
Analysis on the Relationship between Students' Mental Health and Personality Traits

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Abstract

Emotional steadiness and a positive outlook on life are two components of mental health, which together make up the individual's level of adjustment with themselves, others, and their surroundings. The main aim of the study is Analysis on The Relationship Between Students' Mental Health and Personality Traits. In order to gather data, the investigators initially chose 30 schools to sample from across six different districts in Haryana. There was a significant gender gap in the connection of male and female students' mental health with emotional intelligence and the personality characteristic of extroversion, and this was true for students from both rural and urban environments.

Keywords— Relationship, Emotional, Mental, Health, Personality

I. INTRODUCTION

Emotional steadiness and a positive outlook on life are two components of mental health, which together make up the individual's level of adjustment with themselves, others, and their surroundings. A person who struggles with emotional instability may suffer from low self-esteem, low self-confidence, low self-efficacy, and poor social skills. Students are unable to perform to their potential if they do not possess these attributes. Learners are showing increasingly poor academic performance as a result of these shortcomings, which is contributing to an increasing issue of dissatisfaction. The conditions for suicide are being created by frustration. As a result, the improvement of students' mental health on the secondary, upper secondary, and college levels is a very important problem that is now being faced by educators, parents, teacher educators, and governments. The time of life known as adolescence, in particular, is one that is particularly vital and crucial. It is a phase of transition in both the physical and psychological sense. At this point, huge changes take place not just physically but also emotionally, socially, religiously, and in terms of attitude. This is a very

significant time period during which the characteristics of one's personality grow and find expression in a variety of ways. In conclusion, this is the foundation for the growth of an individual's physical, social, and psychological domains, but maintaining good mental health is a vital component for the aforementioned advancements.

Emotional intelligence and mental health are closely related to one another. Emotional intelligence is a topic that is currently being researched in a variety of fields, including education, psychology, sociology, and others. According to the findings of recent research, emotional intelligence may be more essential than general intelligence. The era of time known as adolescence is closely related with the development of emotions. On the other hand, healthy mental development is needed to achieve satisfactory levels of emotional growth. Therefore, when a person reaches their teenage years, they will have a greater capacity to deal with their feelings if they maintain the positive mental health and behaviors that they developed throughout their childhood. When teenagers have psychologically healthy minds, we may assume that they also have good

self-control and discipline. When considering an individual's overall health, the state of their mental equilibrium and wellness are of the highest significance. If he is going to be effective in meeting these challenges, he has to take into mind his mental health because of the complexity and stress of contemporary existence. A correct understanding and fulfillment of specific requirements is necessary for the mental health of teenagers at this crucial and challenging era. These particular needs include the need for status, the need for independence, the need for a fulfilling and healthy philosophy of life, and the need for proper orientation to the opposite sex. When adolescents are able to meet all of their requirements, they mature into adults who are content, self-assured, and well-adjusted socially. But when their needs aren't met and kids don't have the right kind of direction, they develop specific behavior problems like excessive daydreaming, skipping school, running away from home, stealing, rebelliousness, and many other issues, which puts their mental health condition in jeopardy.

1.2 RATIONALE OF THE STUDY

The teenage years and the period of science and technology are known as the modern age. The rapid advancement of science and technology has made receiving an education of sufficient quality somewhat more difficult. Teenagers are confronted with a diverse array of difficulties throughout the formative years of their lives, while they are still in school and trying to launch successful careers. However, a significant portion of the students in this competition do not accomplish what they set out to do. This results in a wide range of difficulties in the physical, mental, social, and psychological domains. Students are developing mental health issues as a direct result of these issues. Therefore, the educational system must to be structured in such a way that it enables children to grow up with healthy mental health. The mental health approach in education has developed into a powerful movement that has taken root in all progressive educational systems around the globe in recent years. Because of the significance of mental health, many fields of study, including psychology, education, sociology, counseling, biology, and medicine, have begun to focus their attention on it as a topic for research. since of this, the study that pertains to the mental health of teenagers in high school and upper secondary schools has to be reinforced since children go through a variety of changes, both physically and psychologically, and stages of development throughout this transitional time.

II. LITERATURE REVIEW

Peixoto, Isaías & Muniz, Monalisa (2022) Despite the absence of empirical scientific study on those factors in relation to the working environment, particularly Emotional Intelligence and Social Skills, the organizational environment has an ever-increasing demand for psychological constructs such as Emotional Intelligence (EI), Social Skills (SS), and Intelligence (G). This is the case despite the fact that the organizational environment has an ever-increasing need for these variables. In light of this, the purpose of the current research was to assess the factors that were provided by professionals working in a variety of fields and leadership positions within the framework of the business. There were a total of 120 participants, including both leaders and non-leaders, who came from the organization's four primary departments. The primary findings revealed that there was no significant difference in EI across the various domains, that leaders had lower EI scores compared to those who were being led, and that there was no difference in G or SS general score between leaders and those who did not take on a leadership role. This helps add to thoughts on how companies now conduct their selection procedures and promotion criteria.

García-Martínez, Inmaculada & Navío (2021) Both emotional intelligence (EI) and stress are concepts that often describe the teaching profession; yet, there is an inverse relationship between the two. There is evidence found in the literature that says it is important for teachers to focus on emotional intelligence in order to develop coping skills and enhance their teaching methods. This research implies that it is important for teachers to work on EI. The goal of this descriptive and correlational research was to examine the social-emotional profile of prospective teachers based on their levels of emotional intelligence (EI) and academic stress in order to give future teachers with assistance for future stressful circumstances that would effect their future professional growth. We got a sample of 1020 pre-service teachers by using a convenient random sampling method on a population of university students who were enrolled in education degrees at universities in Andalusia (Spain). The findings suggested that females, in comparison to males, performed better in terms of emotional intelligence, academic stress, and academic accomplishment. It was shown that there was a connection between EI, academic stress, and the level of accomplishment of student teachers. In addition, some aspects of EI were held up as crucial components of the reduction of academic stress and the

enhancement of students' academic performance. As soon as it was shown that these dimensions had a significant impact on academic performance, it became clear how critical it was to design emotional intelligence (EI) and coping and stress skills training programs with the goal of enhancing students' academic accomplishments and, as a result, their future professional growth.

Yadav, Vishal (2017) There is a lot of research that points to emotional intelligence being an important marker of mental health. In order to accomplish this goal, the current research investigated the connection between emotional intelligence and mental health among students enrolled in higher education. Banaras Hindu University provided the participants, all of whom were between the ages of 16 and 20, and a sample of 80 of them was collected. Of those 80, 40 were male students and 40 were female students. Both the participants' Emotional Intelligence and their Mental Health were evaluated, and the results showed a significant positive association between the two factors ($r = 0.31, p < 0.01$).

H, Fallahzadeh (2011) kids' capacities to adapt, deal with mood swings and stress, as well as their ability to create and maintain healthy connections with others, are all key components of emotional intelligence and have a significant bearing on how well kids do in the classroom. As a result, the current research was carried out with the purpose of gathering information on the link between emotional intelligence and academic performance among students majoring in medical sciences. The tool known as the EQ-i questionnaire was chosen to be used for the purpose of measuring emotional intelligence. This study included participation from a total of two hundred and twentythree (223) adolescents, with 70 boys and 153 girls comprising the sample. Stratified sampling was used to choose the participants. They started out by filling out the demographic data form, and then they moved on to the EQ-i exam to grade themselves. In the end, their academic success was evaluated based on the results of the final test they had taken over the course of the previous three years. The T-test, regression analysis, and Pearson's correlation were the methods that were used in order to examine the data. The mean EI score was 245.94, with a 95 percent confidence interval ranging from 243.15-248.72. The results suggested that there is a relevant association ($p < 0.05$) between its two subcomponents, emotional intelligence and academic performance. The Pearson's correlation coefficient showed that there is a significant relationship between

emotional intelligence and academic performance ($r = 0.14, p = 0.039$). There were statistically significant variations in the levels of emotional intelligence shown by kids based on their environment (p less than 0.01). It seems very important to take into consideration students' emotional intelligence in order to help them improve their mental health and perform their tasks more successfully. This is especially true when one considers the low level of emotional intelligence that is prevalent among students and the meaningful relation that exists between total and some components of emotional intelligence and academic performance.

Shabani, Jafar & Hassan, Siti & Ahmad (2010) The purpose of this research is to explore the connection between emotional intelligence (EI), and mental health scales and sub-scales (somatic symptom, anxiety, social dysfunction, and depression) in Iranian high school students. EI is abbreviated as EQ. 247 high school students from eight different schools provided the information for this study (124 boys and 123 girls). A quantitative approach and testing of various hypotheses were used for the design of the investigation. In this research, the General Health Questionnaire (GHQ) was used to measure several mental health scales and subscales, while the Emotional Quotient Inventory, Youth Version (EQ-I YV) was used to evaluate emotional intelligence. The analysis of the data consisted of taking into account things like frequencies, percentages, mean scores, Pearson's correlation, and simple regression. The findings of this research provide credence to the concept that there is a statistically significant connection between emotional intelligence and the many scales and sub-scales that measure mental health. In addition, the results of this research demonstrated that emotional intelligence had an effect on the scales and sub-scales used to measure mental health.

III. METHODOLOGY

3.1 DATA COLLECTION

In order to gather data, the investigators initially chose 30 schools to sample from across six different districts in Haryana. A deliberate selection was made of five schools to represent each district. After the school was chosen to investigate, the investigator contacted the principal of the school to request permission to gather data. Following receipt of authorization from the high school administration, the investigator, with the assistance of the class instructor, administered the Mental Health Scale, the Emotional Intelligence Scale, and the EMPI to a random sample of students enrolled

in the high school. A random selection was made of twenty pupils from each school, ten male and ten female students.

3.2 TOOLS

The selection of reliable and relevant instruments is one of the most important factors affecting the final outcome of an inquiry. Therefore, having access to high-quality research tools is of the utmost importance. The researcher's decision on which instruments to use was influenced by a number of factors, including the goals of the study, the amount of time that was available to the researcher, the availability of relevant tests, the personal capacity of the investigator to administer, score, and interpret the findings, as well as a number of other factors.

IV. RESULTS

4.1 RELATIONSHIP BETWEEN STUDENTS' MENTAL HEALTH AND PERSONALITY TRAITS

Pearson Product Moment correlation was used so that we could determine whether or not there was a connection between students' mental health and the components that make up their personalities. The following table provides a summary of the link between mental health and emotional intelligence for the entire sample, rural males, urban males, rural females, and urban females, broken down by demographic in separate sections.

4.1.1. Personality and Mental Health in a National Sample of High School Students

According to Table-4.1, the correlation coefficient for the association between mental health and personality component neuroticism for total students is -0.413. This value is larger than the table value of 0.106 for significance at the 0.01 level, and there are 598 degrees of freedom for the two-tailed hypothesis. According to the findings of this study, a strong and inverse association exists between the mental health of school pupils and their levels of neuroticism.

Table 4.2 demonstrates that the correlation coefficient for the correlation between mental health and personality trait extraversion for total students is 0.403. This value is larger than the table value of 0.106 for significance at the 0.01 level, and there are 598 degrees of freedom for the two-tailed hypothesis. According to the findings of this study, a strong and favorable link exists between extraversion and mental health among the students as a whole. Therefore, at a threshold of significance of 0.01, the null hypothesis that "There is no

significant relationship between mental health and personality factors of total school students" is rejected.

Table-4.1 relationship between neuroticism and students' overall mental health

Statistical Parameters	Variable	
	Mental Health	Neuroticism
N	600	600
Sum	163098	14306
Sum of Squares	45145134	385454
Mean	271.830	23.843
S.D.	36.778	8.605
Sum of Products	3810564	
Correlation	-0.413**	
** p< 0.01 (Significant at 0.01 level)		

Table-4.2 Summary of the Pearson product moment association between extraversion and pupils' psychological well-being

Statistical Parameters	Variable	
	Mental Health	Extraversion
N	600	600
Sum	163098	15762
Sum of Squares	45145134	428404
Mean	271.830	26.270
S.D.	36.778	4.892
Sum of Products	4328055	
Correlation	0.403**	
** p< 0.01 (Significant at 0.01 level)		

4.1.2. School-Related Personality Traits and Mental Health Young Men in Rural Areas

A synopsis of the association between elements related to mental health and personality. The levels of neuroticism and extraversion shown by male students from rural areas are detailed in Tables 4.3 and 4.4, respectively.

Table-4.3 Synopsis of the instantaneous association between rural male students' mental health and the personality trait neuroticism

Statistical Parameters	Variable	
	Mental Health	Neuroticism
N	150	150
Sum	39996	3606
Sum of Squares	11009088	100278
Mean	266.64	24.04
S.D.	48.088	9.55021
Sum of Products	944982	
Correlation	-0.241**	
** p< 0.01 (Significant at 0.01 level)		

Table 4.3 shows that the correlation coefficient for the association between mental health and the personality trait neuroticism of rural male students is -0.241. This

value is larger than the table value of 0.210 for significance at the 0.01 level, and there are 148 degrees of freedom for the two-tailed hypothesis. According to the findings of this study, a strong and inverse association exists between the mental health of rural male students and their levels of neuroticism.

Table-4.4 Synopsis of the Pearson product moment association between extraversion and male rural students' mental health

Statistical Parameters	Variable	
	Mental Health	Extraversion
N	150	150
Sum	39996	3936
Sum of Squares	11009088	106596
Mean	266.64	26.24
S.D.	48.088	4.71707
Sum of Products	1070946	
Correlation	0.635**	
** p< 0.01 (Significant at 0.01 level)		

Table 4.4 demonstrates that the correlation coefficient for the association between mental health and personality trait extraversion of rural male students is 0.635. This value is larger than the table value of 0.210 for significance at the 0.01 level, and there are 148 degrees of freedom for the two-tailed hypothesis. According to the findings of this study, a strong and favorable link exists between the mental health of male students in rural areas and their extraversion. The conclusion that "There is no significant relationship between mental health and personality factors of rural male school students" is refuted as a result of this is that the null hypothesis.

4.1.3. The Relationship Between School Personality Traits and Students' Mental Health Male Urban Students

A synopsis of the association between elements related to mental health and personality. Table 4.5 and Table 4.6, respectively, detail the levels of neuroticism and extraversion seen among urban male students.

Table-4.5 Concise summary of the relationship between neuroticism and the mental health of urban male students

Statistical Parameters	Variable	
	Mental Health	Neuroticism
N	150	150
Sum	42318	3514
Sum of Squares	12126114	94046
Mean	282.12	23.42667
S.D.	35.461	8.871
Sum of Products	959769	
Correlation	-0.674**	
** p< 0.01 (Significant at 0.01 level)		

Table 4.5 demonstrates that the correlation coefficient for the association between mental health and the personality trait neuroticism of urban male students is -0.674. This value is larger than the table value of 0.210 for significance at the 0.01 level, and there are 148 degrees of freedom for the two-tailed hypothesis. According to the findings of this study, there is a strong and inverse association between the mental health of urban male students and their level of neuroticism. Table 4.6 shows that the correlation coefficient for the link between mental health and personality trait extraversion of urban male students is 0.521. This value is larger than the table value of 0.210 for significance at the 0.01 level, and there are 148 degrees of freedom for the two-tailed hypothesis. According to the findings of this study, a strong and favorable association exists between the mental health of urban male students and their extraversion.

Table-4.6 product moment association between extraversion and mental health among urban male students

Statistical Parameters	Variable	
	Mental Health	Extraversion
N	150	150
Sum	42318	3956
Sum of Squares	12126114	106766
Mean	282.12	26.3733
S.D.	35.461	4.041
Sum of Products	1127184	
Correlation	0.521**	
** p< 0.01 (Significant at 0.01 level)		

4.1.4. Factors Related to Rural Female Students' Psychological Well-Being and Attitude Towards School

Tables 4.7 and 4.8 provide a summary of the link between rural female students' mental health and the personality traits of neuroticism and extraversion, respectively. Table 4.7 shows that the correlation coefficient for the association between mental health and the personality trait neuroticism of rural female students is -0.255. This value is larger than the table value of 0.210 for significance at the 0.01 level, and there are 148 degrees of freedom for the two-tailed hypothesis. According to the findings of this study, a strong and inverse association exists between the mental health of rural female students and their levels of neuroticism.

Table-4.7 Concise summary of the relationship between neuroticism and the mental health of rural female students

Statistical Parameters	Variable	
	Mental Health	Neuroticism
N	150	150
Sum	39855	3536
Sum of Squares	10705563	95586
Mean	265.7	23.5733
S.D.	27.913	9.06009
Sum of Products	929904	
Correlation	-0.255*	
** p< 0.01 (Significant at 0.01 level)		

V. CONCLUSION

There was a significant gender gap in the connection of male and female students' mental health with emotional intelligence and the personality characteristic of extroversion, and this was true for students from both rural and urban environments. However, there are no significant gender differences between urban and rural students when it comes to the association between mental health and the personality component neuroticism. This holds true for both male and female students. There was a substantial gender gap in the link between rural and urban male students' mental health and emotional intelligence, while there was no significant gender gap in the rural and urban female students' correlation between mental health and emotional intelligence. Significant disparities exist between students from rural and urban settings with regard to the association between their mental health and the personality component neuroticism. These variances are present for both male and female students. However, there is a substantial difference in the link between mental health and the personality component extroversion of rural and urban male students, while this difference does not exist for female students. According to the findings of the current research, the personality trait of extroversion has a substantial and positive correlation with mental health, while the personality trait of neuroticism has a significant correlation but a negative correlation with mental health. According to these findings, an increase in activities associated with extraversion may be beneficial to the development of mental health, whereas a reduction in activities associated with neuroticism can be beneficial to the development of mental health. These findings are beneficial not just for educators and parents, but also for principals and administrators, teacher educators, counselors, educational planners and

curriculum designers, social workers, and those doing research.

The current research demonstrates that there is a favorable connection between the mental health and emotional intelligence of secondary school students. This finding holds true for both male and female students, as well as students from rural and metropolitan areas. Therefore, in order to improve mental health via the development of emotional intelligence, the following activities may be done by or coordinated by teachers, principals/administrators, parents, counselors, teacher educators, educational planners, social workers, and researchers:

Inferences to Make for Educators: Students spent a disproportionate amount of time with their classroom instructors. As a result, the role of the teacher is not limited to enhancing the academic accomplishment of students; rather, the development of students' emotional intelligence as well as their mental health is the primary focus of the work that teachers do.

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