can suffer from mental disorder which causes change in the individual's personality hindering their ability to study, engage in interpersonal relationships, and disturb a person's daily functioning. Mental health illness can be attributed to various factors such as: biological, environmental and genetic factors.

Kharpan, Issabella Eva (2017) refers mental health in which an individual is free from stress, mental illness and socio-psychological and emotional problems. From the perspectives of positive psychology or holism, mental health imply an individual's ability to live life to the fullest and maintain a balance between life's activities and efforts to achieve psychological resilience.

Bala Chanchal (2016), highlights some characteristics of mental health concept as :-

1. A positive state.

2. Achieving optimum level of mental health through good physical health.

3. Different from ethical standards, Morality does not guarantee mental health. .

4. Different from sociability.

5. Different from efficiency.

According to Neelima Mandava (2011), a mentally healthy person is well adjusted in one's environment, has a sense of self-worth, secure, has faith in one's ability to succeed, aware of his environment, philosophical, realistic, able to tolerate frustrations and disappointment, rational, matured emotionally and make his own decisions.

There is no physical test or scan that which indicates whether a person has developed mental illness. However, possible signs of mental health disorders include: isolating oneself from society, sleeping disorders, abnormal appetite, feeling lost, addiction to certain drugs, confused, not able to carry out one's daily routine, self-harm, delusions, having negative emotions etc.

There are various techniques for managing mental health problems requiring highly individualized treatment, and what works for one person may not work for another. Treatment can include: psychotherapy, or talking therapies, counseling, medication, and self-help.

(Tyagi Parul 2017) mentions that it is also incorrect to assume that mental health is a permanent state of mind. A person who is mentally healthy at a given time may become mentally ill due to changed circumstances anytime in his life. While a person, who is mentally ill at a given time, is likely to regain his mental health due to changed circumstances and psychological treatment. Thus, maintaining one's mental health is a dynamic process. Thus, mental health is a concept that refers to a human individual's emotional and psychological well being.

In recent years, college students have faced immense psychological burden because of increasingly fierce social competition, resulting in higher incidence of psychological problems. The mental health of college students has attracted attention of researchers in recent years.

Suicide is the second leading cause of death in college students (American Psychiatric Association), and a recent survey indicated that 45.7% felt so depressed in the previous school year that it was difficult to function (American College Health Association, 2005).

1.1.1 Mental Healthcare Act 2017

The Mental Healthcare Act, 2017 came into force on 7th July 2018. It is an Act which provides for mental healthcare and services and protect, promote and fulfill the rights of such persons with mental illness. The Act also asserts that no authority shall classify an individual as a person with mental illness unless in directly in relation with the treatment of his illness. The act also effectively legalized attempted suicide as a criminal offence punishable under Section 309 of the Indian Penal Code.

1.1.2 Mental Health and NEP 2020

The New Education Policy 2020 has brought a monumental change in the new educational policy of our country after a gap of 34 years. The policy framers have stressed on the holistic health and development of the students. It has given priority and importance for the physical and mental health of students emphasizing on well-trained social workers, counselors, and community involvement. It has also provided inputs to the National Curriculum Framework initiated by the National Council of Educational Research and Training for 25 focus areas which include' Health and well-being, yoga, sports and fitness' and Guidance and Counselling' which covers emotional and mental health. The NEP programmes also emphasizes on skill based and vocational learning to develop the skills and attitudes to enhance employability. Rishab Singh (2020) reported India has the highest rates of suicide cases and many students face undignified behavior due to different personality shades, which contributes to poor mental health. Therefore more focus should be given to employable skilling considering the creativity of students and employable education.

Though NEP has stepped with to reduce the physical load of students it is yet to have designated action plans that will be in charge of student psychological well-being. It only talks briefly on mental health awareness and doesn't acknowledge minorities i.e. women and young girls facing a higher risk of mental health issues. The purpose of education is not only intellectual development but also personal and psychological development. As humans we all

think emotionally and rationally and as a child undergoes successive stages of development with one's social, cultural, genetic and environmental factors which contribute towards his mental development it is important to teach students especially college students how to cope with their emotions and take care of their mental health. The government's initiative to improve and enhance mental health is fulfilled only with the active involvement and participation of educational institutions. The psychologists or school counselors can assist parents and teachers by organizing sessions and sensitizing on how to recognize normal and abnormal psychological patterns, communicate and connect with their child in the best way.

1.2 Emotional Intelligence

Emotional Intelligence rose from the concept of ―social intelligence and was first identified by Thorndike in 1920. He defined social intelligence as ―the ability to understand and manage men and women, boys and girls – to act wisely in human relations. Emotional Intelligence is a typical social intelligence which involves the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use the information to guide one's own thinking and actions (Salovey et al., 2004, p. 5). Emotional Intelligence also refers to being intelligent about one's emotions as well as others' emotions and knowing how to handle these.

The first use of the term "Emotional Intelligence" is attributed to Wayne Payne's doctoral thesis, But it was Daniel Goleman who popularized the concept of emotional intelligence in the 1990's. His 1995 book, Emotional Intelligence: 'Why It Can Matter More Than IQ', introduced the general public to the emotional concepts that had been discussed by psychologists and laypeople for decades. Numerous fusions of psychological constructs have been conceptualized as reflective of emotional intelligence. For example, Bar – On (1997,2000) defines emotional intelligence as a combination of non- cognitive capabilities, competencies, and skills that help us deal with the environment, but the related inventory, the EQ-I (Bar-On, 1997), primarily measures personality and mood variables such as self-regard, empathy, tolerance, and happiness.

Higher emotional intelligence is found to be positively correlated with:

1. Good social interactions, relationships and negatively correlates with deviance from social norms, anti-social behavior for children and teens.

2. Better self- perception of social ability and good interpersonal relationships with less interpersonal aggression and problems for adults.
3. Social skills and empathy.
4. Better relationships with family and intimate partners on many aspects.
5. Good academic achievement but generally not higher grades once the factor of IQ is taken into account.
6. Better social dynamics at the work place and ability to negotiate.
7. Psychological well-being such as high satisfaction in life, self-esteem and low levels of insecurity or depression and negatively correlates with poor health choices and behavior.
8. Better understanding of one's' ability to make decisions which ultimately leads to self-actualization.

1.2.1 Ability Model of Emotional Intelligence

Emotional intelligence is considered one of the most misunderstood and misinterpreted constructs in psychology. Emotional Intelligence is "The ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thoughts and actions." Later this definition was refined and broken down into four abilities that are distinct yet related. The four branch ability model of emotional intelligence proposed by Mayer & Salovey, (1997) are:

1. The first branch of emotional intelligence, ***perceiving emotion*** is the ability to detect and recognize facial expressions, images, voices, and cultural artifacts. It also includes the ability to identify one's own emotions and may represent the most basic aspect of emotional intelligence, which helps in processing of emotional information possible.
2. The second branch of emotional intelligence, ***using emotions***, is the ability to control emotions to guide cognitive activities, such as thinking and problem solving. The more the emotions are used in efforts to make good decisions, the greater the increase in emotional intelligence.
3. The third branch of emotional intelligence, ***understanding emotions***, is the ability to understand emotional language and to deal emotionally with complicated relationships. Furthermore, it includes the ability to recognize and describe how emotions evolve over time, such as how shock can turn into grief.

4. The third branch of emotional intelligence, ***Managing emotions*** consists of the ability to tame emotions in oneself and in others.

   Ability Model considers emotional intelligence as a pure form of mental ability and therefore as pure intelligence.

1.2.2 Mixed Model of Emotional Intelligence

I. Goleman's Mixed Model of Emotional Intelligence

The mixed model of Emotional intelligence introduced by Daniel Goleman (1998) outlines five main EI constructs which are:

a. ***Self- awareness-*** ability to understand one's emotions, strengths, weaknesses, drives, values and goals and how it influences others and using instinctive feelings to guide decisions.
b. ***Self-regulation*** – having control over one's disruptive emotions and impulses and adjusting to changed situations.
c. ***Social skill*** – managing relationships to get along with others
d. ***Empathy*** – considering other's feelings especially in decisions making.
e. ***Motivation*** – awareness on ones' motivation.

II. Bar-On Mixed Model of Emotional Intelligence

According to Bar-On, emotional intelligence develops over time and can be improved through training, programming and therapy. His model of emotional intelligence refers to performance potential rather than performance itself, being process-oriented rather than result-oriented. (Bar-On 2004) Bar-On mixed model of emotional intelligence focuses on:

1. A group of emotional and social skills
2. Ability to cope and adapt-

Bar-On mixed model includes five components of emotional intelligence

- Intrapersonal: It includes self-respect, awareness of one's emotion, assertiveness, independence and tenacity

- Interpersonal: includes empathy, social responsibility and interpersonal relationship
- Adaptability : which includes reality-testing, flexibility and problem-solving
- Stress management: includes stress tolerance and impulsivity control
- General mood: includes optimism and happiness

1.2.3. Trait Emotional Intelligence

Konstantinos, V.Petrides proposed Trait EI which refers to an individual's self- perceptions of their emotional abilities. The trait EI model is general and subsumes the Goleman model discussed above.

1.2.4. Mental health and its relation to emotional intelligence

A good number of studies on emotional intelligence concluded that it was found to be an important factor in prediction of personal, academic and career success. Studies on emotional intelligence with respect to various psycho-social correlates have been found in a variety of fields. Studies on the relationship between emotional intelligence and mental health contributed in the field of interpersonal relationships, success in works and personal life, health psychology, managing stress, academics, improving personality, enhancing performance and many more positive behavior pattern (Yadav Vishal et. Al 2017). Many studies have reported positive relationship between emotional intelligence and mental health in their findings- (Yadav Vishal 2017) reported positive correlation and significant gender differences in emotional intelligence and mental health. (Ciarrochi et al., 2002) Low emotional intelligence has been reported to have a negative relationship with mental health.

Studies conducted by Gupta G.& Kumar S. (2010), Neelima Mandava (2011), ZafarShahin (2013), Kaur Satinder (2018), Govind K. &Brundhavan K.R. (2019) reported significant positive relationship between Mental Health and Emotional Intelligence. The findings of Murali N. (2013) also claimed that individuals with high emotional intelligence have better mental health. Sasanpour M. et al.(2012) studies confirmed significant relationship between emotional intelligence and mental health. Schutte,N.S. et.al (2007) also found that higher emotional intelligence was associated with better mental health. Nesami M.B., et.al.(2015) studies

indicated religious coping can promote emotional intelligence that is one component of mental health.

Tsaousis, I., & Nikolaou, I. (2005) finding support the claims that there is a relationship between Emotional Intelligence and psychological health functioning, Zeidner, M. et al. (2011) results showed that Emotional Intelligence is related to the quality of life, psychological well-being and stress. Fagirpour M. et al. (2011) findings revealed significant relationship between the components of emotional intelligence of students with mental health, people with high emotional intelligence showed better mental health. Swangi (2019) also revealed that emotional intelligence is positively related to overall mental health. Wang Yuanyin, (2020) results showed that both emotional intelligence and mental health of college students were affected by factors like grade, major and gender. Moeller R.W. (2020) studies confirmed that high emotional intelligence was associated with lower overall mental health problem.

1.3 Background of the study area

Nagaland is a mountainous state located in North-East India. The state consists of 16 major tribes along with other sub-tribes, each tribe with its own distinct culture as reported by the Government of Nagaland (2022). Nagaland is India's 15th most literate state, and as per the 2011 census the state population was recorded to be 19, 80,602 and literacy rate stood at 80.11% with male 83.29% and female 76.69%. The official language of the state is English which is also the medium of imparting education. Education has been placed as a valuable asset and the Nagas love for learning and embracing new ideas has impacted the society positively as it is evident from the progress and contributions in various fields within and outside the state.

The districts of Kohima and Dimapur in the state attracts a large number of students especially college students and students from across all districts in the state come to these towns for higher studies after qualifying in their higher secondary exam. Both the districts imparts quality education and the state government as well as educational institutions with all concerned stakeholders strives to push forward the wheel of educational thoughts and practices along with rest of the country.

1.3.1 Higher Education Scenario in Nagaland

The Department of Higher Education is concerned with perspective planning and policy formulation of collegiate Education, for which it is in co-ordination and consultation with University Grants Commission, the Nagaland University and other Universities in the country are required. The students enrolment ratio has increased over the years with low drop-out rate because of the changes in the higher education system which is students friendly and focuses on the holistic development of the individual. The number of NAAC assessed colleges has also increased to 31 colleges (2021) highlighting a face lift in the higher education system which is continuously striving to be at par with the rest of the country. The colleges in Nagaland gives special emphasis on vocational education related to the local needs of the region where courses such as floriculture, horticulture, apiculture, mushroom cultivation, communication skills, soft skills training etc. so as to improve employability and develop entrepreneurship among the students. The state government and all other educational stakeholders continue in their Endeavour to improve the quality of education by implementing various schemes and initiatives under flagships programmers of the central government.

1.4 Need and Justification of the Study

Mental Health has become a major concern in the state with mental illness such as depression substance related disorders being very prevalent especially among college students. The younger population in the state are so much influenced by cultures such as K-pop, western lifestyle, social media, mobile gaming which has positively and also negatively impacted the youths which is also diluting the traditional fabric of the society. The modern day change has affected the approach and attitude towards life such that the younger generation is alienating itself from its roots while consciously and unconsciously adapting to other cultures. It is therefore very obvious that youths are bound to develop problems such as identity crisis which can cause mental illness or mental problems. However due to fear of stigma, shame and ignorance an individual suffer silently which affect the individual himself and also those around. The lone state Mental Health institute Kohima is effectively engaged in creating awareness generation activities on social stigma associated with mental disorders, suicide prevention, other mental illness but due to socio-cultural barriers individuals with mental issues hardly come forward to avail treatment.

Todays' generation especially schools and college students increasingly face pressure from families because of the high level of competition in academics as well as in other fields which is a major source of stress among students thereby affecting every aspect of their development. Even though most educational institutions offer guidance and counseling on career aspects, the psycho-social aspect needs of the students are not met because of absence or lack of mental health professionals to deal with mental health issues. There is a dire need to advocate the importance of mental health in schools and colleges to bring about changes individually, socially and economically. Awareness and delivery of mental health care services should be urgently taken up in educational institution which is a very essential challenge for teachers, parents, teacher educators and Governments.

There is a wrong notion on Mental Health due to lack of awareness and understanding, and is not taken seriously by the general population. Thus, the present study intend to raise the level of awareness and understanding on mental health and the importance of being emotionally intelligent to bring about harmonious and balanced development of the individual's personality. It will hence assess the levels of mental health and emotional intelligence of college students as they cope with their day-today challenges and make successful adjustment in life. This study will therefore enlighten the need to address mental health concerns and also the need to impart emotional intelligence training which will be an immense boost for the holistic development college students.

1.5 Statement of the problem

The problem investigated focuses on the Mental Health and Emotional Intelligence of college students in Nagaland, hence the study is entitled; **A STUDY ON MENTAL HEALTH IN RELATION TO EMOTIONAL INTELLIGENCE OF COLLEGE STUDENTS IN NAGALAND.**

1.6 Variables of the study

A variable refers to any characteristic or attribute of individuals or organizations that can be measured or observed and that varies among the people or organization being studied. (Creswell John W. & Creswell J. David 2018, p-50).

1. Independent variable: In the present study, Mental Health is considered an independent variable.

2. Dependent variable: For the present study, as individuals differ in their Emotional intelligence due to different psychological makeup, emotional intelligence has been treated as dependent variable.
3. Demographic variables : The researcher has selected the three demographic variables for the present study: Gender (Male & Female), Stream (Arts &Science), Type of Management (Government & Private)

1.7 Objectives of the study.

Objectives indicate the goals, purposes or objectives for a study.

1.0 To study the status of mental health of college students.

1.1 To study the status of mental health of college students (total sample).

1.2 To study the status of mental health of Government and Private college students.

1.3 To study the status of mental health of Arts and Science stream college students.

1.4 To study the status of mental health of Male and Female college students.

2.0 To study the status of emotional intelligence of college students.

2.1 To study the status of emotional intelligence of college students (total sample).

2.2 To study the status of emotional intelligence of Government and Private college students.

2.3 To study the status of emotional intelligence of Arts and Science stream college students.

2.4 To study the status of emotional intelligence of Male and Female college students.

3. To study the relationship between mental health and emotional intelligence of college students.
4. To compare the mean scores of mental health between Government and Private College students.
5. To compare the mean scores of mental health between Arts and Science college students.
6. To compare the mean scores of mental health between Male and Female college students.
7. To compare the mean scores of emotional intelligence between government and private college students.

8. To compare the mean scores of emotional intelligence between arts and science college students.
9. To compare the mean scores of emotional intelligence between male and female college students.
10. To study the influence of Gender, stream of study and types of management and their various interactions on mental health of college students.
11. To study the influence of Gender, stream of study and types of management and their various interactions on emotional intelligence of college students.
12. To study the individual contribution of dimensions of mental health (viz): (a) emotional stability, (b) over-all adjustment, (c) autonomy, (d) security-insecurity, (e) self-concept (f) intelligence) in predicting emotional intelligence of college students**.**

1.8 Hypotheses of the study

Hypotheses are predictions which the researcher makes about the expected outcomes of relationships among variables. They are numeric estimates of population values based on data collected from samples. Hypotheses employ statistical procedures in which the investigator draws inference about the population from a study sample (Creswell John W. & Creswell J. David 2018, P-50).

Keeping in mind the objectives, the following hypotheses were formulated;

Hypothesis 1:

a) College students have the same level of mental health.
b) Government and Private college students have the same level of mental health.
c) Arts and Science stream college students have the same level of mental health.
d) Male and Female college students have the same level of mental health.

Hypothesis 2:

a) College students have the same level of emotional intelligence
b) Government and Private college students have the same level of emotional intelligence.
c) Arts and Science stream college students have the same level of emotional intelligence.
d) Male and Female college students have the same level of emotional intelligence.

Hypothesis 3: There is no significant relationship between Mental Health and Emotional intelligence of college students.

Hypothesis 4: There is no significant difference in the mean scores of mental health between government and private college students.

4(a): There is no significant difference in the mean scores of emotional stability as dimension of mental health between government and private college students

4(b): There is no significant difference in the mean scores of over-all adjustment as dimension of mental health between government and private college students.

4(c): There is no significant difference in the mean scores of autonomy as dimension of mental health between government and private college students.

4(d): There is no significant difference in the mean scores of security-insecurity as dimension of mental health between government and private college students.

4(e): There is no significant difference in the mean scores of self-concept as dimension of mental health between government and private college students.

4(f): There is no significant difference in the mean scores of intelligence as dimension of mental health between government and private college students.

Hypothesis 5: There is no significant difference in the mean scores of mental health between arts and science college students.

5(a): There is no significant difference in the mean scores of emotional stability as dimension of mental health between arts and science college students.

5 (b): There is no significant difference in the mean scores of over-all adjustment as dimension of mental health between arts and science college students

5 (c): There is no significant difference in the mean scores of autonomy as dimension of mental health between arts and science college students.

5(d): There is no significant difference in the mean scores of security-insecurity as dimension of mental health between arts and science college students.

5 (e): There is no significant difference in the mean scores of self-concept as dimension of mental health between arts and science college students

5 (f): There is no significant difference in the mean scores of intelligence as dimension of mental health between arts and science college students

Hypothesis 6: There is no significant difference in the mean scores of mental health between male and female college students.

6(a): There is no significant difference in the mean scores of emotional stability as dimension of mental health between male and female college students

6(b): There is no significant difference in the mean scores of over-all adjustment as dimension of mental health between male and female college students

6(c): There is no significant difference in the mean scores of autonomy as dimension of mental health between male and female college students.

6(d): There is no significant difference in the mean scores of security-insecurity as dimension of mental health between male and female college students

6(e): There is no significant difference in the mean scores of self-concept as dimension of mental health between male and female college students.

6(f): There is no significant difference in the mean scores of intelligence as dimension of mental health between male and female college students.

Hypothesis 7: There is no significant difference in the mean scores of emotional intelligence between government and private college students.

7(a): There is no significant difference in the mean scores of self-awareness and appraisal as dimension of emotional intelligence between government and private college students

7(b): There is no significant difference in the mean score of self-regulation and responsibility as dimension of emotional intelligence between government and private college students.

7(c): There is no significant difference in the mean scores of self-motivation as dimension of emotional intelligence between government and private college students.

7(d): There is no significant difference in the mean scores of self-esteem and confidence as dimension of emotional intelligence between government and private college students.

7(e): There is no significant difference in the mean scores of empathy and acceptance as dimension of emotional intelligence between government and private college students

7(f): There is no significant difference in the mean scores of inter-personal relation as dimension of emotional intelligence between government and private college students

7(g): There is no significant difference in the mean scores of social-skills as dimension of emotional intelligence between government and private college students

Hypothesis 8: There is no significant difference in the mean scores of emotional intelligence between arts and science college students.

8(a): There is no significant difference in the mean scores of self-awareness and appraisal as dimension of emotional intelligence between arts and science college students

8(b): There is no significant difference in the mean scores of self-regulation and responsibility as dimension of emotional intelligence between arts and science college students

8(c): There is no significant difference in the mean scores of self-motivation as dimension of emotional intelligence between arts and science college students

8(d): There is no significant difference in the mean scores of self-esteem and confidence as dimension of emotional intelligence between arts and science college students

8(e): There is no significant difference in the mean scores of empathy and acceptance of others as dimension of emotional intelligence between arts and science college students

8(f): There is no significant difference in the mean scores of inter-personal relation as dimension of emotional intelligence between arts and science college students

8(g): There is no significant difference in the mean scores of social-skills as dimension of emotional intelligence between arts and science college students

Hypothesis 9: There is no significant difference in the mean scores of emotional intelligence between male and female college students.

9(a): There is no significant difference in the mean scores of self-awareness and appraisal as dimension of emotional intelligence between male and female college students

9(b): There is no significant difference in the mean scores of self-regulation and responsibility as dimension of emotional intelligence between male and female college students

9(c): There is no significant difference in the mean scores of self-motivation as dimension of emotional intelligence between male and female college students

9(d): There is no significant difference in the mean scores of self-esteem and confidence as dimension of emotional intelligence between male and female college students

9(e): There is no significant difference in the mean scores of empathy and acceptance of others as dimension of emotional intelligence between male and female college students

9(f): There is no significant difference in the mean scores of inter-personal relation as dimension of emotional intelligence between male and female college students

9(g): There is no significant difference in the mean scores of social skills as dimension of emotional intelligence between male and female college students

Hypothesis-10: There is no significant influence of Gender, stream of study and types of management and their various interactions on mental health of college students.

10 a: There is no significant influence of Gender on mental health of college students.

10b: There is no significant influence of stream of study on mental health of college students.

10c: There is no significant influence of types of management on mental health of college students.

10d: There is no significant influence of interaction between gender and stream of study on mental health of college students.

10e: There is no significant influence of interaction between gender and types of management on mental health of college students.

10f: There is no significant influence of interaction between stream of study and types of management on mental health of college students.

10g: There is no significant influence of interaction among gender, stream of study, on mental health of college students.

Hypothesis-11: There is no significant influence of Gender, stream of study and types of management and their various interactions on emotional intelligence of college students.

11 a: There is no significant influence of Gender on emotional intelligence of college students.

11b: There is no significant influence of stream of study on emotional intelligence of college students.

11c: There is no significant influence of types of management on emotional intelligence of college students.

11d: There is no significant influence of interaction between gender and stream of study on emotional intelligence college students.

11e: There is no significant influence of interaction among gender and types of management on emotional intelligence of college students.

11f: There is no significant influence of interaction between stream of study and types of management on of emotional intelligence college students.

11g: There is no significant influence of interaction among gender, stream of study, on emotional intelligence of college students.

Hypothesis -12: There is no significant individual contribution of the dimensions of mental health--(viz. emotional stability, over-all adjustment, autonomy, security-insecurity, self-concept and intelligence) in predicting emotional intelligence of college students**.**

1.9 Operational Definitions of the key terms used

The following key terms Mental Health, Emotional Intelligence and College Students, Nagaland, Gender, type of management and stream of study will be used in the study;

1. **Mental health** – In the present study, Mental Health can be defined as a state of Mental and Emotional well-being of the students which makes them capable of facing the challenges of life and satisfactorily adjust with themselves and the society with maximum effectiveness and positively contributing to society.

   The definitions given by Singh & Gupta (2017), has been taken as operational definition on the following terms:

   a) **Emotional Stability** - It refers to experiencing subjective stability feeling which have positive or negative values for the individual.
   b) **Over-all Adjustment** - It refers to individual's achieving an overall harmonious balance between the demands of various aspects of the environment, such as home, health, social, emotional and school on one hand and cognition on the other.
   c) **Autonomy** – It refers to a stage of independence and self-determination in thinking.
   d) **Security-Insecurity** – It refers to a high or low-sense of safety, confidence, and freedom from fear, apprehension or anxiety particularly with respect to fulfilling the person's present or future needs.
   e) **Self-Concept** - It refers to the sum total of the person's attitudes and knowledge towards himself and evaluation of his achievement.
   f) **Intelligence** – It refers to general mental ability which helps the person in thinking rationally, and in behaving purposefully in his environment.
2. **Emotional intelligence** - In the present study, emotional intelligence can be defined as the ability of the students to process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotion of one's own and of other members in the society.

The definitions given by Kaur Sarabjit (2016), has been taken as operational definition on the following terms:

a) **Self-awareness and appraisal (SAA):** Observing one self and recognizing one's feeling, knowing the relationship between thoughts, feelings and reactions. Examining our actions and knowing their consequences, valuing and evaluating one self.

b) **Self-regulation and responsibility (SRR):** Handling our emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress. Taking responsibility, recognizing the consequences of one's decisions and actions, accepting one's feelings and moods, following through on commitments.

c) **Self – motivation (SM):** Using our deepest preferences to move and guide us towards our goals, to help us take initiative and strive to improve, and to persevere in the face of setbacks and frustrations.

d) **Self-esteem and confidence (SEC):** Confidence in one's own worth or abilities as well as respect and admiration for one's own self. A feeling of trust in one's abilities, qualities and judgment.

e) **Empathy and acceptance of other (EAO):** Sensing what people are feeling, being able to take their perspective, accepting their point of view and cultivating rapport and attunement with a broad diversity of people.

f) **Interpersonal relations (IPR):** Talking about feelings effectively; handling emotions in relationships well and accurately.

g) **Social skills (SS):** Reading social situations and networks; interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes for cooperation and teamwork.

3. **College students** - The term college students means the 1st and 2nd semester degree students (arts and science) studying in Government and Private Colleges in Nagaland.
4. **Nagaland**- Nagaland is a state in the North-Eastern Region (NER) of India. The state has 16 administrative districts. For the present study, the researcher has chosen two districts i.e. Kohima and Dimapur.
5. **Gender** – The term Gender refers to the Male and Female college students.

6. **Type of Management**- In the present study, the type of management means Government and Private Colleges.
7. **Stream of study**- For the present study, the stream of study refers to the arts stream offering subjects such as political science, economics, education, history, sociology, philosophy and sciences stream offering subjects such as physics, botany, chemistry, mathematics, zoology etc.

1.10 Delimitations of the study

The present study was delimited to:

1. The study is delimited to the two districts of Nagaland, i.e. Kohima and Dimapur as these two districts are considered the educational hub in the state of Nagaland with over 70% of the total college students' enrolment.
2. The study is delimited to the 800 samples from 1^{st} and 2^{nd} semester undergraduate students during the academic year 2018-2019.
3. The study is delimited to three demographic variables namely:
   (a). Gender
   (b).Government and Private colleges
   (c).Arts stream and Science stream.
4. The study is delimited to use two standardized tools of age below five years by establishing content validity and coefficient of reliability (Cronbach's alpha) in the context of Nagaland.

CHAPTER- II

REVIEW OF RELATED LITERATURE

CHAPTER- II

REVIEW OF RELATED LITERATURE

2.0 Introduction

The review of the related literature dealing with related past studies and literature published in journals, books, e-books and e-journals in context with the relationship between mental health and emotional intelligence, will provide the investigator, an opportunity for understanding the methods, measures, subjects and approaches employed by others. Moreover it might also enable to identify the presence of any research gap. The review of the studies might further assist to support the methodology that will be followed for the present study. Though it is not possible on the part of the researcher to get access to the entire publication or unpublished researches, yet an attempt has been made to include some information related to the present study.

2.1 Studies done in India: Review of related literature on Mental Health

Asthana, Sanjeev Kumar (2002) study examined on how emotional deprivation along with other indices of emotional deprivation– parental separation and living position, affected the personality, mental health and need pattern of 480 adolescents of Uttar Pradesh. The results revealed that adolescents whose parents separated had poor mental health status and they need social sympathy and support. Further, Emotional deprivation leads to impaired development of need patterns, which creates personal as well as social problems.

Jain, M. & Singh, S. (2015) examined the relationship of Locus of Control in maintaining sound mental health and overall adjustment among adolescent females. The participants were 50 adolescent girls chosen purposively in Amity University Rajasthan. On the basis of the results obtained, it indicated significant difference between adolescent girls who possessed internal locus of control and those with external locus of control. Adolescents' females who possess internal locus of control showed better mental health than those who possessed external locus of control.

Sarita et al. (2015) conducted an empirical research on the Mental Health of 100 Government and Private Senior Secondary Schools students from Rohtak city of Haryana. The results found significant difference in the mental health of boys and girls from government senior secondary schools and no significant difference in mental health of boys and girls from private senior secondary schools.

Gaur, Kirti (2015) broadly examined the mental health among the youth aged 15-24 years in India. For the study data was utilized from ”Youth in India: Situation and Needs 2006-2007” jointly conducted by the International Institute for Population Sciences, Mumbai (IIPS) and the population council, New Delhi during 2006-07. Multi group design was used for the study. General Health Questionnaire-12 (GHQ-12) was used for the study. The statistical methods employed were bivariate technique, Life’s table approach (Chiang’s method), Poisson regression, instrumental variable, Chi square tests and one-way Analysis of Variance (ANOVA).The findings reported prevalence of higher mental health problems among the females than males. Youths spending more years in school/college reported fewer mental health problems. It also found that unemployment and underemployment is associated with higher mental health problems. Female adolescents who confided to parents had fewer mental health problems than male adolescents who did not.

Bala, Chanchal (2016) investigated the mental health of 580 adolescents from Bhatinda District of Punjab. The findings revealed that female adolescents had better mental health than boys. Negative correlation was also found between mental health and emotional maturity of adolescents and further no significant relationship was found between mental health and family environment of adolescents

Tyagi Parul (2017) study aimed to find out the impact on Mental Health, Adjustment and Emotional Maturity of 400 College Students from Rohtak and Bahadurgah city. The mean scores of the obtained data revealed that students with high critical thinking were found to have better mental health than their counterpart college students with low critical thinking.

Kinnari, Mankad (2017) study investigated the effects of personal social variables, on the mental health, emotional maturity, adjustment of 800 school and college students from Surendranagar District. It also examined the correlation between emotional maturity, mental health and adjustment. The findings revealed that there was no significant difference found in the student’s mental health in relation to personal- social variables. Results showed accurate positive correlation between students’ mental health, emotional maturity and adjustment.

KharpanIssabella Eva (2017) investigated the mental health and adjustment of high and low achievers at class X level in east Khasi hills district of Meghalaya. Results revealed that there is a significant relationship between mental health with academic achievement. It indicates mental health does influence academic achievement. It shows that the better the mental health the higher

will be the academic achievement and the poorer the mental health the lower will be the academic achievement.

Shokeen Anjali (2017) studied the Mental Health and Social Adjustment of 200 Senior Secondary Students in Delhi. The results indicated significant difference in the mental health of male and female students where male students were found to have better mental health than female students. The study also revealed a significant relationship between the Mental Health and social adjustment in the adolescents.

Keyho, K. et al., (2019) conducted a study to know the mental health status of 702 adolescents studying in government and private schools in Kohima district. The findings showed that based on the total difficulties score the prevalence of mental health status was 17.2% at the abnormal level and 28.8% at the borderline level. It also revealed emotional problem prevailed in 17.1%, hyperactivity in 16.1%, conduct problem in 15.2%, peer problem in 5.6% and prosocial behavior in 5.1% among the adolescent population.

Jain, T. et al. (2021) studied the effect of COVID-19 pandemic on the mental health of 699 medical and engineering student from Bihar, Delhi and Maharashtra, and Tamil Nadu s. Mental health status was determined using Corona virus anxiety screening (CAS), general health questionnaire (GHQ), general anxiety disorder (GAD) and patient health questionnaire(PHQ). The findings revealed that maximum samples in the study did not have anxiety related to COVID-19, About two-third of the samples secured cut-off score in GHQ-12 and a comparable proportion of the samples were found to have severe anxiety and depression when applied GAD-7 and PHQ-9. Thus the study indicated that two-thirds of medical and engineering students were psychologically affected by the current pandemic.

2.2 Studies done in India: Review of related literature on Emotional Intelligence

Chaudhari, Durga (2011) objective of the study was to investigate the relationship of emotional intelligence with academic stress and achievement of college students studying in the University of Kolkata. The findings of the study revealed that female students have higher emotional intelligence in comparism to male students. Academic achievement cannot be predicted retrospectively by the contemporary measures of emotional intelligence and stress. Those with low emotional intelligence were likely to develop more negative-self perception.

Baksh, Nirupama (2012) investigated the impact of personality traits and social maturity on emotional intelligence of 1000 adolescent undergraduates from Azamgarh, Mau, Ballia, Jaunpur and Gorakhpur districts ranging between 18-21 years of age. The researcher used stratified random sampling technique for selection of the samples. The results revealed that out of 16 personality traits studied, 12 traits were found as significant predictor of emotional intelligence, which was of theoretical and practical importance. With regard to social maturity, respondents belonging to below average and above average social maturity group were found significantly different in their emotional intelligence because respondents of above average social maturity group respond to the circumstances or environment in an appropriate and adaptive manner than the respondents of below average social maturity group.

Kavana, G. Venkatappa et al. (2012) investigated the gender differences in emotional intelligence among first year medical students in Mangalore. The results from t-test revealed that emotional intelligence was significantly high in females as compared to males; the reason might be that women tend to be more expressive with their emotions then men and understand emotions better.

Labhane, C.P. &Baviskar, P.A. (2015) study was to examine the self-concept and emotional intelligence of 120 college students from Jalgaon district. The findings of study concluded that there is significant difference in emotional intelligence between arts and science students. It revealed that science students have highest emotional intelligence than arts students.

Dhongde Supriya (2015) study explored the effects of emotional intelligence on psychological well being among 250 students in technical institutions in Indore. The students were administered Schutte (1998), Emotional Intelligence Scale and Psychological Well-Being Scale developed by Carol Ryff (1989).The collected data was analyzed using descriptive statistics, regression and ANOVA and results showed positive and significant correlation between emotional intelligence and psychological well-being. The study concluded that emotional intelligence has positive impact on psychological well-being.

Parihar, N. &Jha (2015) study examined whether emotional intelligence, gender and culture predicts depression among 200 tribal adolescent students from Chhatisgarh. The results from regression analysis indicated that emotional intelligence significantly predicts depression in clarity and mood repair dimension. However the demographic variable of gender and culture does not generate variation in depression.

Chandel, N. &Chopra, S. (2017) study was undertaken to find out emotional intelligence and academic achievement of male and female adolescents. The sample consisted of 82 students (41 male and 41 female adolescents) from Hamirpur district of Himachal Pradesh. The results revealed that there exists a significant difference in emotional intelligence of male and female adolescents. The mean emotional intelligence of female adolescents was better than of male adolescents. On the dimensions of emotional intelligence, it was found that there was no significant difference between male and female adolescents with regard to emotions, empathy and handling relations dimensions of emotional intelligence; while significant difference between male and female adolescents was reported on understanding motivation as dimension of emotional intelligence.

Arora, R. & Sharma, M. (2018) conducted a study on Social Maturity of Senior Secondary Students in Relation to their Psychological Well Being and Emotional Intelligence .Emotional intelligence scale developed by Sarabjit Kaur was administered to 100 students from Jalandhar city of Punjab state. The study revealed that emotional intelligence is required to understand the nature of social world they live within. The 'two way analysis of variance' showed significant interaction effect between psychological well-being & Emotional intelligence on the score of social maturity. Emotional intelligence is important for work-orientation, self-direction and ability to take stress, communication, enlightened trust, cooperation, social commitment, social tolerance and openness to change.

Choudhury, S.A &Riju, S. (2019), conducted a study to assess the level of resilience and emotional intelligence of 100 government and 100 private school students in Assam. The results of the study indicated that government school students have higher level of resilience than private school students. With regard to the emotional intelligence dimension, though students from private schools had higher level of emotional intelligence than government school students no significant difference was found in the comparison of emotional intelligence between students of both the school types.

Peseyie, Nouzhienino (2020) conducted a study to find the level of emotional intelligence of 911 adolescents (366- government, 545-private) in the age group of 13-19years from grade IX and grade X from Kohima District of Nagaland. The finding of this study highlighted low levels of emotional intelligence among high school students which indicated a need for the development of emotional intelligence guidelines for the benefit of local needs.

Manichander, T. (2020) conducted a study to examine the emotional intelligence of 200 graduate students of Karimnagar district, Telangana. The findings of the study showed significant difference in emotional intelligence of graduate students with regard to gender, locality and course of study. It further revealed that there was no significant difference between government and private college graduate students in their emotional intelligence.

Sathya, A. &Velmurugan, V.P. (2021) examined the difference in emotional intelligence between male and female students as well as between rural and urban students. The sample size was 150 college students in Southern region of Tamil Nadu whose data was collected through non-random convenience sampling and snowball sampling whose data was collected through non-random convenience sampling and snowball sampling. The findings of the study indicated no significant difference in self-awareness, self-motivation, social skills, and empathy factor on arts and science students. But significant difference existed in the self-management and relationship management of arts and science students. Further it also revealed significant correlation existed between emotional intelligence and family background.

2.3 Studies done in India: Review of related literature on Mental Health and Emotional Intelligence

Singh, Meenakshi (2008) conducted a study to investigate the impact of locale, gender on the mental health and emotional intelligence of 400 adolescents from Varanasi. It also examined to see whether there existed any significant difference in mental health of high and low emotional intelligence adolescents. The findings revealed urban adolescents significantly have higher emotional intelligence in comparison to rural adolescents. Male and female adolescents' scores were insignificant for total dimension of mental health. There was no gender difference in emotional intelligence of adolescents. The study also revealed that high and low emotionally intelligence groups differ significantly on all dimensions of mental health.

Mohammadfar, Mohammed Ali (2008) evaluated the relationship between emotional intelligence, occupational stress, and health (mental & physical). The sample of this study consisted of 500 teachers; 250 teachers from Iran schools and 250 teachers from India. The results of 2-way ANOVA showed that Indian male teachers reported significantly higher scores in emotional intelligence and its subscales in comparison with female. On the other hand, Iranian male and female teachers reported same level of emotional intelligence and its subscales. It was

also observed that teachers who reported more emotional intelligence had better mental health .Further; observed results indicated mental health, occupational stress, and emotional intelligence were important factor in prediction of physical health in total sample.

Gupta, G. & Kumar, S. (2010) investigated mental health in relation to emotional intelligence and self-efficacy among 200 college students (male-100 and female-100) selected from were drawn from arts and science stream from Kurukshetra University, Kurukshetra. The findings showed that emotional intelligence and self-efficacy were positively correlated with mental health. It also indicated that male students had better mental health than female students.

Neelima, Mandava (2011) conducted a study to assess their levels of mental health and emotional intelligence and its relationship with respect of the variables – gender, course of study, locality on mental health and emotional intelligence. The sample size of the study was 600 college students from professional and non professional colleges of Krishna District who were selected through stratified random sampling. The findings revealed significant positive relationship in the mental health and emotional intelligence of college students. Gender, course of study and locality do not make any significant influence on the relationship between mental health and emotional intelligence. The study also revealed that 70% of the students had moderate levels of mental health and emotional intelligence was also found to be only at moderate level among 65% of the sample. Therefore the findings necessitates the importance of these aspects while imparting education as it will definitely affect the students performance in academics and as well as in life.

Dharanendrappa, S.N. (2012) conducted a study on the relationship among Mental Health, Emotional Intelligence and Academic Achievement of 1275 Secondary School students from Mysore city. The findings showed positive relationship between mental health, emotional intelligence and academic achievement among secondary school students. It indicated that students with good mental health have high emotional intelligence showing better academic achievement. Whereas results also indicated students with poor mental health and emotional intelligence result in poor academic achievement.

Murali, N. (2013) investigation was an attempt to study the impact of Locus of control, Emotional Intelligence and Self efficacy on the Mental Health of undergraduate students in both rural and urban areas in Chittoor, Nellore and Kadapa Districts of Andhra Pradesh. The sample for the study consisted of 400 male and 400 female students studying final year degree courses

(science and arts). The study revealed significant influence of the independent variables; - Locus of Control, Emotional Intelligence and Self Efficacy on Mental Health among college students.

Zafar, Shahin (2013) examined the relationship of mental health and emotional intelligence of male and female 400 adolescents in government and private schools in Uttar Pradesh. Mental health Inventory by Jagdish Srivastava (1983) and Emotional Intelligence Scale developed by Prasad (2009) were the tools used in the study. The results suggested that those with good mental health were also emotionally intelligent possessing capacity to cope with problems to achieve their self-determined goals.

Krishnakar, H.M. (2014) study was to uncover the influence of self concept and emotional intelligence on mental health of 400 students selected from various colleges of Gulbarga region. The students were administered Mangal Emotional Test Inventory (MEII) by S.K. Mangal and Mental Health Inventory by Dr.Jagadish and Dr. Srivastava. The results revealed that variables: gender, domicile, self-concept and emotional intelligence have produced significant difference in mental health and also are strong correlates of mental health.

Hossain, M. &Halder, U.K. (2015) explored the relationship between emotional intelligence and mental health of 600 higher secondary students from Malda District, West Bengal. The researcher used Emotional Intelligence Scale (EIS) and Mental Health Inventory for the study. The results indicated positive correlation between emotional intelligence and mental health of students, but no significant difference was found between the relation of emotional intelligence and mental health of male and female students.

Datta, Priyanka (2016) compared and examined whether there existed significant relationship in the mental health and emotional intelligence, home environment and procrastination in relation to the academic achievement comprising of 540 higher secondary students in Kolkata who were randomly selected for the study. Mental Health Battery (2012) by A. K. Singh and Alpana Sengupta and Mangal Emotional Intelligence Inventory (MEII) (2011) by Dr. S. K. Mangal and Mrs. Shubhra Mangal were the tools used for the study. The data was analyzed using t-test, ANOVA, Pearson Correlation, and Multiple Regression Analysis. The results of the study indicated that male students were found to have significantly better mental health and higher emotional intelligence than female higher secondary students. Nearly equal mental health between rural and urban higher secondary students was found in the study. The study further explored that male higher secondary students were found not significantly different from female

higher secondary students with respect to emotional intelligence. The rural students had lower emotional intelligence than urban higher secondary students in the present study. The mental health and emotional intelligence of the students also had some influence on the academic achievement of the students.

Yadav Vishal et al. (2017) conducted a study to examine the relationship between mental health and emotional intelligence of 80 university students from Banaras Hindu University, Varanasi, Uttar Pradesh. Multi-dimensional Self Report Emotional Intelligence Scale Revised developed by Pandey and Tulika Anand (2008) and Mental Health Inventory by Jagdish and Srivastava (1983) were the tools used in the study. The data analyzed statistically by Karl Pearson's Product Moment Method revealed that mental health and emotional intelligence was significantly positively correlated. Further t-test was also used to find the gender difference which showed that male had better mental health female students.

Chandni (2017) study investigated the impact of mental health on emotional intelligence of 200 B.Ed. students (science and non-science students) from Faridkot district. The tools used for collecting the data were Mental Health Checklist by Parmod Kumar (1992) and Emotional Intelligence scale by Anukool Hyde (2002). Data was analyzed using 't'-test and correlation, which revealed no significant difference between science and non-science students of B.Ed. with regard to their mental health and emotional intelligenceThe 'r' value 0.1196 showed that there was no significant impact of mental health on emotional intelligence among science students of B.Ed. The 'r' value 0.0092 also showed no significant impact of mental health on emotional intelligence among non-science students of B.Ed.

Kaur, Satinder (2018) study was designed to know the relationship of mental health and emotional intelligence of 600 high school students from Punjab who were selected using simple random sampling. The tools used were; Mental Health Scale by Dr. Vijay Kumar Rai (1994) and Emotional Intelligence Scale by Dr. Vijay Kumar Rai (2006).The study revealed positive relationship between mental health and emotional intelligence of secondary school students for male, female, rural and urban students. Results from stepwise multiple regression analysis indicated emotional intelligence predict mental health of students.

Pisal, S. S. (2018) investigated the relationship between emotional intelligence and mental health of 214 college students from arts and science stream between the age-group of 18-22years. The college students were randomly selected from Sangali city. The tools used in the study were

Schutte's Self Report Emotional Intelligence test (SSREIT), (1997) and Mental Health Battery by Singh and Sengupta, (2000). The results revealed positive and significant correlation between emotional intelligence and mental health of college students.

Govind, K. &Brundhavan, K.R. (2019) examined the relationship between mental health and emotional intelligence of 600 adolescents from arts, science engineering colleges from KumbakonamTaluk of Thanjavur district who were randomly selected for the study. The study was a descriptive study and Mental Health Scale by Kalesh Sharma (2002) and Emotional Intelligence Scale by Anukool Kyde and Sanjyoy Pehte's (2001) were the tools used for the study. The results from correlation analysis found that there is a positive and significant relationship between mental health and emotional intelligence of college students.

Swangi (2019) study explored the relationship between emotional intelligence and mental health among 602 B. Ed from colleges and Universities located in Allahabad and Varanasi cities. The samples for the study were chosen through cluster sampling. Mental Health Inventory developed by K.S. Misra and Nidhi Srivastava and Tests of Emotional Intelligence for Student-Teachers developed by K.S. Misra were the tools used in the study. Results indicated that emotional intelligence is positively related to overall mental health among male and female B. Ed students. Further it also revealed that emotional intelligence is one of the best predictors of mental health, so emotional intelligence can be used as a way to preserve mental health.

2.4 Overview of the review of related literature done in India

The reviews discussed above have contributed to the field of knowledge with regard to mental health and their relationship with various variables such as parental separation and living position by Asthana Sanjeev Kumar (2002), locus of control and overall adjustment by Jain M & Singh S. (2015), unemployment and underemployment and confiding to parents by Gaur, Kirti (2015), adjustment and emotional maturity by Tyagi, Parul (2017), Kinnari, Mankad (2017), emotional maturity and family environment by Bala Chanchal (2017), adjustment and academic achievement by Kharpan Issabella Eva (2017),social adjustment by Shokeen, Anjali (2017), hyperactivity, conduct problem, peer problem and prosocial behavior by Keyho, K. et al.(2019), effect of COVID-19 by Jain et al.(2021).

On emotional intelligence and its relationship to some variables, studies were conducted on academic stress and achievement and negative self perception by Chaudhari Durga (2011),

personality traits and social maturity by Baksh, Nirupama (2012), gender differences by Kavana G. Venkatappa et al. (2012), self concept by Labhane C.P. &Baviakar, P.A. (2015, psychological wellbeing by Dhongde Supriya (2015), culture and depression by Parihar N.&Jha (2015), academic achievement by Chandel, N.S & Chopra, S.(2017), social maturity by Arora R.& Sharma, M. (2018), level of resilience by Choudhary, S.A. &Riju, S.(2019),examined the difference in emotional intelligence between male and female students as well as between rural and urban students by Sathya, A.&Velmurugan, V.P.(2021), intrinsic and extrinsic motivation by Peseyie, Nouzhienino (2020), Gender, locality and course of study by Manichander, T.(2020).

Studies were also conducted on the relationship between mental health and emotional intelligence by Zafar, Shahin (2013), Hossain, M. &Halder, U.K.(2015); Yadav Vishal et al. (2017); Chandni (2017); Govind, K. &Brundhavan, K.R.(2019); Swangi (2019) and Pisal S.S.(2018) and their relationship with other constructs such as locale and gender by Singh Meenakshi (2008) and Neelima, Mandava (2011), occupational stress and health -mental &physical by Mohammadfar, Mohammed Ali (2008), self-efficacy by Gupta, G. & Kumar, S. (2010), academic achievement by Dharanendrappa, S.N.(2012); Chandel, N. & Chopra, S. (2017), locus of control and self-efficacy by Murali, N.(2013), Gender, domicile and self-concept by Krishnakar, H.M. (2014), home environment, procrastination and academic achievement by Datta, Priyanka (2016), personality by Kaur, Satinder (2018).

Mental health occupies an integral part of health but was considered a silent and unspoken issue until lately, the numerous scholars; concerned layman and academicians in India started focusing on the issue by conducting various researches on mental health and its relation to various variables/dimensions which is the foundation of well-being and effective functioning of individuals. India is reeling under mental health crisis and the need to raise awareness and mobilize efforts to address the mental health problems of a vast population is the need of the hour. In order to effectively manage mental health disorders these studies has called for comprehensive strategies, prevention and treatment to promote healthy living.

2.5 Studies done Abroad- Review of related literature on Mental Health

Pua, P.K. et.al (2015) study conducted a literature review on the relationship between the constructs of mental health such and academic achievement of university students in Malaysia.

The study highlighted that academic performance is affected by mental health problems highlighting the need for awareness on mental health and early diagnosis to prevent mental health problems.

Pedrelli, P. et al., (2015) study was based on the mental health problems and treatment considerations of college students in the United States. It outlined the critical issues and important aspects of treatment such as inclusion of parents in the treatment, communication with other providers and use of technology to increase adherence. The study further emphasized the need to be familiar with unique problems characteristics for the developmental stage and the environment of college students so that practitioners will serve them better.

Jorg, F. et al. (2016) conducted a study to investigate whether adolescents with and without mental disorders received mental health care. The study involved the data of 2230 adolescents from the North of Netherlands who participated in the Tracking Adolescents' Individual Lives Survey (TRAILS) who were assessed biannually starting from age 11. The results of the study showed that there was no indication of overtreatment as only a third of the diagnosed adolescents received mental health care and undiagnosed mental health care users were reported to have a variety of serious problems. It further reported half of the adolescents with three or more disorders did not use specialist Mental Health Care or any care which might indicate unmet needs.

Li, Tim.M.H., et al. (2017) study investigated the association between withdrawal behaviors (home-stay and non-communication) and mental health status (stress, depression and loneliness). This study provide insight on using Smartphone sensing for understanding withdrawal behavior (hikikomori) of 47 students from Darthmouth college in the United States for over a period of 10 weeks. The findings revealed that only long duration of home-stay and non-communication through physical means with others are associated with poor mental health status and it is also the essential factors for social withdrawal. The study further provided practical implications on early detection, of socially withdrawn youth is important for effective mental health and youth services.

Grotan, K. et al. (2019) conducted a study to examine the mental health help seeking for students with mental distress on Norwegian students. A total of 13,663 participated by filling up the online questionnaire. The symptoms of mental distress were measured by Hopkins Symptoms Checklist (HSCL-25). The results indicated 17% of the students had severe symptoms

of psychological distress which is a common prevalence among the students in Norway. The study showed strong associations between symptoms of mental health, academic self-efficacy and study progress.

Wang, X. et al. (2020) conducted an online survey on the mental health status and severity of depression and anxiety of 2031 college students during the COVID-19 pandemic in the United States. The results highlighted that majority of the participants levels of stress, suicidal thoughts and depression increased during the pandemic. It showed that only less than half of the participants were able to cope adequately with stress during the pandemic.

Lei X. et al (2021) investigated the mental health status and associated factors of 300 college students in Hubei of China. The study revealed that mental health disorders prevailed among 8% of the participants. It identified obsessive compulsion, interpersonal sensitivity and depression as top three mental health problems in the study participants.

Aller, T.B. et al. (2022) study examined college students in the US to know whether individual factors and mental health issues experiences were associated with students' mental health literacy. The study used two vastly different college samples (sample 1, N-617: sample 2, N=306) and Mental health awareness and advocacy framework, guided by health belief and socio-cognitive theory was used for investigation. The findings from nested regression analyses indicated that personal experiences with mental health issues is associated with higher mental health literacy where previous issues with having mental health issues and receiving therapy is most important in explaining mental health literacy behaviors.

Longest, K. and Kang J-A (2022) studied the impact of COVID-19 of US young adults, how social media and social support from the online environment affected their mental health during the stay-at- home orders. The results from the survey reported that women and those uncertain of employment status due to the pandemic had elevated depression symptoms. It also highlighted that there was lowest level of depression symptoms when they had higher offline emotional support and a lower level of online informational support among young adults. This research further adds evidence about the negative impact of social media on mental health.

2.6 Studies done Abroad- Review of related literature on Emotional Intelligence

Berrocal, P.F. et al., (2006) study examined the relationship between emotional intelligence, anxiety and depression among 250 adolescents in Malaga, Spain. The samples were administered Trait Meta-Mood Scale (TMMS) to evaluate emotional intelligence. The findings revealed that

self-reported emotional intelligence was negatively related to levels of depression and anxiety, and emotional abilities were an important and unique contributor to psychological adjustment.

Martins, A. et al. (2010) study was to expand the findings of Schutte et al.'s (2007) work which indicated that emotional intelligence is associated with better health. Based on 105 effect sizes and 19,815 participants, results showed cumulative meta-analysis which indicated that this line of research has reached sufficiency and stability. The result overall strengthened the value of Emotional intelligence as a plausible health predictor.

Nastasa, L.E. &Sala, K. (2012) explored the relationship between the level of development of emotional intelligence and parenting styles 90 teenagers and their parents in Romania. The emotional intelligence scale-EIS (Schutte et al. 1998) and battery of Emotional Intelligence Profile –BTPIE (Wood,Tolley, 2003) were used in the study. The result showed that emotional intelligence level of adolescents is mainly influenced by five parental styles –authoritarian, dictatorial, permissive, democratic and rejecting/neglecting.

Balluerka, N. et al., (2013) study examined the relationship between emotional intelligence (individual and group) and depressed mood in adolescence from a multilevel approach. The study sample comprised 2,182 adolescents, in the Basque Country, northern Spain. The study results provides an integrated approach on the psychosocial well-being of adolescents which revealed that clarity and ability to regulate emotions at individual level and emotional intelligence at class level are important in explaining depressed mood in adolescents

Di Fabio A & Kenny M.E. (2016) conducted a study to replicate and clarify understanding of the associations between emotional intelligence (EI) and eudaimonic and hedonic well-being on a sample of 157 Italian high school students. Data analyses was done using descriptive statistics, Pearson's correlation and eight separate hierarchical regression analyses and for all analyses, fluid intelligence was entered as the first step, personality traits at the second step and ability based EI at the third step. For step four, trait EI assessed through TeiQue was entered in four of the analyses and trait EI assessed through EQ-I was entered for the other four analyses. The results confirmed the contributions of two measures of trait EI beyond personality factors in explaining both hedonic and eudaimonic well- being and suggests that the two trait measures of EI contribute somewhat differently to well being after controlling for the effects of fluid intelligence and personality traits.

Antonanzas, Jose L. (2017) explored the relations between emotional regulation and mental disorders in 350 adolescents and adults from the University of Zaragoza. The Trait Meta-Mood Scale (TMMS) 24 Questionnaire by Salovey and Mayer was used to measure EI, while Pichot's PNP(Paranoid, Neurotic and Psychotic) questionnaire measured subjects psychopathological trends. The findings indicated significant difference between adults and adolescents in their levels of Emotional Intelligence EI, specifically in Attention to and clarity of or understanding feelings, differences was also found for the PNP questionnaire neurotic factor between novel and expert drivers.

Malinuaskas, R. et al. (2018) study was to test the role of gender as a potential predictor of health behavior and as a potential moderator of the relationship between emotional intelligence and health behavior among 1214 (597 males and 617 females) university students. Multistage sampling was used to select samples from the universities in Lithuania. The results showed no significant differences among the students belonging to different degree courses and faculties. It also indicated that gender predicted all categories of health behaviors, with men receiving higher values than women in health-risk behaviour.

2.7 Studies done Abroad-Review of related literature on Mental Health and Emotional Intelligence

Ciarrochi et al. (2002) study was to assess whether emotional intelligence is distinctive and useful to know the relationship between stress and mental health. A total of 302 Australian university students participated in the cross-sectional study. The results from regression analyses revealed there was high level of depression, hopelessness and suicidal ideation among students with high emotional perception (EP) compared to others. The report for self- report measures of Emotional Intelligence though inconsistent indicated that people with high self-reported managing others' emotions (MOE) responded to stress with less suicidal ideation than others. Emotional Intelligence is therefore a distinctive construct as well as important in understanding the link between stress and mental health.

Extremera, N. &Berrocal, P.F. (2006) study evaluated and confirmed the predictive value of emotional intelligence regarding the levels of several variables related to anxiety, depression and the different components of physical, social, and mental health status among 184 university

students in Spain. The samples were administered Trait Meta-Mood Scale (TMMS) to evaluate their emotional intelligence, anxiety was measured with Trait Anxiety Questionnaire and depression with Beck Depression Inventory. Results from obtained data showed that high Emotional attention was related positively to high anxiety and depression and to low levels (negatively) with the dimensions of role emotional, social functioning and mental health. The study confirmed the predictive value of the three components of emotional intelligence (attention, clarity and mood repair) with regard to levels of anxiety, depression, and in areas related to the mental, social and physical health in university students.

Schutte, N.S et al., (2007) study conducted a meta- analysis of 44 effect sizes on 7898 participants to study the overall association between emotional intelligence and three health indicators: a) physical b) mental and c) psychosomatic. The findings revealed trait emotional intelligence was associated with mental health than ability emotional intelligence and higher emotional intelligence was associated with better health

Bostani, Mehdi and Saiiari, A. (2011) compared emotional intelligence and mental health of 100 athletic and 100 non-athletic students of Islamic Azad University of Ahwaz. The tools used were SCL-90 R and Bar-On questionnaire to assess mental health and emotional intelligence. The results revealed significant difference existed in emotional intelligence and mental health between athletes and non-athletes.

Zeidner, M. et al., (2011) explored the reviews of the role of emotional intelligence (EI) in well-being and health. It examined the nexus of association between emotional intelligence and mental health and socio-emotional well-being. The reviews in the study pointed that EI is predictive of various indicators of well-being, as well as both physical and psychological health. However future research needs to prove whether emotional intelligence can be applied to improve in health and clinical practice.

Fagirpour, M. et al., (2011) examined the relationships between the various components of emotional intelligence (self-regulation, self-awareness, and social-skill) with mental health. A total of 503 students in the city of Iran (Rasht) were administered Sybrya Shrink emotional intelligence questionnaire and also Goldberg and Hilier mental health questionnaire(GHQ).The findings revealed significant relationship between the components of emotional intelligence of students with mental health, people with high emotional intelligence showed better mental

health. It further revealed that the components of emotional intelligence- self-regulation and self-control predict mental health.

Davis, S. K. & Humphrey, N. (2012) study examined to know whether emotional intelligence predicts the mental health of 510 adolescent beyond personality and cognitive ability. The students were selected using opportunity sampling from five schools in the West Midlands, UK. The results from regression analyses found that Emotional Intelligence significantly contribute in predicting personality disorder in youth. However, of the two, trait Emotional Intelligence appeared as the stronger predictor.

Ruiz-Aranda D. et al. (2012) analyzed the effects that an emotional intelligence educational program based on emotional intelligence ability model will have on adolescent mental health immediately and after completion of 6months training. A total of 479 adolescents from 3 Spanish were involved in the study. The data on psychological adjustment, mental health, and negative effect were collected at the end of the training program. The results highlighted that Emotional Intelligence programs created to develop skills in perceiving, facilitating, understanding, and managing emotions can be effective in promoting mental health of adolescents.

Sasanpour, M. et al., (2012) investigated to know whether emotional intelligence is related to happiness and mental health. Whether gender makes a significant difference in level of emotional, mental health and happiness? For the study, 120 people were randomly selected from Isfahan University. The result analysis confirmed that there is a relationship between emotional intelligence and mental health. It also showed that men were more emotionally intelligent than women, students with high levels of emotional intelligence showed better mental health and there was no significant difference between mental health and happiness in men and women.

Hasan, S.A. & Shabani, J. (2013) examined the role of emotional intelligence and between spiritual intelligence and mental health of 247 high school Iranian students. The findings of this study showed that spiritual and emotional intelligence differently explained mental health problems. Structural equation modeling also indicated that spiritual intelligence had indirect effect on mental health problems, through emotional intelligence. These findings also gave implications to prevent mental health problems among adolescents.

Fernandez-Abascal, E.G. & Martin-Diaz, M.D. (2015) investigated the relationship of emotional intelligence (EI) with physical and mental health, and with health behaviors. The participants were 855 undergraduates recruited in the National Open University (UNED) who

were administered the Trait Meta-Mood Scale and Trait emotional intelligence questionnaire, a measure of health, Health Survey SF-36 Questionnaire and a measure of health-related behaviors, the health behavior checklist .The main objective of the work was to delimit the specific dimensions of EI that best predict the components physical and mental health, and various categories of health-related behaviors. Results from regression analyses concluded that Emotional Intelligence dimensions are better predictors of mental health than of physical health Gender also emerged as a predictor of health, with male obtaining higher values than female both in mental health and physical health components.

Nesami, M.B. et al. (2015) study determined the relationship between emotional intelligence with religious coping and general health of students. The study was conducted on 335 students at Mazandaran University who were selected by stratified random sampling. The tools used for the study were Bradberry and Greaves Standard Emotional Intelligence Questionnaire, General health Questionnaire-12 and the Pargament's Religious Coping. According to the results, there was direct significant relationship between emotional intelligence and positive religious coping. Thus, strengthening religious coping can promote emotional intelligence that is one component of mental health.

Moeller RW, Seehuus M and Peisch V (2020) The purpose of this study was to test whether students with stronger emotional intelligence (attention, clarity, repair) abilities would report higher level of belongingness (inclusion, rejection) which in turn would be associated with better mental health of 2094 college students in the United States and vice versa. Results from regression analysis supported the hypothesis that students with higher emotional intelligence experienced higher levels of belongingness which in turn was associated with lower overall mental health.

Wang Yuanyin, (2020) analyzed the relationship between emotional intelligence and mental health of college students. Based on survey questionnaire a total of 600 respondents of sports majors from six universities in china were investigated and studied in terms of their origin, nature, grade, gender and professional orientation which were measured by two scales, namely, the Emotional Intelligence Scale for College Students developed by Xu and Zhang, and the Mental health scale for college students with healthy personality orientation. The results showed that both emotional intelligence and mental health of college students were affected by factors

like grade, major and gender. Whereas academic qualification and place of origin though had an effect on emotional intelligence it did not impact mental health of college students. Further, the research results provided a scientific basis for mental health counselling and education of college students.

K. O'Neill. (2021) study investigated the relationship between emotional intelligence and mental well-being of 209 college student athletes who participated at the National Collegiate Athletic Association (NCAA) at a residential, liberal arts institution selected through convenience sampling. The results indicated that students with higher emotional intelligence have lower levels of mental well-being as emotionally intelligent people suffer more because they are able to be in touch with their own emotions and the emotion of others but they recover quickly than those with lower levels of EI.

2.8 Overview of the Review of Related Literature conducted abroad

The studies conducted abroad by researchers discussed above on mental health and emotional intelligence in relation to diverse variables highlights that quality studies have been carried out to explore the constructs of mental health and emotional intelligence. Researchers explored the different constructs of mental health and their relationship with various variables such as depression anxiety and stress and academic achievement by Pua P.K.et al. (2015), mental health problems and treatment considerations by Pedrelli, P. et al.(2015), Mental health care by Jorg F.et al.(2016), withdrawal behaviors by Li, Tim.M.H. et al (2017), Mental Distress by Grotan, K. et al. (2019), mental health literacy behaviors by Aller, T.B. et al. (2022), obsessive compulsion, interpersonal sensitivity by Lei X. (2021) Latest studies on the impact of COVID-19 by Longest, K. and Kang J.A. (2022) on mental health have also revealed important findings which will be a trending research topic worldwide for some years to come.

The studies on emotional intelligence were undertaken to examine their association with variables such as anxiety and depression by Berrocal P.F.et al. (2006), association of emotional intelligence with better health by Martins A. et al. (2011), parenting styles by Nastasa, L.N. &Sala, K. (2012), Depressed mood by Balluerka, N.et al.(2013), eudaimonic and hedonic well-being by Di Fabio & Kenny, M.E. (2016), emotional regulation and mental disorders by Antonanzas Jose L. (2017), health behavior by Malinuaskas, R., et al.(2018).

There were also studies conducted on the relationship between mental health and emotional intelligence by Bostani, Mehdi &Saiiari, A.(2011),Wang, Yuanyin (2020), O' Neill Kelly (2021) and also their association with other variables such as stress, depression, hopelessness and suicidal ideation by Ciarrochi et al.(2002), anxiety, depression, physical, social status by Extremera, N. &Berrocal, P.F.(2006), physical, psychosomatic indicators by Schutte, N.S et al.(2007), well being and health by Zeidner, M.et al(2011), self-regulation, self-awareness, social skill by Fagirpour, M. et al (2011), personality and cognitive ability by Davis, S.K. & Humphrey, N.(2012), educational program by Ruiz D.et al.(2012), happiness by Sasanpour, M. et al.(2012), Spiritual intelligence by Hasan, S.A.& Shabani J.(2013), physical health and health behaviors by Fernandez-Abascal, E.G. & Martin-Diaz, M.D.(2015), religious coping and general health by Nesami, M.B.et al.(2015), level of belongings by Moeller RW et al.(2020) .

The above mentioned studies conducted by various researchers in Indian educational institutions and in educational institutions abroad on mental health and emotional intelligence and their associations with diverse variables among the various population segments of adolescents, high school and higher secondary level students, college students, technical students, university students, and B. Ed students shows that studies on these two dimensions has been investigated extensively. But the existing literature on mental health and emotional intelligence shows that no specific studies on these two construct and the combination of demographic variables such as gender, stream of study and type of management has been investigated collectively in the context of Nagaland. Besides the discussed reviews shows that emotional intelligence can predict the mental health of students but there is no review is available on whether mental health can predict the emotional intelligence, thus the researcher aims to find the answer in this present study. Therefore, the present study attempts to take a little step forward to study the mental health in relation to emotional intelligence of college students in Nagaland in Kohima and Dimapur districts which hopefully will attract more extensive research on these two dimensions from future researchers.

The researcher has also taken up the present study with the hope that it will be worthwhile and beneficial for the students and the society at large and help to provide useful knowledge to parents, educators and concerned stakeholders as it is a very less explored topic in the state and most importantly the present study topic is vital for the holistic development of individuals,

which is crucial to further human resource development. The survey of related literature has been undeniably helpful in designing the study and a humble attempt has been made to fill up a tiny research gap in the vast ocean of knowledge by undertaking the present study.

CHAPTER-III

METHODOLOGY OF RESEARCH

CHAPTER-III

METHODOLOGY OF RESEARCH

3.0 Introduction

A methodology offers a theoretical perspective for understanding which method, set of methods, or best practices can be applied to the research question(s) at hand. The selection of research method to be used is the most important step in the research process. It refers to the general strategy for collecting and analyzing the data necessary for solving the problem. The method or approach applied in any research is dictated by the nature of the problem and the type of data required for answering the questions relating to the problem (Koul Lokesh, 2009, p-16). The present research is quantitative in nature consists of research in which the data can be analyzed in terms of numbers. Thus this chapter is concerned with the decisions and practices in research process covering the following aspects:

3.1 Research design & Research method

3.2 Population of the study

3.3 Sampling Procedure

3.4 Samples used

3.5 Tools used in the study

3.6 Procedure of Data Collection

3.7 Statistical technique used.

3.1 Research design & Research method

Research Designs are types of enquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research study (Creswell John W. & Creswell J. David, 2018, p-11). The research design should be carefully developed to ensure that the results are valid and reliable. A research design is based on a framework and provides a direction to the investigation being conducted in the most efficient manner; Research design is the framework that has been created to seek answers to research questions. On the other hand,

research method is the technique to collect the information required. Thus, research design has a critical and directive role to play in the research process. The execution details of the research questions to be investigated are referred to as the research design (Deepak Chawla &Neena Sondhi, 2018, Pp.53). The descriptive research designs, as the name implies, the objective of these studies is to provide a comprehensive and detailed explanation of the phenomena under study (Deepak Chawla &Neena Sondhi, 2018, Pp.59).

In the present study, the researcher has adopted descriptive research design, is a framework used for a conclusive research (is meant to provide information that is useful in reaching conclusions or decision making, it tends to be quantitative in nature, that is to say in the form of numbers that can be quantified and summarized).

Descriptive survey method is used to gather large volumes of data which attempts to establish range and distribution of some social characteristics such as education or training, occupation and location and to discover how these characteristics may be related to certain behavior patterns and attitudes. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing (Best & Kahn, 1992, p. 76).

The present work is descriptive (which involves hypothesis formulation and testing, employs methods of randomization etc. & non-experimental) cum normative (the results of the study to be compared with the norms) survey type of research. It is a correlationnal research to examine the relationship between non-manipulated variables i.e. mental health and emotional intelligence of college students. The present study has aimed to investigate the status of mental health and emotional intelligence of college students. For the present study, the researcher has adopted descriptive - normative survey research method based on the nature of the problem and the type of data required.

3.2 Population of the study

A population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas etc. some statisticians call it universe (Koul Lokesh 2009, p-206).

For the present study, undergraduate students studying in various colleges located in the Kohima and Dimapur districts of Nagaland constituted as population for the present study.

Table 3.1: District wise break up of General colleges

Sl. No.	District	No. of Colleges		Total
		Government	Private	
1.	Kohima	3	18	21
2.	Dimapur	1	25	26
3.	Wokha	1	1	2
4.	Mokokchung	2	4	6
5.	Tuensang	1	2	3
6.	Zunheboto	1	Nil	1
7.	Kiphire	1	Nil	1
8.	Longleng	1	Nil	1
9.	Peren	1	1	2
10.	Phek	2	Nil	2
11.	Mon	1	Nil	1
Total		15	51	66

Source: Department of Higher Education Government of Nagaland (2020-2021))

3.3 Sampling Procedure

A sample is a small proportion of the population that is selected for observation and analysis. Based on the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn. Samples are chosen in a systematic random way so that the chance or the operation of probability is utilized (Best &Kahn, 2006, p-13).

For the present study, simple random sampling technique was used to select the districts of Kohima and Dimapur to give a fair representation from government and private colleges in Nagaland. Simple random sampling was used in selecting colleges and college students as well.

The initial data comprised of 923 samples but only 800 samples were taken to provide an equal number of male and female as samples.

3.4 Samples of the study

The sample has chosen by using a simple random sampling technique, 800 undergraduates were selected as the total sample of the study. Samples collected for the study is shown in the following table

Table 3.2 Distribution of sample as per - Gender, Stream of study& Type of Management

Gender	Type of management				Total
	Government		Private		
	Arts	Science	Arts	Science	
Male	100	100	100	100	400
Female	100	100	100	100	400
Total	200	200	200	200	800

Table 3.3 College wise distribution of sample

Sl.No.	**Name of the college**	**Stream of study**	**Male**	**Female**	**Total**
1.	Patkai Christain college (Private)	Science	46	44	90
2.	St. Joseph college (Private)	Science	51	63	114
3.	Kohima Science college (Govt.)	Science	70	71	141
4.	Immanuel college (Private)	Science	22	9	31
5	Model college (Private)	Science	11	13	24
6.	Kohima college (Govt.)	Arts	59	50	109
7.	Modern college (Private)	Arts	27	22	49
8	Dimapur Govt. college (Govt.)	Arts	71	79	150
9	Mount Mary college (Private)	Arts	32	31	63
10.	Eastern college (Private)	Arts	11	18	29
	Total		**400**	**400**	**800**

3.5 Tools used in the Study

A psychological test is essentially an objective and standardized measure of a sample of behavior. Psychological tests are like the tests in any other science, in so far as observations are made on a small but carefully chosen sample of an individual's behavior (Anastasi A. &Urbina S.2017, p-6). The researcher has selected the following tools for the present study as the age-range to which the test intends to measure is applicable for the present study and every items mentioned in the tool is found to be relevant in the present study context.

The following tools were used in the present study:

a). Mental Health Battery (MHB) by Arun Kumar Singh & Alpana Sen Gupta.

b). Sevenfold Emotional Intelligence Scale (SEIS) by Sarabjit Kaur.

a) Mental Health Battery (MHB) (2017)

The Mental Health Battery (MHB) tool was used in the present study to collect data of college students to assess their mental health. It is a battery containing six health indices with 130 items intended to measure the mental health of individuals in the age range of 13-22years. It is administered individually as well as in groups. The test requires around 35 minutes for a normal examinee having average mental health to give the complete answers.

The following table shows the 130 items placed dimension wise for the Mental Health Battery.

Table 3.4: Mental Health Battery- Dimensions

Part	Dimensions	Total No. of items
I	Emotional Stability (ES)	15
II	Over-all Adjustment (OA)	40
III	Autonomy (AY)	15
IV	Security-Insecurity(SI)	15
V	Self-Concept(SC)	15
VI	Intelligence(IG)	30
	No. of items	**130**

Scoring Procedure of MHB:

The answers of those items (in each Part), which tally with the answers given in the scoring key is given a score of +1. If they do not tally they are given a score of zero (0).

Table 3.5: Scoring key of Mental health Battery

Part-1	Item Nos.	6,11,13	Yes
	Item Nos.	1,2,3,4,5,7,8,9,10,12,14,15	No
Part -2	Item Nos.	16,19,22,26,27,30,35,37,40,41,42,43,47,49,50,52,53	Yes
	Item Nos.	17,18,20,21,23,24,25,28,29,31,32,33,34,36,38,39,44,45,46,48, 51,54,55	No
Part -3	Item Nos.	58,60,61,62,63,65,66,	Yes
	Item Nos.	56,57,59,64,67,68,69,70	No
Part -4	Item Nos.	71,72,73,74,75,77,79,80,82	Yes
	Item Nos.	76,78,81,83,84,85	No
Part -5	Item Nos.	86,87,88,89,91,92,93,94,95,96,97,100	Right
	Item Nos.	90,98,99	Wrong
Part -6	Item Nos.	101,105,106,109,113,117,125,127	A
	Item Nos.	107,108,110,115,118,119,120,122,123,124,126,128,129	B
	Item Nos.	103,104,114,121	C
	Item Nos.	102,111,112,116,130	D

Reliability of MHB:

Both temporal stability reliability and internal consistency reliability of Mental Health Battery MHB were computed by the tool developers. The details are given below

Table No 3.6 Reliability Co-efficient of MHB

Part	Dimensions	Mean Age	N	Test-retest reliability	Split-half (Odd-even) (whole length) Reliability
I	Emotional Stability	15.6 Yrs.	102	r_{tt}= .876	r_{tt}= .725
II	Over-all Adjustment			r_{tt}= .821	r_{tt}= .871
III	Autonomy			r_{tt}= .767	r_{tt}= .812
IV	Security-Insecurity			r_{tt}= .826	r_{tt}= .829
V	Self-Concept			r_{tt}= .786	r_{tt}= .861
VI	Intelligence			r_{tt}= .823	r_{tt}= .792

Note: All correlation values were significant (P< .01)

Cronbach's Alpha by the researcher:

Table 3.7 : Reliability statistics of MHB

Cronbach's Alpha	No. of Items
.788	130

The alpha for 130 items is 0.788, suggesting that the MHB has sufficient internal consisitency.

Validity of MHB:

MHB was validated against the different tests developed earlier. Part I of the MHB was validated against Emotional Stability Test developed earlier by Sen Gupta & Singh (2017). Part II was validated against high school adjustment inventory (HSAI) developed earlier by Singh and Sen Gupta (2007) and Hind adaptation of Bell's Adjustment Inventory by Mohsin, Shamshad and Jehan, Shamshad and Jehan (2012). For Part III and part V construct validity was computed. Part IV was validated against Neuroticism Scale of MPI by Jalota &Kapoor(1975). Part VI was validated against Jalota Group General Mental Ability Test (1976). Only relevant parts of MHB

with suitable criteria were given to the random sample of 102. The standard instructions of the test and the criteria were followed. The details are given in the table below:

Table No 3.8: Validity Co-efficient of Mental Health Battery (MHB)

Parts of mental health battery	N	Concurrent validity	Parts of mental health battery	N	Construct validity
Part I : ES	102	.673*	Part III : AY	102	.681*
Part II : QA		.704*			
Part IV : SI		.821*	Part V : SC		.601*
Part VI : IG		.823*			

*P < .01

Content validity of MHB:

The researcher has established content validity by taking the ten experts' opinion in the field of education to check whether the test items are relevant in the context of college students in Nagaland.

Norms of MHB:

Percentile norms for MHB have been developed by the authors. For this, MHB was administered to a fresh cross-sectional sample of 500 with the mean age of 15.5 years. The norms are given in the manual.

Qualitative Interpretation: A five point qualitative criterion has been developed for classifying sample with respect to their mental health.

Table 3.9: Qualitative Interpretation for Classifying sample with respect to their Mental Health

SI.No.	Percentile Rank	Classification
1.	P_{90} and above	Excellent Mental Health
2.	P_{70} to P_{69}	Good Mental Health
3.	P_{30} to P_{49}	Poor Mental Health
4.	Below P_{29}	Very Poor Mental Health

b). Sevenfold Emotional Intelligence Scale (SEIS) by Sarabjit Kaur (2016)

Directions for Administration (SEIS): The SEIS can be administered to a group or an individual. It is a self-administered scale which takes about 30-35 minutes to complete it. The motive of the test administration should not be disclosed to the examinee, as it may cause bias in answering. SEIS consists of 63 items based on a 5 point Likert scale.

Table 3.10: SEIS Dimensions wise distribution of items in positive/negative type

Sl. No.	Dimensions	Nature of items	Serial wise item no.	Total No. of items	Total
I.	Self-awareness and Appraisal	Positive	1,2,4,7	04	07
		Negative	3,5,6	03	
II.	Self regulation and Responsibility	Positive	8,11,12,16,17	05	10
		Negative	9,10,13,14,15	05	
III.	Self –motivation	Positive	18,19,20,21,22,23,24	07	07
		Negative	---------		
IV.	Self-esteem and Confidence	Positive	25,26	02	06
		Negative	27,28,29,30	04	
V.	Empathy and Acceptance of others	Positive	32,37,38	03	08
		Negative	31,33,34,35,36	05	
VI.	Interpersonal Relations	Positive	40,41,45	03	07
		Negative	39,42,43,44	04	
VII.	Social Skills	Positive	46,47,49,51,54,57,58	07	18
		Negative	48,50,52,53,55,56,59,60,61,62,63	11	
	Positive Items = 31 + Negative Items = 32			Total Items	63

Scoring Procedure: There are positive and negative types of items, as such; the following scoring system was adopted.

Table 3.11: Scoring System of SEIS

Type of item	Always	Mostly	Sometimes	Rarely	Never
Positive	5	4	3	2	1
Negative	1	2	3	4	5

The sevenfold emotional intelligence scale was standardized on a student sample of 800 male and female students studying in +2, college level undergraduate and post-graduate classes.

Reliability of SEIS:

The reliability of sevenfold emotional intelligence scale was established by test-retest method. A student sample of 100 was randomly selected and the SEIS was administered on them. This very sample was again administered after a gap of 21 days. The reliability coefficients between the two sets of scores were founded as +0.91 which is significant at .01 level of significance. The scores of each of the seven dimensions of 100 subjects of test retest sample were correlated with the total score. The results achieved are given in the table below:

Table 3.12 : Inter-correlation between the subscale and total emotional intelligence score

Variable	SAA	SRR	SM	SEC	EAO	IPR	SS	T
SAA		.52**	.43**	.34*	.43**	.37**	.37**	.71**
SRR			41**	.38**	.51**	.33*	.33*	.66**
SM				.57**	.72**	.31*	.31*	.83**
SEC					.32*	.34*	.34*	.59**
EAO						.48**	.48**	.76**
IPR						.54**	.54**	.81**
SS								.68**

* significant at .05 level of significance. ** significant at .01 level of significance.

Cronbach's Alpha for SEIS by the researcher:

Table 3.13: Reliability statistics of SEIS

Cronbach's Alpha	No. of Items
0.812	63

The alpha for the 63 items is 0.812 which suggests that the items have relatively high internal consistency.

Validity of SEIS:

The validity of SEIS was taken into consideration by two ways:

1. Two items were rejected by Experts' expert opinion out of 70 items of 1st draft and some items were modified.
2. By way of item analysis, Five items having negative values were dropped from the second draft of 68 items, and the final draft of the scale had 63 items as presented in Table 3.10

Norms: On the basis of the above presented statistical results, z-score norms have been developed. Norms for interpretation of the level of Emotional Intelligence have been presented in the table below:

Table 3.14: Qualitative Interpretation of Emotional Intelligence

Sr. No.	Range of Raw Score	Range of z-Scores	Grade	Level of Emotional Intelligence
1.	255 and above	+2.01 & above	A	Extremely High
2.	237-254	+1.26 to +2.00	B	High
3.	218-236	+0.51 to 1.25	C	Above Average
4.	192-217	-0.50 to +0.50	D	Average/Moderate
5.	174-191	-1.25 to -0.51	E	Below Average
6.	155-173	-2.00 to -1.26	F	Low
7.	154 and below	-2.01 & below	G	Extremely Low

3.6 Procedure of Data Collection:

The researcher used the survey method to collect the required data from the relatively large number of college students in the both districts at particular time. The researcher approached the head of the concerned institution which was selected for the study and sought permission in advance to fix the time and date. After consultation with the subject teachers a class period was assigned in the morning to administer the first test followed by second test in the afternoon. The researcher took the Student's consent and also apprised them that the test was purely for research purpose and confidentiality will be maintained with their response sheets so they should respond to every item in the test honestly. Before administering the tools, clear stated instructions were given to them and they were requested to provide necessary preliminary information. Administration of the test was done systematically; students were given break between the two tests so that they were mentally prepared and alert to respond for the second test. The researcher instructed that every item should be responded and the researcher also checked the same while collecting the response sheets from the students.

3.7 Statistical Technique used:

The collected data was statistically analyzed using descriptive statistics such as Mean, S.D and inferential statistics such as Independent sample t-test, 3-way ANOVA, Pearson Product Moment Correlation and Multiple Regression analysis by using SPSS Version 22.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.0: Introduction

The quantitative data collected through the administration of tools on the samples are raw which needs to be analyzed and interpreted for valid generalization and drawing sound conclusions. Analysis of data also means studying the organized material so as to discover inherent facts. Interpretation is the effort to establish continuity in research by linking the results of a given study with those of another and also to establish some explanatory concepts. It is concerned with the relationships within the collected data and the extension of study beyond the collected data as well.

The main objective of this research is to study the mental health in relation to emotional intelligence of college students in Nagaland. In this chapter a detailed analysis on the data collected as per the objectives stated has been done. Further hypothesis was tested based on the findings of the study and the interpretations are reported respectively.

4.0(i) Checking Normality on the Data of Mental Health and Emotional Intelligence

It should be kept in mind that data should be normally distributed for the assumption for using parametric statistics.

A: Distribution of Mental Health Scores of College Students

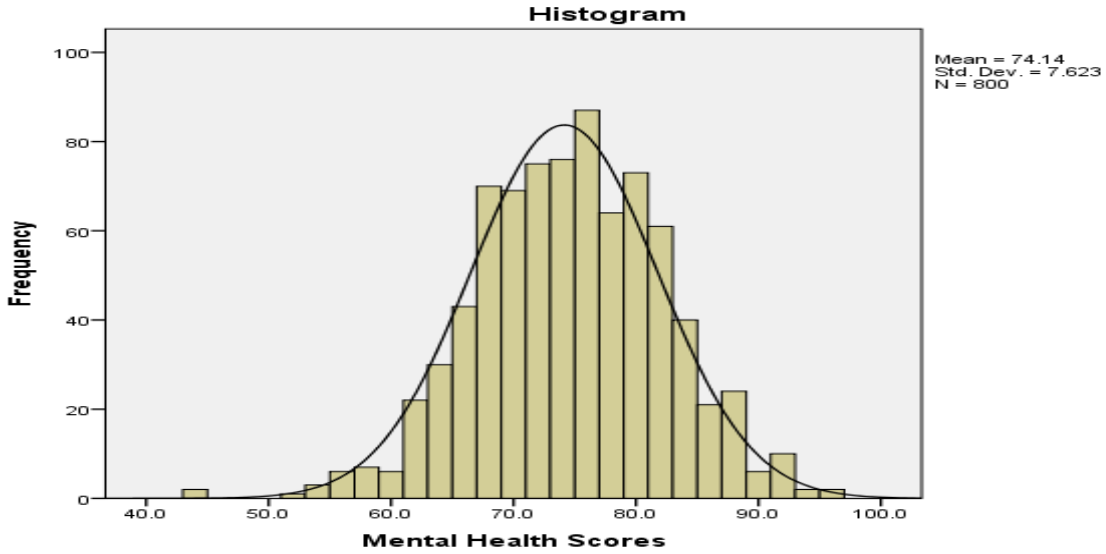
Descriptive statistics like mean, median and mode (central tendencies), standard deviation, Skewness, kurtosis and frequency polygon was employed to find the nature of data distribution of Mental Health scores

Table-4.1: Measures of Central Tendencies, Skewness, Kurtosis of Mental Health Scores of College Students

Variable	Size (N)	Mean (M)	Median (Md)	Mode (M_o)	S.D.	Skewness (Sk)	Kurtosis (Ku)	Range of scores
Mental Health	800	74.139	74.000	76.0	7.6233	-.142	.261	44to 96

Figure 4.1 represents the normal bell curve of mental health scores along the horizontal axis while the vertical axis is labeled frequency. The graph reveals the mean (74.139) and the median (74.000) which lie almost on the same point. The value of mode (76.0) is also near to the values of those of mean and median which indicates that the distribution does not suffer from skewness The calculated value of skewness and kurtosis are found to be -.142 and .261 respectively. Since the value obtained for the skewness lies between +1.0 and -1.0, and the value obtained for the kurtosis is .261 is also near to zero, the distribution is almost symmetrical.. The variability in the scores is sufficient enough that is, the scores spread over from 44 to 96 and the value of S.D.(7.6233), shows that the distribution of mental health scores is symmetrical. On the basis of graph representation of scores on mental health it may be concluded that the distribution of scores is almost normal. Thus it is justifies the sample to be representative one of the normal population.

Fig.4.1: Histogram for mental health score of college students



B: Distribution of Emotional Intelligence Scores of College Students

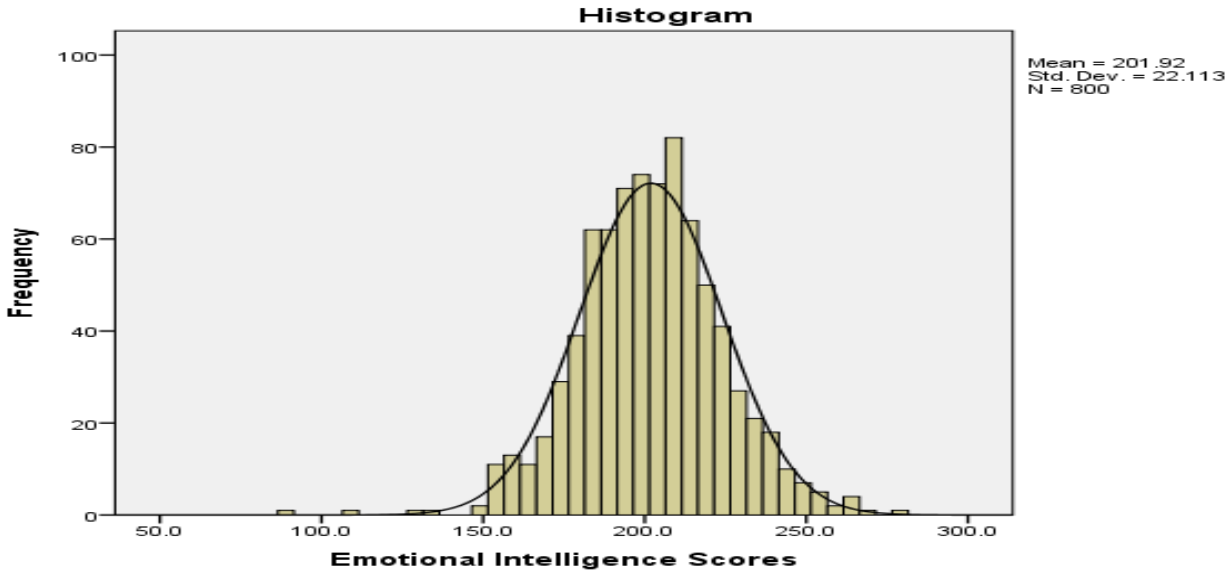
Descriptive statistics like Mean, Median and Mode (Central Tendencies), Standard Deviation, Skewness, Kurtosis and Frequency Polygon was employed to find the nature of data distribution of emotional intelligence scores

Table-4.2 : Measures of Central Tendencies, Skewness, Kurtosis of Emotional Intelligence Scores of College Students

Variable	Size (N)	Mean (M)	Median (Md)	Mode (M_0)	S.D.	Skewness (Sk)	Kurtosis (Ku)	Range of scores
Emotional Intelligence	800	201.92	202.000	202.32	22.1131	-.117	1.215	89 to 277

Figure 4.2 represents the normal bell curve of emotional intelligence scores along the horizontal axis while the vertical axis is labeled frequency. The graph reveals the mean (201.923) the median (202.000) which lie almost on the same point. The value of mode (202.32) is also near to the values of those of mean and median which indicates that the distribution does not suffer from skewness. The calculated value of skewness and kurtosis are found to be (-.117) and 1.215 respectively. Since the value obtained for the skewness lies between +1.0 and -1.0, and the value obtained for the kurtosis is 1.215 is also near to zero, the distribution is almost symmetrical.. The variability in the scores is sufficient enough that is, the scores spread over from 89 to 277 and the value of S.D. (22.1131), shows that the distribution of emotional intelligence scores is symmetrical. On the basis of graph representation of scores on emotional intelligence it may be concluded that the distribution of scores is almost normal. Thus it is justifies the sample to be representative one of the normal population.

Fig. 4.2: Histogram of emotional intelligence score of college students



4.1: Results of Data analysis and Interpretation

Objective 1.0: To study the status of mental health of college students

The objective was to study the mental health of college students. The variable i.e. Mental Health was categorized in five levels. The results are given in the following tables which were analyzed using Percentage, Mean and S.D.

Hypothesis -1(a): College students have the same level of mental health.

1.1 To Study the Status of Mental Health of College Students

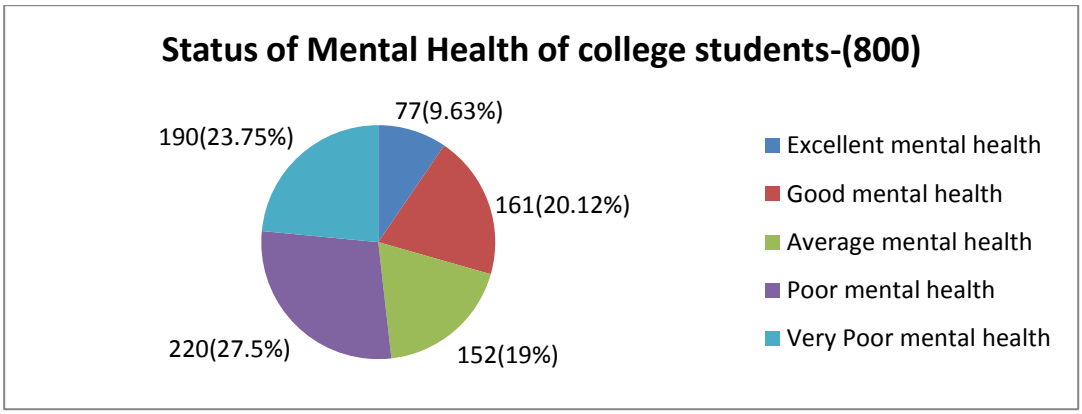
The following Table-4.3 shows the classification of Mental Health in terms of the various levels for the total sample of college students.

Table-4.3: Showing Number, percentage of college students (N=800) in terms of levels of mental health.

SI. No.	*Level of Mental Health	N	%
1.	Excellent Mental Health	77	9.63
2.	Good Mental Health	161	20.12
3.	Average Mental Health	152	19.00
4.	Poor Mental Health	220	27.50
5.	Very Poor Mental Health	190	23.75
	Total	800	100%

*(*As per the research tool manual)*

Figure -4.3: Pie-chart showing distribution of college students according to their levels of mental health.



From Table 4.3 and Figure 4.3, it clearly indicates that 9.63% of the total college students have excellent Mental Health. Only 20.12% of the students were found to have good mental health and 19% of the students with average mental health. Further around 50% i.e. 27.50%, 23.75%of the total students have poor and very poor mental health respectively. Thus, the above results indicate that college students have different levels of mental health. Therefore based on statistical evidence the Hypothesis that, "College students have the same level of mental health" is rejected.

1.2: To Study the Status of Mental Health of College Students with regard to Type of Management

Hypothesis -1(b): Government and Private College students have the same level of mental health.

The following Table- 4.4 shows the classification of Mental Health in terms of the various levels for college students with regard to type of management.

Table-4.4 :Percentage Distribution, Mean and S.D Score of Government and Private College Students (N=800) on Mental Health.

SI. No.	*Levels of Mental Health	Type of Management	N	%	M	S.D
1.	Excellent mental health	Government	43	5.37	N:800 Government: 400 Private: 400 Government: 74.62 Private 73.65:	N:800 Government :400 Private: 400 Government :7.66 Private:7.57
		Private	34	4.25		
2.	Good mental health	Government	87	10.87		
		Private	74	9.25		
3.	Average mental health	Government	81	10.12		
		Private	71	8.87		
4.	Poor mental health	Government	100	12.50		
		Private	120	15.00		
5.	Very poor mental health	Government	89	11.12		
		Private	101	12.62		
	Total		800	100%		

*(*As per the research tool manual)*

The results from table 4.4, show that 800 college students (Government=400, Private =400) have been placed in the various categories as mentioned above. It can be seen that there are more students from government colleges 5.37% as compared with private colleges 4.25%in the excellent mental health category. In the good mental health category there were 10.87% of government college students and 9.25% of private students. Government college students with 10.12% surpassed private college students 8.87% in the average mental health category. Even in the poor mental health category and very poor mental health category there were more private college students with 15% and 12.62% when compared with government colleges 12.50% and 11.62% respectively. Thus we can clearly say that students from government colleges (M=74.62), (S.D=7.66) have better mental health than private college students (M=73.65), (S.D=7.57). Therefore based on statistical evidence, the hypothesis that, "Government and Private College students have the same level of mental health" is rejected. Hence, it may be concluded that government college students have better levels of mental health than private college students.

1.3: To Study the Status of Mental Health of College Students with regard to Stream of Study

Hypothesis -1(c): Arts and Science College students have the same level of mental health.

The following Table-4.5 shows the classification of Mental Health in terms of the various levels for college students with regard to stream of study.

Table-4.5: Percentage Distribution, Mean and S.D Score of Arts and Science College Students (N=800) on Mental Health.

SI. No.	*Levels of Mental Health	Type of Management	N	%	M	S.D
1.	Excellent mental health	Arts	36	4.50	N:800 Arts :400 Science : 400 Arts :74.08 Science 74.19:	N:800 Arts :400 Science : 400 Arts :7.42 Science :7.83
		Science	51	6.37		
2.	Good mental health	Arts	77	9.62		
		Science	62	7.75		
3.	Average mental health	Arts	83	10.37		
		Science	83	10.37		
4.	Poor mental health	Arts	108	13.50		
		Science	108	13.50		
5.	Very poor mental health	Arts	96	12.00		
		Science	96	12.00		
	Total		800	100%		

*(*As per the research tool manual)*

The results from table 4.5, show that 800 college students (Arts =400, Science =400) have been placed in the various categories as mentioned above. It can be seen that there are more students from science stream 6.37% as compared with arts stream 4.50% in the excellent mental health category. In the good mental health category there were 9.62 % of students from arts stream and 7.75% from science stream. In the average mental health category, poor and very poor mental health category students from both arts and science stream scored equally in these three levels. Thus, we can clearly say that students from both arts stream (M=74.08), (S.D=7.42) and science stream (M=74.19), (S.D=7.83) have the same level of mental health. Therefore based on statistical evidence, the hypothesis that, "Arts and Science stream college students have the same level of mental health" is not rejected. Hence, it may be concluded that college students from both arts and science stream have same levels of mental health.

1.4: To Study the Status of Mental Health of College Students with regard to their Gender

Hypothesis -1(d): Male and Female College students have the same level of mental health.

The following Table-4.6 shows the classification of Mental Health in terms of the various levels for college students with regard to their gender.

Table-4.6 :Percentage Distribution, Mean and S.D Score of Male and Female College Students (N=800) on Mental Health

Sl. No	*Level of Mental Health	Gender	N	%	M	S.D
1.	Excellent mental health	Male	58	7.25	N:800 Male=400 Female=400 Male:75.62 Female:72.66	N-:800 Male=400 Female=400 Male:7.64 Female:7.33
		Female	20	2.50		
2.	Good mental health	Male	88	11.00		
		Female	73	9.13		
3.	Average mental health	Male	77	9.63		
		Female	74	9.25		
4.	Poor mental health	Male	103	12.87		
		Female	117	14.62		
5.	Very poor mental health	Male	74	9.25		
		Female	116	14.50		
	Total	800		100%		

*(*As per the research tool manual)*

The results from table 4.6, show that 800 college students (male=400, female=400) have been placed in the various categories as mentioned above. It can be seen that there are more male students 7.25% as compared with females 2.50%in the excellent mental health category. In the good mental health category there were 11% of male students and 9.13% of female students. Male students with 9.63% surpassed female students 9.25% in the average mental health category. Even in the poor mental health category and very poor mental health category there were fewer males with 12.87% and 9.25% when compared with females 14.62% and 14.50% respectively. Thus we can clearly say that male (M=75.62), (S.D=7.64) college students have

better mental health than female college students (M=72.66), (S.D=7.33). Therefore based on statistical evidence, the hypothesis that, "Male and Female college students have the same level of mental health" is rejected. Hence, it may be concluded that male and female college students have different levels of mental health.

Objective 4.2.0: To study the status of Emotional Intelligence of college students.

The objective was to study the emotional intelligence of college students. The variable i.e. emotional intelligence was categorized in seven levels. The results are given in the following tables which were analyzed using percentage and descriptive statistics.

2.1: To Study the Status of Emotional Intelligence of College Students

Hypothesis 2(a): College students have the same level of emotional intelligence.

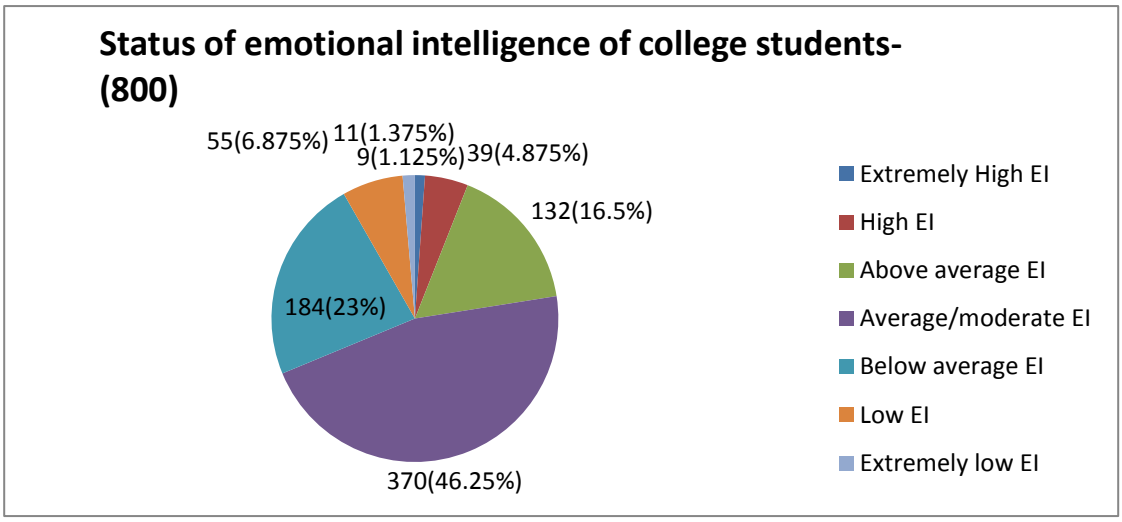
The following Table- 4.7 shows the classification of Emotional Intelligence in terms of the various levels for total sample of college students.

Table-4.7: Showing Number, Percentage of College Students (N=800) In Terms of Levels of Emotional Intelligence

Sl. No	*Levels of Emotional Intelligence	No. of students	%
1.	Extremely high	9	1.13
2.	High	39	4.88
3.	Above average	132	16.50
4.	Average/moderate	370	46.25
5.	Below average	184	23.00
6.	Low	55	6.87
7.	Extremely low	11	1.37
	Total	800	100%

*(*As per the research tool manual*)

Figure 4.4: Pie-Chart showing distribution of college students according to the level of emotional intelligence.



From the above Table-4.7 and Figure 4.4, it indicates that 46.25% of the students have average/moderate level of emotional intelligence while only 1.12% of the students have extremely high emotional intelligence. A total of 39 students i.e. 4.88% of students have high emotional intelligence and 16.50% of students have above average emotional intelligence. A Total of 184 students constituting 23% of the total sample have below average emotional intelligence whereas low and extremely low levels of emotional intelligence constituted 6.87% and 1.37% respectively. Thus, the above results indicate that college students have different levels of emotional intelligence. Therefore based on statistical evidence the hypothesis that," College students have the same level of emotional intelligence" is rejected.

2.2: To Study the Status of Emotional Intelligence of College Students with regard to Type of Management

Hypothesis 2(b): Government and Private College students have the same level of emotional intelligence.

The following Table-4.8 shows the classification of emotional intelligence in terms of the various levels with regard to type of management.

Table-4.8: Percentage Distribution, Mean and S.D Score of Government and Private College Students (N=800) on Emotional Intelligence

Sl. No.	*Levels of Emotional Intelligence	Type of management	N	%	M	S.D
1.	Extremely high	Government	2	0.25	N=800 Govt.:400 Pvt :400 Govt.:202.60 Pvt :201.24	N=800 Govt.:400 Pvt.:400 Govt. :22.79 Pvt :21.42
		Private	8	1.00		
2.	High	Government	11	1.38		
		Private	28	3.5		
3.	Above average	Government	62	7.75		
		Private	70	8.75		
4.	Average/moderate	Government	189	23.63		
		Private	180	22.05		
5.	Below average	Government	101	12.62		
		Private	83	10.37		
6.	Low	Government	30	3.75		
		Private	25	3.13		
7.	Extremely low	Government	5	0.63		
		Private	6	0.75		
	Total		800	100%		

*(*As per the research tool manual)*

The results from Table-4.8 indicates that 800 students from private and government colleges (Government =400, Private=400) have been placed in the various levels as mentioned above. It can be seen that in the extremely high emotional intelligence category, high emotional intelligence category, above average emotional intelligence category there is higher percentage of students from private colleges as compared with students from government colleges. In the average category there are 23.63% of students from government colleges and 22.05% of students from private colleges and 12.62%of government college students and 10.37% of private college students in the below average category. In the low emotional intelligence category there were 3.75%and 3.13% from government and private colleges respectively and in the extremely low

category of emotional intelligence there were just 5 students from government colleges and 6students from private colleges. Therefore, we can clearly say that students from government colleges with (M=202.60), (S.D=22.79) have slightly higher emotional intelligence than private college students (M=201.24), (S.D=21.42). Therefore based on statistical evidence the hypothesis that," Government and Private College students have the same level of emotional intelligence" is rejected.

2.3: To Study the Status of Emotional Intelligence of College Students with regard to Stream of Study

Hypothesis 2(c): Arts and Science college students have the same level of emotional intelligence.

The following Table-4.9 shows the classification of emotional intelligence in terms of the various levels with regard to stream of study.

Table-4.9: Percentage Distribution, Mean and S.D Score of Arts and Science College Students (N=800) on Emotional Intelligence

Sl. No.	*Levels of Emotional Intelligence	Stream of study	N	%	M	S.D
1.	Extremely high	Arts	13	1.62	N=800 Arts: 400 Science :400 Arts :200.5 Science:203.3	N=800 Arts :400 Science :400 Arts :20.03 Science :23.95
		Science	8	1.00		
2.	High	Arts	13	1.62		
		Science	28	3.5		
3.	Above average	Arts	62	7.75		
		Science	70	8.75		
4.	Average/moderate	Arts	186	23.25		
		Science	177	22.12		
5.	Below average	Arts	96	12.00		
		Science	82	10.26		
6.	Low	Arts	27	3.37		
		Science	28	3.5		
7.	Extremely low	Arts	3	0.38		
		Science	7	0.88		
	Total		800	100%		

*(*As per the research tool manual)*

The results from Table-4.9 indicates that 800 students from arts and science stream (Arts =400, Science=400) have been placed in the various levels as mentioned above. It can be seen that in the extremely high emotional intelligence category there is 1.62% of students from the arts stream and 1% from the science stream. In the high emotional intelligence category, above average emotional intelligence category there is slightly higher percentage of students from science stream as compared with students from arts stream. In the average category there is 23.25% of students from arts stream and 22.12% of students from science stream. In the below average category arts students have slightly higher level of emotional intelligence 12% than science students 10.26%. In the low emotional intelligence category there were 3.37%and 3.5% from arts and science stream college students respectively and in the extremely low category of emotional intelligence there were just 3 students from arts stream and 7 students from science colleges. Therefore, we can clearly say that college students from arts stream with (M=200.5), (S.D=20.03) have slightly lower emotional intelligence than college students from science stream (M=203.3), (S.D=23.95). Therefore based on statistical evidence the hypothesis that," arts and science college students have the same level of emotional intelligence" is rejected.

2.4: To Study the Status of Emotional Intelligence of College Students with regard to their Gender

Hypothesis 2(d): Male and Female college students have the same level of Emotional Intelligence.

The following Table-4.10 shows the classification of Emotional Intelligence in terms of the various levels with regard to their gender.

Table-4.10: Percentage Distribution, Mean and S.D Score of Male and Female College Students (N=800) on Emotional Intelligence

Sl. No.	*Level of Emotional Intelligence	Gender	N	%	M	S.D
1.	Extremely high	Male Female	6 3	0.75 0.38	N=800 M=400 F=400 Male =206.94 Female=196.91	N=800 M=400 F=400 Male =21.06 Female=22.04
2.	High	Male Female	30 9	3.75 1.13		
3.	Above average	Male Female	81 51	10.13 06.38		
4.	Average/moderate	Male Female	189 181	23.63 22.63		
5.	Below average	Male Female	75 109	09.38 13.63		
6.	Low	Male Female	18 37	02.25 04.63		
7.	Extremely low	Male Female	1 10	0.13 01.25		
	Total		800	100%		

*(*As per the research tool manual)*

The results from Table-4.10 indicates that 800 college students (male=400, female=400) have been placed in the various levels as mentioned above. It can be seen that there are more male students 0.75% as compared with females 0.38% in the extremely high emotional intelligence category. In the high emotional intelligence category there were 3.75% of male students and 1.13% of female students. Male students with 10.13% surpassed female students 6.38% in the above average emotional intelligence category. In the average category there were 23.63% of male students and 22.63% of female students whereas 9.38% of male students and 13.63% of female students in the below average category. Even in the low and extremely low emotional intelligence category there were fewer males with 2.25% and 0.13% when compared with females 4.63% and 1.25% respectively.

Therefore, we can clearly say that male college students (M=206.94), (S.D=21.06) have better emotional intelligence than female college students (M=196.91), (S.D=22.04). Therefore based on statistical evidence the hypothesis that," Male and Female college students have the same level of emotional intelligence" is rejected.

Objective 3: To Study the Relationship between Mental Health and Emotional Intelligence of College Students

Pearson Product Moment Correlation was used to study the relationship between Mental Health and Emotional Intelligence of college students,

The following hypotheses has been formulated and tested with Pearson Product Moment Correlation to fulfill the above stated objective. The result is given in the following table 4.11

Hypothesis 3: There is no significant relationship between Mental Health and Emotional Intelligence of college students.

TESTING OF HYPOTHESIS

The following table 4.11 shows the correlation summary between Mental Health and Emotional Intelligence of College Students.

Table 4.11: Summary of Correlation between Mental Health and Emotional Intelligence of College Students

		Emotional Intelligence	Mental Health
Emotional Intelligence	Pearson correlation	1	0.551**
	Sig.(2-tailed)		.000
	N	800	800
Mental Health	Pearson correlation	.551**	1
	Sig.(2-tailed)	.000	
	N	800	800

*** Correlation is significant at 0.01 level (2-tailed)*

From table-4.11, it is evident that the correlation coefficient between mental health and emotional intelligence is 0.551 which is positive and significant at 0.01 level with df =798. It shows that mental health and emotional intelligence of college students were positively and significantly correlated to each other. Therefore, the null hypothesis 3, "There is no significant relationship between mental health and emotional intelligence of college students" is not accepted as the result indicates that "there is positive and significant relationship between the

two study variables. It therefore means that when there is high mental health, emotional intelligence is also likely to be high. Further the percentage of commonness between mental health and emotional intelligence is 30.36 which is moderate. It may therefore, be said that the mental health and emotional intelligence were found to be moderately related.

Objective 4: To compare mean scores of Mental Health between Government and Private colleges.

To fulfill this objective, the following null hypothesis is formulated and tested through independent sample t-test. The result is given in the table below.

Hypothesis 4: There is no significant difference in the mean scores of Mental Health between Government and Private college students.

Table 4.12: Means, S.Ds, Standard Error Mean (S.E.M) and t-values of Mental Health of Government and Private college students.

Sl. No.	Dimensions of Mental Health	Type of Management	N	M	S.D	S.E.M	t-values	Sig. (2-tailed)
a.	Emotional Stability	Government	400	9.03	2.16	0.11	2.84*	0.005
		Private	400	8.60	2.12	0.11		
b.	Over-all adjustment	Government	400	23.55	3.77	0.19	1.74@	0.08
		Private	400	23.08	3.77	0.19		
c.	Autonomy	Government	400	9.21	1.77	0.09	0.75@	0.46
		Private	400	9.11	1.91	0.09		
d.	Security-insecurity	Government	400	7.62	2.05	0.10	0.93@	0.36
		Private	400	7.75	2.16	0.10		
e.	Self-concept	Government	400	7.12	1.84	0.09	1.23@	0.22
		Private	400	6.96	1.83	0.09		
f.	Intelligence	Government	400	18.10	3.44	0.17	0.07@	0.94
		Private	400	18.11	3.27	0.16		
	Over-all mental health	Government	400	74.62	7.66	0.38	1.81@	0.07
		Private	400	73.65	7.57	0.38		

**Significant at 0.05 level of significance* *@: not significant*

Testing of hypotheses 4 (a-f):

4(a): There is no significant difference in the mean scores of emotional stability as dimension of mental health between government and private college students

The analysis in Table 4.12 shows that in comparing the emotional stability dimension of mental health between government and private colleges, calculated t-value is 2.84 and 'p' value is 0.005 ($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis 4(a) *"There is no significant difference in the mean scores of emotional stability as dimension of mental health between government and private college students"* is rejected and it can be safely said that the government college students (Mean=9.03) were significantly different from the private college students (Mean=8.60) with respect to the emotional stability dimension of mental health. Thus, government college students were found to be more emotionally stable than students from private colleges.

4(b): There is no significant difference in the mean scores of over-all adjustment as dimension of mental health between government and private college students

The analysis in Table 4.12 shows that in comparing the over-all adjustment dimension of mental health between government and private colleges the calculated t-value is 1.74 and 'p' value is 0.08 ($p>0.05$). Hence, t-value is not significant at 0.05 level. So, the hypothesis 4(b) *"There is no significant difference in the mean scores of over-all adjustment as dimension of mental health between government and private college students"* is not rejected and it can be safely said that the government college students (Mean=23.55) were not significantly different from the private college students (Mean=23.08) with respect to the over-all adjustment dimension of mental health.

4(c): There is no significant difference in the mean scores of autonomy as dimension of mental health between government and private college students

The analysis in Table 4.12 shows that in comparing the autonomy dimension of mental health between government and private colleges the calculated t-value is 0.75 and 'p' value is 0.46 ($p>0.05$). Hence, t-value is not significant at 0.05 level. So, the hypothesis4(c) "*There is no significant difference in the mean scores of autonomy as dimension of mental health between government and private college students"* is not rejected and it can be safely said that the

government college students (Mean=9.21) were not significantly different from the private college students (Mean=9.11) with respect to the autonomy dimension of mental health.

4(d): There is no significant difference in the mean scores of security-insecurity as dimension of mental health between government and private college students

The analysis in Table 4.12 shows that in comparing the security-insecurity dimension of mental health between government and private colleges the calculated t-value is 0.93 and 'p' value is 0.36 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis 4(d) *"There is no significant difference in the mean scores of security-insecurity as dimension of mental health between government and private college students"* is not rejected and it can be safely said that the government college students (Mean=7.62) were not significantly different from the private college students (Mean=7.75) with respect to the security-insecurity dimension of mental health.

4 (e): There is no significant difference in the mean scores of self-concept as dimension of mental health between government and private college students.

The analysis in Table 4.12 shows that in comparing the self-concept dimension of mental health between government and private colleges the calculated t-value is 1.23 and 'p' value is 0.22 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis 4(e) *"There is no significant difference in the mean scores of self-concept as dimension of mental health between government and private college students"* is not rejected and it can be safely said that the government college students (Mean=7.12) were not significantly different from the private college students (Mean=6.96) with respect to the self-concept dimension of mental health.

4(f): There is no significant difference in the mean scores of intelligence as dimension of mental health between government and private college students

The analysis in Table 4.12 shows that in comparing the intelligence dimension of mental health between government and private colleges the calculated t-value is 0.07 and 'p' value is 0.94 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis 4(f) *"There is no significant difference in the mean scores of intelligence as dimension of mental health between government and private college students"* is not rejected and it can be safely said that the government college students (Mean=18.10) were not significantly different from the private college students (Mean=18.11) with respect to the intelligence dimension of mental health.

Thus, the analysis in Table 4.12 shows that in case of comparing the over-all mental health between government and private colleges the calculated t-value is 1.81 and 'p' value is 0.07 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis 4, *"There is no significant difference in the mean scores of mental health between government and private colleges"* is not rejected. It can be safely said that government college students were not significantly different from the private college students with respect to mental health. Thus college students from government and private colleges do not differ in their mental health.

Objective 5: To compare the mean scores of mental health between arts and science college students.

To fulfill this objective, the following null hypothesis is formulated and tested through independent sample t-test. The result is given in the table below.

Hypothesis 5: There is no significant difference in the mean scores of mental health between arts and science college students.

Table 4.13: Means, S.Ds, Standard Error Mean (S.E.M) and t-values of Mental Health of arts and science college students.

Sl. No.	Dimensions of Mental Health	Stream of Study	N	M	S.D	S. E.M	t-values	Sig. (2-tailed)
a.	Emotional Stability	Arts	400	8.77	2.08	0.10	0.62@	0.53
		Science	400	8.86	2.23	0.11		
b.	Over-all adjustment	Arts	400	23.56	3.86	0.19	1.84@	0.07
		Science	400	23.07	3.68	0.18		
c.	Autonomy	Arts	400	9.46	1.74	0.09	4.60*	.000
		Science	400	8.86	1.90	0.09		
d.	Security-insecurity	Arts	400	7.78	2.11	0.10	1.23@	0.22
		Science	400	7.59	2.09	0.10		
e.	Self-concept	Arts	400	7.28	1.78	0.09	3.77*	.000
		Science	400	6.79	1.86	0.09		
f.	Intelligence	Arts	400	17.23	3.21	0.16	7.61*	.000
		Science	400	18.98	3.27	0.16		
	Over-all mental health	Arts	400	74.08	7.42	0.37	0.21@	0.84
		Science	400	74.19	7.83	0.39		

**significant at 0.05 level of significance @ not significant*

Testing of hypotheses 5(a-f):

5(a): There is no significant difference in the mean scores of emotional stability as dimension of mental health between arts and science college students.

The analysis in Table 4.13shows that in comparing the emotional stability dimension of mental health between arts and science colleges the calculated t-value is 0.62 and 'p' value is 0.53 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis 5(a) "*There is no significant difference in the mean scores of emotional stability as dimension of mental health between arts and science college students"* is not rejected and it can be safely said that arts college students (Mean=8.77) were not significantly different from the science college students (Mean=8.86) with respect to the emotional stability dimension of mental health.

5 (b): There is no significant difference in the mean scores of over-all adjustment as dimension of mental health between arts and science college students

The analysis in Table 5.13 shows that in comparing the over-all adjustment dimension of mental health between arts and science colleges the calculated t-value is 1.84 and 'p' value is 0.07 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis5(b) *"There is no significant difference in the mean scores of over-all adjustment as dimension of mental health between arts and science college students"* is not rejected and it can be safely said that arts college students were not significantly different from the science college students with respect to the over-all adjustment dimension of mental health. It can be concluded that there is no significant difference between arts and science college students in the over-all adjustment dimension of mental health.

5 (c): There is no significant difference in the mean scores of autonomy as dimension of mental health between arts and science college students

The analysis in Table 5.13 shows that in comparing the autonomy dimension of mental health between arts and science colleges the calculated t-value is 4.60 and 'p' value is .000 (p<0.05). Hence, t –value is significant at 0.05 level. So, the hypothesis 5 (c) *"There is no significant difference in the mean scores of autonomy as dimension of mental health between arts and science college students"* is rejected and it can be safely said that arts college students

(Mean=9.46) were significantly different from the science college students (Mean=8.86) with respect to the autonomy dimension of mental health. Thus college students from arts stream are more independent in their outlook toward life than college students from science stream.

5(d): There is no significant difference in the mean scores of security-insecurity as dimension of mental health between arts and science college students

The analysis in Table 5.13 shows that in comparing the security-insecurity dimension of mental health between arts and science colleges the calculated t-value is 1.23 and 'p' value is 0.22 ($p>0.05$). Hence, t-value is not significant at 0.05 level. So, the hypothesis 5(d) *"There is no significant difference in the mean scores of security-insecurity as dimension of mental health between arts and science college students"* is not rejected and it can be safely said that arts college students (Mean=7.78) were not significantly different from the science college students (Mean=7.59) with respect to the security-insecurity dimension of mental health.

5 (e): There is no significant difference in the mean scores of self-concept as dimension of mental health between arts and science college students

The analysis in Table 5.13 shows that in comparing the self-concept dimension of mental health between arts and science colleges the calculated t-value is 3.77 and 'p' value is .000 ($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis, "*There is no significant difference in the mean scores of self-concept as dimension of mental health between arts and science college students" is* rejected and it can be safely said that arts college students (Mean=7.28) were significantly different from the science college students (Mean=6.79) with respect to the self-concept dimension of mental health. Thus, we can infer that college students from arts stream have better attitude and knowledge towards himself and better ability to evaluate his achievement than college students from the science stream.

5 (f): There is no significant difference in the mean scores of intelligence as dimension of mental health between arts and science college students

The analysis in Table 5.13 shows that in comparing the intelligence dimension of mental health between arts and science colleges the calculated t-value is 7.61 and 'p' value is .000 ($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis 5 (f) *"There is no significant*

difference in the mean scores of intelligence as dimension of mental health between arts and science college students" is rejected and it can be safely said that arts college students (Mean=17.23) were significantly different from the science college students (Mean=18.98) with respect to the intelligence dimension of mental health. Thus, we can infer that college students from science stream possess higher general mental ability in thinking rationally and behaving purposefully in his environment than college students from the arts stream.

Thus ,the analysis in Table 5.13 shows that in case of comparing the over-all mental health between arts and science college students, the calculated t-value is 0.21 and 'p' value is 0.84 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis 5, *"There is no significant difference in the mean scores of mental health between arts and Science College students"* is not rejected and it can be safely said that arts college students were not significantly different from the science college students with respect to their mental health. Thus college students from arts stream and science did not differ in their mental health.

Objective 6: To compare the mean scores of mental health between male and female college students.

To fulfill this objective the following null hypothesis is formulated and tested through independent sample t-test. The result is given in the table below.

Hypothesis 6: There is no significant difference in the mean scores of mental health between male and female college students.

Table 4.14: Means, S.Ds, Standard Error Mean (S.E.M) and t-values of Mental Health of male and female college students

Sl. No.	Dimensions of Mental Health	Gender	N	M	S.D	S. E.M	t-value	Sig.(2t ailed)
a.	Emotional Stability	Male	400	9.40	2.19	0.10	7.90*	.000
		Female	400	8.24	1.96	0.10		
b.	Over-all adjustment	Male	400	24.13	3.80	0.19	6.23*	.000
		Female	400	22.50	3.58	0.18		
c.	Autonomy	Male	400	9.36	1.80	0.09	3.10*	.002
		Female	400	8.96	1.87	0.09		
d.	Security-insecurity	Male	400	7.27	2.12	0.11	5.68*	.000
		Female	400	8.10	1.996	0.10		
e.	Self-concept	Male	400	7.25	1.79	0.09	3.37*	.001
		Female	400	6.82	1.86	0.09		
f.	Intelligence	Male	400	18.20	3.47	0.17	0.79@	0.43
		Female	400	18.01	3.23	0.16		
	Over-all mental health	Male	400	75.62	7.63	0.38	5.59*	.000
		Female	400	72.66	7.33	0.37		

**Significant at 0.05 level @not significant*

Testing of hypotheses 6(a-f)

6(a): There is no significant difference in the mean scores of emotional stability as dimension of mental health between male and female college students

The analysis in Table 4.14 shows that in comparing the emotional stability dimension of mental health between male and female college students the calculated t-value is 7.90 and 'p' value is .000 ($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis 6(a) *"There is no significant difference in the mean scores of emotional stability as dimension of mental health between male and female college students"* is rejected and it can be safely said that male college students (Mean=9.40) were significantly different from the female college students (Mean=8.24) with respect to the emotional stability dimension of mental health. Thus male college students have better emotional stability than female college students.

6(b): There is no significant difference in the mean scores of over-all adjustment as dimension of mental health between male and female college students

The analysis in Table 4.14 shows that in comparing the over-all adjustment dimension of mental health between male and female college students the calculated t-value is 6.23 and 'p' value is .000 ($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis, 6(b) "*There is no significant difference in the mean score of over-all adjustment as dimension of mental health between male and female college students* "is rejected and it can be safely said that male college students (Mean=24.13) were significantly different from the female college students (Mean=22.50) with respect to the over-all adjustment dimension of mental health. Thus male college students are better adjusted in their environment than female college students,

6(c): There is no significant difference in the mean scores of autonomy as dimension of mental health between male and female college students

The analysis in Table 4.14 shows that in case of comparing the autonomy dimension of mental health between male and female college students the calculated t-value is 3.10 and 'p' value is .002 ($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis, 6(c) *"There is no significant difference in the mean scores of autonomy as dimension of mental health between male and female college students"* is rejected and it can be safely said that male college students (Mean=9.36) were significantly different from the female college students (Mean=8.96) with respect to the autonomy dimension of mental health. Thus male college students are more independent and determined in their thinking than female college students.

6(d): There is no significant difference in the mean scores of security-insecurity as dimension of mental health between male and female college students

The analysis in Table 4.14 shows that in comparing the security-insecurity dimension of mental health between male and female college students the calculated t-value is 5.68 and 'p' value is .000 ($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis 6(d) **"***There is no significant difference in the mean scores of security-insecurity as dimension of mental health between male and female college students"* is rejected and it can be safely said that male college students (Mean=7.27) were significantly different from the female college students (Mean=8.10)

with respect to the security-insecurity dimension of mental health. Thus female college students have more confidence in fulfilling their present or future needs than male college students.

6(e): There is no significant difference in the mean scores of self-concept as dimension of mental health between male and female college students

The analysis in Table 4.14 shows that in comparing the self-concept dimension of mental health between male and female college students the calculated t-value is 3.37 and 'p' value is .001 ($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis, 6(e) *"There is no significant difference in the mean scores of self-concept as dimension of mental health between male and female college students"* is rejected and it can be safely said that male college students (Mean=7.25) were significantly different from the female college students (Mean=6.82) with respect to the self-concept dimension of mental health. Thus male college students have better attitudes and knowledge towards oneself than female college students.

6(f): There is no significant difference in the mean scores of intelligence as dimension of mental health between male and female college students

The analysis in Table 4.14 shows that in comparing the intelligence dimension of mental health between male and female college students the calculated t-value is 0.79 and 'p' value is 0.43 ($p>0.05$). Hence, t-value is not significant at 0.05 level. So, the hypothesis 6(f) "*There is no significant difference in the mean scores of intelligence as dimension of mental health between male and female college students"* is not rejected and it can be safely said that male college students were not significantly different from the female college students with respect to the intelligence dimension of mental health.

Thus, the analysis in Table 4.14 shows that in case of comparing the over- all mental health between male and female college students the calculated t-value is 5.59 and 'p' value is .000 ($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis 6, *"There is no significant difference in the mean scores of mental health between male and female college students"* is rejected and it can be safely said that male college students (Mean=75.62) were significantly different from the female college students (Mean=72.66) with respect to their mental health. Thus, male college students have better mental health than female college students and the reason for this can be attributed to the parenting styles and upbringing practices of

rearing children where female child is more confined at home, more restrictions imposed on the girl child, biological factors which makes females more susceptible to depression, mood swings, anxiety etc.

Objective 7: To compare the mean scores of emotional intelligence between government and private college students.

To fulfill this objective, the following null hypothesis is formulated and tested through independent sample t-test. The result is given in the table below.

Hypothesis 7: There is no significant difference in the mean scores of emotional intelligence between government and private college students.

Table 4.15 Means, S.Ds, Standard Error Mean (S.E.M) and t-values of emotional intelligence between government and private college students

Sl. No	Dimensions of Emotional Intelligence	Type of Management	N	M	S.D	S.E.M	t-values	Sig. (2-tailed)
a.	Self-awareness and appraisal	Govt.	400	21.17	3.47	0.17	0.72@	0.47
		Private	400	21.34	3.40	0.17		
b.	Self-regulation and responsibility	Govt.	400	31.86	5.07	0.25	0.57@	0.57
		Private	400	31.65	5.42	0.27		
c.	Self-motivation	Govt.	400	22.70	4.59	0.23	1.33@	0.18
		Private	400	22.23	5.22	0.26		
d.	Self-esteem and confidence	Govt.	400	18.25	3.85	0.19	1.28@	0.20
		Private	400	17.89	4.19	0.21		
e.	Empathy and acceptance of others	Govt.	400	27.98	5.21	0.26	0.62@	0.53
		Private	400	27.76	4.77	0.24		
f.	Inter-personal relations	Govt.	400	22.17	3.93	0.20	1.02@	0.30
		Private	400	21.88	4.11	0.20		
g.	Social – skills	Govt.	400	58.47	8.52	0.43	0.02@	0.98
		Private	400	58.49	9.22	0.46		
	Over-all emotional intelligence	Govt.	400	202.60	22.79	1.14	0.87@	0.39
		Private	400	201.24	21.42	1.07		

@: not significant

Testing of hypotheses 7(a-g)

7(a): There is no significant difference in the mean scores of self-awareness and appraisal as dimension of emotional intelligence between government and private college students

The analysis in Table 4.15 shows that in comparing the self-awareness and appraisal dimension of government and private college students the calculated t-value is 0.72 and 'p' value is 0.47 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis 7(a) "*There is no significant difference in the mean scores of self-awareness and appraisal as dimension of emotional intelligence between government and private college students*" is not rejected and it can be safely said that government college students were not significantly different from the private college students with respect to the self-awareness and appraisal dimension of emotional intelligence.

7(b): There is no significant difference in the mean scores of self-regulation and responsibility as dimension of emotional intelligence between government and private college students

The analysis in Table 4.15 shows that in case of comparing the self-regulation and responsibility dimension of government and private college students the calculated t-value is 0.57 and 'p' value is 0.57 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis 7(b) "*There is no significant difference in the mean scores of self-regulation and responsibility as dimension of emotional intelligence between government and private college students"* is not rejected and it can be safely said that government college students were not significantly different from private college students with respect to the self-regulation and responsibility dimension of emotional intelligence.

7(c): There is no significant difference in the mean scores of self-motivation as dimension of emotional intelligence between government and private college students

The analysis in Table 4.15 shows that in comparing the self-motivation dimension of government and private college students the calculated t-value is 1.33 and 'p' value is 0.18 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis 7(c) *"There is no significant difference in the mean scores of self-motivation as dimension of emotional intelligence between government and private college students"* is not rejected and it can be

safely said that government college students were not significantly different from private college students with respect to the self-motivation dimension of emotional intelligence.

7(d): There is no significant difference in the mean scores of self-esteem and confidence as dimension of emotional intelligence between government and private college students

The analysis in Table 4.15 shows that in comparing the self-esteem and confidence dimension of government and private college students the calculated t-value is 1.28 and 'p' value is 0.20 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis 7(d)*"There is no significant difference in the mean scores of self-esteem and confidence as dimension of emotional intelligence between government and private college students"* is not rejected and it can be safely said that government college students were not significantly different from the private college students with respect to the self-esteem and confidence dimension of emotional intelligence.

7(e): There is no significant difference in the mean scores of empathy and acceptance as dimension of emotional intelligence between government and private college students

The analysis in Table 4.15 shows that in comparing the empathy and acceptance of others dimension of government and private college students the calculated t- value is 0.62 and 'p' value is 0.53 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis 7(e)*"There is no significant difference in the mean scores of empathy and acceptance as dimension of emotional intelligence between government and private college students"* is not rejected and it can be safely said that government college students were not significantly different from the private college students with respect to the empathy and acceptance dimension of emotional intelligence.

7(f): There is no significant difference in the mean scores of inter-personal relation as dimension of emotional intelligence between government and private college students

The analysis in Table 4.15 shows that in comparing the inter-personal relation dimension of government and private college students the calculated t-value is 1.02 and 'p' value is 0.30 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis 7(f)*"There is no significant difference in the mean scores of inter-personal relation as dimension of emotional*

intelligence between government and private college students" is not rejected and it can be safely said that government college students were not significantly different from the private college students with respect to the inter-personal relation dimension of emotional intelligence.

7(g): There is no significant difference in the mean scores of social-skills as dimension of emotional intelligence between government and private college students

The analysis in Table 4.15 shows that in comparing the social skills dimension of government and private college students the calculated t-value is 0.02and 'p' value is 0.98 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis7(g)*"There is no significant difference in the mean scores of social-skills as dimension of emotional intelligence between government and private college students"* is not rejected and it can be safely said that government college students were not significantly different from the private college students with respect to the social skills dimension of emotional intelligence.

Thus ,the analysis in Table 4.15 shows that in case of comparing the over-all emotional intelligence between government and private college students the calculated t-value is 0.87 and 'p' value is 0.39 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis 7, *"There is no significant difference in the mean scores of emotional intelligence between government and private college students"* is not rejected and it can be safely said that government college students were not significantly different from the private college students with respect to emotional intelligence. Thus college students from government and private colleges did not differ in their emotional intelligence.

Objective 8: To compare the mean scores of emotional intelligence between arts and science college students

To fulfill this objective the following null hypothesis is formulated and tested through independent sample t-test. The result is given in the table below.

Hypothesis 8: There is no significant difference in the mean scores of emotional intelligence between arts and science college students.

Table 4.16: Means, S.Ds, Standard Error Mean (S.E.M.) and t-values of emotional intelligence dimensions of arts and science college students.

S. No.	Dimensions of Emotional Intelligence	Stream of study	N	M	S.D	S.E.M.	t-values	Sig. (2-tailed)
a.	Self-awareness and appraisal	Arts	400	20.97	3.27	0.16	2.33*	0.02
		Science	400	21.54	3.57	0.18		
b.	Self-regulation and responsibility	Arts	400	31.69	5.01	0.25	0.33@	0.74
		Science	400	31.82	5.47	0.27		
c.	Self-motivation	Arts	400	22.27	4.60	0.23	1.11@	0.27
		Science	400	22.65	5.22	0.26		
d.	Self-esteem and confidence	Arts	400	17.93	3.68	0.18	1.02@	0.31
		Science	400	18.22	4.34	0.22		
e.	Empathy and acceptance of others	Arts	400	27.51	4.86	0.24	2.02*	0.04
		Science	400	28.23	5.11	0.25		
f.	Inter-personal relations	Arts	400	21.75	3.59	0.18	1.91@	0.06
		Science	400	22.30	4.41	0.22		
g.	Social – skills	Arts	400	58.38	8.02	0.40	0.33@	0.06
		Science	400	58.58	9.67	0.48		
	Over-all emotional intelligence	Arts	400	200.5	20.03	1.00	1.81@	0.74
		Science	400	203.3	23.95	1.20		

**significant at 0.05 level of significance @: not significant*

Testing of hypotheses 8(a-g)

8(a): There is no significant difference in the mean scores of self-awareness and appraisal as dimension of emotional intelligence between arts and science college students

The analysis in Table 4.16 shows that in comparing the self-awareness and appraisal dimension of arts and science college students the calculated t-value is 2.33 and 'p' value is 0.02 ($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis 8(a) *"There is no significant difference in the mean scores of self-awareness and appraisal as dimension of emotional intelligence between arts and science college students"* is rejected and it can be safely said that arts college students (Mean=20.97) were significantly different from the science college students (Mean=21.54) with respect to the self-awareness and appraisal dimension of emotional intelligence. Thus college students from science stream have better level of self-awareness and appraisal than college students from arts stream.

8(b): There is no significant difference in the mean scores of self-regulation and responsibility as dimension of emotional intelligence between arts and science college students

The analysis in Table 4.16 shows that in comparing the self-regulation and responsibility dimension of arts and science college students the calculated t-value is 0.33 and 'p' value is 0.74 ($p>0.05$). Hence, t-value is not significant at 0.05 level. So, the hypothesis 8(b) *"There is no significant difference in the mean scores of self-regulation and responsibility as dimension of emotional intelligence between arts and science college students"* is not rejected and it can be safely said that arts college students were not significantly different from the science college students with respect to the self-regulation and responsibility dimension of emotional intelligence.

8(c): There is no significant difference in the mean scores of self-motivation as dimension of emotional intelligence between arts and science college students

The analysis in Table 4.16 shows that in comparing the self-motivation dimension of arts and science college students the calculated t-value is 1.11 and 'p' value is 0.27 ($p>0.05$). Hence, t-value is not significant at 0.05 level. So, the hypothesis 8(c*) "There is no significant difference in the mean scores of self-motivation as dimension of emotional intelligence between arts and science college students"* is not rejected and it can be safely said that arts college students were not significantly different from the science college students with respect to the self-motivation dimension of emotional intelligence.

8(d): There is no significant difference in the mean scores of self-esteem and confidence as dimension of emotional intelligence between arts and science college students

The analysis in Table 4.16 shows that in comparing the self-esteem and confidence dimension of arts and science college students the calculated t- value is 1.02 and 'p' value is 0.31 ($p>0.05$). Hence, t-value is not significant at 0.05 level. So, the hypothesis 8(d) *"There is no significant difference in the mean scores of self-esteem and confidence as dimension of emotional intelligence between arts and science college students"* is not rejected and it can be safely said that arts college students were not significantly different from the science college students with respect to the self-esteem and confidence dimension of emotional intelligence.

8(e): There is no significant difference in the mean scores of empathy and acceptance of others as dimension of emotional intelligence between arts and science college students

The analysis in Table 4.16 shows that in comparing the empathy and acceptance of others dimension of arts and science college students the calculated t-value is 2.02 and 'p' value is 0.04 ($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis 8(e) *"There is no significant difference in the mean scores of empathy and acceptance of others as dimension of emotional intelligence between arts and science college students"* is rejected and it can be safely said that arts college students (Mean=27.51) were significantly different from the science college students (Mean=28.23) with respect to the empathy and acceptance of others dimension of emotional intelligence. Thus college students from science stream are more empathetic and cultivate rapport and attune with a broad diversity of people than college students from arts stream.

8(f): There is no significant difference in the mean scores of inter-personal relation as dimension of emotional intelligence between arts and science college students

The analysis in Table 4.16 shows that in comparing the inter-personal relation dimension of arts and science college students the calculated t-value is 1.91 and 'p' value is 0.06 ($p>0.05$). Hence, t-value is not significant at 0.05 level. So, the hypothesis 8(f) *"There is no significant difference in the mean scores of inter-personal relation as dimension of emotional intelligence between arts and science college students"* is not rejected and it can be safely said that arts college students

(Mean=21.75) were not significantly different from the science college students (Mean=22.30) with respect to the inter-personal relation dimension of emotional intelligence.

8(g): There is no significant difference in the mean scores of social-skills as dimension of emotional intelligence between arts and science college students

The analysis in Table 4.16 shows that in comparing the social skills dimension of arts and science college students the calculated t-value is 0.33 and 'p' value is 0.06 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis 8(g) *"There is no significant difference in the mean scores of social-skills as dimension of emotional intelligence between arts and science college students"* is not rejected and it can be safely said that arts college students were not significantly different from the science college students with respect to the social skills dimension of emotional intelligence.

Thus, the analysis in Table 4.16 shows that in case of comparing the over-all emotional intelligence between arts and science college students the calculated t-value is 1.81 and 'p' value is 0.74 (p>0.05). Hence, t –value is not significant at 0.05 level. So, the hypothesis 8, *"There is no significant difference in the mean scores of emotional intelligence between arts and science college students"* is not rejected and it can be safely said that arts college students were not significantly different from the science college students with respect to emotional intelligence. Thus college students from arts and science stream did not differ in their emotional intelligence.

Objective 9: To compare the mean scores of emotional intelligence between male and female college students.

To fulfill this objective the following null hypothesis is formulated and tested through independent sample t-test. The result is given in the table below**.**

Hypothesis 9: There is no significant difference in the mean scores of emotional intelligence between male and female college students.

Table 4.17: Means, S.Ds, Standard Error Mean (S.E.M) and t-values of emotional intelligence and its dimensions of male and female college students.

S. No.	Dimensions of Emotional Intelligence	Gender	N	M	S.D	S.E.M.	t-values	Sig. (2-tailed)
a.	Self-awareness and appraisal	Male	400	21.84	3.30	0.16	4.87*	0.00
		Female	400	20.67	3.47	0.17		
b.	Self-regulation and responsibility	Male	400	33.34	5.08	0.25	8.96*	0.00
		Female	400	30.17	4.92	0.25		
c.	Self-motivation	Male	400	23.03	4.75	0.24	3.32*	0.001
		Female	400	21.89	5.02	0.25		
d.	Self-esteem and confidence	Male	400	19.23	3.59	0.18	8.53*	0.00
		Female	400	16.91	4.11	0.20		
e.	Empathy and acceptance of others	Male	400	27.85	4.66	0.23	0.13@	0.89
		Female	400	27.89	5.31	0.26		
f.	Inter-personal relations	Male	400	22.59	3.81	0.19	3.98*	0.00
		Female	400	21.46	4.16	0.21		
g.	Social – skills	Male	400	59.06	8.88	0.44	1.84@	0.07
		Female	400	57.90	8.85	0.44		
	Over-all emotional intelligence	Male	400	206.94	21.05	1.05	6.59*	0.00
		Female	400	196.90	22.03	1.10		

**Significant at 0.05 level & @: Not significant*

Testing of hypotheses 9(a-g)

9(a): There is no significant difference in the mean scores of self-awareness and appraisal as dimension of emotional intelligence between male and female college students

The analysis in Table 4.17 shows that in comparing the self-awareness and appraisal dimension of male and female college students the calculated t-value is 4.87 and 'p' value is 0.00 ($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis 9(a) *"There is no significant difference in the mean scores of self-awareness and appraisal as dimension of emotional*

intelligence between male and female college students" is rejected and it can be safely said that male college students (Mean=21.84) were significantly different from the female college students (Mean=20.67) with respect to the self-awareness and appraisal dimension of emotional intelligence. Thus male college students have better self observation and know the relationship between thoughts, feelings and reactions and can evaluate one -self better than female college students.

9(b): There is no significant difference in the mean scores of self-regulation and responsibility as dimension of emotional intelligence between male and female college students

The analysis in Table 4.17 shows that in comparing the self-regulation and responsibility dimension of male and female college students the calculated t-value is 8.96 and 'p' value is 0.00($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis 9(b) *"There is no significant difference in the mean scores of self-regulation and responsibility as dimension of emotional intelligence between male and female college students"* is rejected and it can be safely said that male college students (Mean=33.34) were significantly different from the female college students (Mean=30.17) with respect to the self-regulation and responsibility dimension of emotional intelligence. Thus male college students have better self-regulation and have good sense of responsibility than female college students.

9(c): There is no significant difference in the mean scores of self-motivation as dimension of emotional intelligence between male and female college students

The analysis in Table 4.17 shows that in comparing the self- motivation of male and female college students the calculated t-value is 3.32 and 'p' value is 0.001 ($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis 9(c) *"There is no significant difference in the mean scores of self-motivation as dimension of emotional intelligence between male and female college students"* is rejected and it can be safely said that male college students (Mean=23.03) were significantly different from the female college students (Mean=21.89) with respect to the self-motivation dimension of emotional intelligence. Thus male college students have better self-motivation than female college students.

9(d): There is no significant difference in the mean scores of self-esteem and confidence as dimension of emotional intelligence between male and female college students

The analysis in Table 4.17 shows that in comparing the self-esteem and confidence dimension of male and female college students the calculated t-value is 8.53 and ‘’p’ value is 0.00($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis 9(d) *“There is no significant difference in the mean scores of self-esteem and confidence as dimension of emotional intelligence between male and female college students”* is rejected and it can be safely said that male college students (Mean=19.23) were significantly different from the female college students (Mean=16.91) with respect to the self-esteem and confidence dimension of emotional intelligence. Thus male college students have higher self-esteem and show more confidence than female college students.

9(e): There is no significant difference in the mean score of empathy and acceptance of others as dimension of emotional intelligence between male and female college students

The analysis in Table 4.17 shows that in comparing the empathy and acceptance of others dimension of male and female college students the calculated t-value is 1.13 and ‘p’ value is 0.89 ($p>0.05$). Hence, t-value is not significant at 0.05 level. So, the hypothesis 9(e) *“There is no significant difference in the mean scores of empathy and acceptance of others as dimension of emotional intelligence between male and female college students”* is not rejected and it can be safely said that male college students were not significantly different from the female college students with respect to the empathy and acceptance dimension of emotional intelligence.

9(f): There is no significant difference in the mean scores of inter-personal relation as dimension of emotional intelligence between male and female college students

The analysis in Table 4.17 shows that in comparing the inter-personal relation dimension of male and female college students the calculated t-value is 3.98 and ‘p’ value is 0.00 ($p<0.05$). Hence, t-value is significant at 0.05 level. So, the hypothesis 9(f) *“There is no significant difference in the mean scores of inter-personal relation as dimension of emotional intelligence between male and female college students”* is rejected and it can be safely said that male college students (Mean=22.59) were significantly different from the female college students (Mean=21.46) with respect to the inter-personal relation dimension of emotional intelligence. Thus male college students were more expressive with their feelings and have better ability in handling their emotions in relationship than female college students.

9(g): There is no significant difference in the mean scores of social skills as dimension of emotional intelligence between male and female college students

The analysis in Table 4.17 shows that in comparing the social skills dimension of male and female college students the calculated t-value is 1.84 and 'p' value is 0.07 (p>0.05). Hence, t-value is not significant at 0.05 level. So, the hypothesis 9(g*) "There is no significant difference in the mean scores of social skills as dimension of emotional intelligence between male and female college students"* is not rejected and it can be safely said that male college students were not significantly different from the female college students with respect to the social skills dimension of emotional intelligence.

Thus, the analysis in Table 4.17 shows that in case of comparing the overall emotional intelligence of male and female college students the calculated t-value is 6.59 and 'p' value is 0.00 (p<0.05). Hence, t-value is significant at 0.05 level. So, the hypothesis 9,*"There is no significant difference in the mean scores of emotional intelligence between male and female college students"* is rejected and it can be safely said that male college students (Mean=206.94) were significantly different from the female college students (Mean=196.90) with respect to emotional intelligence. Thus male college students have higher emotional intelligence than female college students.

Objective 10: To study the influence of Gender, Stream of Study and Types of Management and their various interactions on Mental Health of college students.

The objective was to study the influence of Gender, Stream of Study and Types of management, and their various interactions on Mental Health of college students. Male and female were the two levels of Gender: Arts and Science were the two Streams of Study: Government colleges and Private colleges were the two Types of Management: Thus, the data were analyzed with the help Factorial ANOVA or Three Way ANOVA and the results are given in Table 4.18

Hypothesis-10: There is no significant influence of Gender, Stream of Study and Types of Management and their various interactions on Mental Health of college students.

10 a: There is no significant influence of Gender on mental health of college students.

10b: There is no significant influence of stream of study on mental health of college students.

10c: There is no significant influence of types of management on mental health of college students.

10d: There is no significant influence of interaction between gender and stream of study on mental health of college students.

10e: There is no significant influence of interaction between gender and types of management on mental health of college students.

10f: There is no significant influence of interaction between stream of study and types of management on mental health of college students.

10g: There is no significant influence of interaction among gender, stream of study, on mental health of college students.

Table 4.18: Summary of factorial design ANOVA of mental health of college students

Tests of Between-Subject Effects

Dependent Variable: Mental Health Scores

Source of Variance	**df**	**Sum of Squares**	**Mean Square**	**F-value**	**Remark**
Gender (A)	1	2140.354	2140.354	39.019*	0.000/p<0.05
Stream of study(B)	1	38.103	38.103	.695@	0.405/p>0.05
Type of management (C)	1	257.123	257.123	4.687*	0.031/p<0.05
AXB	1	438.715	438.715	7.998*	0.005/p<0.05
AXC	1	34.075	34.075	.621@	0.431/p>0.05
BXC	1	79.143	79.143	1.443@	0.230/p>0.05
AXBXC	1	462.394	462.394	8.430*	0.004/p<0.05
Error	792	43444.270	54.854		
Total	800	4443677.000			

a. R Squared = .064 (Adjusted R Squared =.056) **significant at 0.05 level @: Not significant*

Testing of Hypotheses 10 (a-g)

a) Influence of gender on mental health of college students

From Table 4.18, it can be seen that the F-value for Gender is 39.019 which is significant at 0.05 level. It indicates that the mean scores mental health of male and female students differ significantly. So there was significant influence of gender on mental health of college students. Thus, the null hypothesis 10 (a) *"There is no significant influence of gender on mental health of college students"* is rejected. It may therefore be said that the college students' mental health is significantly influencing by their gender.

b) Influence of stream of study on mental health of students

From Table 4.18, it can be seen that the F-value for stream of study is 0.695 which is not significant at 0.05 level. It indicates that the mean scores of mental health of students from arts and science stream did not differ significantly. So there was no significant influence of stream of study on mental health of students. Thus the null hypothesis 10 (b) *"There is no significant influence of stream of study on mental health of students"* is not rejected. It may, therefore, be said that college students studying in arts and science stream were found to have mental health to the same extent.

c) Influence of type of management on mental health of students

From Table 4.18, it can be seen that the F-value for type of management is 4.687 which is significant at 0.05 level. It indicates that the mean scores of mental health of students from government and private colleges differ significantly. So there was significant influence of type of management on mental health of students. Thus the null hypothesis 10(c) "*There is no significant influence of type of management on mental health of students*" is rejected. So there was significant influence of type of management on mental health of students.

d) Influence of interaction between Gender and stream of study on mental health of college students.

From table 4.18, it can be seen that the F-value for interaction between Gender and stream of study is 7.998 which is significant at 0.05 level. It indicates that the mean scores of mental health of Male and Female students studying in arts and science stream differ significantly. So there was significant influence of interaction between Gender and stream of study on mental health of

college students. Thus the null hypothesis 10(d) "*There is no significant influence of interaction between Gender and stream of study on mental health of students"* is rejected. It may therefore be said, that the mental health of college students was not found to be independent of interaction among Gender, and stream of study on mental health of college students.

e) Influence of interaction between Gender and type of management on mental health of college students.

From table 4.18, it can be seen that the F-value for interaction between Gender and type of management is 0.621which is not significant at 0.05 level. It indicates that the mean scores of mental health of Male and Female students studying in government and private colleges do not differ significantly. So there was no significant influence of interaction between Gender and type of management on mental health of students. Thus the null hypothesis 10(e) *"There is no significant influence of interaction between Gender and Types of management on mental health of college students"* is not rejected. It may therefore be said, that the mental health of college students was found to be independent of interaction among Gender, and type of management on mental health of college students.

f) Influence of interaction between stream of study and type of management on mental health of college students.

From table 4.18, it can be seen that the F-value for interaction between stream of study and type of management is 1.443 which is not significant at 0.05 level. It indicates that the mean scores of mental health of arts and science students studying in government and private colleges do not differ significantly. So there was no significant influence of interaction between stream of study and type of management on mental health of students. Thus the null hypothesis 10(f) *"There is no significant influence of interaction between stream of study and type of management on mental health of college students"* is not rejected. It may therefore be said, that the mental health of college students was found to be independent of interaction among stream of study and type of management on mental health of college students.

g) Influence of interaction among Gender, stream of study and type of management on mental health of college students

From table 4.18, it can be seen that the F-value for interaction among Gender, stream of study and type of management is 8.430 which is significant at 0.05 level. It indicates that the mean

scores of mental health of Male and Female students of arts and science stream studying in Government and Private Colleges differ significantly. So there was significant influence of interaction among Gender, stream of study and type of management on mental health of college students. Thus the null hypothesis 10 (g) *"There is no significant influence of interaction among Gender, stream of study and type of management on mental health of college students"* is rejected. It may therefore be said, that the mental health of students was not found to be independent of interaction among Gender, stream of study and type of management on mental health of college students.

Objective 11: To study the influence of Gender, stream of study and types of management and their various interactions on emotional intelligence of college students.

The objective was to study the influence of Gender, stream of study and Types of management, and their various interactions on emotional intelligence of college students. Male and female were the two levels of Gender: arts and science were the two streams of study: Government colleges and Private colleges were the two Types of management: Thus, the data were analyzed with the help of factorial ANOVA or Three Way ANOVA and the results are given in Table 4.19

Hypothesis-11: There is no significant influence of Gender, stream of study and types of management and their various interactions on emotional intelligence of college students.

11 a: There is no significant influence of Gender on emotional intelligence of college students.

11b: There is no significant influence of stream of study on emotional intelligence of college students.

11c: There is no significant influence of types of management on emotional intelligence of college students.

11d: There is no significant influence of interaction between gender and stream of study on emotional intelligence of college students.

11e: There is no significant influence of interaction between gender and types of management on emotional intelligence of college students.

11f: There is no significant influence of interaction between stream of study and types of management on emotional intelligence of college students.

11g: There is no significant influence of interaction among gender, stream of study, on emotional intelligence of college students.

Table 4.19: Summary of factorial ANOVA of emotional intelligence of students

Tests of Between- Subject Effects

Dependent Variable: Emotional Intelligence

Source of Variance	df	Sum of Squares	Mean Square	F-value	Remark
Gender (A)	1	21258.596	21258.596	46.124*	0.00/p<0.05
Stream of study(B)	1	2429.281	2429.281	5.271*	0.022/p <0.05
Type of management (C)	1	1452.676	1452.676	3.152@	0.076/p >0.05
AXB	1	512.306	512.306	1.112@	0.292/p>0.05
AXC	1	302.481	302.481	.656@	0.418/p>0.05
BXC	1	155.899	155.899	.338@	0.561/p>0.05
AXBXC	1	1185.631	1185.631	2.572@	0.109/p>0.05
Error	792	365031.732	460.899		
Total	800	33008858.00			

a. R Squared=.066(Adjusted R Squared=.057) **Significant at 0.05 level @: Not significant*

Testing of Hypotheses 11(a-g)

a) Influence of gender on emotional intelligence of college students

From Table 4.19, it can be seen that the F-value for Gender is 46.124 which is significant at 0.05 level. It indicates that mean score of emotional intelligence of male and female college students differ significantly. So there was significant influence of gender on emotional intelligence of students. Thus the null hypothesis 11(a) *"There is no significant influence of gender on emotional intelligence of college students"* is rejected.

b) Influence of stream of study on emotional intelligence of college students

From Table 4.19, it can be seen that the F-value for stream of study is 5.271 which is significant at 0.05 level. It indicates that the mean scores of emotional intelligence of students from arts and science stream differ significantly. So there was significant influence of stream of study on emotional intelligence of students. Thus the null hypothesis 10(b) *"There is no significant Influence of stream of study on emotional intelligence of college students"* is rejected. It can be said that there was significant influence of stream of study on emotional intelligence of college students.

c) Influence of type of management on emotional intelligence of college students

From Table 4.19, it can be seen that the F-value for type of management is 3.152 which is not significant at 0.05 level. It indicates that the mean scores of emotional intelligence of college students from government and private colleges do not differ significantly. So there was no significant influence of type of management on emotional intelligence of college students. Thus the null hypothesis 11(c) *"There is no significant influence of type of management on emotional intelligence of college students"* is not rejected. It may, therefore, be said that college students from government and private colleges were found to have emotional intelligence to the same extent.

d) Influence of interaction between Gender and stream of study on emotional intelligence of college students.

From table 4.19, it can be seen that the F-value for interaction between Gender and stream of study is 1.112 which is not significant at 0.05 level. It indicates that the mean scores of emotional intelligence of Male and Female students studying in arts and science stream do not differ significantly. So there was no significant influence of interaction between Gender and stream of study on emotional intelligence of students. Thus the null hypothesis 11(d) *"There is no significant Influence of interaction between Gender and stream of study on emotional intelligence of college students"* is not rejected. It may therefore be said that the emotional intelligence of college students was found to be independent of interaction between gender and stream of study.

e) Influence of interaction between Gender and type of management on emotional intelligence of college students

From Table 4.19, it can be seen that the F-value for interaction between Gender and type of management is 0.656 which is not significant at 0.05 level. It indicates that the mean scores of emotional intelligence of Male and Female college students studying in government and private colleges do not differ significantly. So there was no significant influence of interaction between Gender and type of management on emotional intelligence of college students. Thus the null hypothesis 11(e) *"There is no significant influence of interaction between Gender and type of management on emotional intelligence of college students"* is not rejected. It may, therefore, be said that the emotional intelligence of college students was found to be independent of interaction between Gender and type of management.

f) Influence of interaction between stream of study and type of management on emotional intelligence of college students.

From Table 4.19, it can be seen that the F-value for interaction between stream of study and type of management is 0.338 which is not significant at 0.05 level. It indicates that the mean scores of emotional intelligence of arts and science college students studying in government and private colleges do not differ significantly. So there was no significant influence of interaction between stream of study and type of management on emotional intelligence of college students. Thus the null hypothesis 11(f) "*There is no significant influence of interaction between stream of study and type of management on emotional intelligence of college students*" is not rejected. It may, therefore, be said that the emotional intelligence of students was found to be independent of interaction between stream of study and type of management.

g) Influence of interaction among Gender, stream of study and type of management on emotional intelligence of college students

From table 4.19, it can be seen that the F-value for interaction among Gender, stream of study and type of management is 2.572 which is not significant at 0.05 level. It indicates that the mean scores of emotional intelligence of Male and Female college students of arts and science stream studying in Government and Private Colleges did not differ significantly. So there was no significant influence of interaction among Gender, stream of study and type of management on

emotional intelligence of college students. Thus the null hypothesis 11(g) *"There is no significant influence of interaction among Gender, stream of study and type of management on emotional intelligence of college students"* is not rejected. It may, therefore, be said that the emotional intelligence of college students was found to be independent of interaction among Gender, stream of study and type of management.

Objective 12: To study the individual contribution of dimensions of mental health -(viz. Emotional stability, over-all adjustment, autonomy, security-insecurity, self-concept and intelligence) in predicting emotional intelligence of college students.

Hypothesis -12: There is no significant individual contribution of the dimensions of mental health--(viz. emotional stability, over-all adjustment, autonomy, security-insecurity, self-concept and intelligence) in predicting emotional intelligence of college students.

Multiple Regression Analysis is applied for identifying potent factor that predict emotional intelligence of college students. It includes Model Summary and ANOVA and Coefficient. The results are presented in the following tables.

i. Model Summary :

Model summary is shown in Table 4.20 Value of R Square is .332 shows that 33% variation in college students mental health is due to the independent variables- Intelligence, Security-insecurity, autonomy, self-concept, Emotional stability and over all adjustment

Table no-4.20 Model Summary

Model	R	R Square	Adjusted R Square	Std .Error of the Estimate
1	.576[a]	.332	.327	18.1371

a. Predictors: (Constant) ,Mental Health(Intelligence), Mental Health (Security-insecurity),Mental health (autonomy),Mental health(self-concept),Mental Health(Emotional stability),Mental health (over all adjustment)

ii. ANOVA:

F- Statistics were carried out to find the overall strength of the model. The value of F-statistics 65.784 shows that the model is highly significant shown in Table 4.21

Table No- 4.21: ANOVA[a]

Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	129839.568	6	21639.928	65.784	.000[b]
	Residual	260861.627	793	328.955		
	Total	390701.195	799			

a. Dependent Variable : Emotional Intelligence scores

b. Predictors: (Constant), Mental Health(Intelligence), Mental Health (Security-insecurity),Mental health (autonomy),Mental health(self-concept),Mental Health(Emotional stability),Mental health (over all adjustment)

ii. Coefficients and Hypothesis testing

Table No- 4.22: Coefficients and individual percentage contribution of mental health dimensions in predicting emotional intelligence

Model	Unstandardized coefficient		Standardized Coefficients	t-values	Sig	%
	B	Std. Error	Beta			
1 (Constant)	86.849	6.423		13.522	.000	--
Emotional stability	2.826	.330	0.275	8.554	.000	11.33
Over-all Adjustment	1.379	.191	0.235	7.229	.000	9.4
Autonomy	1.483	.361	0.124	4.112	.000	2.876
Security-Insecurity	.329	.312	0.031	1.054@	.292	0.164
Self-concept	1.953	.356	0.162	5.487	.000	3.43
Intelligence	1.555	.193	0.236	8.070	.000	6.018

Dependent variable: Emotional intelligence &*@: Not significant at 0.05 level*

From table 4.22, it can be seen that on the basis of Beta Coefficient for emotional stability and over-all adjustment are 0.275 and 0.235 which are both significant at 0.01 level. It indicates that there is a significant individual contribution of emotional stability and over-all adjustment in predicting emotional intelligence of students. Further the individual contribution of emotional stability and overall adjustment in predicting emotional intelligence in students is 11.33% and 9.4% respectively and individual contributions are positive. It may, therefore, be said that better emotional stability and overall adjustment lead to higher emotional intelligence. Thus there is

significant individual contribution of emotional stability and overall adjustment in predicting emotional intelligence of college students.

Further, the Beta Coefficient for autonomy is 0.124 which is significant at 0.01 level and Beta coefficient for security-insecurity is 0.031 which is not significant at 0.01 level. It indicates that there is a significant individual contribution of autonomy in predicting emotional intelligence of students. Further there is no significant individual contribution of security-insecurity in predicting emotional intelligence of students. The individual contribution of autonomy and security-insecurity in predicting emotional intelligence in students is 2.876 %and 0.164 % respectively and individual contributions are positive. It may, therefore, be said that better autonomy lead to higher emotional intelligence. Thus there is significant individual contribution of autonomy but no significant individual contribution from security-insecurity in predicting emotional intelligence of college students.

It can also be seen that the Beta Coefficient for self-concept is 0.162 which is significant at 0.01 level and Beta coefficient for intelligence is 0.236 which is also significant at 0.01 level. It indicates that there is a significant individual contribution of self-concept and intelligence in predicting emotional intelligence of students. Further the individual contribution of self-concept and intelligence in predicting emotional intelligence in students is 3.43 % and 6.018% respectively and individual contributions are positive. It may, therefore, be said that better self-concept and intelligence lead to higher emotional intelligence. Thus there is significant individual contribution of self-concept and intelligence in predicting emotional intelligence of college students.

Thus the null hypothesis that "*There is no significant individual contribution of the dimensions of mental health--(viz. emotional stability, over-all adjustment, autonomy, security-insecurity, self-concept and intelligence) in predicting emotional intelligence of college students"* is rejected. The individual contribution of emotional stability in predicting emotional intelligence of college students is 11.33% which is the highest, whereas security-insecurity dimension of mental health did not significantly contribute in predicting emotional intelligence of college students. As the individual contributions of mental health in predicting emotional intelligence is only 33.22%, we can assume that 66.78% of external factors which are not part of the present study predict emotional intelligence of college students.

CHAPTER –V

SUMMARY, FINDINGS, DISCUSSION AND CONCLUSION

CHAPTER –V

SUMMARY, FINDINGS, DISCUSSION AND CONCLUSION

5.0 Outline of the Chapter

The previous chapter had presented the analysis of the data collected and interpretation of the corresponding results. This chapter will briefly discuss on the summarization of Chapter 1-Chapter 4. It will also present the major findings, discussion on the results and offer some suggestions and implications based on the findings and conclude the investigation.

5.1. Summary of the Present Study

5.1.1. Introduction

Mental health is good or proper functioning of mind. (Mosby, 2008) Mental health is an individual's overall psychological and emotional condition. It is a state of wellbeing in which an individual is able to cope with daily events, think clearly, act responsibly, overcome challenges and have good relationship with others. Mental health means a positive state of mind and also a sense of wellbeing that enables a person to function effectively within the society. Individuals with good mental health are well adjusted to society, able to relate well with others and logically satisfied with themselves and their role in society.

Emotional Intelligence is a typical social intelligence which involves the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use the information to guide one's own thinking and actions (Salovey et al., 2004, p. 5). Emotional Intelligence also refers to being intelligent about one's emotions as well as others' emotions and knowing how to handle these.

Our mental health and emotions are interrelated and it is not possible to think of one without taking into consideration the other construct. The need and importance of mental health delivery in schools and colleges is felt more than ever because of the increasing pressures of life that young individuals encounter daily.(Jain & Singh, 2015)The transition to college is marked by complex challenges in academic, personal-emotional and social adjustment. The adolescents are constantly under frustrations, tensions, stress, and nervousness, anxiety as they try to cope up with daily problems and navigate their place in the society. Salovey & Mayer (1990) and

Goleman (1995) asserted that traits such as the capacity to navigate through and to adapt to one's own environment and possessions of social and emotional 'skills' are important not only for basic survival, but have implications on areas of relationships, work, school and emotional and mental health. The aspect of mental health of students is found to be influenced by their inter-personal and intrapersonal skills and management of emotions of their own and others or in simple terms their emotional intelligence.

5.1.2 Need and justification of the study

Adolescents' mental health has become a major concern in the state. The state has the least number of suicide cases in India however there has been emerging cases which suggest the looming threat of suicide especially among adolescent girls. The adolescents are constantly under frustrations, tensions, stress, anxiety and nervousness, as they try to cope up with their daily problems and navigate their place in the society. Consequently they are losing emotional and mental balance and failing to understand and manage their emotions and that of the other members of the society. Mental health crisis can occur as a result of acute changes in the adolescent which can reflect in terms of their thoughts, emotions or behavior. Due to lack of awareness and understanding, Mental Health illness is still shrouded in stigma and misconception in the state. Thus, the present study intend to raise the level of awareness and understanding on mental health and the importance of being emotionally intelligent to bring about harmonious and balanced development of the individual's personality. It will hence assess the levels of mental health and emotional intelligence of college students as they cope with their day-today challenges and make successful adjustment in life. This study will help educators, parents and counselors, and society at large in enlightening some of the many mental health concerns and also the need to impart emotional intelligence training which will be an immense boost for the holistic development college students.

5.1.3 Statement of the problem

The problem investigated focuses on the Mental Health and Emotional Intelligence of college students in Nagaland, hence the study is entitled: **A study on Mental Health in relation to Emotional Intelligence of College Students in Nagaland.**

5.1.4 Variables of the study

1. Independent variable: In the present study, Mental health is considered an independent variable.
2. Dependent variable: For the present study, as individuals differ in their Emotional intelligence due to different psychological makeup, emotional intelligence has been treated as dependent variable.
3. Demographic variables : The researcher has selected the three demographic variables for the present study: Gender (Male & Female), Stream (Arts &Science), Type of Management (Government & Private)

5.1.5 Objectives of the study.

Objectives indicate the goals, purposes or objectives for a study.

1. To study the status of mental health of college students.

1.1 To study the status of mental health of college students (total sample).

1.2 To study the status of mental health of government and private college students.

1.3 To study the status of mental health of arts and science stream college students.

1.4 To study the status of mental health of male and female college students.

2. To study the status of emotional intelligence of college students.

2.1 To study the status of emotional intelligence of total sample of college students.

2.2 To study the status of emotional intelligence of government and private college students.

2.3 To study the status of emotional intelligence of arts and science stream college students.

2.4 To study the status of emotional intelligence of male and female college students.

3. To study the relationship between mental health and emotional intelligence of college students.

4. To compare the mean scores of mental health between government and private college.

5. To compare the mean scores of mental health between arts and science college students.

6. To compare the mean scores of mental health between male and female college students.

7. To compare the mean scores of emotional intelligence between government and private college students.

8. To compare the mean scores of emotional intelligence between arts and science college students.

9. To compare the mean scores of emotional intelligence between male and female college students.

10. To study the influence of Gender, stream of study and types of management and their various interactions on mental health of college students.

11. To study the influence of Gender, stream of study and types of management and their various interactions on emotional intelligence of college students.

12. To study the individual contribution of dimensions of mental health (viz): (a) emotional stability, (b) over-all adjustment, (c) autonomy, (d) security-insecurity, (e) self-concept (f) intelligence) in predicting emotional intelligence of college students**.**

5.1.6 Hypotheses of the study:

Keeping in mind the objectives, the following hypotheses were formulated;

Hypothesis 1:

a). College students have the same level of mental health.

b). Government and Private college students have the same level of mental health.

c). Arts and Science stream students have the same level of mental health.

d). Male and Female students have the same level of mental health.

Hypothesis 2:

a). College students have the same level of emotional intelligence

b). Government and Private College students have the same level of emotional intelligence.

c). Arts and Science stream college students have the same level of emotional intelligence.

d). Male and Female college students have the same level of emotional intelligence.

Hypothesis 3: There is no significant relationship between Mental Health and Emotional intelligence of college students.

Hypothesis 4: There is no significant difference in the mean scores of mental health between government and private college students.

4(a): There is no significant difference in the mean scores of emotional stability as dimension of mental health between government and private college students

4(b): There is no significant difference in the mean scores of over-all adjustment as dimension of mental health between government and private college students.

4(c): There is no significant difference in the mean scores of autonomy as dimension of mental health between government and private college students.

4(d): There is no significant difference in the mean scores of security-insecurity as dimension of mental health between government and private college students.

4(e): There is no significant difference in the mean scores of self-concept as dimension of mental health between government and private college students.

4(f): There is no significant difference in the mean scores of intelligence as dimension of mental health between government and private college students

Hypothesis 5: There is no significant difference in the mean scores of mental health between arts and science college students.

5(a): There is no significant difference in the mean scores of emotional stability as dimension of mental health between arts and science college students.

5 (b): There is no significant difference in the mean scores of over-all adjustment as dimension of mental health between arts and science college students

5 (c): There is no significant difference in the mean scores of autonomy as dimension of mental health between arts and science college students.

5(d): There is no significant difference in the mean scores of security-insecurity as dimension of mental health between arts and science college students.

5 (e): There is no significant difference in the mean scores of self-concept as dimension of mental health between arts and science college students

5 (f): There is no significant difference in the mean scores of intelligence as dimension of mental health between arts and science college students

Hypothesis 6: There is no significant difference in the mean scores of mental health between male and female college students.

6(a): There is no significant difference in the mean scores of emotional stability as dimension of mental health between male and female college students

6(b): There is no significant difference in the mean scores of over-all adjustment as dimension of mental health between male and female college students

6(c): There is no significant difference in the mean scores of autonomy as dimension of mental health between male and female college students.

6(d): There is no significant difference in the mean scores of security-insecurity as dimension of mental health between male and female college students

6(e): There is no significant difference in the mean scores of self-concept as dimension of mental health between male and female college students.

6(f): There is no significant difference in the mean score of intelligence as dimension of mental health between male and female college students.

Hypothesis 7: There is no significant difference in the mean scores of emotional intelligence between government and private college students.

7(a): There is no significant difference in the mean scores of self-awareness and appraisal as dimension of emotional intelligence between government and private college students

7(b): There is no significant difference in the mean scores of self-regulation and responsibility as dimension of emotional intelligence between government and private college students.

7(c): There is no significant difference in the mean scores of self-motivation as dimension of emotional intelligence between government and private college students.

7(d): There is no significant difference in the mean scores of self-esteem and confidence as dimension of emotional intelligence between government and private college students.

7(e): There is no significant difference in the mean scores of empathy and acceptance as dimension of emotional intelligence between government and private college students

7(f): There is no significant difference in the mean scores of inter-personal relation as dimension of emotional intelligence between government and private college students

7(g): There is no significant difference in the mean scores of social-skills as dimension of emotional intelligence between government and private college students

Hypothesis 8: There is no significant difference in the mean scores of emotional intelligence between arts and science college students.

8(a): There is no significant difference in the mean scores of self-awareness and appraisal as dimension of emotional intelligence between arts and science college students

8(b): There is no significant difference in the mean scores of self-regulation and responsibility as dimension of emotional intelligence between arts and science college students

8(c): There is no significant difference in the mean scores of self-motivation as dimension of emotional intelligence between arts and science college students

8(d): There is no significant difference in the mean scores of self-esteem and confidence as dimension of emotional intelligence between arts and science college students

8(e): There is no significant difference in the mean scores of empathy and acceptance of others as dimension of emotional intelligence between arts and science college students

8(f): There is no significant difference in the mean scores of inter-personal relation as dimension of emotional intelligence between arts and science college students

8(g): There is no significant difference in the mean scores of social-skills as dimension of emotional intelligence between arts and science college students

Hypothesis 9: There is no significant difference in the mean scores of emotional intelligence between male and female college students.

9(a): There is no significant difference in the mean scores of self-awareness and appraisal as dimension of emotional intelligence between male and female college students

9(b): There is no significant difference in the mean scores of self-regulation and responsibility as dimension of emotional intelligence between male and female college students

9(c): There is no significant difference in the mean scores of self-motivation as dimension of emotional intelligence between male and female college students

9(d): There is no significant difference in the mean scores of self-esteem and confidence as dimension of emotional intelligence between male and female college students

9(e): There is no significant difference in the mean scores of empathy and acceptance of others as dimension of emotional intelligence between male and female college students

9(f): There is no significant difference in the mean scores of inter-personal relation as dimension of emotional intelligence between male and female college students

9(g): There is no significant difference in the mean scores of social skills as dimension of emotional intelligence between male and female college students

Hypothesis-10: There is no significant influence of Gender, stream of study and types of management and their various interactions on mental health of college students.

10 a: There is no significant influence of Gender on mental health of college students.

10b: There is no significant influence of stream of study on mental health of college students.

10c: There is no significant influence of types of management on mental health of college students.

10d: There is no significant influence of interaction between gender and stream of study on mental health of college students.

10e: There is no significant influence of interaction between gender and types of management on mental health of college students.

10f: There is no significant influence of interaction between stream of study and types of management on mental health of college students.

10g: There is no significant influence of interaction among gender, stream of study, on mental health of college students.

Hypothesis-11: There is no significant influence of Gender, stream of study and types of management and their various interactions on emotional intelligence of college students.

11 a: There is no significant influence of Gender on emotional intelligence of college students.

11b: There is no significant influence of stream of study on emotional intelligence of college students.

11c: There is no significant influence of types of management on emotional intelligence of college students.

11d: There is no significant influence of interaction between gender and stream of study on emotional intelligence college students.

11e: There is no significant influence of interaction among gender and types of management on emotional intelligence of college students.

11f: There is no significant influence of interaction between stream of study and types of management on of emotional intelligence college students.

11g: There is no significant influence of interaction among gender, stream of study, on emotional intelligence of college students.

Hypothesis -12: There is no significant individual contribution of the dimensions of mental health--(viz. emotional stability, over-all adjustment, autonomy, security-insecurity, self-concept and intelligence) in predicting emotional intelligence of college students**.**

5.1.7 Operational Definitions of the key terms used

The following key terms Mental Health, Emotional Intelligence and College Students, Nagaland, Gender, Management and Stream of Study will be used in the study;

Mental health – In the present study, Mental Health can be defined as a state of Mental and Emotional well-being of the students which makes them capable of facing the challenges of life and satisfactorily adjust with themselves and the society with maximum effectiveness and positively contributing to society. The definitions given by Singh & Gupta (2017), has been taken as operational definition on the following terms:

Emotional Stability - It refers to experiencing subjective stability feeling which have positive or negative values for the individual.

Over-all Adjustment - It refers to individual's achieving an overall harmonious balance between the demands of various aspects of the environment, such as home, health, social, emotional and school on one hand and cognition on the other.

Autonomy – It refers to a stage of independence and self-determination in thinking.

Security-Insecurity – It refers to a high or low-sense of safety, confidence, and freedom from fear, apprehension or anxiety particularly with respect to fulfilling the person's present or future needs.

Self-Concept - It refers to the sum total of the person's attitudes and knowledge towards himself and evaluation of his achievement.

Intelligence – It refers to general mental ability which helps the person in thinking rationally, and in behaving purposefully in his environment.

Emotional intelligence - In the present study, emotional intelligence can be defined as the ability of the students to process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotion of one's own and of other members in the society.

The definitions given by Kaur Sarabjit (2016), has been taken as operational definition on the following terms:

Self-awareness and appraisal (SAA): Observing one self and recognizing one's feeling, knowing the relationship between thoughts, feelings and reactions. Examining our actions and knowing their consequences, valuing and evaluating one self.

Self-regulation and responsibility (SRR): Handling our emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress. Taking responsibility, recognizing the consequences of one's decisions and actions, accepting one's feelings and moods, following through on commitments.

Self – motivation (SM): Using our deepest preferences to move and guide us towards our goals, to help us take initiative and strive to improve, and to persevere in the face of setbacks and frustrations.

Self-esteem and confidence (SEC): Confidence in one's own worth or abilities as well as respect and admiration for one's own self. A feeling of trust in one's abilities, qualities and judgment.

Empathy and acceptance of other (EAO): Sensing what people are feeling, being able to take their perspective, accepting their point of view and cultivating rapport and attunement with a broad diversity of people.

Interpersonal relations (IPR): Talking about feelings effectively; handling emotions in relationships well and accurately.

Social skills (SS): Reading social situations and networks; interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes for cooperation and teamwork.

College students - The term college students means the 1st and 2nd semester students (arts and science) studying in Government and Private Colleges in Nagaland.

Nagaland- Nagaland is a state in the North-eastern region of India. The state has 16 administrative districts. For the present study, the researcher has chosen two districts i.e. Kohima and Dimapur.

Gender – The term Gender refers to the Male and Female college students.

Type of Management- In the present study, the type of management means Government and Private Colleges.

Stream of study- For the present study, the stream of study refers to the arts stream offering subjects such as political science, economics, education, history, sociology, philosophy and sciences stream offering subjects such as physics, botany, chemistry, mathematics, zoology.

5.1.8 Delimitations of the study

The present study was delimited to:

1. The study is delimited to the two districts of Nagaland, i.e. Kohima and Dimapur as these two districts are considered the educational hub in the state of Nagaland with over 70% of the total college students' enrolment.
2. The study is delimited to the 800 samples from 1st and 2nd semester undergraduate students during the academic year 2018-2019.
3. The study is delimited to three demographic variables namely (a). Gender (b).Government and Private colleges (c).Arts stream and Science stream.
4. The study is delimited to use two standardized tools of age below five years by establishing content validity and coefficient of reliability (Cronbach's alpha) in the context of Nagaland.

5.1.9 Overview of the Review of Related Literature

A. Overview of the Review of Related Literature done in India

The studies conducted by various researchers in Indian institutions highlights the state of mental health among the various population segments. These studies have contributed to the field of knowledge with regard to the determinants of mental health where the individual attributes such as emotional intelligence, procrastination, locus of control, emotional maturity, adjustment, motivation(intrinsic and extrinsic), depression in clarity and mood repair dimension, self-concept, self-perception, critical thinking, self-efficacy among the demographic variables of gender, age, gender, locality, socio-economic background, stream of study had been explored

and significant results has been confirmed to establish facts. The aspects of mental health and emotional intelligence has also been studied and explored in relation to family environment, educational domains, physical and spiritual health, academic achievement, where results have called for a multisectoral engagement and a life-course approach. Inorder to effectively manage mental health disorders these studies has called for comprehensive strategies, prevention and treatment to promote healthy living.

B. Overview of the Review of Related Literature done abroad

The studies conducted abroad by researchers on mental health and emotional intelligence in relation to diverse variables highlights that quality studies have been carried out to explore the constructs of mental health and emotional intelligence. Previous studies have confirmed how emotional intelligence is associated with better mental health and psychological well-being which ultimately improves the quality of life of individuals. Researchers explored the different constructs of mental health and emotional intelligence such as- self-regulation, self-awareness, social skill, cognitive ability, belongingness, depression, anxiety, stress, and perception which has immensely contributed to the field of knowledge with their valuable findings. Other variables such happiness, spiritual intelligence, religious coping, social media, social support, physical health and psychological health, suicidal ideation, academic achievement, treatment considerations of mental health, parenting styles among different demographic groups of gender, athletic and non-athletic, educational domains has been investigated to throw light into the various aspects of these two dimensions. Latest studies on the impact of COVID19 on mental health have also revealed important findings which will be a trending research topic worldwide for some years to come.

C. Gap Spotting

Some of these studies conducted both in India and abroad have confirmed positive and significant relationship and some negative but significant relationship between the variables of mental health and emotional intelligence based on above discussion of the reviews mentioned above. As previous researches and publications discussed earlier has thrown immense light, a huge research gap is found in the state context as no prior studies has been conducted on the topic of mental health in relation to emotional intelligence. The present study is an attempt to take a little step forward to know the status of mental health and emotional intelligence of

college students in the state of Nagaland which hopefully will attract more extensive research on these two dimensions from future researchers.

On the basis of the reviews mentioned it can be considered that it is worthwhile and beneficial for the students and the society at large to conduct a study examining the relationship of the mental health and emotional intelligence in the state of Nagaland focusing on the districts of Kohima and Dimapur. The researcher has therefore taken up the present study which will help to provide useful knowledge to parents, educators and concerned stakeholders as it is an unexplored topic in the state and most importantly the present study topic is vital for the holistic development of individuals, which is crucial to further human resource development. The survey of related literature has been undeniably helpful in designing the study and a humble attempt has been made to fill up a tiny research gap in the vast ocean of knowledge by undertaking the present study.

5.1.10 Methodology of Research

In the present study, the researcher has adopted descriptive research design, is a framework used for a conclusive research (is meant to provide information that is useful in reaching conclusions or decision making, it tends to be quantitative in nature, that is to say in the form of umbers that can be quantified and summarized).

The present work is descriptive (which involves hypothesis formulation and testing, employs methods of randomization etc. & non-experimental) cum normative (the results of the study to be compared with the norms) survey type of research. It is a correlational research to examine the relationship between non-manipulated variables i.e. mental health and emotional intelligence of college students. The present study has aimed to investigate the status of mental health and emotional intelligence of college students. For the present study, the researcher has adopted descriptive - normative survey research method based on the nature of the problem and the type of data required.

For the present study, undergraduate students studying in various colleges located in the Kohima and Dimapur districts of Nagaland constituted as population for the present study.

For the present study, simple random sampling technique was used to select the districts of Kohima and Dimapur to give a fair representation from government and private colleges in

Nagaland. Simple random sampling was used in selecting colleges and college students as well. The initial data comprised of 923 samples but only 800 samples were taken to provide an equal number of male and female as samples.

The sample has chosen by using a simple random sampling technique, 800 undergraduates were selected as the total sample of the study. Samples collected for the study is shown in the following table

5.1.10(i) Tools used for the study

A). Mental Health Battery by Arun Kumar Singh & Alpana Sen Gupta (2017).

B). Sevenfold Emotional Intelligence Scale by Sarabjit Kaur (2016).

5.1.10(ii) Statistical technique used

The data collected was statistically analyzed using descriptive statistics such as Mean, S.D and inferential statistics such as Independent sampled t-test, 3-way ANOVA, Pearson Product Moment Correlation and Multiple Regression analysis. Statistical Package for Social Sciences (SPSS) Version 22 was employed for statistical data analysis.

5.2. Major findings and discussions of the study

5.2.1 Findings and discussions on the Status of mental health of college students

i. Findings indicate that there are more students from government colleges 5.37% as compared with private colleges 4.25%in the excellent mental health category. In the good mental health category there were 10.87% of government college students and 9.25% of private students. Government college students with 10.12% surpassed private college students 8.87% in the average mental health category. Even in the poor mental health category and very poor mental health category there were more private college students with 15% and 12.62% when compared with government colleges 12.50% and 11.62% respectively. Hence, it may be concluded that government college students have slightly better level of mental health than private college students.

ii. Findings show that there are more students from science stream 6.37% as compared with arts stream 4.50% in the excellent mental health category. In the good mental health

category there were 9.62 % of students from arts stream and 7.75% from science stream. In the average mental health category, poor and very poor mental health category students from both arts and science stream scored equally in these three levels. Hence, it may be concluded that college students from both arts and science stream have same levels of mental health.

iii. Findings regarding the status of mental health showed that 7.25% of the male students have excellent mental health as compared with females 2.5%. In the good mental health category there were 11% of male students and 9.125% of female students. Male students with 9.625% surpassed female students 9.25% in the average mental health category. Even in the poor mental health category and very poor mental health category there were fewer males with 12.875% and 9.25% when compared with females 14.625% and 14.5% respectively. Thus, we can clearly say that male college students have better mental health than female college students.

iv. With regard to the total sample of college students findings reveal that 9.63% of the total students have excellent Mental Health. Only 20.12% of the students were found to have good mental health and 19% of the students with average mental health. Further around 50% i.e. 27.5%, 23.75%of the total students have poor and very poor mental health respectively. Thus, the results indicate that college students have varying levels of mental health.

The present study findings showed better state of the mental health of college students who were found to possess excellent and good mental health as compared to the previous results of Kharpan Issabella Eva(2017) where 93.81% of the students fall in the poor and very poor mental health category and no student was found to have good or excellent mental health.

The present study is in agreement with the findings of Datta, Priyanka (2016), Gupta G. and Kumar S.(2010), Krishnakar H.M (2014). Fernandez-Abascal, E.G. & Martin-Diaz, M.D. (2015), Gaur, Kirti(2015), Bala Chanchal (2017), Kharpan Issabella Eva(2017),Shokeen Anjali(2017)Neelima Mandava(2011) which reported that male students had better mental health in comparism with female students. The findings of this study are contradictory to the findings of Swangi (2019) where female B.Ed. students possess better overall mental health than

male B.Ed. students. The findings of Murali N. (2013) contradicts with the current findings which shows female students possess better mental health than male students.

The reasons for low mental health can be attributed to stress from academic and psycho-social factors. One interesting but concerning factor related with mental health status was that in all the hierarchical categories of mental health male college students showed better mental health in all the levels. These findings can direct future researchers to find the causes and factors which is undermining female mental health.

5.2.2 Findings and discussions on the Status of emotional intelligence of college students

i. Findings show that in the extremely high emotional intelligence category, high emotional intelligence category, above average emotional intelligence category there is higher percentage of students from private colleges as compared with students from government colleges. In the average category there are 23.63% of students from government colleges and 22.05% of students from private colleges and 12.62%of government college students and 10.37% of private college students in the below average category. In the low emotional intelligence category there were 3.75%and 3.13% from government and private colleges respectively and in the extremely low category of emotional intelligence there were just 5 students from government colleges and 6students from private colleges. Thus, we can clearly say that students from government colleges have slightly higher emotional intelligence than private college students.

ii. Findings reveal that in the extremely high emotional intelligence category there is 1.62% of students from the arts stream and 1% from the science stream. In the high emotional intelligence category, above average emotional intelligence category there is slightly higher percentage of students from science stream as compared with students from arts stream. In the average category there is 23.25% of students from arts stream and 22.12% of students from science stream. In the below average category arts students have slightly higher level of emotional intelligence 12% than science students 10.26%. In the low emotional intelligence category there were 3.37%and 3.5% from arts and science stream college students respectively and in the extremely low category of emotional intelligence there were just 3 students from arts stream and 7 students from science colleges.

Therefore, we can clearly say that college students from arts stream have slightly lower emotional intelligence than college students from science stream

iii. Results showed that there are 6 male students i.e. (0.75%) as compared with 3 females i.e. 0.375% in the extremely high emotional intelligence category. In the high emotional intelligence category there were 3.75% of male students and 1.125% of female students. Male students with 10.125% surpassed female students 6.375% in the above average emotional intelligence category. In the average category there were 23.625% of male students and 22.625% of female students whereas 9.375% of male students and 13.625% of female students in the below average category. Even in the low and extremely low emotional intelligence category there were fewer males with 2.25% and 0.125% when compared with females 4.625% and 1.25% respectively. Thus we can clearly say that male college students have better emotional intelligence than female college students.

iv. 46.25% of the total sample of students had average/moderate level of emotional intelligence while only 1.125% of the students have extremely high emotional intelligence. A total of 39 students i.e. 4.875% of students have high emotional intelligence and 16.5% of students have above average emotional intelligence. A Total of 184 students constituting 23% of the total sample have below average emotional intelligence whereas low and extremely low levels of emotional intelligence were 6.875% and 1.375% respectively.

The present study findings contradicts with the previous studies of Zafar Shahin (2013), Neelima Mandava (2011), Chaudhari, Durga (2011) where female had higher emotional intelligence than male students. Whereas, Sasanpour M. et al. (2012), Datta, Priyanka (2016) findings align with present findings that males were more emotionally intelligent than females.

In the present study, one interesting but concerning factor related emotional intelligence status was that in all the hierarchical categories of emotional intelligence, male students showed higher emotional intelligence in all the levels in comparism female college students. These findings can direct future researchers to investigate why women have lower emotional intelligence than their male counterparts.

5.2.3 Findings and discussions on the relationship between mental health and emotional intelligence of college students

i. There is positive and significant correlation between mental health and emotional intelligence of college students.
ii. The percentage of commonness between mental health and emotional intelligence is 30.36 which indicate that mental health and emotional intelligence were found to be moderately related.

The present study findings indicates a significant and positive correlation between mental health and emotional intelligence of college students Zafar Shahin (2013) reported significant positive relationship between Mental Health and Emotional Intelligence, those who have good mental health are emotionally intelligent. There is also similar findings in the studies conducted by Gupta G. & Kumar S.(2010), Kaur, Satinder (2018) , Neelima Mandava(2011). Murali N. (2013) also reported that students with high emotional intelligence were found to have better mental health than students with low emotional intelligence. Sasanpour M.et al. (2012) studies confirmed that there is significant relationship between emotional intelligence and mental health. Schutte,N.S. et al. (2007) found that higher emotional intelligence was associated with better mental health. Nesami M..B. et al. (2015) found direct correlation between positive religious coping and emotional intelligence therefore strengthening of religious coping can promote emotional intelligence that is one component of mental health. Yadav Vishal et al. (2017), Govind K. &Brundhavan K.R. (2019) studies also revealed mental health and emotional intelligence were significantly and positively related.

Tsaousis, I., & Nikolaou, I. (2005) supported the claims that there is a relationship between Emotional Intelligence and physical and psychological health functioning, Zeidner, M. et al. (2011) results showed that Emotional Intelligence is conceptually and empirically related to a wide array of health outcomes, a striking variety of dysfunctional behaviors', and myriad indices of quality of life, well-being and stress.Fagirpour M. et al.(2011) findings revealed significant relationship between the components of emotional intelligence of students with mental health, people with high emotional intelligence showed better mental health. Wang Yuanyin, (2020) results showed that both emotional intelligence and mental health of college students were affected by factors like grade, major and gender. Moeller R.W.(2020) studies confirmed that

students with high scores on emotional intelligence was associated with lower overall mental health problem. K.O'Neill(2021) results indicated that students with higher emotional intelligence have lower levels of mental well-being as they suffer more but they recover quickly than those with lower levels of Emotional Intelligence.

5.2.4 Findings and discussions on the difference of mental health of government and private, arts and science, and male and female college students.

i. Significantly difference is found between the government college students and private college students with respect to the emotional stability dimension of mental health. Government college students were found to be better in the emotional stability dimension of mental health than private college students.

ii. Significant difference is found between arts and science college students in the mental health dimensions- autonomy, self-concept and intelligence. Arts students have better autonomy and self concept whereas science students were found to be more intelligent than arts students.

iii. No significant difference was found in the intelligence dimension of mental health between male and female college students. But significant difference was found in the dimensions of emotional stability, over-all adjustment, autonomy, security-insecurity, and self-concept where male students were found to score higher than female students in all these dimensions.

The present study findings show that there is significant difference between government and private colleges as students from government colleges have better mental health than students from private colleges. Sarita, et.al (2015), findings contradict with the present study as it revealed that students from private school have better mental health than students from government school. This study also shows that there is no significant difference in the mental health of arts and science stream students which does not corresponds with Murali N.(2013) results where students from science discipline possess better mental health than students from arts discipline.

This study further revealed significant difference between male and female college students which is in agreement with the findings of NeelimaManadava (2011),Datta, Priyanka (2016), Gupta G. and Kumar S. (2010), Krishnakar H.M. (2014). Fernandez-Abascal, E.G. & Martin-Diaz, M.D. (2015), BalaChanchal (2017), Kharpan Issabella

Eva(2017), Yadav Vishal et al (2017) where male students were found to have better mental health than female students. It also contradict with the findings of Kinnari Mankad (2017) whose results did not find any significant difference in the mental scores of mental health in relation to gender.

5.2.5 Findings and discussions on the difference of emotional intelligence of government and private, arts and science and male and female college students.

i. No significant difference was found between the government and private college students with respect to the emotional intelligence dimensions (viz. (a) self-awareness and appraisal, (b) self-regulation and responsibility, (c) self-motivation, (d) self-esteem and confidence, (e) empathy and acceptance of others, (f) inter-personal relation, (g) social skills).

ii. Significant difference was found between arts and science college students in the self-awareness and appraisal, empathy and acceptance of others dimensions of emotional intelligence. Science students were found to fare better in the self-awareness and appraisal, empathy and acceptance of others dimension than the arts students.

iii. Significant difference was found between male and female college students in the dimensions of emotional intelligence, (viz. (a) self-awareness and appraisal, (b) self-regulation and responsibility, (c) self-motivation, (d) self-esteem and confidence, and (e) inter-personal relation where male students were found to do better in all these dimensions. However no significant difference was found in the dimensions of empathy and acceptance of others and social skills between male and female college students.

The findings of this study revealed that there is no significant difference in the emotional intelligence of students studying in government and private colleges which is in agreement to the findings conducted by Choudhury, S.A &Riju S. (2019).

No significant difference was found in the emotional intelligence of arts and science college students in the present study which is contradictory to the results of Labhane and Baviskar (2015) where science students were reported to have higher emotional intelligence than arts students, Sathya A. &Velmurugan V.P (2021) also found significant difference in the emotional intelligence of arts and science college students.

In the present study significant difference was reported in the mean scores of emotional intelligence, where male students were found to score higher than female students which is contrary to Kavana G. Venkatappa et.al (2012), Chandel N.& Chopra S.(2017) findings, indicated that females students had higher Emotional Intelligence scores as compared to male students. SathyaA.andVelmurugan V.P. (2021) study also indicated that there is no significant difference between the gender groups in the dimensions of emotional intelligence viz- self-awareness, self-motivation, social skills and empathy factors

5.2.6 Findings and discussions regarding the Influence of Gender, stream of study and types of management and their various interactions on mental health and emotional intelligence of college students.

A: Influence of Gender, stream of study and types of management and their various interactions on mental health of college students.

i. Male college students were found to have higher mental health than female college students.
ii. College students studying in arts and science stream were found to have mental health to the same extent.
iii. Government college students were found to have higher mental health than private college students.
iv. Mental health of college students was influenced by interaction between Gender and stream of study, between gender and types of management but was not influenced by interaction between stream of study and type of management.
v. There is significant influence of interaction among the variables of gender, stream of study and types of management on mental health of college students.

B: Influence of Gender, stream of study and types of management and their various interactions on emotional intelligence of college students.

i. Male college students have higher level of emotional intelligence than Female college students.
ii. College students from science stream have higher emotional intelligence than students from the arts stream.

iii. College students from government and private colleges were found to have emotional intelligence to the same extent.

iv. Emotional intelligence of college students was not influenced by interaction between gender and stream of study, between Gender and types of management and between stream of study and types of management.

v. There is no significant influence of interaction among the variables of gender, stream of study and types of management on emotional intelligence of college students.

The present study revealed that there is a significant influence of interaction among Gender, stream of study and type of management on mental health of college students. This finding repudiate the findings of Murali N.(2013) who reported that there is no significant interaction effect among locality, gender, nature of the course on mental health of college students. Krishnakar H.M. (2014) results revealed independent factors like gender, faculty/stream of study are found to influence the mental health of students. This study further highlighted that there was no significant influence of interaction among Gender, stream of study and type of management on emotional intelligence of college students. The emotional intelligence of students was found to be independent of interaction among Gender, stream of study and type of management on emotional intelligence of college students.

The present study is in agreement with the results of Neelima, Mandava (2011) who reported Gender, course of study and locality do not make any significant influence on the relationship between mental health and emotional intelligence

5.2.7 Findings and discussions on individual contribution of the dimensions of mental health in predicting emotional intelligence of college students.

i. The individual contribution of emotional stability in predicting emotional intelligence of college students is 11.33% which is the highest, whereas security-insecurity dimension of mental health did not significantly contribute in predicting emotional intelligence of college .

ii. There is significant individual contribution of over-all adjustment, autonomy, self-concept and intelligence in predicting emotional intelligence of college students.

iii. The present study revealed that there is 33.22% individual contribution of the dimensions of mental health in predicting emotional intelligence of college students.66.78% of external factors which are not part of the present study predict emotional intelligence of college students.

The present findings is similar to the findings of Kaur, Satinder (2018) and Swangi(2019) which reported that emotional intelligence predict Mental Health of students.

5.3 Suggestions for Further Study

The present study was conducted on 1st & 2nd Semester college students from the districts of Kohima and Dimapur. The researcher has offered some suggestions for future research:

i. The present study can be replicated for students and teachers in schools and universities.
ii. Comparative studies on students from rural and urban areas, between districts, streams or specializations can be taken up as a follow-up of the present study.
iii. Future studies can also be conducted considering other variables like different family environment/ background, parenting styles, psychosocial factors, academic achievement, physical and spiritual health, cultural factors, age-groups, socio-economic level, school-board, etc.
iv. As the present study is purely quantitative in nature, future researchers can take up qualitative or mixed researches under the related study.

The present study further needs extensive and intensive study as it is a very less explored topic in the state and most importantly the present study topic is vital for the holistic development of individuals, which is crucial to further human resource development.

5.4 Educational Implications of the Study

This study investigation has revealed a grim picture of the mental health of female college students who reportedly have lower mental health than their male counterparts. The findings calls for attention to retrospect in identifying the possible causes and factors which is leading to poor mental health of female college students. The general mentality and approach towards mental health in the state has been that of indifference and ignorance attributing mental health issues to supernatural phenomenon even though a rational and scientific measure of clinical help

is available .The reasons can be attributed to a wide range of personal factors such as emotional unstability, lowself-esteem and confidence, poor self concept ,fear and anxiety, poor adjustment in the home and social environment such as in schools and colleges, or it could be also associated with substance abuse, poor parenting, upbringing practices and unfavorable conditions that prevail in the society where unequal opportunities and rights of the females is curtailed because of been considered generally as the weaker sex even though multiple policies and programmes are implemented for gender equality.

Therefore, it is the moral responsibility of educational stakeholders in promoting good mental health, where college students are encouraged to seek help whenever they face mental health issues by creating a comfortable and student-friendly environment. Mental health care should be made easily accessible where digital delivery is an important platform in providing online counseling sessions for students who are more comfortable with it than physical interaction. The need for mental health counselors in every educational institution should be taken up so that every case of mental issue is treated with sensitivity and professionalism.

5.5 Suggestions to Improve Mental Health and Emotional Intelligence in Nagaland

The following are some general suggestions to improve the state of mental health and emotional intelligence in the state:

i. Widespread awareness and drive on Mental Health to be conducted not only in educational institutions but also in other establishment such as work places, church and other social platforms to remove the stigma and ignorance surrounding it.
ii. Emotional intelligence training to be conducted in educational institutions specially at college level.
iii. Appointment of psychologists or psychiatrist for a cluster of educational institutions on full time basis to cater to the needs of students with mental health issues.
iv. Teachers/educators as well as parents be trained through health camps by professionals to improve their knowledge on mental health.
v. Adolescent's mental health care needs special attention with special focus on the female students in educational institutions as well as in the society to improve their life skills.

5.6 CONCLUSION:

The present study has highlighted that around 50% i.e. 27.5%, 23.75%of the total college students have poor and very poor mental health respectively and 46.25% of the total sample of college students have average/moderate level of emotional intelligence. As college students are vulnerable to many forms of mental health issues which affect not only their academic achievement but also their over-all adjustment including their emotional intelligence. Mental health awareness drive should be carried out not only in educational institutions but also in the community to eradicate the stigma and misconception surrounding it, also appointment of psychiatrist and psychologist in institutions should be taken up by concerned stakeholders. Besides educators should also be sensitized on mental health for their own wellbeing and also to identify and help students with mental health issues.

As researchers from past studies have indicated that emotional intelligence determine the level of success in an individual. The results therefore highlight the need for emotional intelligence training for students as well as educators in educational institutions. Results from previous studies have supported that emotional intelligence levels can be improved through training programs, but it can deteriorate unless an individual dedicates time to learning and maintaining a high level of emotional intelligence (Nafukho,2016, Gilar-Corbi,2018).Students as well as educators in educational institutions can be sensitized and made more aware on the importance of maintaining good mental health and developing emotional intelligence which is vital for all-round personal growth and success in all aspect of life.

BIBLIOGRAPHY

BIBLIOGRAPHY

Aller, T.B. et.al. (2022). Associations between college students' personal experience with mental health issues and their mental health literacy: a strengths-based perspective, *Journal of Mental Health*,Doi: 10.1080/09638237.2022.2069692. https://pubmed.ncbi.nlm.nih.gov

Anastasi, A. &Urbina, Susana (2017).*Psychological Testing.* New Delhi: Pearson Pvt Ltd.

Annual Administrative Report (2020-2021). Government of Nagaland, Department of Higher Education. Nagaland: Kohima

Antonanzas, Jose L. (2017).The relationship between psychopathology and emotional intelligence in adolescents and adults.*Procedia- Social and Behavioral Sciences*. 237(21). 1093-1096. https://doi.org/10.1016/j.sbspro.2017.02.161.

Arora, R.& Sharma, M. (2018). Social Maturity of Senior Secondary Students in Relation to their Psychological Well Being and Emotional Intelligence.*International Journal of Reviews and Research in Social Sciences*.6(4). 499-508. https://ijrssonline.in

Asthana, Sanjeev Kumar (2002), *Effects of Emotional Deprivation on personality Mental Health and need pattern of Adolescents*. Ph.D Thesis.https://shodhganga.inflibnet.com http://hdl.handle.net/10603/168902

Balluerka, N. et al., (2013) Emotional intelligence and depressed mood in adolescence: A multilevel approach. *International journal of clinical and health psychology*.13(1).110-117. www.elsevier.es/ijchp.

Bala, chanchal (2017).*Mental health of adolescents in relation to emotional maturity and family environment*.Ph.D. Thesis.http://shodhganga.inflibnet.com

Baksh, Nirupama (2012). *Emotional intelligence as related to Personality and Social Maturity in late adolescents.*Ph.D Thesis.https://shodhganga.inflibnet.com.http://hdl.handle.net/10603/70486

Sreenivasalu, B. (2010). *Teacher Effectiveness in relation to Mental Health Stress and Emotional Intelligence.Ph.D Thesis*.https://shodhganga.inflibnet.com

Berrocal, P.F. et al. (2006). The role of emotional intelligence in anxiety and depression among adolescents.*Individual differences research.*4 (1) Pp.16-27. www.idr-journal.com

Bhagat, Jyoti (2016). *A study of impact of Emotional Intelligence on Teacher Effectiveness , Mental Health and Job Stress of Secondary School Teachers*.. University of Jammu.Ph.D Thesis.https://shodhganga.inflibnet.comhttp://hdl.net/10603/153111

Bostani, Mehdi &Saiiari A. (2011).Comparism emotional intelligence and mental health between athletic and non-athletic students.*Procedia- Social and Behavioral Sciences*.Vol.30 Pp.2259-2263. https://doi.org/10.1016/j.sbspro.2011.10.441

Best & Kahn.(2006). *Research in Education*.Tenth Edition. New Delhi: PHI Learning Pvt. Ltd.

Buch, M.B. (1983-88).*Fourth Survey of Research in Education.* Vol-2, NCERT: New Delhi.

Buch, M.B. (1988-92). *Fifth Survey of Research in Education.* Vol-1, NCERT: New Delhi.

Buch, M.B. (1988-92) .*Fifth Survey of Research in Education.* Vol-2, NCERT: New Delhi.

Chandni, (2017).Impact of Mental Health on emotional intelligence of B.Ed. students. DOI:10.21474/IJAR01/5154 DOI URL: http://dx.doi.org/10.21474/IJAR01/5154

Chaudhari, Durga. (2011). *Emotional Intelligence of College Students in relation to their Academic Achievement*.Ph.D Thesis. https://shodhganga.inflibnet.com

Choudhury, S.A. &Riju, S. (2019). Resilience and emotional intelligence: A Comparative study between Government and Private School Children in Sonapur, Assam. *International Journal of management and social sciences.* DOI:10.21013/jmss.v14.n2sp.p15

Ciarrochi, et al.(2002). Emotional intelligence moderates the relationship between stress and mental health: *Personality and Individual Differences.* Vol.32(2). Pp.197-209. https://doi.org/10.1016/S0191-8869(01)00012-5

Cejudo Javier (2016). Relationship between Emotional Intelligence and Mental Health in school counselors.Research Gate. DOI:10.14204/ejrep.38.15025.

Creswell J.W & Creswell J.D. (2018).*Research in Education.*Fifth edition.Sage Publications.

Datta, Priyanka. (2016). *Home Environment, Mental health, Emotional Intelligence and Procrastination in relation to academic achievement of higher secondary students*. Ph.D. Thesis. Retrieved from: https://shodhganga.inflibnet.com

Davis, S. K., & Humphrey, N. (2012). Emotional intelligence predicts adolescent mental health beyond personality and cognitive ability. *Personality and Individual Differences*.Vol. 52(2). Pp. 144-149. Doi:10.1016/j.paid.2011.09.016

Dimapur district (11.06.2022). In Wikipedia.https://en.m.wikipedia.org>wiki

Dhongde, Supriya. (2015). *To study the effect of Assertiveness and Emotional Intelligence on self-esteem and psychological well being among students technical institutions*. Ph.D Thesis.https://shodhganga.inflibnet.comhttp://hdl.handle.net/10603/236905

Di Fabio A and Kenny ME (2016).Promoting Well-Being: The Contribution of Emotional Intelligence.*Front.Psychol.*7:1182.Doi:10.3389/fpsyg.2016.01182.

Extremera, N. &Berrocal, P.F (2006).Emotional intelligence as Predictor of Mental, Social, and Physical Health in University Students.*The Spanish Journal of Psychology*.Vol. 9 (1). Pp. 45-51. DOI:10.1017/S1138741600005965

Fernandez-Abascal E.G., & Martin-Diaz, M.D. (2015). Dimensions of Emotional Intelligence related to physical health and mental health and to health behaviors. *Frontiers in Psychology*.Vol: 6. Retrieved from: https://doi.org/10.3389/fpsyg

Gawali, K.C. (2009). *Relationship between Emotional Intelligence and Mental Health of degree College Teachers*.Ph.DThesis.https://shodhganga.inflibnet.com

Goleman, D., (1995). *Emotional Intelligence,* New York: A Bantam Book.

Gupta, G. & Kumar, S. (2010).Mental Health in relation to emotional intelligence and self-efficacy of college students.*Journal of the Indian Academy of Applied Psychology*.Vol.36(1). Pp. 61-67. Retrieved from: https://medind.nic.in>jak.

Gaur, Kirti (2015). A study of Mental Health among youth in India. Ph.D Thesis. htpps://shodhganga.inflibnet.com

Govind, K. &Brundhavan, K.R. (2019).Mental health in relation to emotional intelligence among adolescent students.*International Research Journal of Management Sociology and Humanities* Vol. 10 (10).https://doi.org/10.32804/IRJMSH

Grotan, K. et al. (2019). Mental health, academic self-efficacy and study progress among college students-The Shot study, Norway. *Frontiers in Psychology*.Vol.10(45) doi:10.3389/fpsyg.2019.00045.

Hasan, S. A. & Shabani, (2013).The mediating role of emotional intelligence between spiritual intelligence and mental health problems among Iranian adolescents.*Journal of Psychologicalstudies*.Vol.58(1). Pp 73-79. Retrieved from : https://doi.org/10.1007/s/2646-012-0163-9

Hossain, M. &Halder, U.K. (2015).Emotional Intelligence and Mental Health of higher secondary students: A Gender Analysis. *International Journal of Informative and Futuristic Research.*Vol.3 (3). Pp.950-955. https://ijifr.com/searchjournal.aspx

Jain, M. & Singh, S. (2015). Locus of control and its relationship with mental health and adjustment among adolescent females.*J. Mental Health and Human Behavior*. Vol.20.Pp.16-21.Retrieved from: https://www.jmhhb.org/text.asp?2015/20/1/16/164803

Jain, T. et al. (2021). Effect on Mental health among undergraduate college students of India during the COVID-19 Pandemic: A Cross-Sectional Multicentric Study. *PsychiatrDanub*. 33 (Suppl 13):392-398. PMID: 35150514

Jorg, F. et al. (2016).Mental health care use in adolescents with and without mental disorders.*Eur Child Adolesc Psychiatry*. Vol.25. Pp.501-508.Doi 10.1007/s00787-015-0754-9

Kaur, Satinder (2018). *Mental Health of 10th class students in relation to Emotional Intelligence and Personality*.Dept of Education.Guru Kashi University.Ph.D. Thesis.http://shodhganga.inflibnet.com

Kaur, Sarabjit (2016). *Manual for sevenfold emotional intelligence Scale*. Agra: H.P.Bhargava Book House.

Koul, Lokesh. (2009). *Methodology of Educational Research*. New Delhi. Vikas Publishing House.

Kavana G. Venkatappa et al. (2012) Gender differences in emotional intelligence among first year medical students. *Journal of Evoluationof Medical and Dental Sciences*, Vol.1(6). Pp.1256-1262. DOI:10.14260/jemds/204

Keyho K, et.al. (2019). Prevalence of Mental Health status in adolescent school children of Kohima District, Nagaland.*Ann Indian Psychiatry*.Vol.3. Pp.39-42.https://www.anip.co.in/text.asp?2019/3/1/39/259094.

Krishnkar, H.M. (2014). *Effect of Self Concept and Emotional Intelligence on Mental Health of rural and urban students*. Ph.D. Thesis. http://shodhganga.inflibnet.com

Kharpran Issabella Eva (2017). *A study of mental health and adjustment of high and low achievers at class X level in east Khasi hills district of Meghalaya*.Ph.D. Thesis.http://shodhganga.inflibnet.com

Mankad, K. (2017*). Emotional Maturity, Mental Health and Adjustment of school and college students.*Department of Psychology.C.U.Shah University.http://hdl.handle.net/10603/173498.

Kumar J.Suresh & Shobana, D.(2021) Higher Education in Nagaland: Issues and Challenges. *International Journal of Research in Science, Commerce, Arts, Management and Technology*.Vol.1(1). https://www.researchgate.net/publication/357128659.

Kohima district (11.06.2022). In Wikipedia.https://en.m.wikipedia.org>wiki

Koohsar, A.A.H. & Bonab, B.G. (2011).Relation between emotional intelligence and behavioral symptoms in delinquent adolescents.*Procedia –Social and Behavioral Sciences.Vol.*30. Pp.944-948. doi:10.1016/j.sbspro.2011.10.183

Kovacevic R. (2021). *Mental health: lessons learned in 2020 for 2021 and forward*. world bank blogs. https://blogs.worldbank.org>health/mental-health/

Kothari, C.R. & Garg, Gaurav. (2017). *Research Methodology: Methods and Techniques. New Delhi:* New Age International (P) Limited Publishers.

K O'Neill.(2021). "Emotional Intelligence and mental well-being among college student athletes". Denison student scholarship.49 https://digitalcommons.denison.edu/student scholarship/49

Li, Tim M.H. et al. (2017).Withdrawal behaviors and mental health among college students.*Behavioral psychology/psiologia conductual*, Vol.25(1). Pp.97-107. https://www.behavioralpsycho.com

Labhane, C.P. & Baviskar, P.A. (2015). Self-concept and Emotional Intelligence: A comparative study of Arts and Science college students. *The International Journal of Indian psychology/* Vol.02 (2).doi 10.25215/0202.012

Lei X. et al. (2021).Mental health of college students and associated factors in Hubei of China.*PLOS ONE.*Vol.16 (7).doi:10.1371/journal.pone.0254183

Longest K. & Kang J-A (2022).Social Media, Social support, and mental health of young adults during COVID-19.*Frontiers in communication* .Vol.7. Article 828135.doi:10.3389/fcomm.2022.828135

Lim, S.A., You, S. & Ha, D. (2015). Parental – emotional support and adolescent happiness: mediating roles of self-esteem and emotional intelligence. *Applied researchquality of life*.Vol.10 (4). Pp. 631-646. https://doi.org/10.1007/s 11482-014-9344-0

List of districts in Nagaland.(10.06.2022). In Wikipedia.https://en.m.wikipedia.org>wiki

Malinuaskas, R.et al.(2018) Relationship between Emotional Intelligence and Health Behaviours among University Students; The Predictive and Moderating role of Gender," *BioMedResearch International,* Vol.2018. Article ID 7058105.//doi.org/10.1155/2018/7058105.

Maghsood Fagirpour; M et al. (2011).The relationship between emotional intelligence and mental health of students.*Journal of Basic and Applied Scientific Research.*Vol. 1(12). Pp.3046-3052, www.textroad.com

Manichander, T. (2020).Emotional intelligence of graduate students.*Research Tracks*.Volume VII (1). Pp.:5-7 DOI:10.22183/23474637. https://www.researchgate.net/publication/351619514

Martins, A. et al. (2010).A comprehensive meta-analysis of the relationship between emotional intelligence and health, *Personality and Individual Differences*, Vol.49 (6).Pp.554-564.

Sasanpour, M. et al. (2012).The relationship between Emotional Intelligence, Happiness and Mental Health in Students of Medical Sciences of Isafahan University.*International*

*Journal of Collaborative Research on Internal Medicine and Public Health.*Vol. 4(9).Pp.1614-1620.

Mohammadfar, Mohammed Ali (2008). *Occupational stress, emotional intelligence and job burnout as related to mental and physical health of teachers in India*. Ph.D Thesis.https://shodhganga.inflibnet.com.

Moeller, R.W. et al. (2020). Emotional intelligence, belongingness and mental health in college students.*Frontiers in Psychology* Vol.11: Article 93 doi:10.3389/fpsyg.2020.00093

Mayer, J.D. et.al (2008).Emotional Intelligence.*American Psychological Association*.Vol.63(6). Pp.503-517. Retrieved from: https://www.psychologytoday.com

Murali, N. (2013). *Some factors related to mental health among college students*. Ph.D. Thesis.http://shodhganga.inflibnet.com

Mental health: definition, common disorders, early signs and more. www.medicalnewstoday.com

Mental health: World Health Organization, South- East Asia.www.who.int

Mandell Wallace (1995). *The realization of an Idea. Origins of mental health*/John Hopkins https://publichealth.jhu.edu>about

Morung Express. (April 7, 2017). *Talking about Mental Health, the first step*.

Mangal, S.K. (2017) *Statistics in Psychology and Education.* PHI Learning Private Limited.

National Mental Health Programme (NMHP): https://nagahealth.nagaland.gov.in

Nastasa, L.N. & Sala K. (2012).Adolescents' emotional intelligence and parental styles.*Procedia-Social and Behavioral Sciences.*Vol.33. Pp.478-482.doi:10.1016/j.sbspro.2012.10.167

Neelima, Mandava. (2011). *A study of Self-Confidence and Mental Health in relation to Emotional Intelligence of College Students*.Ph.D Thesis. https://shodhganga.inflibnet.com

Nesami, M.B., et al. (2015). The relationship between emotional intelligence with religious coping and general health of the students.DOI;10.5455/msm,2015.27.412-41. http://www.researchgate.net>publications

Nekha, K.Nishena. (2015). *The Nagas. Culture and Education*. Nagaland; HeritagePublishing House

Chandel & Chopra (2017).Emotional Intelligence and Academic Achievement of Adolescents with reference to Gender.https://doi.org/10.21922/srjhsel.v4i24.10419

National Educational Policy (2020).https://www.education.gov.in

Patel, Vikram & Thapa, R.(2003). *Meeting the mental health needs of developing countries*. Sage Publications

Parikh, Samir & Chhiber, Kamna. (2017). *Let him not sink –First steps to mental health*. Pp 2-3. New Delhi. Rupa Publications .

Pandit, Namrata. (2021) *Is mental health not important enough for NEP 2020?* . https://www.youthkiawaaz.com

Nagaland- Wikipedia : https://en.m.wikipedia.org>wiki/Nagaland

Parihar N. & Jha (2015).Role of emotional Intelligence, Gender and Culture in Depression.*IOSR Journal of Humanities and Social Science*. 20(2) Pp 33-36. www.iosrjournals.org

Pua, P.K. et.al. (2015). The relationship between mental health and academic achievement among university students- A literature Review. *Global Illuminators Publishing.*Vol.2. Pp755-764.https://wwwresearchgate.net/publication/278481569

Pisal, S. S. (2018).Relationship of emotional intelligence and mental health of college students.*International Journal of Indian Psychology*, Vol.6(2). DIP:18.01.210/20180602,DOI:10.25215/0602.210

Peseyie, Nouzhienino.(2020). *Impact of emotional intelligence Intrinsic and Extrinsic Motivation on Academic Achievement of high school students in Nagaland Indi*a.Ph.D Thesis.https://shodhganga.inflibnet.com.

Pedrelli, P. et al. (2015) College students: Mental Health Problems and Treatment considerations. *Academic Psychiatry.*Vol. 39(5). Pp.503-511. doi:10.1007/s40596-014-0205-9

Sodhi, Renu (2016). Emotional Intelligence as Predictor of Mental Health among Normal and Chronic Disease Group, *The International Journal of Indian Psychology*, Vol.4(1). DIP:18.01.114/20160401.

Ruiz D. et al. (2012). Short term and midterm effects of emotional intelligence training on adolescents mental health. *Journal of adolescent health*.Vol. 51(5). Pp. 462-467. https://doi.org/10.1016/j.adohealth.2012.02.003.

Sansanwal, D.N. (2020). *Research Methodology and Applied Statistics*. New Delhi: Shipra Publications.

Schutte, N.S. et al.(2007). A meta-analytic investigation of the relationship between emotional intelligence and heatlh.*Personality and Individual Differences*, Vol.42 (6), Pp.921-933. DOI:10.1016/j.paid.2006.09.003.

Singh, Meenakshi. (2008). *Mental Health as related to locale gender Emotional Intelligence among Adolescents.* Ph.D. Thesis https://shodhganga.inflibnet.com

Sarita et al. (2015).A Comparative study of Mental Health of Government and Private Senior Secondary Schools students.*Indian Journal of Applied Research.*Vol.1(12):P 585-588. www.allresearchjournal.com

Singh, A.K. and Sen Gupta, A. (2017).*Manual for Mental Health Battery*. Agra: National Psychological Corporation

Swangi (2019).*Stress, Teaching Aptitude and Emotional Intelligence as predictors of Mental Health among B.Ed. students* .Ph.D. Thesis. http://shodhganga.inflibnet.com

Salient features of NEP 2020: Higher Education. https://www.ugc.ac.in

Sathya, A. & Velmurugan, V.P. (2021).A study on factors influencing emotional intelligence of arts and science college students of Kanyakumari District.*AIP Conference Proceedings* 2393, 020036(2022):https://doi.org/10.1063/5.0074551 www.revistageintec.net

Sfetcu, Nicolae. (2020). Models of Emotional Intelligence-Emotional Intelligence in Research andEducation.DOI:10.13140/RG.22.34890.18887.https://www.researchgate.net/publication/344278467

Shokeen, Anjali (2017). A study of Mental Health and Social Adjustment of Senior Secondary Students.*Educational Quest: An International Journal of Education and Applied Social Science:* Vol. 8(1). Pp.33-36. doi: 10.5958/2230-7311.2017.00006.X

Snyder, C.R. et al. (2011). Positive Psychology: The scientific and practical explorations of human strengths. Sage South Asia Edition.

Dharananendrappa, S.N. (2012). *A study of relationship among mental health, emotional intelligence and academic achievement of secondary school students*. Ph.D. Thesis. :http://shodhganga.inflibnet.com

Sophie (29th June 2019). Socio-cultural barriers affecting mental health service delivery in Nagaland. https://morungexpress.com

Tyagi, Parul (2017). *Impact of critical thinking on Mental Health adjustment and Emotional Maturity of college students.* Ph.D. Thesis.:http://shodhganga.inflibnet.com

Tsaousis, I. & Nikolaou, I. (2005). Exploring the relationship of emotional intelligence with physical and psychological health functioning. *Stress and Health*, Vol.21, Pp.77-86.https://doi.org/10.1002/smi.1042

Wang Yuanyin, (2020). Relationship between emotional intelligence and mental health of college students.*Revista Argentina de Clínica Psicológica*, Vol. 29 (2). Pp.1045-1052 DOI: 10.24205/03276716.2020.345. https://search.proquest.com>1.pdf

Wang X. et al. (2020). Investigating Mental Health of US college students during the COVID-19 Pandemic: Cross-sectional survey study.*Journal of Medical Internet Research*.Vol.22(9). doi:10.2196/22817.www.jmir.org

Yadav, Vishal et al. (2017). Mental Health in relation to Emotional Intelligence among University Students.*Indian Journal of Health and Well-being.*Vol.8 (10), Pp.1210-1212.https://www.researchgate.net/publication/334937972

Zeidner, M. et al. (2011). The Emotional Intelligence, Health, and Well-being Nexus: What we have learned and What have we missed? *Applied Psychology, Health and Well-*

*being.*Vol. 4(1), Pp.1-30. DOI:10.1111/j.1758-0854.2011.01062.x. https://pubmed.ncbi.nlm.nih.gov

Zafar, Shahin. (2015). *Mental health as related to emotional intelligence and self concept among adolescents.*Ph.D. Thesis. https://shodhganga.inflibnet.com

APPENDICES

APPENDIX-I

NAGALAND UNIVERSITY
(A Central University Established by the Act of the Parliament, 35/1989
Department of Education
Kohima campus: Meriema-797004

Dear Student,

I am conducting a research on**, "A study on mental health in relation to emotionalintelligence of college students in Nagaland."** I would therefore like to request you to extend your valuable co-operation. Your sincere response will greatly help in making this research a successful one. There is no good or bad answer. According to life experiences, every individual is different from the other. Hence be very confident about your own answer. Your responses will be completely kept confidential and will be used for research purpose only.

Research Supervisors:

Prof. Buno Zetsuvi & Dr. B. Venkata Rao
Dept of Education, Nagaland University

Research Investigator:

Meyetsolo Ritse
Reg.No.Ph.D/EDU/00096 of 2017

Personal Information

1. Name :	xxxxx
2. Gender:	Male ☐ Female ☐
3. Age:	
4. Stream of study:	Arts ☐ Science ☐
5. Type of Management:	Government ☐ Private ☐
6. Name of College:	
7. Locality of the college:	Urban ☐ Rural ☐
8. Fathers education :	a) Matric or below b) Inter c) Graduate d) Post-graduate
9. Mothers education:	a) Matric or below b) Inter c) Graduate d)Post-graduate

APPENDIX-II
MENTAL HEALTH BATTERY

INSTRUCTIONS:
Read the following statements carefully. You have to tick *Yes* or *No* in any one of them whichever you think is suitable and correct. Do not leave any statement.

Sl.No.	**PART-I: EMOTIONAL STABILITY**	**Yes**	**No**
1.	When a person criticizes you, do you get angry?		
2.	If a teacher asks you some Statements in the class and you are not able to answer, do you feel bad?		
3.	If you fail in an examination, do you feel like committing suicide?		
4.	Do you get afraid even if your parents slightly rebuke or chide you?		
5.	Are you very afraid to see snakes, lizard, spider or any other such reptiles?		
6.	Do you feel guilty if you go without completing your homework?		
7.	Do you sit silently after stealing anything belonging to your friend?		
8.	Do you feel good to criticize your friends?		
9.	Do you feel very happy for one moment and very sad in another?		
10.	If you lose in a game do you think your friend to be blamed and criticize him?		
11.	Do you feel very happy if your parents gave yourfavourite thing?		
12.	Do you get upset if a close friend criticizes you?		
13.	Do you maintain your balance even in adverse situation?		
14.	Do you get angry if someone criticizes you even slightly?		
15.	Do you get more upset if teacher scolds you on being indisciplined?		
	PART –II: OVERALL ADJUSTMENT		
16.	Is your relation with your parents comparatively better than other members of the family?		
17.	If you do not go to school any day, do you feel uneasy at home?		
18.	Do you feel more self-conscious while expressing your views before others?		
19.	Are you always ready to take responsibilities in any social work?		
20.	Do you often feel unable to sleep at night?		
21.	Do you often indulge into hot discussions with your siblings due to one reason or the other?		
22.	Do you like mixing with people very much?		
23.	Do you often complain of constipation?		
24.	Do useless topics often come to your thinking?		

25.	Do you feel suffocation in school or college environment?		
26.	Is your home environment peaceful?		
27.	Do you easily make friends with strangers?		
28.	Do you often have complaints related to digestion?		
29.	Do you lose your balance if someone slightly criticizes you?		
30.	Do you like going to school or college everyday?		
31.	Don't you do a work without taking permission of your parents?		
32.	Do you take help from others without any hesitation?		
33.	Do you wear glasses with power?		
34.	Do you get upset if someone insults you?		
35.	Do you like sharing your work along with your friends?		
36.	Do you feel that your family members like you lesser?		
37.	Do you want to be the key person in any social work?		
38.	Do you have less blood in your body?		
	PART –II: OVERALL ADJUSTMENT		
39.	Do you often feel helpless?		
40.	If your friend doesn't have a book do you help him by offering your own book?		
41.	Do you get worried, if your parents fall ill?		
42.	If you travel by train, do you easily make friends with your fellow passengers?		
43.	In case of quarrel at home, do you try to pacify it?		
	STATEMENT	**Yes**	**No**
44.	Do you express your views before others without any hesitation?		
45.	Do you get nervous to see somebody bleeding?		
46.	If you go to somebody's house do you comment if you don't get your choice food?		
47.	Are you often ahead of other students in a class competition?		
48.	Do members of your family do not love you as they should?		
49.	Do you often keep silent even if you don't like something?		
50.	Do you take care of your neighbors?		
51.	Do you like to stay at your friend's house instead of staying at home?		
52.	If you go to any of your relatives, do you easily get adjusted in that environment?		
53.	Do your parents criticize you, if you make a mistake?		
54.	Do you feel unusual nervousness when you see a spider or a lizard?		
55.	If a person wants to see various rooms of your house do you appreciate him for this view?		

PART-III: AUTONOMY

INSTRUCTION: Read these situations carefully and try to answer, if you were in that situation what would you have done. Your answer should be any form of the two alternatives given below i.e. *(a) or (b).* Whichever answer you think to be right, put a tick. Do not leave any statement(s*).*

56. You are going out with a friend in the evening. At that time you find a money purse lying on the road. There were some money and that person's address, too. Your friend says, "let's go with this money to a hotel for a good meal and then go to a movie." In such a situation what would you do?
    a) Agree with your friend? ☐
    b) Disagree with your friend's view? ☐
57. Your parents want you to get into business so that you can earn good money. But you want to become a doctor so that you can serve people and treat poor and helpless. What would you do in such a situation?
    a) Agree with your father's view? ☐
    b) Begin preparing for medical examination? ☐
58. If there is a quarrel among your friends in class and its results in fighting, what would you in such a situation?
    a) Try to pacify the quarrel. ☐
    b) Remain neutral and enjoy it. ☐
59. Your examinations are at hand. Your parents ask you to give more time to your studies but your attention often goes towards movies and games. What would you do in such a situation?
    a) You would not listen to your parent's advice? ☐
    b) Take interest in games and entertainment? ☐
60. If while walking on road a person meets with an accident and you reach there all of a sudden, what would you do in such a situation?
    a) You would try to take that person to a doctor or hospital? ☐
    b) Watch the person for sometime and then walk away? ☐
61. If your brother or sister brings an eraser or a pencil stolen from school, you rebuke him and make him understand that stealing is a bad habit. If he steals someone's belongings, people

call him a bad person. But one day a friend of yours steals □ 500 and comes with the money and says, "let us enjoy with this amount." What would you do in such a situation?

a) You will make your friend understand not to do so? ☐

b) Support your friend. ☐

62. In an examination the questions are very tough and you know the answers. Your friends ask you to tell him the answer. As a friend, you think that you should help him. But at the same time, it comes to your mind that cheating in examinations or helping others are offences in an examination and if the examiner catches, he will severely punish. What would you do in such a situation?

a) With courage try to make possible help to the friend. ☐

b) Rebuke the friend. ☐

63. At home, if your parents quarrel over some issue, you get worried for sometime, what would you do in such a situation?

a) You will try to pacify mother or father or both. ☐

b) You won't go near them because of fear. ☐

64. If a new teacher comes to your class. Some students try to harass him. What would you do in such a situation?

a) You won't take your friends side. ☐

b) You will tell your friends some new ways to harass the new teacher. ☐

65. If some boys flee from your school to watch a movie, thus committing an act of indiscipline. When you came to know about this, what would you do?

a) You would report to the teacher about those boys. ☐

b) Will remain neutral and do your work. ☐

66. If your friend's father fall ill and he doesn't have money for his treatment, what would you do?

a) Will arrange for money for the treatment of friend's father. ☐

b) You will sympathize your friend. ☐

67. While travelling by a bus if a person is caught fleeing with somebody's expensive belongings what would you do?

a) Will sit calmly and watch the drama? ☐

b) Try your best to get that person punished? ☐

68. If you come to know that your friend doesn't have books to read, though he is very interested to study, as his poor parents somehow manage their expenses of house. In such a situation what would you do with that friend?

    a) You will give your own books to read for sometime? ☐
    b) You will promise to get him a book? ☐

69. If a boy does caricature of the teacher in the class, to make his friends laugh and you see the boy doing so, what would you do?

    a) You will give indication to the boy not to do so? ☐
    b) You will complain to the teacher in the middle of the class? ☐

70. While taking bath in a river or lake, you see a small child drowning. In that situation, what would you do?

    a) You will loudly cry out "help", "help." ☐
    b) Try to save him yourself. ☐

PART-IV : SECURITY-INSECURITY

Tick *Yes*or *No*in the boxes to whichever answer you think right. Don't leave any statement*(s)*

Sr.No.	STATEMENT	Yes	No
71.	Are you afraid, if your parents are not home?		
72.	Do you become disturbed, if while on road the lights suddenly go off?		
73.	Do your anxiety/ perplexity increases during quarrel at home?		
74.	Do you feel more anxiety if your family members come late to receive you at railway station?		
75.	Do you feel afraid, thinking of going alone at night?		
76.	Do you feel lonely while in the midst of friends?		
77.	Do you depend on your friends?		
78.	Do you feel difficulty in expressing your own feelings?		
79.	Do you feel that you are well adjusted in your environment?		
80.	Do you feel that you are deprived of much happiness?		
81.	Do you feel nervousness while you are introduced to new people?		
82.	Do you get more praise from people?		
83.	Do you often remain depressed?		
84.	Do you feel unhappy due to negligible things?		
85.	Are you not afraid of any kind of competition?		

Part –V : SELF- CONCEPT

In the following statements select the appropriate answer and tick *Right*or *Wrong.*

Sr.No.	STATEMENT	Right	Wrong
86.	I feel that my behavior is mature.		
87.	My stock of general knowledge is insufficient.		
88.	I can quickly solve the complicated problems.		
89.	My aspirations are real or realistic in nature.		
90.	I have often faced any type of obstacles in way to progress.		
91.	I have full expectations that one day I will leave behind all my competitors.		
92.	Some persons are very upset due to my success.		
93.	My expectations are based on my success.		
94.	I never faced any failure in my life.		
95.	Each person must try sincerely to be successful in life.		
96.	My successes are always effective.		
97.	Till now I have not met a person who criticizes my achievements.		
98.	My personal habits proved to hinder my achievements.		
99.	I often feel that a little gain is achieved after several attempts.		
100.	My achievements are definitely criticized on certain grounds.		

PART-VI : INTELLIGENCE

Read each statement carefully and out of four options tick the most suitable and correct one.

Sr.No.	STATEMENT	Answer
101.	What is the meaning of accuse? a) Mistake or guilt b) Attribute c) Shyness d) Repentance	
102.	What is the opposite of coward? a) Weak b) Quarrelsome c) Valiant d) Brave	
103.	What is the meaning of bank? a) Dam b) River c) Bank d) Water	
104.	What is the opposite of tall? a) Fatty b) Small c) Short d) Muscleman	
105.	Morning is related to a) Whiteness b) Sun c) Sun-rays d) Night	
106.	Soldier is related to a) War b) Air-craft c) Rifle d) Soldier	
107.	Opposite of hope is a) Happiness b) Disappointment c) Sorrow d) Pain	
108.	Brightness is related to a) Darkness b) Sun-shine c) Sky d) Sun	
109.	Opposite of fair is a) Black b) Sun-shine c) Ugly d) Beautiful	
110.	Meaning of surprise is a) Experience b) Surprise c)Sudden d) Momentary	
111.	Out of these which one is different from these three? a) Rabindranath Tagore b) Premchandra c) Dinkard) Mahatma Gandhi	
112.	Out of these, which one is different from these three? a) Chair b) table c)sofa d) bed-sheet	
113.	Sweet is related to a) Sugar b) Salt c) Apple d) Juice	
114.	Cloth is related to a) Tailor b) Cutting c) Wearing d) Sewing	
115.	Which one is equal to$\sqrt{16}$ a) $\sqrt{2}$b)2^2 c) 4^3d)4^2	
116.	What is equal to 3^3? a) 9 b) 6 c)26 d)27	
117.	Meaning of love is a) Affection b) Kindness c) Hate d) Fascination	
118.	5, 7, 8, 10, 11, 13….what is the preceding number of these numbers? a) 28 b) 14 c) 26 d) 23	
119.	5, 10, 15, 20, 25....Write the preceding number? a) 40 b)30 c)35 d)45	
120.	98, 90, 82, 80, 72, 64 ….. According to the order of these numbers write down the preceding number. a) 55 b)56 c)62 d)66	

121.	102, 204, 408, 816… According to these order write down the former preceding number. a)1532 b) 1432 c) 1632 d)1832	
122.	Ajay is less intelligent than Ashok. Arun is more intelligent than Ashok, then who is most intelligent? a) Ashok b) Arun c) Ajay d) none of these	
Sr.No.	**STATEMENT**	**Answer**
123.	Neigh : horse; barking: a) Catb) Dog c) Lion d) Bear	
124.	Out of these four words, which one has no relation with all these? a) Dwarka b)Mysore c)Vaishnadevi d) Kanyakumari	
125.	Shyamali is more beautiful then Kiran and Kiran is more beautiful than Usha, then Shyamali is how much beautiful than Usha? a) More beautiful b) Ugly c) Equal d) Ordinary	
126.	Head : Hat ;Leg: a) Socks b)Shoe c) Pajama d) Ring	
127.	There must be several railway lines in any country whose a) To facilitate people's journey and to carry loads.b) It will save time. c) It will increase the profit of businessman. d) It may not raise the price of things.	
128.	Cat is a useful animal because a) It drinks milk. b) It clears the rats. c) It flees away due to being afraid of dog. d) With its voice it tries to attract the attention of people.	
129.	Shoes are made up of leather because a) Leather is available in all countries. b) Leather shoes are comfortable. c) Wearing leather shoes lessen the probability of any type of disease. d) Leather shoes are easily made	
130.	$\frac{4}{2} \times \frac{6}{2} \times \frac{6}{2} \times \frac{0}{2} \times \frac{4}{6}$ Equal to how much? a) 3 b) 6 c) 4 d) 0	

APPENDIX-II
EMOTIONAL INTELLIGENCE SC

APPENDIX-III
EMOTIONAL INTELLIGENCE SCALE

Read each statement and decide your response by putting a tick in the box in one of the five alternative answers.

Sr.No	STATEMENT	Always	Mostly	Some-times	Rarely	Never
1.	I can pinpoint exactly what aspect of the problemis troubling me.					
2.	I strive to correct my short-comings without being overwhelmed by them.					
3.	I am unhappy for reasons that I cannot understand.					
4.	I take care not to undertake unrealistic task which can neither be done nor be dumped.					
5.	I spend a lot of time thinking and getting upset overthe past.					
6.	I cannot get over the guilt over the small mistakes that i often make.					
7.	I withdraw myself from a situation where icannot play a positive role.					
8.	I finish the work that I begin.					
9.	I tend to be fairly easily moved to laughter or tears.					
10.	I get depressed easily.					
11.	In an emergency situation, I generally keep control of myself.					
12	I do not blame others for problems which I am facing.					
13.	I get nervous about small problems.					
14.	I find excuses for not doing my homework.					
15.	When there is pressure of work, I find it difficult to function.					
16.	I Endeavour to improve myself.					
17.	I accept defeat gracefully in sportsmanship spirit in various competitions.					
18.	My whole class is going on strike. I would oppose them if necessary.					
19.	I work very hard to get top position in examination.					
20.	I feel no obstacles can stop me from achieving my final goal.					
21.	Temporary setbacks do not deter me from putting in my best.					
22.	I am inspired by reading the biographies of great achievers.					
23.	I do not get disheartened during difficult times.					
24.	I get motivated when I picture the expected outcome and then do my best to achieve it.					

25.	I am stimulated by challenges.					
26.	I do not discriminate between importances of any assignments i undertake.					
27.	When someone shouts at me, I get very upset.					
28.	I panic when I have to face someone who is angry.					
29.	I feel much affected by the praise or blame of others.					
30.	I feel sudden slump in my self-esteem if my peer group ever turns down my invitation for a party					
31.	Even occasional criticism from my teachers is capable of shattering my confidence.					
32.	I work at re-building my self-esteem after a failure at task by excelling in some other field.					
	STATEMENT	Always	Mostly	Some-times	Rarely	Never
33.	I am often troubled by thoughts of revenge.					
34.	I feel superior to people around me.					
35.	When people do me an unasked favour, I suspect their motives.					
36.	I cannot help getting involved in people's problem.					
37.	I feel pained when I see helpless old people in agony.					
38.	Cruelty towards animals is very painful to me.					
39.	I am thoughtless about the feeling of others.					
40.	I feel sympathy even for those people who I think are suffering due to their own wrong attitude.					
41.	I find fulfillment in social service.					
42.	I have difficulty in saying things like,' I like you', even when I really like a person					
43.	I have frequent arguments with my friends or people around me.					
44.	I get jealous of others even over their small achievements.					
45.	It does not bother me, while I am driving, to be overtaken by somebody.					
46.	If a friend betrays me, I can respond with forgiveness.					
47.	I feel bad if I hurt the feeling of somebody.					
48.	While I am watching my favourite T.V. Serial, if one of my siblings needs help with homework I refuse.					
49.	In my workplace, I know what is happening around me.					
50.	I have communication gaps with People while conversing with them.					
51.	I pay compliments to people when they deserve them.					
52.	I avoid people who have a different point of view.					

53.	I find it difficult to reach a compromise.					
54.	I deal effectively with people around me.					
55.	I persist in my point of view even when I realize that I am wrong					
56.	I feel shy in expressing myself infront of teachers and seniors.					
57.	I feel it is better to remain distant and neutral until you really know a person.					
58.	I prefer working with others.					
59.	When a group discussion is going on I start shouting to prove my point.					
60.	I remain passive in class – discussions.					
61.	I stay away from participating in co-curricular activities.					
62.	I avoid criticizing people.					
63.	I find it difficult to make friends.					

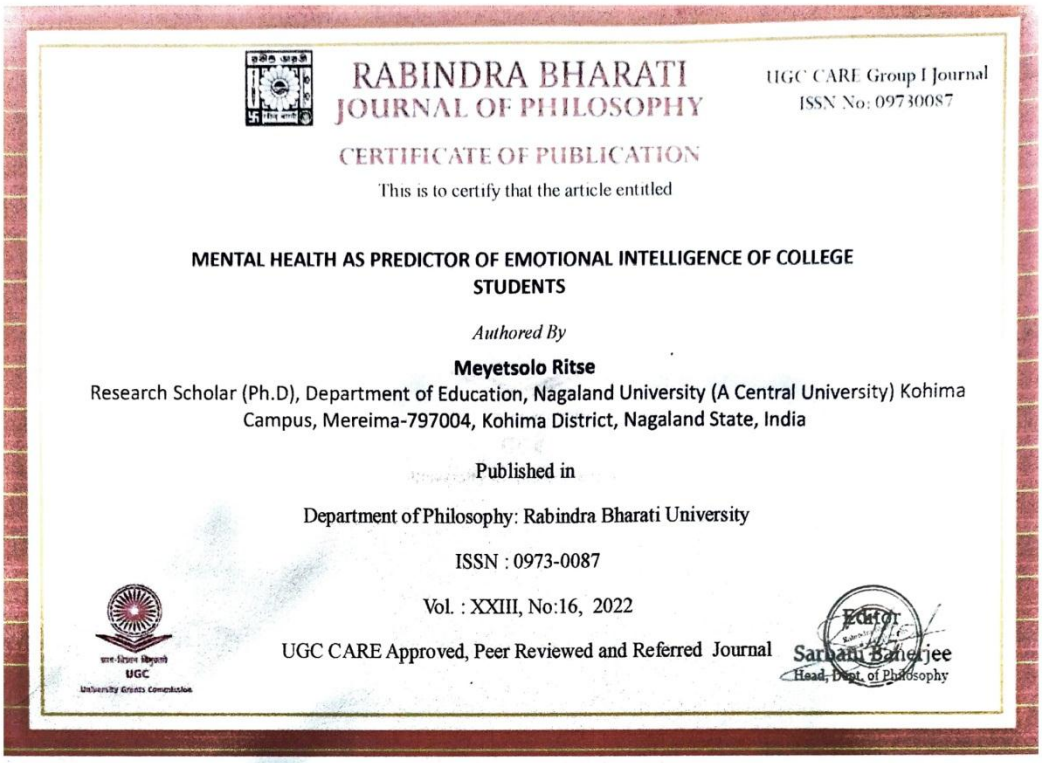
APPENDIX-IV

List of Publications:

1. (Meyetsolo Ritse, Prof. Buno Zetsuvi & Dr.B.Venkata Rao) published a research article entitled, "Mental Health in relation to Emotional Intelligence among college students". Swadeshi Research Foundation, Journal. ISSN:2394-3580, Vol-9,No-4, Feb-2022
2. (Meyetsolo Ritse & Dr.B.Venkata Rao) published a research article entitled, "Mental Health as predictor of Emotional Intelligence of college students". Rabindra Bharati Journal of Philosophy UGC CARE Approved, Peer Reviewed and Referred Journal), ISSN:0973-0087, Vol.: XXIII, No:16,2022

List of Paper Presentations:

1. (Meyetsolo Ritse & Dr. B. Venkata Rao) presented a research paper entitled " A Gender Analysis on the Mental Health of college students" in the National Seminar on "Social Transformation in India 2.0 and NEP-2020" held from 21st -22nd April,2022, organised by the Department of Teacher Education, School of Humanities & Education, Nagaland University, Kohima campus, Mereima.
2. (Meyetsolo Ritse, Prof. Buno Zetsuvi & Dr.B.Venkata Rao) presented a research paper entitled" A study on the emotional intelligence of college students in Nagaland" in the National Research Conclave-2022(Virtual) on "Students' ongoing Research in Education"(STORIES) organized by the Centre for Studies and Research in Education, Central University of Gujarat, Sector-29, Gandhinagar-382030, from 23rd to 25th June, 2022.



RABINDRA BHARATI
JOURNAL OF PHILOSOPHY

UGC CARE Group I Journal
ISSN No: 09730087

CERTIFICATE OF PUBLICATION

This is to certify that the article entitled

MENTAL HEALTH AS PREDICTOR OF EMOTIONAL INTELLIGENCE OF COLLEGE STUDENTS

Authored By

Meyetsolo Ritse

Research Scholar (Ph.D), Department of Education, Nagaland University (A Central University) Kohima Campus, Mereima-797004, Kohima District, Nagaland State, India

Published in

Department of Philosophy: Rabindra Bharati University

ISSN : 0973-0087

Vol. : XXIII, No:16, 2022

UGC CARE Approved, Peer Reviewed and Referred Journal

UGC
University Grants Commission

Editor
Sarbani Banerjee
Head, Dept. of Philosophy

Swadeshi Research Foundation
A Monthly Journal of Multidisciplinary Research

ISSN - 2394-3580

International Peer Reviewed, Refereed, Indexing &
Impact Factor - 5.2, Ex- UGC S.N. 4990

Website : www.srfresearchjournal.com, **Email** : srfjournal22@gmail.com

Ref. No. M-625

Certificate of Publication

Date 05-02-2022

This is to certify that the paper entitled ....Mental Health in Relation to Emotional Intelligence Among College Students....

Author by ....Meyetsolo Ritse, Prof. Buno Zetsuvi, Dr. B.Venkata Rao....

published in Volume ....9.... Issue....4.... Month....Feb.... Year...2022....

in National Journal

Swadeshi Research Foundation A Monthly Journal of Multidisciplinary Research

The research paper is evaluated on all the scholarly standards of evaluation based on double blinded review process by the editorial board following the globally adopted code of conduct.

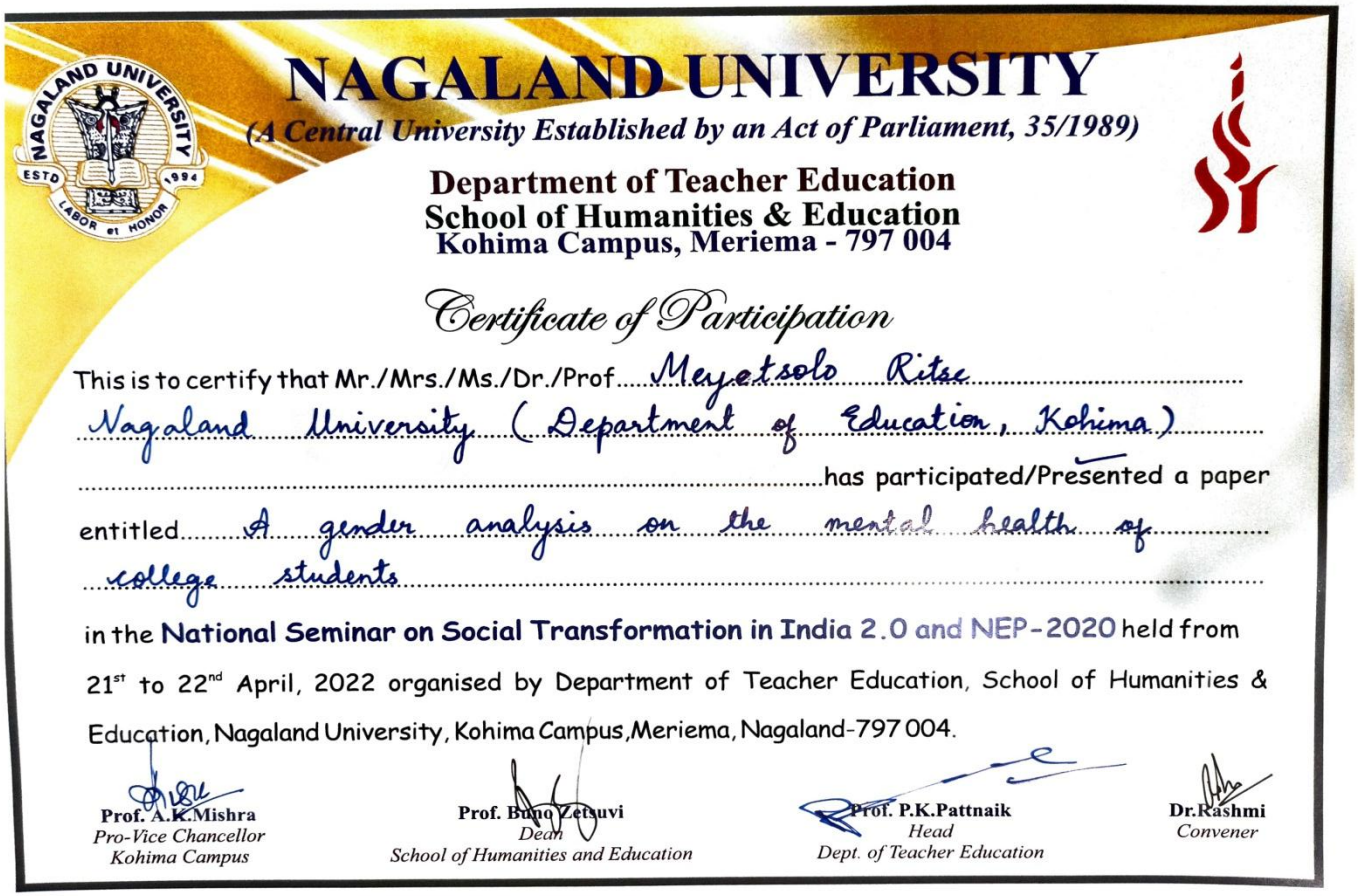
EDITOR
Dr. Devendra Vishwakarma

PRINT & PUBLISHED BY
SRF International & National
Research Journal & Book Publication House

Dr. Jairus Casian Mlowe
Vice President-Social Science &
Management Welfare Association
Tanzania, Africa

CEO
SRF Publication

Office : 320, Sanjeevani Nagar, Veer Sawarkar Ward, In Front of Income Tax Water Tanki,
Garha, Jabalpur (M.P.) INDIA-482003, Mob. : 9131312045, 9770123251, 0761-4036611
Email : srfjournal22@gmail.com, Website : www.srfresearchjournal.com



NAGALAND UNIVERSITY

(A Central University Established by an Act of Parliament, 35/1989)

Department of Teacher Education
School of Humanities & Education
Kohima Campus, Meriema - 797 004

Certificate of Participation

This is to certify that Mr./Mrs./Ms./Dr./Prof. Meyetsolo Ritse

Nagaland University (Department of Education, Kohima)

has participated/Presented a paper

entitled A gender analysis on the mental health of college students

in the **National Seminar on Social Transformation in India 2.0 and NEP-2020** held from 21st to 22nd April, 2022 organised by Department of Teacher Education, School of Humanities & Education, Nagaland University, Kohima Campus, Meriema, Nagaland-797 004.

Prof. A.K.Mishra
Pro-Vice Chancellor
Kohima Campus

Prof. Bano Zetsuvi
Dean
School of Humanities and Education

Prof. P.K.Pattnaik
Head
Dept. of Teacher Education

Dr.Rashmi
Convener

गुजरात केन्द्रीय विश्वविद्यालय

(भारत की संसद के अधिनियम सं. 25, 2009 के तहत स्थापित)

CENTRAL UNIVERSITY OF GUJARAT

(Established by an Act of Parliament of India, No 25 of 2009)

Sector 29, Gandhinagar Gujarat India -382030

National Research Conclave - 2022 (Virtual)

On

Students' Ongoing Research In Education (STORIES)

Certificate of Paper Presentation

Certificate No. 113/SE/CUG

This is to certify that *Meyetsolo Ritse (Research Scholar) Prof. Buno Zetsuvi (Supervisor) and Dr. B.venkata Rao (Co-Supervisor)*, ***Nagaland University*** have participated and presented the paper entitled *"A study on the emotional intelligence of college students in Nagaland"* in the **National Research Conclave - 2022** (Virtual) on **"Students' Ongoing Research In Education (STORIES)"** organized by the Centre for Studies and Research in Education, School of Education, Central University of Gujarat, Sector-29, Gandhinagar-382030, from 23rd to 25th June, 2022.

Prof. H. B. Patel
Dean, SoE, & Registrar (Off.),
Central University of Gujarat

Prof. J. N. Amin
Chairperson, CSRE
SoE, Central University of Gujarat

Prof. G. R. Angadi
Director, National Research Conclave - 2022
CSRE, SoE, Central University of Gujarat