



A study on emotional intelligence and mental health of higher secondary school students

Dr. Madhumita Baidya¹, Priyanka Das², Ambika Mandal³

¹ Assistant Professor, Department of Education, Sidho-Kanho-Birsha University, Purulia, Bengal, India

² Research Scholar, Department of Education, Sidho-Kanho-Birsha University, Purulia, Bengal, India

³ Department of Education, Sidho-Kanho-Birsha University, Purulia, Bengal, India

Abstract

It is crucial to understand and nurture the emotional intelligence because it is the powerful tool to promote mental health, improve academic performance, and foster personal growth of an individual especially in the period of adolescence. This study aimed to find out status of emotional intelligence and mental health of higher secondary students and also the relationship between these two variables. Descriptive survey method was used to conduct the present study. A sample size of 80 students was selected by using a simple random sampling technique. Emotional Intelligence Scale (Dr. Subhash Sarkar and Dr. Samrat Sarkar) used to measure emotional intelligence and Self-made scale Mental Health scale used to measure mental health of higher secondary students. Inferential statistic like t-test and Pearson correlation are used to analyse the obtained data. The findings revealed that female students have higher emotional intelligence than males, but there is no significant gender difference in mental health. Furthermore, a positive correlation exists between emotional intelligence and mental health for both genders. So, it can be said that enhancing emotional intelligence may promote better mental health among students.

Keywords: Emotional intelligence, mental health, correlation, higher secondary school students

Introduction

This adolescence period represents a transitional phase from the dependent life of childhood to the independent role of adulthood. Students at this stage are confronted with a multitude of expectations, responsibilities, and life-defining decisions. They must manage academic workloads, prepare for competitive examinations, choose career paths, form mature relationships, and develop a sense of identity. These multidimensional demands often place them under immense pressure, leading to emotional disturbances, mental health challenges, and psychological breakdowns. In light of these challenges, emotional intelligence (EI) and mental health emerge as two important factors that significantly influence the academic success, psychological well-being, and social adaptation of students. Emotional Intelligence (EI), a term popularized by Daniel Goleman, encompasses the ability to recognize, understand, manage, and utilize emotions effectively—not only one's own emotions but also those of others. Emotional intelligence includes five key domains: self-awareness, self-regulation, motivation, empathy, and social skills. These elements are vital in shaping how students perceive and react to various life situations. In an academic context, emotionally intelligent students are more likely to cope with stress, resist peer pressure, and maintain positive relationships with teachers and peers. Emotional intelligence is not considered as significant factor of academic achievement (Das & Baidya, 2025) [3, 7, 8]. There are so many effecting factors of academic achievement like mental health. Research has displayed that students with higher levels of emotional intelligence tend to have better psychological adjustment, improved academic performance, and stronger interpersonal skills. Emotional intelligence is the combination of emotional understanding and logical reasoning. According to Devi and Lata (2023) [9] "The influence of the emotive domain on the cognitive domain of intelligence gives rise to emotional intelligence". Emotional

intelligence is an irrational emotional ability, a kind of self-cultivation and social intelligence, a spiritual power and another from of human intelligence. Emotional self-awareness identifying our own emotional intensity, expression, needs, values, strength, weakness which is important to improve mental health and overall wellbeing (Das, 2025) [7, 8].

Mental health is vital factor at each stage of life, from childhood to adulthood. Individuals with good mental health have high resiliency power and good judgement capability which help to achieve overall wellbeing and develop positive mental health in adulthood (Yadav, 2017) [21]. Mental health which may include individuals' self-concept, perception of others, self-confidence, physical condition, self-concept of life and success satisfaction as well as intellectual and adjustment capacity and emotional stability (Devi and Lata, 2023) [9]. In this context, emotional intelligence is not just a personal trait but a protective factor that supports mental health. Adolescents with high EI are generally more self-aware, can communicate their feelings more effectively, and have stronger coping mechanisms. Mental health can boost individual's creativity and problem-solving capacity (Baidya and Das, 2025) [3, 7, 8]. They are more enable to deal with setbacks and adapt to changes, which are inevitable during the higher secondary years. Additionally, emotionally intelligent students are more empathetic which allowing them to build supportive social networks that can buffer against stress and emotional challenges. Despite the growing recognition of the importance of emotional intelligence, it is often underrepresented in the mainstream educational curriculum, which tends to focus primarily on intellectual development and academic achievement. Most schools emphasize cognitive skills and scoring achievement, often overlooking the emotional and psychological development of students. This gap presents a significant challenge, as emotional skills

are just as critical for long-term success and mental well-being. Educational psychologists and counsellors are exploring the necessity of emotional intelligence and integrating it into school programs.

Objectives of the study

1. To find out the gender difference in the level of Emotional intelligence among higher secondary students.
2. To find out the gender difference in the level of Mental Health among higher secondary students.
3. To investigate the relationship between emotional intelligence and mental health of higher secondary students.
4. To study the relationship between emotional intelligence and mental health of higher secondary male students.
5. To study the relationship between emotional intelligence and mental health of higher secondary female students.

Hypothesis of the study

H_{0.1}: There is no significant gender difference in the level of Emotional intelligence among higher secondary students.

H_{0.2}: There is no significant gender difference in the level of Mental Health among higher secondary students.

H_{0.3}: There is no significant relationship between emotional intelligence and mental health of higher secondary students.

H_{0.4}: There is no significant relationship between emotional intelligence and mental health of higher secondary male students.

H_{0.5}: There is no significant relationship between emotional intelligence and mental health of higher secondary female students.

Significance of the study

This study on emotional intelligence and mental health of higher secondary students hold significant importance for numerous reasons. This study has provided reliable insight into the emotional intelligence and mental health status of higher secondary students, which may inform the development of targeted interventions to support their well-being by examining the relationship between emotional intelligence and mental health. The study has significant impact to identify strategic improvement of academic performance and overall well-being of students. The finding of the study may inform the development of mental health support services and programs which helps to set healthy mental health of higher secondary students. The results may also contribute to fulfil the needs of higher secondary students. The finding of the study also may contribute significant role for the development of education policies and programs by prioritizing emotional intelligence and mental health. The study may also promote a more holistic approach to education and recognize academic success which closely related to emotional and psychological well-being. The study may positively impact the lives of higher secondary students, educators and policy maker. It may help to raise awareness about mental health issues and encouraging students to prioritize their emotional and psychological well-being. This study may provide valuable insight into how emotional intelligence related with mental health.

Review of literature

Berrocal. *et al.* (2006) ^[4] studied on the role of emotional intelligence in Anxiety and Depression among adolescents. The main purpose of this study was to analyze the relationship between intelligence, anxiety and depression of adolescents. Correlational research method was used for the study. 150 students were selected as a sample through simple random sampling technique. The researcher used TMMS (Trait-meta-mode scale) for the collected the data. The obtained data were analyzed by regression and Pearson correlation method. The findings of this study revealed that emotional intelligence negatively correlated with the anxiety and depression.

Shabani (2010) explored the relationship of emotional intelligence with mental health among early adolescents. The main objective of this study was to investigate the relationship between emotional intelligence and various dimensions of mental health. Quantitative research design was used for this study. Total sample consisted of 247 students. The researcher selected General Health Questionnaire (GHQ) and Emotional Quotient inventor, Youth version (EQ-i: YV) to collect data. The obtained data was analyzed by using Pearson's correlation and simple regression method. The result indicated that there was a significant negative relationship between emotional intelligence and mental health.

Faghirpour. *et al.* (2011) conducted a study on relationship between emotional intelligence and mental health of students. The main objective of the study was to investigate the relationship between emotional intelligence and mental health among high school students. The researcher selected 305 students as a sample through cluster sampling technique. Emotional intelligence questionnaire sybrya shrink and mental health questionnaire was used as a tool to collect the data for the study. Correlation coefficient and multiple regression were used to analysis the obtained data. The finding of the study described that emotional intelligence had a positive significant on the mental health of school students.

Butt (2014) ^[5] studied on emotional intelligence, religious orientation and mental health among university students. The main objective of this study was to examine the relationship between emotional intelligence, mental health and religious orientation of university students. The selected sample was 209 university students. The researcher used purposive sampling method to select sample. The statistical methods Person product moment correlation, regression and multiple regression were used to analyzed the obtained data. The finding of the study revealed that there was a positive correlation between emotional intelligence religious orientation and mental health of university students.

Singh. (2015) ^[19] conducted a study on adjustment among senior secondary students in relation to emotional intelligence and mental health. The main objectives of this study to investigate the significance relationship of adjustment with emotional intelligence and mental health of senior secondary students. The method used for the study was Descriptive Correlational research. The total sample consisted of 600 students from government schools. The findings of the study revealed that adjustment was deeply connected to emotional intelligence and mental health.

Shaheen and Shaheen (2016) ^[16] conducted a study on emotional intelligence in relation to psychological well-being among students. The objective of the study was to

investigate the relation between emotional intelligence and psychological well-being among students. Descriptive correlational research method was used for the study. The total sample consisted of 100 at the age of 15 years. The obtained data were analyzed by product-moment correlation and t-test. The finding of the study revealed that there was significant positive correlation between emotional intelligence and psychological well-being and also revealed that the girls showed more emotional intelligence than boy. Kaur (2017) [12, 13] examined emotional intelligence and mental health among senior secondary school students. The purpose of this study was to examine the relationship between emotional intelligence and mental health among senior secondary school students. Descriptive survey method was used for the study. The total sample consisted of 150 students. Administered emotional intelligence and mental health inventories were used for the collected data. The obtained data were analyzed by Mean, SD and Pearson’s correlation. The finding of the study was revealed that there was a significant positive correlation between emotional intelligence and mental health. Jabagouder.*et al.* (2018) conducted a study on emotional intelligence and mental health of students. The main objective of this study was to assess the effect of emotional intelligence on the mental health of university students. The method used for the study was descriptive research. The total sample consisted of 240 students. Emotional Intelligence Scale and Mental Health Inventory were used as a tool to collect the data. The findings of this study revealed that emotional intelligence Education levels and faculties were significantly influenced student mental health.

Chen and Kim (2022) [6] examined the relationship between emotional intelligence, mental health and the English achievement of college students based on big data statistical analysis. The aimed of this study was to examine the relationship between emotional intelligence, mental health and English proficiency among college students. Quantitative correlational research method was used for the study. The total sample consisted of 1000 college students. Emotional Intelligence Scale, Mental Health Inventory, were used as a tool to collect the data. The survey results revealed that emotional intelligence, mental health and the English achievement are positively related.

Andriawan (2024) [1] conducted a study on the effect of emotional intelligence and academic load on mental health in students at high school. The main objectives of this study were to investigate the relationship between emotional intelligence, academic load and mental health among high school students. The quantitative research method was selected for this study. The total sample consisted of 500 high school students. DASS-21 scale was used as a tool for collect the data. The statistical methods correlation and regression were used to analyze the collected data. The finding of the study described that there was a negative correlation between emotional intelligence and mental health issues.

Islam and Mia (2024) [10] conducted a study on relationship of emotional intelligence with mental health and differences based on gender. The main objective of this study was to analyze the relationship between emotional intelligence and mental health based on gender. Quantitative correlational research method used for the study. The researcher selected 100 students as the sample. Standardized Emotional

Inventory Scale and Mental Health Inventory were used as a tool to collect the data. The obtained data were analyzed by t-test and correlation-coefficient. The finding of this study revealed that there was strong positive correlation between mental health and emotional intelligence but no significant differences were found between genders.

Methodology of the study

Descriptive survey method was used to conduct the present study. The population of the study includes higher secondary students of government school in the district of Purulia, West Bengal. A sample size of 80 students was selected by using a simple random sampling technique. Emotional Intelligence Scale (Dr. Subhash Sarkar and Dr. Samrat Sarkar) used to measure emotional intelligence and Self-made scale on Mental Health used to measure mental health of higher secondary students. Inferential statistic like t-test and Pearson correlation are used to analyse the obtained data.

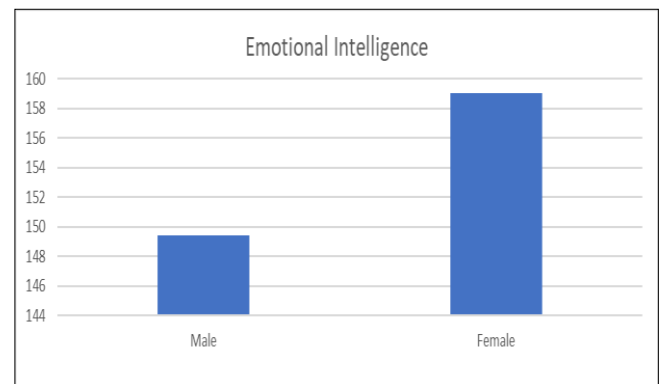
Statistical Analysis and Interpretation

Objective 1: To find out the gender difference in the level of Emotional intelligence among higher secondary students.

H₀.1: There is no significant gender difference in the level of Emotional intelligence among higher secondary students.

Table 1

	Group	N	Mean	S. D	T	Level of significance	Remark
E. I	Male	40	149.43	17.65	-2.35	0.05	Significant
	Female	40	159.08	18.92			



Graph 1: Shows the gender difference on the total score on Emotional Intelligence of Higher secondary Student

Interpretation: Table 1 shows the mean scores, standard deviations, and t-ratios for the emotional intelligence levels of higher secondary students. The emotional intelligence mean score of female higher secondary students (M=159.07, SD=18.92) is higher than that of male higher secondary students (M=149.43, SD=17.65), indicating that females tend to score higher in emotional intelligence. According to Graph 1, female higher secondary students exhibit higher emotional intelligence levels than male counterparts. The mean difference between two groups is found to be -2.31 which is higher than the table value (1.96 at 0.05 level with degree of freedom 78). This indicates that the t-value is significant at 0.05 level of significant. Thus, H₀.1. “There is no significant gender difference in the level of Emotional intelligence among higher secondary students” is not accepted. The present study, supporting to the current

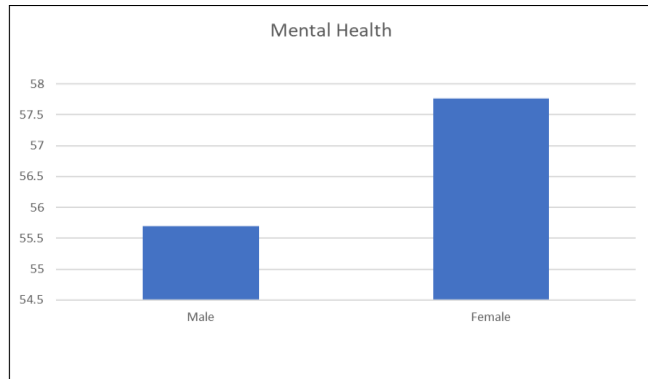
finding, conducted by Murugan (2017) [15] and Shabani (2011).

Objective 2: To find out the gender difference in the level of Mental Health among higher secondary students.

H₀2: There is no significant gender difference in the level of Mental Health among higher secondary students

Table 2:

	Gender	N	Mean	S. D	T	Level of significant	Remark
MH	Male	40	55.70	5.76	-1.49	0.05	Not significant
	Female	40	57.78	6.67			



Graph 2: Shows the gender difference on the total score on mental health male and female students.

Interpretation: Table 2 shows the mean scores, standard deviations, and t-ratios for the mental health levels of higher secondary students. The mean mental health score of female higher secondary students (M=55.70, SD=5.76) while male higher secondary students (M=57.78, SD=6.67), indicating that females tend to score higher in mental health. According to Graph 2, female higher secondary students exhibit higher mental health levels than male counterparts. The mean difference between two groups is found to be - 1.49 which is lower than the table value (1.96 at 0.05 level with degree of freedom 78). This indicates that the t-value is not significant at 0.05 level of significant, Thus, H₀2. is accepted. The findings reveal that there is no significant difference in mental health between male and female higher secondary students but female students have slightly good

mental health compare to male students. The present study, supporting to the current finding, conducted by Kaur and Kaur (2017) [12, 13], Kumar and Kaur (2014) [14] and Yadav (2017) [21].

Objective 3: To investigate the relationship between emotional intelligence and mental health of higher secondary students.

H₀3: There is no significant relationship between emotional intelligence and mental health of higher secondary students.

Table 3:

Correlations		Emotional Intelligence	Mental Health
E. I	Pearson Correlation	1	.522**
	Sig. (2-tailed)		.000
	N	80	80
M.H	Pearson Correlation	.522**	1
	Sig. (2-tailed)	.000	
	N	80	80

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

Interpretation: Table 3 shows the relationship between emotional intelligence and mental health among higher secondary students. The Pearson correlation coefficient was found to be 0.522, indicating a moderate positive relationship between the variables. The significant level (p-value) is 0.000, which is below than 0.01 level of significance, confirming that the result is statistically significant. Therefore, the null H₀3. stating that there is no significant relationship between emotional intelligence and mental health is rejected. This implies that a significant relationship exists between emotional intelligence and mental health of higher secondary school students. Supporting to the current finding a study conducted by Sharma and Sidhu (2011) [17], Kumar (2020) [14], Kamaruddin *et al.* (2020).

Objective 4: To study the relationship between emotional intelligence and mental health of higher secondary male students.

H₀4: There is no significant relationship between emotional intelligence and mental health of higher secondary male students.

Table 4:

Correlations		Emotional Intelligence	Mental Health
Emotional Intelligence	Pearson Correlation	1	.417**
	Sig. (2-tailed)		.007
Male	N	40	40
Mental Health	Pearson Correlation	.417**	1
	Sig. (2-tailed)	.007	
	N	40	40

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

Interpretation: Table 4 shows the relationship between emotional intelligence and mental health among higher secondary male students. The Pearson correlation coefficient was found to be 0.417, indicating a moderate positive relationship between the variables. The significant level (p-value) was 0.007, which is below then 0.01 threshold, confirming that the result is statistically significant. Therefore, the null H₀4.

stating that there is no significant relationship between emotional intelligence and mental health of higher secondary male students. is rejected. This implies that a significant relationship exists between emotional intelligence and mental health of higher secondary male students. Supporting to the current finding a study conducted by Faghripour *et al.* (2011), Tripathi and Sharma (2018) [20].

Objective 5: To study the relationship between emotional intelligence and mental health of higher secondary female students.

H_{0.5}: There is no significant relationship between emotional intelligence and mental health of higher secondary female students.

Table 5:

Correlations		Emotional Intelligence	Mental Health
Emotional Intelligence	Pearson Correlation	1	.573**
	Sig. (2-tailed)		.000
Female	N	40	40
Mental Health	Pearson Correlation	.573**	1
	Sig. (2-tailed)	.000	
	N	40	40

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

Interpretation: Table 5 shows the relationship between emotional intelligence and mental health among higher secondary female students. The Pearson correlation coefficient is found 0.573, indicating a moderate positive relationship between the variables. The significant level (p-value) is 0.000, which is below than 0.01 level of significance, confirming that the result is statistically significant. Therefore, the null H_{0.5}, stating that there is no significant relationship between emotional intelligence and mental health of higher secondary female students, is rejected. This implies that a significant relationship exists between emotional intelligence and mental health of higher secondary female students. Supporting to the current finding a study conducted by Faghirpour *et al.* (2011), Sharma and Kaur (2019)^[18].

Educational Implications of the study

The study highlights the significant role of emotional intelligence in improving the mental well-being of higher secondary students. Additionally, it contributes to increasing awareness among both teacher and students about the importance of emotional intelligence in supporting mental health and boosting academic achievement. Institutes need to include programs and activities that promote self-awareness, emotional regulation, empathy and social skills, as these are crucial for students’ overall mental health and academic success. Establishing accessible mental health support services such as counselling and peer support groups is essential to help students cope with stress and emotional challenges. Additionally, teacher need specialized training to identify and respond effectively to students’ emotional and mental health needs, creating a supportive classroom environment. Overall, the study focused on the integration of emotional intelligence and mental health development within the educational system to foster students’ academic achievement.

Conclusion

Higher secondary school students are stand on adolescence stage, a stage that bring about changes in their lives from all sides and as a result, they face various type of challenges. In light of these challenges, emotional intelligence and mental health emerge as two important factors that significantly influence the student life. The study reveals that there is a strong link between emotional intelligence and mental health among higher secondary school students. It shows that students with higher emotional intelligence are better at managing stress, emotions and relationships, for improving mental well-being. Further it was also concluded that girls showed more emotional intelligence and positive mental

health as compare to boys. Thus, this study helps expound the role of emotional intelligence in students’ mental balance, social relationship, academic performance and in their overall mental health. This study has a significant implication for parents, teachers and counsellors to achieve overall well-being.

References

1. Andriawan D. The Effect of Emotional Intelligence and Academic Load on Mental Health in Students at High School. East south Proceeding of Humanities and Social Sciences,2024:1(01):23–34.
2. Arun P, Chavan BS. Stress and suicidal ideas in adolescent students in Chandigarh. Indian Journal of Medical Science,2009:63(7):281–287.
3. Baidya M, Das P. Environmental education and Mental Health. EPRA International Journal of Multidisciplinary Research,2025:11(8):539–543. DOI: <https://doi.org/10.36713/epra23746>
4. Berrocal PF, Alcaide R, Extremera N, Pizarro D. The role of Emotional Intelligence in Anxiety and Depression among Adolescents. International Difference Research,2006:4(1):16–27.
5. Butt FM. Trait Emotional Intelligence, Religious Orientation and Mental Health among University Students. Pakistan Journal of Psychological Research,2014:29(1):1–19.
6. Chen X, Kim HK. The Relationship Between Emotional Intelligence, Mental Health and the English Achievement of College Students Based on Big Data Statistical analysis. International Journal of Web-Based Learning and Teaching Technologies,2022:19(1):1–6.
7. Das P. Effectiveness of self-awareness and emotional intelligence on students learning. In Baidya M, Baskey SK (Ed). Integrative life skills for holistic development. RED Unicorn Publishing LLC, 2025, 157–169.
8. Das P, Baidya M. Emotional Intelligence and its relation to academic achievement of postgraduate students. International Journal of Advance Education and Research,2025:10(3):3–7.
9. Devi T, Lata P. Analysis of the relationship between Emotional Intelligence and Mental Health in School Students. International Journal of Language, Literature and Culture,2023:3(3):23–28.
10. Islam T, Mia M. Relationship of emotional intelligence with mental health and differences based on gender. The International Journal of Indian Psychology,2024:12(1):96–101.

11. Jabagoudar SR, Krishnakar M, Chengt SS. Emotional Intelligence and Mental Health of students. *International Journal of Indian Psychology*,2018:6(5).
12. Kaur H. Emotional Intelligence and Mental Health among senior secondary school students. *International Journal of Education and Psychological Research*,2017:6(2):45–49.
13. Kaur M, Kaur R. Comparative study of mental health among adolescents in relation to gender and academic achievement. *International Journal of Advanced Research in Education & Technology*,2017:4(3):45–48.
14. Kumar S, Kaur R. Mental health of secondary school students in relation to gender and type of school. *Indian Journal of Psychological Science*,2014:4(2):70–75.
15. Murugan PV. Mental health and adjustment of higher secondary school students. *Researcher's Journal on Educational Psychology*,2017:11(2):29–32.
16. Shaheen S, Shaheen H. Emotional intelligence in relation to psychological well-being among students. *The International Journal of Indian Psychology*,2016:3(4):207–212.
17. Sharma M, Sidhu A. Emotional intelligence as a predictor of mental health among adolescents. *Indian Journal of Psychological Science*,2011:2(2):87–92.
18. Sharma R, Kaur M. Emotional intelligence and mental health among adolescence. *Indian Journal of Health and Wellbeing*,2019:10(3):235–240.
19. Singh G. Adjustment among senior secondary school students in relation to emotional intelligence and mental health. *International Journal of Recent Scientific Research*,2015:6(12):7978–7981.
20. Tripathi N, Sharma A. Emotional intelligence and mental health: A study on male students. *Indian Journal of Positive Psychology*,2018:9(3):331–334.
21. Yadav N. Influence of Emotional Intelligence on Mental Health of adolescents. *International Journal of Modern Engineering Management Research*,2017:5(2):88–94.
<https://www.alamy.com/six-steps-of-literature-review-image419167949.html>