



# The Relationship between Emotional Intelligence and Mental Health

## A Multi-level Investigation

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# Overview

- Introduction & Context
- Defining terms
- Introduction to the study
  - Methods
  - Sample
  - Tools
- Results
- Discussion

# Why EI and Mental Health?

SEL programmes have EI as underlying construct;

“Socially and emotionally competent children are ... self-aware... able to regulate their emotions... able to manage stress, control impulses, and persevere in overcoming obstacles... socially aware. [able to] empathise with others... They have good relationship skills” (CASEL.org)

- Mental Health outcomes of programme;

“successful functioning that results in “productive activities, fulfilling relationships with others, and the ability to adapt to change and to cope with adversity” (*Mental Health: A Report of the Surgeon General*, 1999)

However;

- EI construct a source of controversy
  - Lack of empirical support(Matthews et al, 2004)
  - Methodological criticism (Zeidner et al, 2002)

# Defining Terms

## Emotional Intelligence (Goleman) (ELAI)

- Self awareness
- Social skills
- Managing feelings
- Empathy
- Motivation

## Mental Health (Goodman) (SDQ)

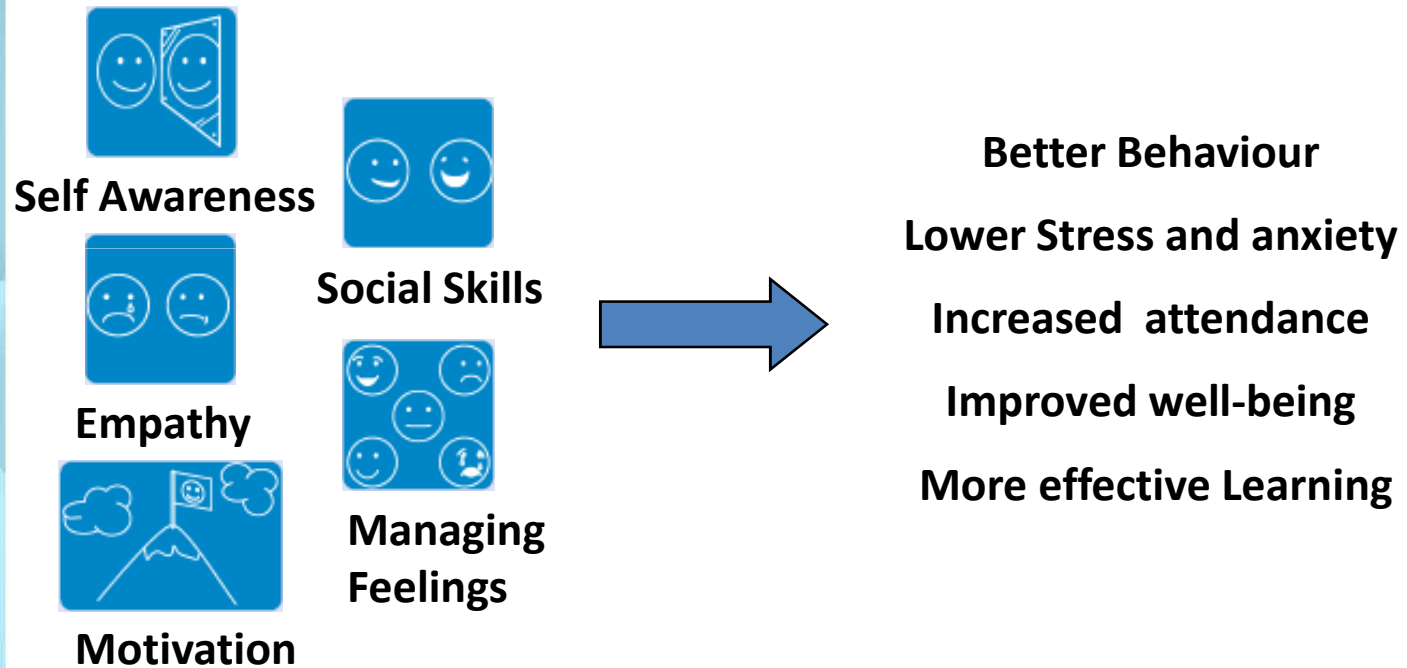
- emotional symptoms
- conduct problems
- hyperactivity/inattention
- peer relationship problems

# The Current Study

First year (baseline) results from;

“Evaluation of Secondary SEAL programme”

(Social Emotional Aspects of Learning)



Recent literature supports programme theory;

Meta-analysis (Schutte et al, 2007) correlation with trait EI and mental health

# Relationship between EI and Mental Health

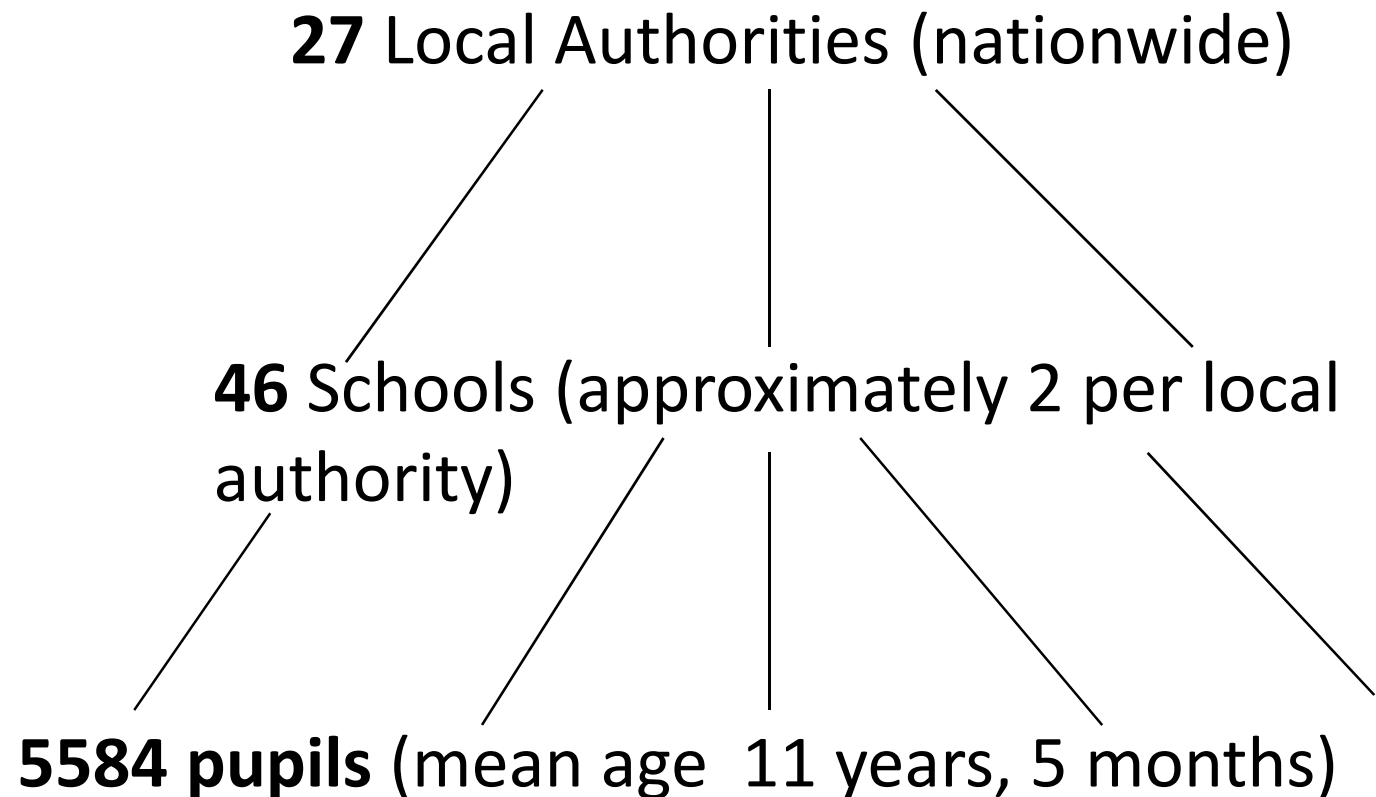
## Correlations

		ELAI_TOTAL_SCORE	TOT_DIFF_SCORE (SDQ)
ELAI_TOTAL_SCORE	Pearson Correlation	1	-.730**
	Sig. (2-tailed)		.000
	N	4594	4594
TOT_DIFF_SCORE (SDQ)	Pearson Correlation	-.730**	1
	Sig. (2-tailed)	.000	
	N	4594	5584

\*\* . Correlation is significant at the 0.01 level (2-tailed).

# Methodology

Sample consists of;



# Variables

- **Local Authority Level**
  - Average attainment grades
- **School Level**
  - School attainment
  - SEAL Status
  - SEN %
  - Unauthorised Absence
  - Size
  - FSM %
- **Pupil Level**
  - Gender
  - SEN status
  - Emotional Literacy score
  - ~~– Ethnicity~~
  - FSM Status
  - **SDQ Score**

Predictor	Coefficient	Standard Error	Df	P-Value
<b>Local Authority Level</b>				
LA attainment	-0.002	0.004	25	>0.05
<b>School Level</b>				
School attainment	-0.002	0.001	39	<0.05
SEAL Status (not control)	0.044	0.035	39	>0.05
SEN %	-0.003	0.005	39	>0.05
FSM %	-0.002	0.002	39	>0.05
Unauthorised absence	0.020	0.011	39	>0.05
Size	0.00	0.00	39	>0.05
<b>Pupil Level</b>				
Gender (female)	-0.036	0.025	5576	>0.05
SEN Status				
School action	0.130	0.041	5576	<0.05
School action plus	0.161	0.066	5576	<0.05
Statement	0.196	0.101	5576	>0.05
FSM (eligible)	0.114	0.038	5576	<0.05
<b>Emotional literacy score (ELAI)</b>	<b>-0.097</b>	<b>0.001</b>	<b>5576</b>	<b>&lt;0.05</b>

# Results

More simply put;

The 'average' mental health score (SDQ) of a pupil in an 'average' school = 9.9

**Local Authority variance = 0%**

**School Level variance = 11%**

– School attainment = -0.002

**Pupil Level Variance = 89%**

– School action / action plus = .130 / .161

– FSM = 0.114

– Emotional Literacy (ELAI) = -0.097

**A 1 point increase in emotional literacy is associated with a 0.097 point decrease in mental health difficulties**

# Discussion

- More extreme claims of the relationship between EI and Mental health not supported by this data
  - Role of MLM or other advanced techniques/ multiple comparison sites in future studies
- Unexplained variance between EI and Mental health is at the pupil level;
  - Application of efforts in schools misdirected?
  - Impact of school not measured with current tools?
- “Not everything that can be counted counts, and not everything that counts can be counted”  
(Einstein)

# References

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