

Mental Health Emotional Intelligence and its Relation with the Social Skills and Religious Behaviour of Female Students

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Abstract

Since it was observed that there was an increase in the frequency of some behavioral and emotional problems like vandalism, aggression, social withdrawal, weakness of social relations, patterns of friendship between female students, lack of positive social attributes, indifference, and carelessness towards lect, the study examined the correlation between emotional intelligence, mental health, social skills, and religious behavior among university female students. The study's emotional intelligence and mental health assessments relied on instruments developed by Drs. Arun kumar and Suraksha pal and Dr.(smt.) Kamlesh Sharma. The participants' ages ranged from 18 to 20 (N=100). Purposeful random selection was used to collect female undergraduates from different degree colleges in Ara city and New Delhi. Emotional intelligence and its five characteristics (self-awareness, emotion regulation, maturity, empathy, social competence) were investigated in connection to psychological well-being using a correlational analysis. The survey found that female students at Hafar Al-Batin/University of Dammam's Faculty of Arts had a high average grade for emotional intelligence, with an overall arithmetic average of 3.611. When evaluating religious conduct, female students at the University of Dammam's Faculty of Arts in Hafar Al-Batin scored very well overall (mean: 4.605).

Keywords: emotional intelligence, social skills, religious behavior

INTRODUCTION

Expectations from parents, teachers, and classmates may put a lot of stress and strain on teens with talent. Thus, they feel like a failure, frustration experiences, and lack of achieving their goals in school (Silverman, 1993); gifted students are more developed than other children in the same age; they are sensitive and looking for perfection; they have reflective thinking; morals can affect their behaviors; they learn faster; they think deeply about actions; they require less time for leadership in business; and they face a formidable educational challenge.

Emotional intelligence, the disparity between those who score highly on intelligence tests and those who do not, and the viability of those with lower intelligence coefficients have all been

included in the study thanks to recent scientific advancements and the development of the multiple intelligence theory. Based on the findings of a large-scale, multi-year investigation, Golman (1995) concluded that one's level of emotional intelligence is a better predictor of future success than one's level of cognitive intelligence (IQ).

Individual differences in these intelligences can be traced back to the talented child's upbringing in a cultural and social milieu rich in the customs, traditions, beliefs, and values of various scientific disciplines. These factors shape the talented child's habits of thought, social values, intellectual and religious convictions, and the prevailing societal trends. To conclude, the gifted youngster is distinctive from his or her peers in terms of

lifestyle, behavior patterns, and personality. And because cultural norms vary from place to place, people who have trouble expressing their emotions may instead resort to destructive and self-destructive activities, heavy alcohol consumption, and violent outbursts in order to cope with their suppressed emotions.

To be mentally healthy, one must possess a number of traits, including the following: autonomy, the capacity for self-reflection and the assessment of one's own behavior; an understanding of the importance of independence, rationality, and responsibility; an appropriate level of emotional sensitivity; and a clear sense of one's own life philosophy and long-term goals in terms of one's interpersonal relationships.

Emotional health, or mental health, was described as the ability to live one's life to the fullest, creatively, and flexibly in the face of the unavoidable problems that life inevitably presents. The wellbeing of one's mind is just as important as that of one's body. Perceived self-efficacy, autonomy, competence, intergenerational dependency, and the actualization of one's intellectual and emotional potential are all components of "subjective well-being," as defined by the World Health Organization. People that are mentally well can handle the challenges they face. They can handle difficult situations on their own and aren't easily distracted. They are flexible and open to changing their identity to fit new circumstances. They make use of their inherent skills and talents, and they aim for attainable outcomes.

Over the last two decades, studies and research in the fields of education, psychology, and the social sciences have given emotional intelligence a tremendous deal of attention. Originally popularized by Mayer and Salovey in their 1990 book *Imagination, Cognition, and Personality*, the notion was further developed and popularized by Daniel Goleman's 1995 book *Emotional Intelligence*.

This idea has its origins in a number of different psychological theories, including Thorndike's definition of social intelligence as the "ability to understand the individuals and deal with them within the human relations" (1920), David

Wechsler's 1943 article arguing that an individual's emotional capacity should be used as a predictor of their success in life, and Howard Gardner's 1983 book introducing the concept of multiple intelligences.

Emotional intelligence, as seen by Mayer and Salovey, has its roots in the 18th century, when psychologists first began to classify human thought into three categories: cognitive, emotional, and motivational. Memory, inference, thinking, problem solving, and decision making are all components of cognition, along with the other mental processes involved in the acquisition, storage, and retrieval of information. Affection pertains to responses, attitude, and the rest of your emotions, including happiness, sorrow, joy, anger, fear, and concern, whereas cognition is tied to intellect. According to their findings, the link between thinking and feeling is more complex than previously thought. Emotion was described as a meaningful reaction to an experience, either pleasant or bad. Emotion, according to Goleman (1995), is a state of feeling that conveys information and ideas to others, whereas intelligence is a collection of abilities that demonstrate how a person takes in data, processes it, and draws conclusions.

LITERATURE REVIEW

Sun, G., Lyu, B. (2022), There is a lot of negative feeling among college students, according to several research. Negative feelings are the root of many problems that disrupt college students' lives and education. Nonetheless, there has been a dearth of research on how well college students are able to self-regulate their emotions and therefore how well they are able to handle the stresses of everyday life. We investigated the relationship between emotional intelligence and self-efficacy in terms of students' capacity to deal with stress, as well as the mediating influence of coping methods on both, to get a better understanding of the particular effects of emotional intelligence on self-control and social interactions. The findings demonstrated that EQ has an indirect effect on self-efficacy through coping mechanisms, in addition to its direct effect. The study found that college students who evaluate their own self-efficacy based on their emotional state and who are

adept at managing their emotions report higher levels of positive emotions and more confident behavior when engaging in academic and professional settings.

There is a citation for this in Vaquero-Diego, M., P. Torrijos-Fincias, and M.J. Rodriguez-Conde (2020), Teenagers' potential for success in college and the workforce may be evaluated via research on their emotional intelligence (EI), demography, and family dynamics. The goals of the research are on determining whether and in what ways demographic factors like age, parental education level, and occupation influence an individual's own estimation of their EQ. By extending these findings, we are able to demonstrate the importance of maintaining the push for emotional education in schools and how people see teens on three dimensions: focus, clarity, and emotional mending. We conclude that a wide range of sociocultural factors should be taken into account when using the Brazilian version of the TMMS-24 in training programs in PEI. These factors should begin with a set of preliminary measurements that allow for the observation of participants' views and continue to impact the desire of the beneficiaries to engage in this kind of intervention. If the intervention is grounded on sound theory and carried out in a well controlled trial, its effectiveness may be established.

Mercader I, Aguilar-Parra JM, López-Liria R, Morales-Gázquez MJ, Fernández-Campoy JM, Rocamora P. (2020), Trigueros R, Sanchez-Sanchez E, This research aimed to examine the connection between EQ and SS as a means of better understanding the factors that contribute to bullying behavior. Results from the Spanish version of the Trait Meta Mood Scale 24, the "Bateria de socialización BAS-3," and the Peer Harassment Questionnaire were analyzed in a research including 912 high school students in Spain, 471 of whom were male and 441 of whom were female. Structured equation modeling was used for the analysis. In terms of bullying, the findings showed a negative association between emotional intelligence and social skills ($B = 0.56$, $p 0.001$), and a positive relationship between the two in terms of emotional intelligence and social skills ($B = 0.44$, $p 0.001$). In contrast, social skills

indicated an inverse connection to bullying ($B = 0.38$, $p 0.001$). These findings highlight the need of implementing classroom-based initiatives aimed at fostering students' emotional intelligence in an effort to reduce bullying behaviors.

Hossain M., Halder U.k (2015) Examine the connection between EQ and MH among 10th graders in a Bengali-medium high school in the Malta district of West Bengal who are majoring in the arts. Students' emotional intelligence was shown to have a good relationship with their psychological well-being. Basu analyzed the secondary school teachers' emotional intelligence and psychological well-being. Researchers found no statistically significant difference in mean mental health inventory scores between urban and secondary school educators. Teachers' emotional IQs were correlated favorably with their psychological well-being. Isfahan University of Medical Sciences students' emotional intelligence, levels of happiness, and mental health were all examined by Sansanpour. The findings demonstrate a favorable connection between EQ and well-being.

Research on emotional intelligence (EI) reveals it is linked to more altruistic conduct, higher academic achievement, and more empathy towards patients (Chew, B.H., Zain, A.M., & Hassan, F., 2013). EI has been linked to better patient care and increased success in medical school and clinical practice. The purpose of this research was to determine whether or not EI has any impact on the grades earned by first- and fourth-year medical students in Malaysia. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was used to conduct this cross-sectional investigation. Students' academic progress was evaluated using their CA and FE scores in medical school. During the second semester, freshmen and seniors were asked to take part. In addition to taking the MSCEIT independently online, students also filled out a paper-based demographic questionnaire. Using multivariate analysis, we looked at how different factors on the MSCEIT correlated with students' overall performance in the classroom. Students in medical school who scored higher on tests of emotional intelligence also did better on their

licensing exam. Therefore, improving pupils' emotional skills may help them do better in school.

RESEARCH METHODOLOGY

Sample

Purposive sampling was used to choose 100 female students from various degree programs in Ara city and New Delhi. The median age of those surveyed was 19 years old. Girls from both rural areas (N=50) and urban areas (N=50) were included in the sample. Students' emotional intelligence and mental health were measured after they gave their informed permission.

Tool used

1. Emotional intelligence scale: For adults aged 21 to 60, Dr. Arun Kumar and prof. Suraksha pal created this scale. The five components of self-awareness, emotion regulation, maturity, empathy, social competence, and social skill make up the scale. The 80-item scale. The scale goes from "mostly 5" to "very often 4" to "sometimes" (3) to "rarely" (2) to "never" (1). There was an 80 minimum and a possible 400 maximum for this topic. An accuracy of 0.94 is achieved with this scale. There is a lot of faith in this scale. The reliability coefficient is 0.62.

2. Mental health scale: Dr. (Ms.) Kamlesh Sharma created this scale to assess mental

wellness. Adolescent mental health will be assessed using this scale. There are 60 questions, each with three possible answers (yes, maybe, or no). Split-half reliability was 0.88, test-retest reliability was 0.86, and validity was 0.79.

3. Thirdly, we have the ability to lead and influence people via their emotions, which is an essential part of having strong interpersonal skills (or "social skills").

Analysis

Individual phone calls were made to all of the participants. The survey was given to classes as a whole during normal class time. Both the scale and the manual's first page provide the directions. The handbook instructions were followed closely while calculating the scores. After compiling the data, a t-test and a correlation analysis were performed on it.

Data analysis using the correlation technique reveals in table -1 a positive but weak association (not significant at the.05 and.01 levels of significance) between emotional intelligence and mental health among college-aged women.

As a result, we accept the null hypothesis that there is no relationship between emotional intelligence and mental health among college-aged women.

Table 1: correlation between mental health and emotional intelligence and five dimensions of emotional intelligence

Variables	Mental health
Emotional intelligence	0.04
<u>Self awareness</u>	-0.01
Managing emotions	0.06
Empathy	0.04
Maturity	0.01
Social skill	0.07

Further self awareness the dimension of emotional intelligence has negative relation with mental health and rest of four dimensions i.e managing emotions, empathy, maturity, social skill has positive but very low correlation with mental health.

Table 2: Demographic variables

Demographic variable	N	Variables	Mean	SD	t
Rural	50	E.I & M.H	296.6	62.0	2.90**
			93.7	6.23	
Urban	50	E.I & M.H	301.5	59.4	5.40**
			110.06	6.26	

Girls in rural and urban locations have different levels of emotional intelligence and mental health, as seen in Table 2 by the mean scores, standard deviation, and t ratio.

Mean scores of 296.6 and 93.7 for emotional intelligence and mental health, respectively, among rural-dwelling girls indicate a statistically significant gap ($t = 2.90^{**}$) between these two measures of well-being.

There is a statistically significant difference ($t = 5.40^{**}$) between the girls' emotional intelligence and mental health in urban regions, with the mean values for emotional intelligence being 301.5 and the mean value for mental health being 110.06, respectively.

Therefore, it is believed that there is a substantial difference in emotional intelligence and mental health between girls who live in rural and urban areas.

Results

The first question: "What is the level of emotional intelligence among female university students?"

To answer this question, the arithmetic averages and standard deviations for the emotional intelligence as a whole and each one of the dimensions of the criterion were calculated separately. Table 3 explains this.

Table 3: The arithmetic averages and standard deviations for the responses of the sample members on the criterion of religious behaviour and its three dimensions

No.	Dimension	Arithmetic Average	Standard Deviation	Rating
1	Emotional knowledge	3.523	0.4106	high
2	Organizing the emotions	3.607	0.5328	high
3	Sympathy	3.990	0.4820	high
4	Social communication	3.417	0.4947	moderate
	The criterion as a whole	3.611	0.3724	High

Looking at Table 3, we can see that female students at the Faculty of Arts at Hafar Al-Batin/University of Dammam have a high average grade for emotional intelligence, with an arithmetic average on the criterion as a whole reaching 3.611. We can also see that the field of sympathy took first place among the fields with an arithmetic average of 3.990, followed by the field of organization of emotions, which had an arithmetic average of 3.99. Following closely behind in third place with a 3.523 arithmetic average was the area of emotional knowledge, and in last place with a 3.417 arithmetic average and

grade of "moderate" was the field of social communication.

The second query is as follows: "Can one tell how emotionally intelligent a group of female college students will be based on their interpersonal competence and religious practices?"

In order to find the answer, we calculated the Pearson's product moment correlation coefficient between the emotional intelligence criterion in its entirety across all of its subscales and subscales of social skills and religious behavior. The correlation coefficient values are described in Table 4.

Table 4: The correlation coefficients between the emotional intelligence criterion and the social skills criterion and the religious behaviour criterion with all their different fields

Criterion	Dimension	Emotional Knowledge	Organizing Emotions	Sympathy	Social Communication	Criterion (Wholly)
Social Skills	Cooperation	0.482**	0.339**	0.442**	0.288**	0.495**
	Work Habits	0.562**	0.508**	0.399**	0.383**	0.607**
	Self-control	0.471**	0.612**	0.223**	0.172**	0.515**
	Relation of the Individual and God	0.224**	0.317**	0.241**	0.122*	0.299**
Religious Behaviour	Relation of the Individual and Himself/Herself	0.181**	0.349**	0.182**	0.028	0.256**
	Relation of the Individual and the Others	0.261**	0.396**	0.271**	0.118*	0.350**

** Statistically indicating at significance level ($\alpha = 0.01$).

* Statistically indicating at significance level ($\alpha = 0.05$).

Table 4 shows that there is a positive correlation between emotional intelligence and the social skills fields, as indicated by the statistically significant correlation coefficients ($\alpha = 0.01$). Emotional intelligence is positively correlated with all domains of the religious behavior criterion, as shown in table 10, and all domains of the social skills criterion, as shown in table 10, with the exception of the domain of social communication and its relation with the individual and himself or herself, which does not meet the significance level ($\alpha = 0.01$). Moreover, at the $\alpha = 0.05$ level of statistical significance, the field of

social communication is correlated with one's relationship with God and one's relationship with one's peers.

Pearson's product moment correlation coefficient between the social skills criterion with all its different fields and the religious behaviour criterion with all its different fields were calculated to ascertain the degree to which religious observance and social competence were correlated among university-level women students. You may learn what the correlation coefficient numbers mean by looking at Table 5.

Table 5: The values of the correlation coefficients between the social skills criterion with all its different fields and the religious behaviour criterion with all its different fields

Dimension	Relation of the Individual and God	Relation of the Individual and Himself/Herself	Relation of the Individual and the Others
Cooperation	0.363**	0.352**	0.371**
Work habits	0.477**	0.485**	0.534**
Self-control	0.379**	0.374**	0.437**

** Statistically indicating at significance level ($\alpha = 0.01$).

Table 5 shows that there is a positive correlation between the social skills fields and the religious behavior fields; more precisely, all correlation coefficients between the social skills fields and the religious behavior fields are statistically indicating at the 0.05 level of significance.

Table 6 displays the results of a multi-regression study conducted to establish the relative importance of the social skills and religious behavior variables in predicting emotional intelligence among college women.

Table 6: The results of the multi-regression analysis in predicting the extent of contribution of each of the social skills and the religious behaviour to the emotional intelligence among the university students

Independent Variables (predicted)	Coefficient Beta	Multi-correlation Coefficient R2	Variation Coefficient R2	F- Value	Significance Level
Social skills	0.680	0.427	0.427	250.743	0.000*
Religious Behaviour	-0.045	0.429	0.001	125.672	381.

* Statistically indicating at significance level ($\alpha = 0.05$).

Table 6 shows that the variable of social skills contributed with a statistically indicating percentage in predicting the level of emotional intelligence among female students at the University of Dammam in Hafar Al-Batin, as this variable explained a proportion of 0.427 of the variance in the level of emotional intelligence; however, the variable of religious behavior was not of any statistically indicating significance, and the partial correlation coefficient did not reach statistical significance.

Discussion of the Results

Discussing the Results Related to the First Question

Among female students at the University of Dammam/Hafar Al-Batin branch of the Faculty of Education, the average EQ score was 3.611, indicating a high degree of emotional intelligence. This outcome may be explained by the fact that the female students were at a high level of maturity and self-awareness, with the ability to recognize and constructively channel their own emotions as well as those of others. This is due in part to the academic level attained by the female students, which reflected the information that is provided by the curricula, and in part to the nature of the interrelationships among the female students within the university environment, which are based on mutual respect, understanding the feeling of the others, and not hurting them; these factors all contributed to strengthening the social ties among the female students, increasing their social capacity in understanding the others, and eliciting more positive behaviors from their peers. University students are widely regarded as members of an enlightened and educated society who can cope with adversity, find solutions to

problems, and keep their emotions in check. This is because they have the mental agility that allows them to maintain socially acceptable and emotionally disciplined behaviors and relationships that help them achieve their personal and professional goals. Those who are well-equipped in emotional intelligence are able to satisfy their own and others' needs as they change through time, leading to a sense of fulfillment and happiness.

There were five categories of study, with emotion organization coming in top and emotional communication coming in last. Female students in the Departments of Arts in the Faculty of Education at University of Dammam/Hafar Al-Batin branch had reached an age and social stage that gave them the ability to organize and control their emotions, but the nature of Saudi society contributed slightly to the capacity of social communication, since this society insists on avoiding extending social relations widely and insists on communicating more with racial groups. This study's findings are in line with those of Elwan and Nawajha (2013), Samawi (2013), El-Elwan (2011), and Al-Masdar (2007), which also found that college students had high levels of emotional intelligence.

Discussing the Results Related to the Second Question

Emotional intelligence was shown to positively correlate with social competence. Therefore, a female student's emotional intelligence is impacted by characteristics of her personality, including her social abilities. Since it helps the female pupils identify and understand her feelings while also channeling them constructively. In addition, kids' performance improves when the

classroom environment is safe, loving, and open to dialogue, all of which they may learn to achieve via practicing social skills in the classroom by having basic discussions with one another. More than that, kids learn to effectively communicate and interact with others, while also building interpersonal skills and self-management strategies. Students' self-awareness is a foundational component of emotional intelligence because it enables them to make improvements in areas such as correcting their actions, altering their behaviors to become more efficient, expressing their positive and negative emotions with grace, and maintaining emotional control under pressure. Since social skills include emotional skills that facilitate establishing friendly relations with the others, managing interaction with them, getting close to them, and better-knowing them, this also enables the individual to behave properly and feel self-efficient, which makes him or her participate in the activities of the others in such a way that gives him or her enjoyment in life and, consequently, the enjoyment of good psychological health. Research by Al-Elwan (2011), Al-Bawaenah (2004), and Norman and Richardson (2001) all found a correlation between EQ and soft skills, as did the present study's findings.

Inconclusive was the correlation between EQ and religious practices found by the research. This finding can be explained by the fact that all female students, regardless of their area of study or academic standing, share a common religious upbringing. This is due to the fact that religious commitment is upheld in Saudi society at all social strata, and that religious education is provided to students of all academic levels and fields of study. Female students of all disciplines are members of the same social group, share the same environment, adhere to the same cultural norms and customs, and take part in the same array of extracurricular activities. The current study's findings challenge those of previous research by Samawi (2013) and Al-Qedreh (2007), which found a correlation between EQ and religious observance.

CONCLUSION

The findings of the research demonstrated a significant favorable link between social skills and religious practices. The essence of Islamic education requires the Muslim to treat the others well, feel with them, and aid them; and views this as one of the religious tasks that pay and reward. This may explain why religiously dedicated individuals tend to have strong interpersonal skills. People who have the ability to understand the feelings of others, communicate with them, solve their problems, and assist them tend to be well-liked and respected by their peers. This is because they view helping, assisting, and supporting others as good deeds that earn them God's blessings. And yet, since they adhere to the enlightening Quranic directives and the purged Sunnah, individuals who are deeply religious stand out from the crowd by having exceptional social skills.

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