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# EMOTIONAL INTELLIGENCE FOR YOUTH BEHAVIOR



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	INDEX	
Sr. No	Title	Page
1.	<b>Emotional Intelligence and Youth Behaviour/</b> Dr. C. G. Deshpande	9
2.	<b>Tests of emotional intelligence : a brief introduction/</b> Dr. R. R. Borude	22
3.	<b>Social Intelligence : What, Why And How</b> Prof. Shivakumar S Chengti	29
4.	<b>Emotional Intelligence and Frustration</b> <b>Among Third Year B.A., B.Sc. College</b> <b>Students /</b> Dr. Chaudhari Gokul. B. & Mr. Pawra Shivaji F.	33
5.	<b>Comparative Study of Emotional Intelligence</b> <b>of Rural and Urban Women Self Help Group /</b> Dr. Anagha Patil	41
6.	<b>The study of relationship between Emotional</b> <b>Intelligence and Strategic Learning Approach</b> <b>used by students appearing for Civil Services'</b> <b>Competitive Examinations /</b> Mr. Shirish K. Shitole	52
7.	<b>A study of parenting styles, academic performance</b> <b>and emotional intelligence of students/</b> Mrs. Shradha Sakatkar & Miss Sayali Sancheti	60
8.	<b>Family environment and sex as a forecaster of</b> <b>emotional intelligence: a study of higher secondary</b> <b>students /</b> Chidanand b. Patil & Dr. Arun s. Parit	73
9.	<b>Role of Emotional Intelligence of Teachers</b> <b>in the Development of Disabled Children/</b> Dr. Arun M. Bachhav & Sandip M. Mali	84
10.	<b>Emotional Intelligence for Youth</b> <b>Behaviour/</b> Dr. Medha Kumthekar	94
11.	<b>Influence of Emotional intelligence on</b> <b>Academic Achievement among Junior college</b> <b>students /</b> Pradeep R. Pawar & Dr. Ramesh K. Adsul	103
12.	<b>Examining the association between emotional</b> <b>intelligence and depression among college</b> <b>students of Kolhapur/</b> Ashwini P. Patil. & Dr. A. S. Parit	108
13.	<b>Emotional Intelligence &amp; Coping with</b> <b>stress/</b> Prin. Dr. Laxman K. Shitole	116
14.	<b>Influence of Emotional Intelligence, Sex</b> <b>and Academic Grade on Student's Examination</b> <b>Anxiety/</b> Kamble Amol A. & Shinde Ravindra A.	127



15.	<b>A Comparative study of parent-child-Relationship and Emotional Intelligence among Male &amp; Female Adolescents/</b> N. D. Mangore & Dr. R. K. Adsul	137
16.	<b>Emotional Intelligence and Academic Climate in high school students from Karad City: A Study/</b> Dr. A. C. Shinde & Mr. R. R. Wagh	144
17.	<b>Emotional experience and emotional expression : promoting emotional Intelligence/</b> Dr V. R. Shinde	154
18.	<b>A comparative study of self esteem on gender and socially disadvantaged and advantaged college students/</b> Sihotra Kranti & Malhotra Palak	167
19.	<b>Impact of Academic Climate on various dimensions of Emotional Intelligence of Jr. College Students/</b> Vatan Bhosale and Dr. Ramesh. K. Adsul	179
20.	<b>Role of Teachers Mental Health In Development Of Students Personality/</b> Jaiprakash N.Choube	190
21.	<b>A Comparative Study of Emotional Intelligence among nuclear and joint family members of college students/</b> Dr. Bharat Naik & Suresh Sankapal	196
22.	<b>Emotional Intelligence and Leadership Styles/</b> Jagtap Suresh Vitthalrao	205
23.	<b>The relationship between cognitive styles, educational level and emotional intelligence : A study of engineering students/</b> Dr. Sunil Sontakke	215
24.	<b>A study of Emotional intelligence and Altruism among grantable and non grantable Jr. College students /</b> Mr. Jeevan Patil	225
25.	<b>A study of emotional intelligence among college students/</b> Vijaykumar Mutnale & Mrs. Kavita Shejwalkar	235
26.	<b>Emotional Intelligence and Mental Health of College Student/</b> M. S. Suryawanshi & S.S.Pisal	240
27.	<b>Emotional intelligence and self-efficacy of adolescents /</b> Dr. S. G. Jadhav	250
28.	<b>Emotional Intelligence related with depression and mental health Emotional intelligence and mental health among 'College- going' students and 'Drop-outs/</b> Mr. Dipak P. Salunkhe & Mr. Mangore N. D.	259



# **Emotional intelligence and mental health among 'College-going' students and 'Drop-outs' (Stay at Home youths)**

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## **ABSTRACT**

In this present study the researchers made comparative study of 'college-going' students and 'drop-outs' on the variable emotional intelligence and mental health. This study was conducted on the sample of 120. Consisting 60 'college-going' students and 60 'drop-outs' (students who left the education after 12th std.) both group consists 30 males and 30 females. The Mangal Emotional Inventory constructed by Mangal & Mangal and Mental Health Inventory constructed by Anand Kumar & Giridhar Thakur was administered on this sample. In this study it is observed that the emotional intelligence of 'college-going' students is better than the 'drop-outs'.

**Emotional Intelligence for Youth Behavior/259**

But there is no difference found between these groups on the variable mental health. As comparison made on the gender issue it is found that emotional intelligence of 'college-going' females is better than the drop-out females. It is also found that male 'collegegoing' students and male 'drop-outs' do not differ in emotional intelligence. The mental health of 'college-going' male students is better than the drop-out male students. And the mental health of 'college-going' female students and the 'drop-out' females do not differs.

### **Introduction**

Emotional intelligence has been defined as a set of emotional reasoning abilities composed not only of knowing one's own emotional abilities but also the emotional state of others (Mayer & Salovey) Dawda and Hart (2000) determined that the EQ-i has good reliability and validity with college students. Although they did not detect differences between the scores of college women and college men, they concluded that further research on gender differences should be conducted. The relationship between EQ-i scores and academic success in college has been explored.

The College environment gives the opportunity to develop social skills, more cooperation to others and high level of satisfaction among student. The poor guys who do not get the opportunity to take the college education their emotional intelligence skills could not be developed Schutte et. al (2001) found that it has people with higher EI scores show more cooperation with others, better social skills, increased perspective-taking of others, and even higher levels of marital satisfaction While there is evidence that EI increases with age (Bar-On & Parker, 2000), Leedy, Gail M, Smith, James E. (2012) has been studied the development of emotional intelligence at the beginning of an educational course and at the end of course. They administered the Bar-On Emotional Quotient inventory and they found that women made a significant gain in total EI and three composite scores in



contrast the scores for the men were stable across the time. This study gives little support for the educational environment that are essential in the development of emotional intelligence.

This Paper aims of analysing the mental process of students and 'drop-outs'. It has been found that some students do not get opportunities higher education. Hence, they miss the golden opportunities of making their career which create adverse effect on their personalities keeping this in view the researchers undertake a comparative study of emotional intelligence and mental health of 'college-going' students and 'drop-outs'.

### **Functional Definitions**

1) 'College-going' Students:- Those students who had enrolled as regular students in Sr. College

2) 'Drop-outs' :- Those students do not enrolled to Sr. College after taking the 12th std. education

### **Objectives of the study**

1) To study the difference between emotional intelligence of 'college-going' students and the 'drop-outs'

2) To study the difference between mental health of 'college-going' students and the 'drop-outs'

3) To study the difference between emotional intelligence of Male 'college-going' students and the 'drop-outs'

4) To study the difference between mental health of Male 'college-going' students and the 'drop-outs'

5) To study the difference between emotional intelligence of Female 'college-going' students and the 'drop-outs'

6) To study the difference between mental health of Female 'college-going' students and the 'drop-outs'

### **Hypothesis**

For this study the researcher proposed following non-directional hypothesis

**Emotional Intelligence for Youth Behavior/261**

H1) There is significant difference between emotional intelligence of 'college- going' students and the 'drop-outs'

H2) There is significant difference between mental health of 'college- going' students and the 'drop-outs'

H3) There is significant difference between emotional intelligence of Male 'college-going' students and the 'drop-outs'

H4) There is significant difference between emotional intelligence of Female 'college-going' students and the 'drop-outs'

H5) There is significant difference between mental health of male 'college-going' students and the 'drop-outs'

H6) There is significant difference between mental health of female 'college-going' students and the 'drop-outs'

### **Method and Tool Used**

#### **Sample**

In this research sample consists of 120, 60 'college-going' students (who studying in three year graduation course) and 60 stay at home youth (who left the education after 12th std. in the last three years) it consists 30 male and 30 females.

#### **Tool Used**

1) Mngal Emotional intelligence inventory (MEII) The Mangal Emotional Inventory constructed by Mangal & Mangal its reliability is 0.89 to 0.92

2) Mental Health Inventory constructed by Anand Kumar & Giridhar Thakur its reliability is 0.71 to 0.75

### **Statistical Analysis and Interpretation**

The researcher has examined the emotional intelligence and mental health of 'college-going' students and 'drop-outs'. The following tables shows the results obtained from statistical analysis.

**Emotional Intelligence for Youth Behavior/262**



Table no 1

H1) There is significant difference between emotional intelligence of 'college-going' students and the 'drop-outs'

Variable	Group	'college-going'	'drop-outs'	t. value
Emotional Intelligence	Mean	70.38	62.83	4.59
	SD	9.62	8.34	
	SEM	1.24	1.08	
	N	60	60	

$t = 4.5918$   $df = 118$  Standard error of difference = 1.644

From the above table no 1 it is observed that the mean of 'college-going' students is 70.38 and 'drop-outs' is 62.83. Like that the SD is 9.62 and 8.34 the mean of 'college-going' students is higher than the 'drop-outs' on emotional intelligence. And the obtained 't' value is 4.59 which is significant at 0.05 level at the df of 118. So there is a significant difference between 'college-going' students and 'drop-outs' in terms of their emotional intelligence. So the hypothesis no 1 there is significant difference between emotional intelligence of 'college-going' students and the 'drop-outs' is accepted. It means the college education is a key point in the development of emotional intelligence.

Table No-2

H2) There is significant difference between mental health of 'college-going' students and the 'drop-outs'

Variable	Group	'college-going'	'drop-outs'	t. value
Mental Health	Mean	123.18	122.40	0.3736
	SD	11.77	8.34	
	SEM	1.52	1.44	
	N	60	60	

$t = 0.3736$   $df = 118$  Standard error of difference = 2.097

From the above table no 2 it is observed that the mean

**Emotional Intelligence for Youth Behavior/263**



of 'college-going' students is 123.18 and 'drop-outs' is 122.40. Like that the SD is 11.77 and 11.19 it shows that there is no difference. And the obtained 't' value is 0.37 which is not significant at 0.05 level at the df of 118. So there is no difference between 'college-going' students and 'drop-outs' in terms of their mental health. So the hypothesis no 2 there is significant difference between mental health of 'college-going' students and the 'drop-outs' is rejected.

Table No-3

H3) There is significant difference between emotional intelligence of Male 'college-going' students and 'drop-outs'

Variable	Group	'college-going' (M)	'drop-outs'(M)	t. value
Emotional Intelligence	Mean	69.67	65.90	1.4609
	SD	11.77	8.34	
	SEM	2.09	1.51	
	N	60	60	

$t = 1.4609$   $df = 58$  Standard error of difference = 2.578

By conventional criteria, this difference is considered to be not statistically significant. So the hypothesis H3 There is significant difference between emotional intelligence of Male 'college-going' students and 'drop-outs' is rejected.

Table No 4

H4) There is significant difference between emotional intelligence of Female 'college-going' students and the 'drop-outs'

Variable	Group	'college-going' (F)	'drop-outs'(F)	t. value
Emotional Intelligence	Mean	71.10	59.77	5.9167
	SD	7.53	7.30	
	SEM	1.37	1.33	
	N	60	60	

$t = 5.9167$   $df = 58$  Standard error of difference = 1.915

By conventional criteria, this difference is considered to be extremely statistically significant so the hypothesis H4 There is significant difference between emotional intelligence of Female 'College-going' students and the 'drop-outs' is accepted it means the college education is a key point in the development of emotional intelligence of the female students. The mean of 'college-going' female students is greater than the female who do not taking the college education.

Table No 5

H5) There is significant difference between mental health of Male 'college-going' students and the 'drop-outs'

Variable	Group	'college-going' (M)	'drop-outs'(M)	t. value
Mental Health	Mean	126.50	119.37	2.4475
	SD	10.78	11.78	
	SEM	1.97	2.15	
	N	60	60	

$t = 2.4475$   $df = 58$  Standard error of difference = 2.915

By conventional criteria, this difference is considered to be statistically significant. So the hypothesis H5 There is significant difference between mental health of Male 'college-going' students and the 'drop-outs' is accepted. The mean scores shows that the mental health of 'college-going' male students is better than the 'drop-

**Emotional Intelligence for Youth Behavior/265**



outs' (staying at home) males.

Table No-6

H6) There is significant difference between mental health of Female 'college-going' students and the 'drop-outs'

Variable	Group	'college-going' (F)	'drop-outs'(F)	t. value
Mental Health	Mean	119.87	125.43	1.9677
	SD	11.96	9.85	
	SEM	2.18	1.80	
	N	60	60	

$t = 1.9677$   $df = 58$  standard error of difference = 2.829

By conventional criteria, this difference is considered to be not quite statistically significant so the hypothesis H6 There is significant difference between Mental health of Female 'college-going' students and the 'drop-outs' is rejected.

### Conclusions

In this present study it is observed that the emotional intelligence of 'college-going' students is better than the 'drop-outs'. But there is no difference found between these groups on the variable mental health.

As comparison made on the gender issue it is found that emotional intelligence of

'college-going' females is better than the drop-out females. It is also found that male 'college-going' students and male 'drop-outs' do not differ in emotional intelligence.

The mental health of 'college-going' male students is better than the drop-out male students. And the mental health of 'college-going' female students and the drop-out females do not differs.

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