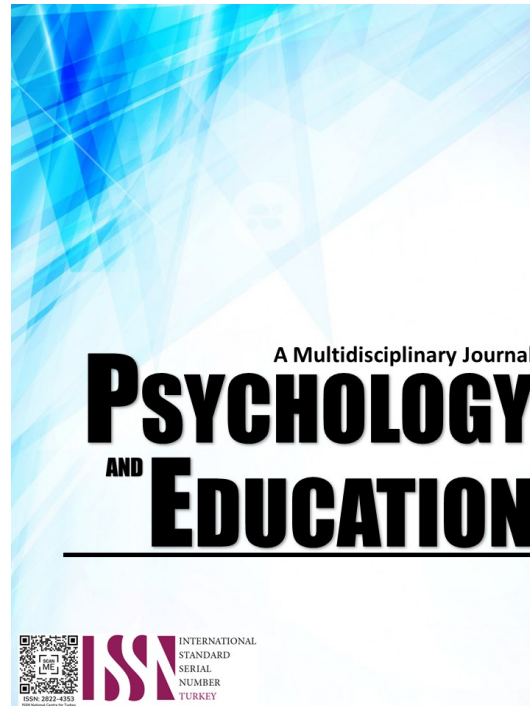


**MENTAL HEALTH AND EMOTIONAL
INTELLIGENCE OF SENIOR HIGH SCHOOL
STUDENTS: A CORRELATIONAL STUDY**



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Mental Health and Emotional Intelligence of Senior High School Students: a Correlational Study

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Abstract

This study investigates the relationship between mental health and emotional intelligence among senior high school students in a public school. Thus, the study employed a correlational design to measure the relationship between mental health and emotional intelligence among 152 Grade 12 senior high school students in a public school. Hence, to measure the study's variables - Mental Health Inventory and Emotional Intelligence Scale (EIS) were utilized. Based on the inferential statistics, the r coefficient of 0.32 indicates a low positive correlation between the variables and a p -value of 0.00, indicating a significant relationship between the respondents' mental health and emotional intelligence. Implications and recommendations were discussed in the study.

Keywords: Mental Health, Emotional Intelligence, Senior High School Students, Public School, Correlational Study

Introduction

The Philippines is one of the countries greatly affected by the disease as the World Health Organization (WHO) declared the COVID-19 pandemic in 2019 (Lim et al., 2022). To reduce the spreading of the virus, the Department of Education (DepEd) switched to distance learning, allowing students to learn at home using a variety of learning delivery modalities, including online learning, radio, and television-based education, blended learning, and printed/offline modules (Malipot, 2020). The rise of distance learning caused by the pandemic has resulted in a major student lifestyle shift. As a result, students' mental and behavioral factors were affected by distance education (Wahba, 2020).

Furthermore, mental health problems are frequently observed among students, and one major component has been discovered as psychosocial stress (Moeller et al., 2020). According to World Health Organization ([WHO], 2021), 10 to 20 percent of children and adolescents experience different types of mental problems; most of these cases begin in adults at age 14 and go undiagnosed until it is too late. The risk of suicide is highest for people between the ages of 15 and 24. Furthermore, the study by Lopiga et al. (2020) showed that among the 1,020 senior high school (SHS) students respondents, only 27.35% participated in the survey were classified as having regulated depression, 24.41% as having a mild mood disturbance, 18.72% as having moderate depression, 16.27% as having borderline, and 8.98% as having severe to serious depression. The sudden shift of learning modality

during the pandemic predicted all three signs of poor mental health: depression, anxiety, and stress (Galanza et al., 2023).

However, in light of the rising issues with mental health and the impact of psychosocial variables on students, understanding the importance of students' emotional intelligence has become more crucial as practitioners and researchers start looking for possible treatments. Lea et al. (2019) stated that emotional intelligence (EI) refers to adaptable emotional qualities, skills, and abilities. Hence, Porrás (2020) found that emotional intelligence is essential nowadays because there is a clear correlation between the growing awareness of its significance and the risk of mental and emotional problems, particularly among students amid the pandemic. Meanwhile, The study of Obeid et al. (2021) investigated the relationship between emotional intelligence and emotional variables such as depression, anxiety, stress, and mental health. The findings revealed no correlation between emotional intelligence and the various factors.

Moreover, this study investigates the relationship between mental health and emotional intelligence among senior high school students in a public school. This will help schools develop programs to mitigate their students' challenges during the transition of learning modality. Specifically, this study sought to answer the following question:

1. Is there a significant relationship between mental health and emotional intelligence among senior high school students?

Literature Review

Young adults with higher levels of emotional intelligence have been shown to have better overall health and mental well-being, making EI a crucial resource for mental health (Yildirim & Arslan, 2022). The study suggest that mental health experts can create training and intervention plans specifically focused on raising young adults' emotional intelligence (EI) so they can function well in various areas of life. Conversely, the study of Weissman et al. (2020) states that low emotional intelligence raises the chance of developing a number of mental health issues, such as anxiety and depression

The study by Moeller et al. (2020) showed that there is a significant relationship between emotional intelligence and mental health. The greater sense of belongingness reported by student with superior EI skills would be correlated with better mental health. Furthermore, the study of Sanchez-Nunez et al. (2020) has shown that emotional intelligence can prevent stress, anxiety, and depression (mental health issues). However, the study of Davis (2020) contradicts this finding, the negative side of emotional intelligence concerns how it could increase stress and lead to poor mental health. The study emphasized the idea that manipulate and antisocial behavior may be influenced by emotional intelligence in some people.

Additionally, Tyagi and Meena (2022) discovered a less negative association between emotional intelligence and mental health. According to the study, emotional intelligence mediates the relationship between psychological health and stress's effects on health. It implies that people with high emotional intelligence scores are more capable of coping with environmental pressures than people with low emotional intelligence scores. On the other hand. The study of Canero et al. (as cited in Guil et al., 2021) has shown that emotional intelligence at high levels might be detrimental to well-being if appropriate levels of emotional understanding and control do not follow it. The development of emotional intelligence abilities has a major impact on students' mental health in online learning groups. Teaching emotional intelligence online can be done equally as successfully as in person in light of these findings. Additionally, because online learning is more relevant and accessible, it improves students' emotional intelligence (Mohamed et al., 2020).

Moreover, Krotha and Ruckmani (2020) revealed that a strongly associates emotional intelligence and mental

health. Good mental health is predicted by having higher emotional intelligence. Moreso, Ordu et al. (2022) found a significant connection between nurses' emotional intelligence skills and mental health and how those skills are positively affected, impacting psychological well-being. It is claimed that emotional intelligence skills are a significant factor impacting whether nurses can switch to the appropriate psychological state, view life more optimistically, and feel happy and enabling nurses to cope with the problem without feeling hopeless and losing self-control, especially in stressful situations. The impact of nurses' emotional intelligence on good mental health—defined in this context as "the positive effect of feeling psychologically well.

Methodology

This study employed a correlational design to determine if there is a significant relationship between mental health and the emotional intelligence of senior high school students. The respondents were 152 grade 12 students in a public school who were enrolled during the school year 2022-2023. Simple random sampling was employed in the process of selecting the respondents. The primary data-gathering tools were Mental Health Inventory and Emotional Intelligence Scale (EIS).

Furthermore, a systematic progression of phases in acquiring the necessary data before data collection, exploration, and assessment were employed. Google Forms were employed to gather the information from the respondents. Along with clear and concise directions on how the respondents may answer the different questions, the survey questionnaire also includes the respondent's consent. Moreover, ethical considerations were strictly observed, and the Pearson correlation coefficient was utilized to compute the relationship between the variables.

Result

This study investigates the relationship between mental health and emotional intelligence among senior high school students in a public school. Specifically, it sought to test the following claim:

Ho: There is no significant relationship between mental health and emotional intelligence among senior high school students.

The relationship between the mental health and

emotional intelligence of the study's respondents is shown in Table 1. The r coefficient of 0.32 indicates a low positive correlation between the variables. The p -value of 0.00, which is less than 0.05, leads to the decision to reject the null hypothesis. Hence, a significant relationship exists between mental health and emotional intelligence among senior high school students. Moreover, these findings were supported by the study of Krotha and Ruckmani (2020), Ordu et al. (2022), and Tyagi and Meena (2022) that there is a relationship between mental health and emotional intelligence.

Table 1. Test of Significant Relationship of Mental Health and Emotional Intelligence Among Senior High School Students

Variables	r	P -value	Decision	Interpretation
Mental Health and Emotional Intelligence	0.32	0.00	Reject H_0	Significant

Figure 1.

Discussion

This study examines the relationship between emotional intelligence and mental health among senior high school students at a public school. According to the study's statistical analysis, a substantial association exists between mental health and emotional intelligence among senior high school students. As a result, having good mental health is connected with having stable emotional intelligence. As a result, it is strongly advised that schools continue their program that addresses students' psychological necessities, specifically their mental health and emotional intelligence.

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