



“A STUDY OF MENTAL HEALTH, EMOTIONAL INTELLIGENCE AND SELF CONCEPT AMONG GRADUATE AND POST GRADUATE STUDENTS”

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ABSTRACT:

Objectives: 1. to examine the mental health among Graduate and Post-Graduate 2. To find out the emotional intelligence among Graduate and Post-Graduate. 3. To find out the self concept among Graduate and Post-Graduate.

Hypothesis: 1. there will be no significant between Graduate and Post-Graduate on dimension mental health. 2. There will be no significant between Graduate and Post-Graduate on dimension emotional intelligence. 3. There will be no significant between Graduate and Post-Graduate on dimension self concept.

Sample: For the present study 100 Sample were selected from Beed City, Maharashtra State. The effective sample consisted of 100 subjects, 50 subjects were Graduate and 50 subjects were Post-Graduate. The age range of subjects was 18 to 25 years (Mean 20.69, SD = 2.78). Tools 1. Mental Health Inventory (MHI): Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav. 2. Emotional Intelligence test: Pedhe and Hyde were used for measuring Emotional intelligence. 3. Self-Concept Scale: This scale was constructed and standardize by Dr. Raj Kumar Saraswat. Variable Independent variable- students a) Graduate b) Post-Graduate Dependent Variable 1. Mental Health 2. Emotional Intelligence Conclusion: 1. Post-Graduate have significantly high mental health than the Graduate Students. 2. Post-Graduate have significantly high emotional intelligence than the Graduate Students. 3. Post-Graduate have significantly high self concept than the Graduate Students.



KEYWORDS: Education reform, universal basic education, national youth policy, education strategic plan, sustainable development goal.

INTRODUCTION

In day by day teaching, we can accurate add abilities coaching for emotional brain to assist university college students enhance their competencies of intellectual fitness care. At the identical time, we combine bodily education, sports activities competitions, bodily exercising and emotional talent and intellectual fitness in a complete manner to recognize whether or not emotional talent can alter the poor have an effect on of lifestyles occasions on intellectual fitness (Howe, Falkenbach, & Massey, 2014). This will enlighten intellectual fitness employees about how to alleviate the poor have an effect on of a number of types of stress on university students' intellectual health, to in addition assist them overcome psychological disaster and stop possible problems. This paper, in order to recognize the relationship between emotional talent and university students' intellectual health, conducts a complete

survey and lookup on the college students from six universities in China, and attracts corresponding conclusions primarily based on the subject survey, so as to grant a theoretical groundwork for the implementation and improvement of intellectual fitness schooling for university students, and a scientific basis for their intellectual fitness counselling and education.

Previous research has commonly published that emotional brain and intellectual fitness are very vital for private success, however there are many disputes about the relationship between emotional talent and intellectual health. Does the greater emotional talent deliver the more healthy psychology, or vice versa? There has been controversy and dialogue in the educational circles on this issue. Domestic research, in general, is nevertheless at a particularly shallow level, with extra repetition and imitation and even a lot of fallacies however much less innovation (Darban, Karamzahi, Balouchi et al., 2016). Especially for the so-called "emotional quotient" in a number books continuously published, no longer solely scientific and theoretical groundwork however additionally the actual impact in exercise require similarly enchancement and verification.

Existing researches on the relationship between emotional Genius and intellectual fitness in China and past have published many exceptional issues. Firstly, we can see from the above quite a few theories of emotional Genius that many students disagree on the thought and fundamental shape of emotional intelligence. So far, there is no last conclusion on the unified definition of the connotation of emotional brain (Renshaw, Eklund, Bolognino et al., 2016), for which the theoretical groundwork is absent for the exploration of the relationship between emotional talent and intellectual health. Secondly, the relationship between emotional Genius and intellectual fitness is nonetheless uncertain at this stage. As noted above, the emotional Genius does no longer possess a clear and unified theoretical foundation as a new subject matter proposed in the ultimate decade, so the lookup on emotional brain need to be accelerated in an all-round way with the aid of extra scholars. This learn about explores the relationship between intellectual fitness and emotional brain from the standpoint of advantageous psychology orientation, in the motive of attracting extra interest of psychological researchers to deliver greater profound studies.

Abouserie (1995) offers proof that self-concept and fulfillment motivation are correlated and his evaluation suggests that self-concept makes a fantastic contribution to students' ratings on deep processing. Achievement motivation contributes positively to students' ratings on attaining orientation, that means orientation and methodical study. Findings of many research (Abouserie, 1995; Tella, 2007) advise that success motivation and self notion are at once and circuitously associated to educational achievement. Highly inspired college students function higher academically than the lowly encouraged college students (Tella, 2007). Therefore the students' persona variables in typical and self-concept and fulfillment motivation in particular, have good sized affect on their techniques to study.

OBJECTIVES:

1. To examine the mental health among Graduate and Post-Graduate.
2. To search the emotional intelligence among Graduate and Post-Graduate.
3. To examine the self concept among Graduate and Post-Graduate

HYPOTHESES:

1. There will be no significant between Graduate and Post-Graduate on dimension mental health.
2. There will be no significant between Graduate and Post-Graduate on dimension emotional intelligence
3. There will be no significant between Graduate and Post-Graduate on dimension Self concept.

SAMPLE:

For the present study 100 Sample were selected from Beed City, Maharashtra State. The effective sample consisted of 100 subjects, 50 subjects were Graduate and 50 subjects were Post-Graduate. The age range of subjects was 18 to 25 years (Mean 20.69, SD = 2.78).

Research Tools:-

1) Mental Health Inventory:

Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav. 56 items are in the questionnaire and each of the items has four responses – 1. Almost always true, 2. Some time true, 3. Rarely true and 4. Almost never true. The reliability of the inventory was determined by split-half method using odd-even procedure. Overall mental health reliability coefficients is .73 and Construct validity mental health inventory and general health questionnaire (Gold beig, 1978) it was found to be .54

2) Emotional Intelligence test:

Pedhe and Hyde were used for measuring Emotional intelligence. This test is developed and standardized by Pedhe and Hyde the 34 items are rated on a five point scale.

3) Self-Concept Scale:

This scale was constructed and standardize by Dr. Raj Kumar Saraswat. The inventory is useful in measuring Self-concept in six areas, namely Physical, Social, Temperamental, Educational, Moral and Intellectual. The inventory consists of 48 items. Reliability of the inventory was found by test retest method, and it was found to be .91 and validity of the inventory. 100 items were given to 25 psychologists to classify the items to the category to which it belongs.

Variable

Independent variable- Students

- a) Graduate
- b) Post-Graduate

Dependent Variable

- 1. Mental Health
- 2. Emotional Intelligence
- 3. Self Concept

Statistical Interpretation and Discussion

Mean S.D. and “t” Value of Mental Health, Emotional Intelligence and Self concept among Graduate and Post-Graduate students .

Dimensions	Graduate		Post-Graduate		DF	t
	Mean	SD	Mean	SD		
Mental Health	150.26	5.78	160.58	5.01	98	9.54**
Emotional Intelligence	65.78	7.80	78.96	6.00	98	5.72**
Self Concept	130.21	6.01	143.74	7.51	98	8.90**

The results related to the hypothesis have been recorded. Mean of mental health score of the Graduate Students Mean is 150.26, SD = 5.78 and that of the Post-Graduate Mean is 160.58, SD = 5.01 The difference between the two mean is highly significant (‘t’= 5.72, df =98, P < 0.01) It is clear that Graduate and Post-Graduate Differ Significantly From each other from the mean scores and graph it was found that the Graduate Students have Significantly high mental health than the Post-Graduate Students.

The results related to the hypothesis have been recorded. Mean of Emotional Intelligence score of the Graduate Students Mean is 65.78, SD = 7.80 and that of the Post-Graduate Mean is 78.96, SD =

6.00. The difference between the two mean is highly significant ($t = 5.72$, $df = 98$, $P < 0.01$) It is clear that Graduate and Post-Graduate Differ Significantly From each other from the mean scores and graph it was found that the Graduate Students have Significantly high Emotional Intelligence than the Post-Graduate Students.

Mean of self concept score of the Graduate Students Mean is 130.21, $SD = 6.01$ and that of the Post-Graduate Mean is 143.74, $SD = 7.51$. The difference between the two mean is highly significant ($t = 8.90$, $df = 98$, $P < 0.01$). It was found that the Post-Graduate Students have Significantly high Emotional Intelligence than the Graduate Students.

CONCLUSION:

- 1) Post-Graduate have significantly high mental health than the Graduate Students.
- 2) Post-Graduate have significantly high emotional intelligence than the Graduate Students.
- 3) Post-Graduate have significantly high self concept than the Graduate Students.

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