

Chapter I

Introduction

A student can be traumatic enough, however trying to deal with work and additional duties during encountering psychological sickness which may create more difficulties. Although students deals with many difficulties and after that they do well in performance. Many reports and researches deliberates as well as specify a number of mental health problems, including data taking place in a manner that they influence intelligence similarly performance as well, and at a place to discover support and become bounce back to the ordinary perspective. Yet, psychiatrically or medically identified tasks for example as stress, anxiety and depression normally had a larger affect, it may need extra mindful way to deal with way or behavior. These situations can upset students since exceeding expectations on tests, finishing projects or not withstanding making it to class. In extreme cases, student may even drop out. Stress, anxiety and depression are the most emotional illness which cause high impact on the mental health. Emotional intelligence as per as the capability to oversee feelings and spirits has a significant part in coping from the mental health problems. It also provide great source of understanding and awareness and develop resilience in the personality (Macaskill, 2013).

The capacity to address and defeat difficulties in manners that keep up or advance prosperity assumes a fundamental job in how students figure out how to accomplish scholarly and individual objectives. Resilient students sense a feeling of power over their very own fates and to constructed strength is the capacity to adjust well to difficulty and to built-up resilience is the skill to adjust well to adversity, trauma, tragedy, threats or even noteworthy sources of stress

which can assist students with managing pressure and sentiments of stress, anxiety and depression. However, being strong does not imply that student won't encounter trouble or pain. Resilience is basic for human flourishing, and a capacity important for the improvement of flexible, resilient students. It empowers the students to rise up out of difficult task with a positive feeling of themselves and their prospects. Students who create resilience are better ready to confront discouragement, gain from disappointment, adapt to misfortune, and adjust to change. Flexibility is perceived in student when we watch their assurance, coarseness, and steadiness to handle issues and adjust to the emotional difficulties of university and life (Macaskill, 2013).

1.1 Emotional Intelligence

According to Salovey and Mayers (1990) emotional intelligence is capability in the direction of recognizing, deciding, assessing, controlling and expressing our feelings. Studies have verified that students through higher emotional intelligence have more projecting psychological wellness, work execution, and initiative aptitudes albeit no causal connections have been appeared such discoveries are probably going to be owing to general insight and explicit identity qualities instead of enthusiastic knowledge as a build. Having emotional intelligence opens portals to amazing learning, and can assist students with finding it. The benefits of having emotional intelligence incorporates the expansion of mindfulness, push the executives, higher inspiration, more sympathy and empathy for other people, better correspondence and basic leadership and better connections. Emotional intelligence refers to a student ability to understand and articulate his or her own feelings as well as those of others. Students with emotional intelligence has good self-regulation skills and is able to empathize with other people's challenging experiences (Salovey & Mayers, 1990).

There are 4 main characteristics of emotional intelligence. Emotional literacy is recognizing your own feelings and others feelings. Salovey and Mayers (1990) managing emotions refers to controlling your emotions effectively. Empathy is the understanding and sharing the feelings of others. Intrinsic Motivation is the willingness to push yourself to meet goals. Emotional intelligence is not quite the same as general or basic knowledge. It refers to the capacity within a person to shelter self -feelings, to screen the feelings of others, to grasp the differentiations between them, towards practice the greater part of data in order to manage their movements. Exactly to considerate feelings of individual self and in addition other persons, moreover transmission of feelings with the end goal that is open. The raised status of emotional intelligence is a vital characteristic of knowledge. The capacity that build up ability of enthusiastic comprehension is a motorist into the domain of connections as well as in the domain of learning. The four magnitudes of emotional intelligence can encourage educators and executives to all the more likely comprehend and bolster students learning. When the student will have high emotional intelligence they will be more understanding about work and tasks given to them and they can use better relative and effective strategies to manage their stress. It is a source of deep vision to put the self in a situation. Emotional intelligence provides them healthier vision to interact and built up their relationships (Salovey & Mayers 1990).

1.1.1 Understanding. The concept of emotional intelligence is to sympathized one's very own feelings. Sympathizing is the beginning reason purpose of any enthusiastic procedure and in fact of any undertaking whatsoever. With the goal for students to have the capacity to focus on their scholastic work, they must have the capacity to see where their feelings even are. Regularly students don't have the mindfulness to recognize what they're feeling, and don't see the drivers of their activities. It requires investment with addition of rehearsal to dismantle feelings

also to figure out how can understand the feeling of an individual, especially amid immaturity at a point where enthusiastic exists particularly unpredictable (Lynch, 2015).

The underlying advance of understanding their own one of a kind emotions is what empowers the larger part of interchange estimations to be founded on. Observing the feeling they are experiencing level them onto the correct way towards emotional development and improvement, that would prompt improved conduct, additional center, and improved scholastic results. Students need to discover that feelings travel every which way as the rushes of the sea, which they can watch this rhythmic movement just by venturing once more through it (Lynch, 2015).

1.1.2 Management. mostly for students who have never had the skill of emotional management fostered. It's this learning how to manage one's own emotions will allow students to not only see the ebb and flow of their emotions, but to alter their reactions to it. Management of emotions is tied closely to self-control, in which a child learns to delay their own gratification in support of their future success. Emotional management is challenging for all of us, not just for children. But the waves of emotion can be, if not controlled completely, then at least tamed.

The ability to manage emotions is essential for classroom success, where students must learn how to interact reasonably within the academic environment while focusing on learning. Students with low emotional control react in a negative toward proposed changes, as they are not equipped to deal effectively with emotionally stressful events, like testing or projects. On the other hand, students who are able to effectively manage their emotions tend to be optimistic and to take the initiative, reframing their understanding of stressful events as exciting. (Lynch 2015)

1.1.3 Empathy. The way to joy and to long lasting achievement is understanding others' feelings, or empathy. The utilization of sympathy in the instructive condition is vast. Empathy stretches out to a comprehension of past as well as literature, workmanship, and level discipline and mathematics. Capacity toward place own self on the emotional body of someone else is the manner through which youngsters may awake up for the likelihood of creation revealed in science. It's especially relevant to youngsters, originate through stuck background, and need to learn the skill of empathy in order to become emotionally driven toward success.

Empathy can be worked through the perception of others, at that point expecting why individuals carry on and respond in the manners in which it is performed, at last identifying applies which are useful or inconvenient at challenging circumstances. Capacity that comprehend individuals' feelings, influences, inspiration, compromise instruments, and purposes behind participation are possible abilities maximum basic for achievement in instruction and in the existence which would derive previous to the class room (Lynch, 2015).

1.1.4 Relationships. There are such a significant number of measurements to connections in the school condition. When a youngster builds up the aptitude of empathy, they then need to channel that into positive relationships with other students, with teachers, with administrators, with parents and finally with themselves. Trust is an essential component of healthy relationships, as it allows students to see where they can improve without becoming self-critical or defensive. Trust fosters smooth and productive relationships with teachers and with peers. Emotional elements are the driving forces behind so much of the modern educational environment, and the role of relationships should be considered when creating policies, process and procedures within the school environment. Relationship building enables schools to boost their performance and is essential to making schools work. The positive reinforcement of an emotionally intelligent

environment enhances the school environment, helping students to find not only academic success, but also life success outside of the classroom (Lynch 2015).

1.2 Significance of Emotional Intelligence in Individuals

At the point students work on their emotional intelligence they figure out how to better comprehend themselves as well as other people. This can interpret better learning through resilience. The lack of emotional intelligence makes increase of problems on mental as well as physical health. It feels unable control of themselves with feeling of things are harder. Students who lack emotional intelligence can become less associated to school and influencing performance in the classroom. It can be significant by helping the students to understand themselves and others. It starts with teaching children to think about determine their ability to improve self- awareness, managing stress, self -motivation , building empathy, making Better decisions, communicating effectively and building relationships. When students have high level on emotional intelligence they can better understand and succeed their selves and relate to others around them. Emotional intelligence and mental health problems are imperative ideas of psychology that newly has been involved in the board field. According to this examination it was estimated that the connection between enthusiastic knowledge and its parts (Self-Regulation, Self-Awareness, Self-Control, Social Cognizance, Social Abilities) that were raised by shrink with psychological wellness of students. Also role of gender was evaluated in the relationship between emotional intelligence with mental health.

Self-Regulation alludes to presentation in great mental condition and provide guidance and direction sentiments and feelings towards objective, and emotional limitation and to defer requests and avert endeavors (Faghirpour, 2009).

Changing one's conduct to pursue rules, coordinate beliefs, or seek after objectives is accordingly an (extremely valuable) type of self - direction. To change a reaction does not really mean to abrogate it, albeit poise is a typical type of self - control (Polivy, 1998). Be that as it may, so is the intensification or delaying of a reaction (Faghirpour, 2009; Polivy, 1998).

Self-Awareness is apparently the greatest key issue in psychology, from both a influential and a transformative point of view. The most vital capacity identified with emotional intelligence is person know about own feelings. Self-awareness capacity permit to individual to perceive its qualities and confinements and its value discover trust (Khef & Dostar, 2004).

Self-Control/self -management refers to feeling of control over them, capacity to obstruction against motional storms that make the destination. Individuals who overwhelm on their energies can be composed with these changes (Golmen, 1995).

Social Consciousness refers to skills effect of words and deeds on others and furthermore knowing these that if the effect of their conduct is negative, it will change their conduct. A case of this capacity is compassion expertise that capacity sign in feel others or capacity comprehend emotion in intelligence basic leadership procedure of individual or gathering (Faghirpour, 2009). Social consciousness are awareness and comprehension to others feelings and emotions, abilities of mentality tuning in to others' sentiments. It is the point at which others are encountering energy and feeling, through productive strategies to enable them to know towards their feelings and its impacts on others (Faghirpour, 2009).

Some of the early studies that investigated the effect of stress and one's ability to quickly recover from adversity included: a longitudinal study of 698 children born into poverty in 1955 on the island of Kauai, Hawaii (Werner, 1993); adult survivors from German World War II (WWII) concentration camps (Antonovsky, 1971), and a 1949 study of family separation and

reunion during WWII (Hill, 1958). The early 1970s saw a surge of research interest in the topic of resilience with attention directed to children who progressed through normal development despite living in highly stressful environments (Masten, 1989; Reynolds, 1999; Buckner, 2003).

A decade later studies evolved to explore the lives of adults who had experienced severe trauma (Wagnild, 2009). According to Amada, 2008 Academic inquires further expanded to investigating diverse populations such as Community-Dwelling Older Women. (Wagnild, 2009;Amada, 2008)

1.3 Relationship between Emotional Intelligence and Mental Health

Wellbeing is seen as a sentiment of success, inner happiness, and enthusiasm for living and understanding inside self and with others, nonappearance of disarranges, clashes, stress and tension. Emotional reactions and experiences impact both physical and moreover mental health. Negative emotional states are connected with deplorable instances of physiological working, while positive emotional states are connected with progressively helpful instances of responding in both cardiovascular activity and immune system. Emotionally intelligent people can adjust better to life's troubles and control their emotions even more sufficiently, the two of which add to mental and physical prosperity (Taylor, 2001).

People who can deal with their feelings, the arrangement of qualities, managing the recognition, articulation, and control of states of mind and feelings, recommends that there must be an immediate connection between emotional intelligence and mental wellbeing (Salovey et al., 1999).

A individual who can regulate their emotions can adapt better to life's difficulties and control their feelings all the more adequately, the two of which add to great mental and physical wellbeing (Taylor, 2001). There is a connection between emotional intelligence, stretch and various proportions of mental health for example, sorrow, sadness and self-destructive ideation among youngsters (Ciarrochi, Deane and Anderson, 2002). Absence of emotional intelligence and powerlessness to oversee feelings are enter indications in some identity issue and drive control issue (Matthews et al., 2002). Higher emotional intelligence may be better ready to finish on responsibilities to wellbeing conduct and show better mental health.

Salovey et al., (2000) talked about widely the centrality of emotional states on physical wellbeing recommending that a person's emotional status impact their impression of physical indications. This arrangement of qualities, managing the discernment, articulation, and control of states of mind and feelings, proposes that there must be an immediate connection between enthusiastic knowledge and mental wellbeing.

1.4 Resilience

The capacity to recover quickly from difficulty. It is the capacity to effectively adapt to an emergency and to come back to normal state rapidly. When the individual uses mental strategies and practices in boosting individual assests and protecting self from the potential negative effect of stressor. In mental terms it exists in people who make mental and social limits that empowers them to remain calm during crisis and move on from the incident without long term negative consequences.

According to Tammy Russell (2013) resilience is a life skill. When students have resilience they are available to learning since they trust that they can learn and they are agreeable

in understanding the ideas quickly because of high inspiration and self-awareness. Resilience can support to protect from various mental health circumstances such as stress, depression and anxiety. Resilience additionally help counterbalance factors that can expand or make the risk more critical of psychological wellness conditions, for example, being tortured or past injury. If an individual have any mental health condition it can be improved by being resilient. Resilience is an essential component of achieving a suitable level of mental health (Todd & Rottenberg, 2010).

Resilience denotes the individual's ability to deal cleverly and skillfully with the different demands of life despite surrounding pressures and crises. It also helps individuals achieve psychosocial adjustment and stress management when life situations become more critical. Therefore, resilience is a key factor in communicating with life and coping with adversity (Grotberg, 2003). To improve resilience these factors are involved ,get connected, make things meaningful, learn from experience, remain hopeful, take care of self, be proactive.

1.5 Mental Health Problems

According to Rodgers & tennison (2009) institute long periods of any individual are sincerely and mentally more requesting than some other phase of education. At this period the individual experience the greatest tasks that pose a diversity of mental health problems and physical difficulty as well. Grayson (1989)The mutual difficulties handled by the university students are mood disturbance, negative behaviors, interpersonal problems and impairment of self-concept which often have negative effect in their academic performance. The main mental health problems faced by the students are stress, anxiety and depression which are caused at any stage stress, anxiety and depression in students can be measured through DASS 21 and its

severity is measured on its scale. (Rodgers & tennison, 2009)

1.5.1 Signs of mental health problems includes

A person who experiences erratic thought, unexplained changes in mood, lack of interest in socializing, lack of empathy, inability to tell the difference between reality and fantasy, or a seeming lack of control, that a person may have mental health problem.

1.5.2 Signs of mental health Risk

A change in personality, acting like a different person not actually behaving like themselves. anger, mood swings, social withdrawal, isolation, lack of self-care and hopelessness are included as the risk signs of mental health problems.

Mental health problems can cover a broad range of disorders, but the common characteristic is that they all affect the affected person's personality, thought processes or social interactions. They can be difficult to clearly diagnose, unlike physical illnesses. According to data from SAMHSA, 20 percent of people suffer from a form of mental disorder, and 5 percent suffer from a disorder severe enough to affect school, work, or other aspects of daily life.

1.6 Theoretical Framework

Mental health problems are often understood as a concept related to mental disorders. Mental health will be defined as “a state of well-being whereby individuals recognize their abilities, are able to cope with the normal stresses of life, work productively and fruitfully, and make a contribution to their communities.” (WHO, 2003). The concept mental health can be applied to the ability of an individual to develop themselves, to deal with the circumstances of

life and participate in society by making their own contribution to it (WHO, 2013). Additionally, mental health is an important concept included in the definition of health presented by the World Health Organization (2014) as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”. Depression, anxiety, and stress are commonly associated with negative thinking and attributions. Attribution theory is concerned with how individuals interpret events and how this relates to their thinking and behavior. Heider, (1958) was the first to propose a psychological theory of attribution, but Jones et al, (1972); Weiner, (1974) developed a theoretical framework that has become a major research paradigm of social psychology. Attribution theory assumes that people try to determine why people do what they do, i.e., attribute causes to behavior. A person seeking to understand why another person did something may attribute one or more causes to that behavior. A three-stage process underlies an attribution: (1) the person must perceive or observe the behavior, (2) then the person must believe that the behavior was intentionally performed, and (3) then the person must determine if they believe the other person was forced to perform the behavior (in which case the cause is attributed to the situation) or not (in which case the cause is attributed to the other person).

1.6.1 Mental Health Problems and Emotional Intelligence

The theory of multiple intelligences proposes that intelligence includes skills and abilities in any area; emotional intelligence (EI), therefore, includes an individual’s ability to identify, interpret, and regulate emotions and emotional responses. This theory is important for the understanding of emotional intelligence role in the life of young adults students. When the students know their own feeling and thoughts and can interpret them they will find the better pathways to control and manage their selves. At the stage where the student is emotionally

intelligent they will move on with less risk of mental health problems (stress, anxiety and depression). However, the theory of multiple intelligences posits that intelligence can be found in nearly any strength or skill. Intelligence has been conceptualized more in an academic regard, such as with mathematical and literacy achievement (Blomberg, 2009; Gardner, 1983; Goleman, 2005). According to the attribution theory the students who have higher emotional intelligence are more capable at interpretation of emotions, internal locus of control, external responses and performing in encounter situations. They achieve well in their academic and personal matters (Weiner, 1974).

1.6.2 Mental Health Problems and Resilience

The term resilience has been used to label three different types of phenomena: (a) individuals who have experienced traumatic events but have been able to recover well; (b) persons who belong to high-risk groups, but who have more favorable outcomes than expected; and (c) persons who show positive adaptation despite life stressors (Masten, Best, & Garmezy, 1990).

The resiliency theory provides a practical lens through which to view human development with optimism and hope. psychopathology has overwhelmingly demonstrated that negative outcomes cannot, necessarily, be predicted based on the number or severity of risk factors present in the lives of individuals. Students need to be taught to recognize and understand the factors associated with positive. Resiliency theory provides a conceptual framework for considering a strengths-based approach to understanding young adults development and informing intervention design (Fergus & Zimmerman, 2005; Zimmerman & Brenner, 2010). Resiliency theory supplies the conceptual scaffolding for studying and understanding why some

youth grow up to be healthy adults in spite of risks exposure (Garmezy, 1991; Masten, et al., 2007; Rutter, 1987; Werner & Smith, 1982).

Resiliency focuses attention on positive contextual, social, and individual variables that interfere or disrupt developmental trajectories from risk to mental health problem such as stress , anxiety, depression, mental distress, and poor health outcomes. These positive contextual, social, and individual variables are called promotive factors (Fergus & Zimmerman, 2005), operate in opposition to risk factors, and help youth overcome negative effects of risk exposure. Fergus & Zimmerman (2005) identified two types of promotive factors: assets and resources. Positive factors that reside within individuals such as self-efficacy and self-esteem are defined as assets. Resources refer to factors outside individuals such parental support, adults mentors and youth programs that provide youth with opportunities to learn and practice skills. Assets and resources provide youth with the individual and contextual attributes necessary for healthy development.

1.7 Summary

In this chapter mental health problems are highlighted in university students. The major problems faced by the university students is stress, anxiety and depression. They can interpret, measured and control by other variables. Emotional intelligence of the individual helps to understand, interpret, control and manage the individuals mental and physical state. emotional intelligence is capability in the direction of recognizing, deciding, assessing, controlling and expressing our feelings (Salovey & Mayers, 1990). To be emotional intelligent is very important for the students because more emotional intelligent individual would face less mental health problems. The variable which cope the student from any trauma and mental health problem is the resilience of that student which provides urge to bounce back to perform well. It boost up the

individuals self-esteem and hard work for work achievement. The students who are more resilient will find the better and quick way to solve the encounter condition and will have less mental health problems. These are correlated with each other and may effect each other significantly. Many researches and framework describes the role and importance of mental health problems in university students.

Chapter II

Literature Review

Chew, Zain, and Hassan, 2013 purposed cross-sectional study using an objectively-scored measure of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Academic performance of medical school students was measured using continuous assessment (CA) and final examination (FE) results. The first- and final-year students were invited to participate during their second semester. Students answered a paper-based demographic questionnaire and completed the online MSCEIT on their own. Relationships between the total MSCEIT score to academic performance were examined using multivariate analyses. A total of 163 (84 year one and 79 year five) medical students participated (response rate of 66.0%). The gender and ethnic distribution were representative of the student population. The total EI score was a predictor of good overall CA (OR 1.01), a negative predictor of poor result in overall CA (OR 0.97), a predictor of the good overall FE result (OR 1.07) and was significantly related to the final-year FE marks (adjusted $R^2 = 0.43$). Medical students who were more emotionally intelligent performed better in both the continuous assessments and the final professional examination. Therefore, it is possible that emotional skill development may enhance medical students' academic performance.

In 2017 Nida Mehmood and Farzana Asharaf purposed research on emotional intelligence and depressive symptoms in relation to personality characteristics in youth. This research tests personality characteristics as predictor of emotional intelligence and depressive symptoms in a cross sectional sample of youth. The Mayer-Salovey-Caruso Emotional

Intelligence Test (Mayer, Salovey, & Caruso, 2002), Introversion Scale (McCroskey, 1998) and Center for Epidemiological Studies Depression (Radloff, 1977) were administered on 120 participants ages between 18-25, selected through simple random technique. Correlation analysis illustrated that introversion personality negatively relates with depressive symptoms and positively correlate with emotional intelligence. Moreover, regression analysis did not predict personality as significant predictor of depressive symptoms and emotional intelligence. This study emphasizes the importance of personality as facilitating factor for mental health and emotional intelligence. In addition, this research suggests that depressive symptoms may be harmful for enhancement of personality characteristics and emotional intelligence in youth.

From 1990 to 2007, P. Seligman, Reivich, and Schulman conducted study for Penn Resiliency Program (PRP) for college students is a classroom-based group intervention. The study was conducted longitudinal, controlled studies to determine the effectiveness of a school-based cognitive-behavioral intervention designed to prevent depression and anxiety among college students. These studies indicate that the Penn Resilience Program can prevent and reduce the symptoms of depression and anxiety, as well as increased optimism and well-being and better physical health. They use a train-the-trainer model, in which we train people how to deliver a structured resilience curriculum to students. They have trained a variety of individuals to deliver the curriculum, including school teachers, school counselors, mental health professionals, graduate students in psychology and education, and army soldiers. Participants could also include student leaders who are resources for other students, such as resident advisors. This model enables the wide-scale dissemination of the resilience skills.

Scott . Wilks & Christina , (2010) purpose a exploratory study to analyze the relationship between academic stress and resilience in American, undergraduate social work students ($N = 145$), and to identify whether social support functioned as a protective factor amid this relationship. Testing social support within models of mediation and moderation served this purpose. Surveys were submitted to three social work programs and solicited empirical data on academic stress; social support and two subsystems, family and friend support; and perceived resilience. The sample reported moderate levels of academic stress, social support, and resilience. Academic stress significantly ($p < 0.05$), negatively influenced social support and resilience. Social support systems exerted significant, positive influence with each other and with resilience. No social supports mediated the negative stress effect on resilience. Friend support moderated the academic stress–resilience relationship. Implications for social work educators and field agency practitioners regarding enhancement of supportive peer relationships among undergraduate students are discussed (Scott E. Wilks & Christina A, 2010).

A study was purposed by X, S, Zhang , Zhang , F, (2015) on mental health problems which aim to test the independent and interactive associations of physical activity (PA) and screen time (ST) with self-reported mental health and sleep quality among Chinese college students. Data were collected in October, 2013. The gender, age, residential background, body mass index (BMI), perceived family economy and perceived study burden were obtained from a total of 4747 college students (41.6% males and 58.4% females). The outcomes were self-reported PA status, ST, anxiety, depression, psychopathological symptoms and sleep quality. Analyses were conducted with logistic regression models. Overall, 16.3%, 15.9% and 17.3% of the students had psychological problems, such as anxiety, depression and psychopathological symptoms, respectively. The prevalence of poor sleep quality was 9.8%. High ST was

significantly positively associated with anxiety ($OR=1.38$, 95% CI : 1.15-1.65), depression ($OR=1.76$, 95% CI : 1.47-2.09), psychopathological symptoms ($OR=1.69$, 95% CI : 1.43-2.01) and poor sleep quality ($OR=1.32$, 95% CI : 1.06-1.65). High PA was insignificantly negatively associated with anxiety, depression, psychopathological symptoms and poor sleep. Low PA and high ST were independently and interactively associated with increased risks of mental health problems and poor sleep quality ($p<0.05$ for all). Interventions are needed to reduce ST and increase PA in the lifestyles of young people. Future research should develop and measure the impacts of interventions and their potential consequences on sleep, health, and well-being.

2.1 Rationale

The rate of mental health problems among students is increasing. They are being disturbed mentally and physically as well. The study determines their emotional intelligence and resilience towards mental health problems. The measures shows that individuals who are high at their emotional intelligence they have good coping skills and they are more resilient they have more urge to bounce back from the traumatic event and they can manage their self - better in problematic situations and have less chance of mental health problems. Further they are compared with demographic variables to study the effect of mental health problems in different demographic status. This study actions to be interesting and contribute fundamentally to past research in the field of psychology. This study will contribute understanding of the link of relationship between emotional intelligence, resilience and mental health problem(depression, anxiety and stress). This will be achieved by comparing emotional intelligence and resilience with mental health problems in university students. Moreover, this will be useful for clinical,

counseling psychologist to deal with university student's issues and problem relating the variable under study.

2.2 Objective

To find out the relationship among emotional intelligence, resilience and mental health problems in university students.

2.3 Hypotheses

1. There is likely to be a relationship between emotional intelligence , resilience and mental health problems (stress, anxiety and depression) in university students.
2. Emotional intelligence and resilience are likely to predict mental health problems of university students.

Chapter III

Method

3.1 Research Design

Correlational research design was used to measure the relationship of emotional intelligence, resilience, and mental health problems in university students.

3.2 Sample and Sampling Technique

The sample was comprised of 250 students both male (n = 139) and female (n = 111) university students of COMSATS university Lahore campus. Convenient sampling technique was used to approach the students.

3.3.1 Inclusion criteria. University students were included of age range 18 to 25 of different departments of the university. Both undergraduate and graduates students were included (14 to 16 years of education).

3.4 Operational Definitions

3.4.1 Emotional intelligence. Emotional intelligence is a term used to portray multipurpose relational and intrapersonal emotional operations (Kirk, Schutte, & Hine, 2008).

3.4.2 Resilience. Resilience is the capacity to bounce back from extreme occasions, or even to triumph in the face of hardship (McBride, 2007).

3.4.3 Mental health problems. It alludes to a wide scope of emotional wellness conditions issue that influence your state of mind, moods and actions (Lovibond & Lovibond, 1995).

3.5 Assessment Measures

3.5.1 Informed consent. Consent form was used to ensure the voluntary participation of the participants, by signing the consent for the present study. The consent form explained the topic of the research, purpose of the research and participants' willingness to participate in the present study.

3.5.2 Demographic Form

Demographic variables of age, gender, qualification, semester, socioeconomic status, occupation and income were included in demographic form.

3.5.3 Brief Emotional Intelligence Scale

Brief Emotional Intelligence Scale developed by Davies, Lane, Devonport, & Scott, (2010). It is a 10 items scale. Items on the Brief Emotional Intelligence Scale are rated on a 5-point Likert scale anchored by 1 = "strongly disagree" to 5 = "strongly agree."

3.5.4 Nicholson McBride Resilience Questionnaire

Nicholson McBride Resilience Questionnaire this scale is an abbreviated version of the Nicholson McBride Resilience Questionnaire (NMRQ). It is a 12 item scale and for respectively item , score between 1 and 5, where 1 = strongly disagree and 5 = strongly agree.

3.5.5 Depression, Anxiety and Stress Scale - 21 Items (DASS-21)

The Depression, Anxiety and Stress Scale - 21 Items (DASS-21) is a lot of three self-report scales intended to quantify the emotional state of depression, anxiety and stress. All of the three DASS-21 scales contains 7 things, isolated into subscales with comparable substance. Scale

are rated on a 3-point Likert scale anchored by 0 = "strongly disagree" to 3 = "strongly agree". The depression scale assesses dysphoria, desperateness, degrading of life, self-expostulation, absence of intrigue/contribution, anhedonia and inertia. The anxiety scale evaluates autonomic excitement, skeletal muscle impacts, situational nervousness, and abstract involvement of on edge influence. The stress scale is delicate to dimensions of incessant nonspecific excitement. It surveys trouble unwinding, anxious excitement, and being effectively vexed/unsettled, bad tempered/over-responsive and restless.

3.6 Procedure

The scales used as measures of the study were open permitted. The scales were compiled after finalizing them convenient sampling technique was used to collect data. At first consent was marked from the members to guarantee their readiness to take an interest in the study. They were briefed about the research and purpose of data collection. Their confidentiality was ensured to them. They were also informed of their right to quit from the research at anytime. They were requested to complete the questionnaire by answering to the statements which the researcher asked and they had right to feel free to ask any question regarding research was assured. Three questionnaire were administered and a demographic performa was asked. It took 10- 15 minutes to complete the questionnaire. Participants were thanked at the end of data collection. After the data was collected it was subjected to data analysis.

3.7 Statistical Analysis

In the present study descriptive analysis as well as inferential analysis was used. Descriptive analysis was used to examine the frequencies and percentages of the demographic variables as well as the studied variables. Reliability of the scales used for the current study was

determined. Pearson product moment correlation was measured to find association among emotional intelligence, resilience and mental health problems. Hierarchical regression analysis determined the predictive part emotional intelligence and resilience on mental health problems among university students.

3.8 Ethical Consideration

The open permission of scales was used for the scales of emotional intelligence, resilience and mental health problems. Briefing was provided to the participants about the purpose of the present study and made aware that their given information would be kept confidential. Written as well as verbal consent were taken from the participants of the study. It was assured that no physical and psychological harm were caused to the participants. The researcher made sure that the data was collected carefully and it was kept confidential.

Chapter IV

Results

The study is focused on emotional intelligence, resilience and mental health problems among university students of COMSATS Lahore campus. It was hypothesized that emotional intelligence and resilience have significant impact on an individual's mental health problems. It is also hypothesized that emotional intelligence and resilience predicts mental health problems of individual. The study determines their emotional intelligence and resilience towards mental health problems.

The statistical analysis that is used in this research is descriptive analysis, correlational analysis and hierarchical regression. Descriptive analysis is used to elaborate demographics and scales reliability. Correlation is used to find out the relationship between emotional intelligence , resilience and mental health problems among university students. Moreover, hierarchical regression analysis is used to evaluate that mental health problems are predicted by emotional intelligence and resilience.

Table 1

Descriptive Statistic of Studied Variables (N=250).

Variables	k	Actual Range	Potential Range	M(SD)	α
Mental health problems					
Stress scale	7	0-19	0-21	5.34(3.16)	.68
Anxiety Scale	7	0-21	0-21	5.74(3.33)	.77
Depression Scale	7	0-21	0-21	3.86(3.38)	.83
Emotional Intelligence Scale	10	13-50	10-50	40.82(5.60)	.85
Resilience Scale	12	13-5	12-60	44.44(6.65)	.81

There were three scales used in the research, mental health problem scale, which was measured within three categories of mental health problems (stress, anxiety and depression), emotional intelligence scale and resilience scale. The above table elaborates that on population of students (N=250), the reliability of mental health problem on stress scale was .68 with mean of 5.34 and standard deviation of 3.16. The actual range was founded as 0-19 and the potential range is 0-21. The reliability of anxiety scale was .68 with mean 5.74 and standard deviation of 3.33, the actual range was founded as 0-21 whereas the potential range is 0-21. The reliability of depression scale is .83 with mean 3.86 and standard deviation of 3.38. the actual range was founded as 0-21 and the potential range is also 0-21. The second scale was of emotional intelligence which has reliability of .85 with mean 40.82 and standard deviation 5.60 its actual range was founded as 13-50 where as its potential range is 10-50. Third scale was of resilience it has reliability of .81 with mean 44.44 and standard deviation 6.65. its actual range was founded

as 13-58 whereas its potential range is 12-60. All scales of studied variables shows good reliability.

Table 2

Descriptive Statistic of Demographic Variables (N=250).

Demographic Variables	f(%)	M (SD)
Age (in years)		21.20 (1.67)
Years of Education		15.17(.99)
Gender		
Male	139(55.6%)	
Female	111(44.4%)	
Occupation		
Employed	46(18.4%)	
Unemployed	204(81.6%)	
Semester		
5 th	65(25.2%)	
6 th	60(24.0%)	

The demographic variables of the study were gender, age, education, semester, occupation and income. By the table the gender describes 139 male and 111 female which shows the percentage of 55.6% and 44.4%. The mean of age in years was 21.20 with standard deviation of 1.67. Occupation variable was measured in two categories employed and unemployed, the frequency of employed was 46 and frequency of unemployed was 204 which shows the percentage of employed 18.4% and unemployed 81.6%. semester was also taken as a demographic variable in the study, students from semester 1 to 8 were included in data collection. The students of 5th

and 6th were higher at the scales. 5th semester frequency was 65 with percentage of 25.2, 6th semester frequency was 60 with percentage of 24.

Table 3

Pearson Correlation Between Stress, Anxiety, Depression, Emotional Intelligence And Resilience. (N=250)

Measures	Stress	Anxiety	Depression	Emotional Intelligence	Resilience
Stress	-	.78***	.74***	-.37***	.39***
Anxiety	-	-	.70***	-.27***	-.37***
Depression	-	-	-	-.32***	-.32***
Emotional Intelligence	-	-	-	-	.47***
Resilience	-	-	-	-	-

Note. ***p<.001

It was hypothesized that there is a significant relationship between emotional intelligence, resilience and mental health problems. The results of co-relation analysis indicates that there is a strong negative relationship between mental health problems(stress, anxiety, depression)and emotional intelligence which represents that students who have low emotional intelligence have more stress, anxiety and depression as mental health problem.

The co-relation between mental health problems and resilience is also strongly negative co-related which indicates that students who are less resilient have more mental health problem they have more stress, anxiety and depression The co-relation between emotional intelligence and resilience is strongly positive co-related which show that students who are high at their emotional intelligence are more resilient.

Table 4

Hierarchical Regression Predicting Stress with Emotional Intelligence, Resilience and Demographic variables. (N=250)

Predictors	Beta	S.E	β	Model fit	R²	ΔR^2
Model I				8.16	.09	.09
Education	-.89	.21	-.28***			
Gender	-.75	.40	-.12			
Age	-.02	.13	-.01			
Model II				14.61	.19	.10
Education	-.67	.20	-.21**			
Gender	-.68	.38	-.11			
Age	-.06	.12	-.03			
Emotional Intelligence	-.18	.04	-.22***			
Model III				15.42	.24	.05
Education	-.57	.20	-.18			
Gender	-.74	.37	-.12			
Age	-.57	.18	-.18			
Emotional Intelligence	-.12	.04	-.22***			
Resilience	-.12	.03	-.25***			

Hierarchical regression analysis was used to see prediction effect on demographics, emotional intelligence and resilience on mental health problems. The results elaborates that education, age, emotional intelligence and resilience are predictors of stress. Students of less age and education are lower at emotional intelligence and resilience and are more stressed.

Table 5

Hierarchical Regression Predicting Anxiety with Emotional Intelligence, Resilience and Demographic variables. (N=250)

Predictors	Beta	S.E	β	Model fit	R²	ΔR^2
Model I				7.61	.09	.09
Education	-.86	.22	-.26***			
Gender	-.69	.43	-.10			
Age	-.12	.14	-.06			
Model II				9.26	.13	.05
Education	-.71	.22	-.21**			
Gender	-.64	.42	-.10			
Age	-.14	.13	-.07			
Emotional Intelligence	-.13	.04	-.22***			
Model III				11.57	.19	.06
Education	-.59	.21	-.18			
Gender	-.70	.40	-.11			
Age	-.12	.13	-.06			
Emotional Intelligence	-.06	.04	-.10***			

Hierarchical regression analysis was used to see prediction effect on demographics, emotional intelligence and resilience on mental health problems. The results elaborates that education, age, emotional intelligence and resilience are predictors of anxiety. Students of less age and education are lower at emotional intelligence and resilience and have more anxiety.

Table 6

Hierarchical Regression Predicting with Depression, emotional Intelligence, Resilience and Demographic variables. (N=250)

Predictors	Beta	S.E	β	Model fit	R²	ΔR^2
Model I				6.8	.08	.08
Education	-.89	.23	-.26			
Gender	-.85	.44	-.12			
Age	.15	.14	.07			
Model II				10.92	.15	.07
Education	-.69	.22	-.20**			
Gender	-.79	.40	-.12			
Age	.11	.13	.06			
Emotional Intelligence	-.17	.04	-.28***			
Model III				10.85	.18	.03
Education	-.61**	.22**	-.18**			
Gender	-.83	.41	-.12			
Age	.13	.13	.06			
Emotional Intelligence	-.12**	.04**	-.19***			
Resilience	-.10	.03	-.20***			

Hierarchical regression analysis was used to see prediction effect on demographics, emotional intelligence and resilience on mental health problems. The results elaborates that education, age, emotional intelligence and resilience are predictors of depression. Students of less age and education are lower at emotional intelligence and resilience and are more depressed.

Summary of findings

There is significant negative relationship between emotional intelligence, resilience and mental health problems (stress, anxiety and depression) in university students. The study shows that students who score high at emotional intelligence scale are more resilient and predicts less mental health problems (stress, anxiety and depression) in university students .Demographic variables are predicting emotional intelligence, resilience and mental health problems in university students.

Chapter V

Discussion

The current study examines the relationship of emotional intelligence , resilience and mental health problems(stress, anxiety and depression). Usually students are suffering from mental health problems at their institute. They are under duress of their work and other activities and facing many mental and physiological issues. It has been indicated by the study that students who have more emotional intelligence are more competent and they manage their work and other activities. The higher emotional intelligence provides strength to emotional and social areas which helps the student to be resilient. stress , anxiety and depression are most common problems which leads towards the severity of the problem and weaken the strength of the individual. It was hypothesized that there is likely to be a relationship between emotional intelligence, resilience and mental health problems (stress, anxiety and depression) of university students. It was also hypothesized that emotional intelligence and resilience are likely to predict mental health problems of university students.

From the university viewpoint, self -control on intellectual and behavior are fundamental parts of learning and academic performance (Corno & Mandinach, 1983; and Corno & Rohrkemper, 1985). Most students if not all will encounter disappointment and inability to achieve their objectives. This is on the grounds that they rely upon the quality to control their negative thoughts and sentiments. At the point when students can control feelings, they will have the capacity to accomplish the educational objectives also (Dweck et al, 1995). Additionally, in an examination directed by Walter Mischel, it was discovered that those students who could control the emotions of activity have demonstrated their capacity in accomplishing great

scholarly and great social abilities when they are in their youth (Shoda, Mischel, and Peake, 1990). The outcomes propose that better academic achievement may be accomplished by focusing on aptitudes connection to feeling the board and having the capacity to adapt in troublesome circumstances. As indicated by (Bernard 1965), inspiration is the main thrust that includes the raise, keep up and control the intrigue. He said that this emotional intelligence variable of inspiration is imperative to urge students to effectively take part in the exercises of educating and learning, keen on urging students to keep figuring out how to make a fun learning process. Be that as it may, in this investigation the emotional intelligence fixated on resilience. Resilience is the self-inspiration and one of the key variable of emotional intelligence as self-inspiration which gives a lift in enhancing students. With regards to this exploration, resilience centers around students intrigued to ponder and comprehend their inclining objectives and targets for accomplishing great psychological wellness. Psychological wellness issue is associated with ones feelings. Feelings influence the manner in which an individual reacts against someone else and furthermore to their condition, at last it decides the example of change that will be taken in their lives (Kamarudin, 1989).

According to the current study there is significant negative relationship between emotional intelligence, resilience and mental health problems (stress, anxiety and depression) in university students. The study shows that students who score high at emotional intelligence scale are more resilient and predicts less mental health problems (stress, anxiety and depression) in university students .Demographic variables are predicting emotional intelligence, resilience and mental health problems in university students. The current study suggests that the students should increase their emotional intelligence they should learn to explore their self at the first and determine their abilities to deal with the different situations and problems with healthy strategies

so that they can live a healthy life with less mental health problems which can lead them towards a successful and healthy life. Stress and other mental problems are part of the daily routine pressure it is important to get resilient and bounce the self -back towards the normal. Students who have high score of emotional intelligence are at good stage of their life they are more educated and well -tempered. Their resilience power is more than those who are low at their emotional intelligence. And those who are not much emotionally intelligent are facing more mental problems.

4.1 Conclusion

The data was collected from COMSATS university Islamabad, Lahore campus Pakistan. The average age of the students were found at 18-25 who participated in the research at their own will. The collected presents that the students who are low at their emotional intelligence are have more mental health problems and are less resilient. The study shows that more emotionally stable students gets more education they are stable and good at managing stress, anxiety and depression. Those who have low resilience had more mental health problem. They do take more stress and get more anxiety and depression.

4.2 Limitations and Suggestions

The current study is only based on the students of COMSATS university Islamabad Lahore Campus Pakistan. The study includes male and female students with a specific age range of 18-25 and education range of 14 to 16 who are facing mental health problems (stress, anxiety

and depression). Moreover the study was proceed through convenient sampling and data was collect from male (n = 139) and female (n = 111), So that the time would be less consumed to collect the require information. The gathered data includes the level of emotional intelligence, resilience and mental health problems (stress, anxiety and depression). Three scales were used in the study.

It is decidedly suggested that more quantitative study should be expand on students who are suffering from mental health problem and have low power of resilience and facing difficulty in managing the daily academic and routine life challenges. Sample size can be increased for more generalized results. More age range cab be under study to control mental health problems among students of different age and education level. The data can be collected through both private and govt institutes. There is lack of awareness about the intellectual problems of students which are hard to cope. They should be focused and guided for better treatment and cure.

4.3 Implications of the Study

This study will help to discover strong emotional positive perspective that can help to cure and treat mental health problem. The strength of the students to learn emotional intelligence and be resilient enough to bounce back into the normal and ordinary state of mind and body. The study suggests that there is a high need of student counseling and boosting of their emotional intelligence in university setting through which they can sense the emotions of their self and others also. Awareness programs and seminar should be arranged in order to strengthen positive traits among the students. The more they will be emotionally stable, they will be mentally healthy and get higher education and will be more resilient which can help them to tackle

difficulties of life and career. There would be lack of stress , anxiety and depression among them which leads towards more healthy life span.

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