

# IMPACT OF EMOTIONAL INTELLIGENCE ON MENTAL HEALTH OF UNIVERSITY STUDENTS IN STRESSFUL CONDITIONS

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## INTRODUCTION

**Introduction** (Including the problem of the research).

The need to maintain a people's mental health in emergency situations is an important task of WHO (World Health Organization, 2022). Creating conditions for maintaining mental health stability of all citizens is an important task of each state in emergency situations (hostilities, pandemics, natural disasters, etc.). The level of mental health of citizens, as evidence of their psychological and social well-being, determines the effectiveness of the functioning of the state social sphere.

An important moderator of the connection between mental health and stress is emotional intelligence of personality (Ciarrochi, Deane & Anderson, 2002). It is important to investigate the impact of emotional intelligence to maintain a young person's mental health stability in stressful conditions.

**The aim of research:** empirically investigate the impact of emotional intelligence on the mental health of Ukrainian university students in stressful conditions.

**Objectives:** 1. Empirically investigate the university students' mental health. 2. Empirically investigate the university students' emotional intelligence. 3. Determine the impact of emotional intelligence on the mental health of university students.

**The methods of the research**

The mental health of Ukrainian university students was researched with the help of a questionnaire "The Mental Health Continuum – A Short Form" (Keyes, 2002). The questionnaire contains statements that begin with the words "How often for two weeks (a month) you have felt..." happiness, interest in life, joy, your social significance, confidence, etc. The questionnaire is determined by high, average and low personality mental health. The emotional intelligence of university students was researched by Emotional intelligence test (Hall, 2007). The test contains statements regarding emotional awareness, management of own emotions, self-motivation, empathy and recognition of other people's emotions. The test determines the high, average and low levels of personality emotional intelligence.

The empirical research in compliance with ethical standards was conducted online during the 2023-2024 academic year. It was a period of martial law in the country. The research was attended by 118 Ukrainian university students. The studied are students of universities located in the cities of Kyiv and Zaporizhzhia.

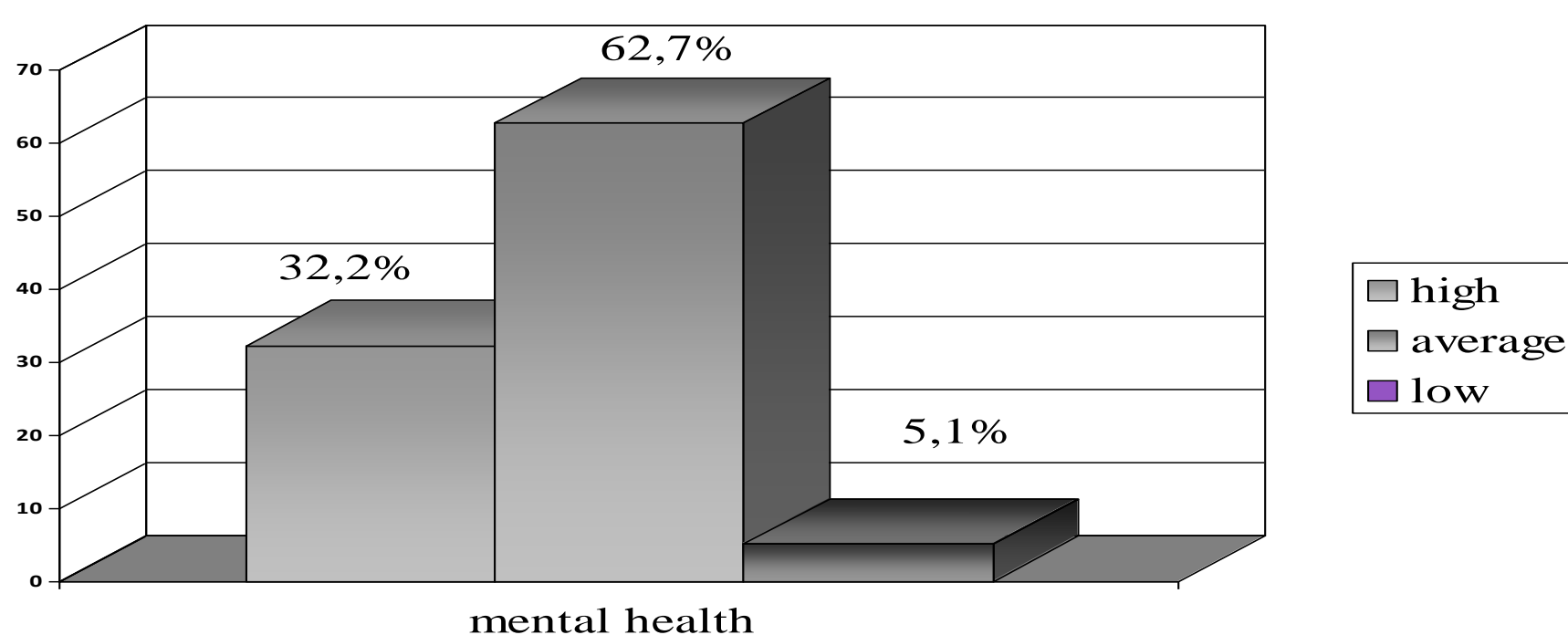
## Theoretical background

The mental health of the personality without psychopathological characteristics determines his psychological, social and subjective well-being. The availability of well-being confirms the frequency of personality experiences of positive functioning during the short and recent period – two weeks or one month. Psychological well-being of personality attests to a clear awareness and consistent realization of life goals. Social well-being of personality is confirmed by the openness to new experience in society and the willingness and need to acquire new social competences (Keyes, 2002).

Emotional intelligence is an integrated complex of personality ability to know, understand, differentiate and realize both personal emotions and emotions of other people; apply emotions to intensify one's own thinking; use personal knowledge of emotional manifestations by other people to succeed in social interactions with them; consciously regulate one's own emotions (Salovey & Mayer, 1990).

### Main findings

Quantitative data on the levels of studied university students' mental health is presented in Figure 1.



**Figure 1. Levels of studied university students' mental health**

Figure 1 shows that most of the studied university students revealed an average level (62.7%) of mental health, in a much smaller amount – a high level (32.2%) and in the smallest – low level (5.1%). The studied university students with average mental health have experienced either happiness, or pleasure, or interest in life approximately once or two or three times a week for the last two weeks. High-level mental health studied university students have experienced either happiness, or pleasure, or interest in life almost every two weeks. Studied university students with low mental health experienced either happiness or pleasure or interest in life once or twice over the last two weeks.

## Main findings

A larger number of studied university students under study revealed low level (55.9%) and average level (40.7%) of emotional intelligence. A small number of studied university students is determined by a high level (3.4%) of emotional intelligence.

The largest number of studied university students has determined own emotional awareness at an average level (64.4%). They believe that they are sufficiently aware of emotions and their types. They are well aware of the need to change themselves, given their own negative emotions. They are often noticed and aware of changes in their emotional states. A much smaller number of studied university students believe that their emotional awareness is low level (25.4%) and high level (27.2%). Accordingly, they think that very little or much know about emotions and their types; vaguely or clearly aware of the need to change themselves, given their own negative emotions; rarely or constantly notice and aware of changes in their emotional states.

The largest number of studied university students believe that their level of management of own emotion is low (84.7%). According to a small number of studied university students, their level of management of own emotions is average (13.6%) or high (1.7%). Studied university students with low, average and high levels, respectively, in some, half or all life situations can remain calm when external pressure, monitor their well-being, easy to quench their emotions and disconnect from negative emotions.

According to more studied university students, their self-motivation level is low (57.6%). A much smaller number of studied university students rated their self-motivation level as average (30.5%) or high (11.9%). Studied university students with low, average and high levels, respectively, in some, half or all life situations, can remain calm and focused, maintain resistance to obstacles, show positive emotions and get rid of negative emotions.

According to more of the studied university students, their level of empathy is average (42.4%) and low (33.9%). The smaller number of university students studied determined their level of empathy as high (23.7%). Studied university students with low, average and high levels, respectively, in individual, half or all life situations are able to correctly recognize other people's emotions by verbal and non-verbal manifestations, to show sensitivity to other people's emotions.

More than the studied university students revealed a low level (47.5%) of recognition of other people's emotions. In fewer studied university students, an average (30.5%) and high (22%) level of recognition of other people's emotions were established. The studied university students with low, average and high levels, respectively, in some, half or all life situations, are able to adequately respond to the emotions and mood of other people, as well as to reassure and direct them to achieve their goals.

## MAIN RESULTS AND CONCLUSIONS

As a result of correlation analysis using the Pearson correlation coefficient, it is determined that the mental health of studied university students is statistically significantly influenced by emotional intelligence ( $r=0.430223$ ;  $p<0.01$ ), management of own emotions ( $r=0.414191$ ;  $p<0.01$ ), self-motivation ( $r=0.316056$ ;  $p<0.01$ ), empathy ( $r=0.256686$ ;  $p<0.01$ ). Therefore, it is empirically determined that the largest number (almost two third parts) of studied university students have an average mental health level, much smaller number have high (almost one third part) and low (almost one twenty part) mental health levels in stressful conditions. With regard to emotional intelligence empirically, it is emphasized that the largest number of studied university students distinguish low (almost one second part) and the average (almost two five parts) levels of emotional intelligence, instead the least (almost thirty-third part) has a high level of emotional intelligence. The largest number of studied university students have a low levels of management of own emotion (almost four fifth part), low levels of self-motivation (almost one second part), low levels of recognition of other people's emotions (almost one second part) and average levels of empathy (almost two fifth parts). The significant impact of emotional intelligence, the management of own emotions, self-motivation and empathy on the mental health of studied university students in stressful conditions are confirmed. The question of effective psychological means of developing emotional intelligence in university students to maintain the stability of their mental health in stressful conditions is promising for scientific search.

## Literature

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