

A study of mental health with relation to emotional intelligence and self-confidence of college students

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Abstract

For the present study, the data was collected from male college students in Nagpur University. The statistical result was undertaken from college Students of Nagpur University. The data collected from the subjects has been statistically analyzed and has been shown in separate tables given below. The data pertaining to Emotional intelligence was collected through a Questionnaire “Manual of Emotional intelligence Scale” consists of 40 items. The data collected from College Students was referred to the norms prepared by Dr. Sheetla Prasad. The result of the data of Emotional intelligence among college after referred to the given norms is shown in the table given below.

Keywords: Mental health, emotional intelligence

1. Introduction

Education is a process of living. Education may be compared to Kalpavriksha as it fulfills human desires. It sharpens the intelligence of a person. It enables the mind to find out the ultimate truth which emancipates, humanity from the bondage of sin and gives wealth, not of things but of inner light, not of power but love, considering the truth as reality and giving expression to it. Education means the exposition of man's complete personality. Education has been defined by different people in different ways. The meaning of education has been changing according to people, places and times. Many educators in the past explained the term Education 'as the art of Leading out'. Their explanation was proved by the term Education means out of and due means I lead'. In previous postings I have presented evidence to the contrary. In particular, in my August 13 posting, I described the Sudbury Valley School, where for 40 years children have been educating themselves in a setting that operates on assumptions that are opposite to those of traditional schooling. Studies of the school and its graduates show that normal, average children become educated through their own play and exploration, without adult direction or prodding, and go on to be fulfilled, effective adults in the larger culture. Instead of providing direction and prodding, the school provides a rich setting within which to play, explore, and experience democracy first hand and it does that at lower expense and with less trouble for all involved than is required to operate standard schools. So why aren't most schools like that? If we want to understand why standard schools are what they are, we have to abandon the idea that they are products of logical necessity or scientific insight. They are, instead, products of history. Schooling, as it exists today, only makes sense if we view it from a historical perspective. And so, as a first step toward explaining why schools are what they are, I present here, in a nutshell, an outline of the history of education, from the beginning of humankind until now. Most scholars of educational history would use different terms than I use here, but I doubt that they would deny the overall accuracy of the sketch. In fact, I have used the writings of such scholars to help me develop the sketch. According to the ancient Indian

educators, Education is termed as Shiksha which means to discipline to teach, to control.

2. Methodology

As every research demands a systematic method and procedure likewise this chapter adopts the following procedures including information regarding research design, source of data, sampling method, selection of subjects, collection of data, criterion Measures etc. A research become successful accompanied and supported by some reliable and authentic data. The statistical analysis of the gathered data provides a well-knit picture of a complete and successful hypothesis as pre-selected by the researcher. The chapter had been divided into the following headings:

- Source of data.
- Selection of Subjects.
- Sampling methods.
- Equipments used for collection of data.
- Administration of questionnaire.

2.1 Source of data

For the Present study of Subjects was selected from the physical education colleges which are affiliated to Nagpur University.

2.2 Selection of Subjects

For the present study 40 male students were selected.

2.3 Sampling Methods

The subjects were selected by using available sampling method.

2.4 Equipments used for collection of data

The data pertaining to emotional intelligence was collected through standard questionnaire prepared by Dr. Sheetla Prasad, “Emotional Intelligence Test”. The Emotional Intelligence (EI) scale is the set of 40 questions and each question has five responses viz. self-confident, trustworthy, innovative, conscientious, and adjusted.

And the data pertaining to Mental Health and Self-Confidence was collected through self-designed Questionnaires.

2.5 Criterion Measures

Following are the criterion measures which were responsible for collection of data, to testing the hypothesis.

2.6 Emotional intelligence

Standard questionnaire namely “Manual of Emotional intelligence scale (EIS) questionnaire prepared by Dr. Sheetal Prasad” was used to know emotional intelligence of college students. The questionnaire of “Emotional intelligence scale” Following are 40 statement. Each has five probable answers and each is more or less important for you or any other person. Each statement of this questionnaire was with five options or responses and these responses were (1) Self-confident (2) Trustworthy (3) Innovative (4) Conscientious (5) Adjusted. 1 score has been allotted to the each response. Thus the total marks will be equal to the number of items. The aggregate of the marks should not be less than the total number of the item in the scale. The calculation of E.I through formula as under:

$$EQ = \frac{(\sum S^2 + \sum T^2 + \sum I^2 + \sum C^2 + \sum A^2)}{5} + CA$$

- $\sum S^2$ = Square of total number of the Self-Control scores
- $\sum T^2$ = Square of total number of the Trustworthy scores
- $\sum I^2$ = Square of total number of the Innovation scores
- $\sum C^2$ = Square of total number of the Conscientious scores
- $\sum A^2$ = Square of total number of the Adoptability scores
- CA = Chronological Age
- 5 = No. of components of emotional competency

2.7 Development of self-designed Questionnaire and opinionnaire

By keeping in consideration the present study and Hypothesis the researcher have taken the study over, “Study of Mental Health with relation to self-confidence and Emotional intelligence of college students”. The self-designed preliminary questionnaire and opinionnaire were made with the help of guide and experts. After developing the questionnaire and opinionnaire the researcher has taken a pilot study on the 20 college students of Nagpur University and was discuss with guide and experts about the required questions for testing the reliability and validity of the questionnaire and opinionnaire. No time limit was fixed for filling in the questionnaire and opinionnaire. The respondent gave their opinion on four points scale containing following Always, Most of times, Sometimes, Never. These items were marked in positive questions were counted as 4, 3, 2,1places and negative questions were counted as 1,2,3,4 places had been given marks. And in “Self Confidence”, the respondents gave their opinion on two point scales as “yes or No”. The respondent of yes was given one (1) mark and the respondents of no was given zero (0) mark as given below in the table.

Table 1

Yes	1
No	0

2.8 Reliability

The reliability of the instrument (Questionnaire) was calculated with the help of split half method and it is found as 0.86.

2.9 Validity

All possible statements that are Mental Health of college students of Nagpur University were collected from different sources and included in the Questionnaire, it can be reasonably assumed to have count validity

2.10 Mental Health and Self-confidence

The researcher was developed self-made questionnaire with the help of guide, experts and colleagues for the collection of data related to the “Mental health and self-confidence”. After the development of questionnaire the researcher was taken a pilot study on the students and was discuss with guide, experts and colleagues about the required questions for testing the reliability and validity of the questionnaire. Lastly the self-developed questionnaire the researcher has taken a pilot study on the 20 students of physical education colleges are affiliated to Nagpur University. No time limit was fixed for filling in the questionnaire. In Mental Health, the respondent gave their opinion on four point’s scale containing following as always, Most of times, Sometimes, Never. These items were marked in positive questions were counted as 4, 3, 2,1places and negative questions were counted as 1,2,3,4 places had been given marks. And in “Self Confidence”, the respondents gave their opinion

2.11 Collection of data

The data pertaining to the study was collected by standard questionnaire of emotional intelligence and self-designed questionnaire of mental health and self-confidence.

2.12 Analysis and interpretation of data

The statistical analysis and interpretation was done on the basis of data collection. The data was analyzed and interpreted by using “Product Moment Correlation” in the form of inter correlation matrix.

2.13 Level of significance

To test the hypothesis given by the researcher the level of significance was set at 0.05, which was considered as reliable and adequate for the present study.

3. Findings

The result of the data of Emotional intelligence among college after referred to the given norms is shown in the table given below.

Table 2: Interpretation of the Category of Manual of Emotional intelligence Scale

Category	Score	No. of College Students
Low	Below 100 Score	13
Moderate	Between 100 and 115 Scores	14
High	Above 115 Score	13

Through this study it was found that out of 40 subjects that were taken under study 13 college Students were found with Low Emotional intelligence, 14 with Moderate Emotional

intelligence and 13 with High Emotional intelligence. This means that out of 100% subjects 32.5% were found under the category of Low Emotional intelligence, 35% under the

category of Moderate Emotional intelligence and rest of 32.5% were found under the category of High with Emotional intelligence.

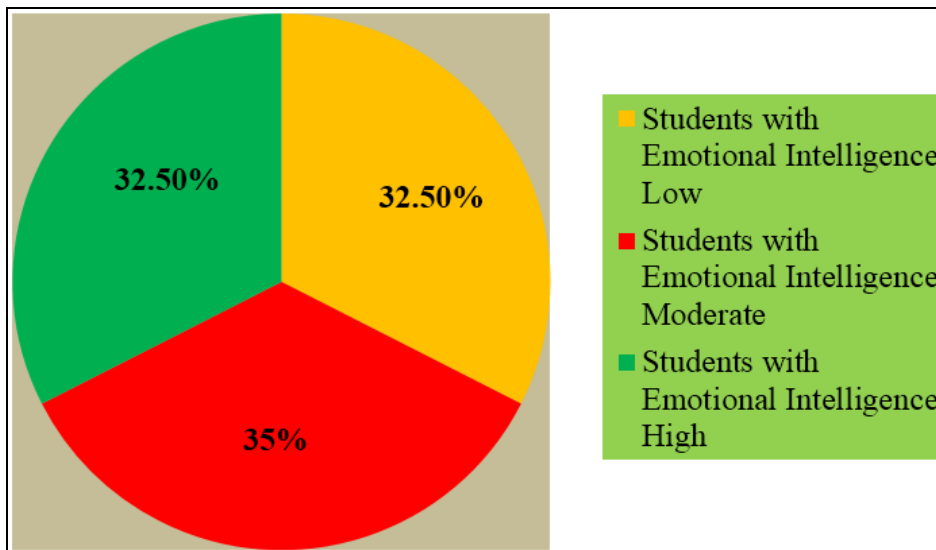


Fig 1: Graphical Representation of Emotional intelligence among college Students

The analysis and interpretation of data pertaining to the score of Mental Health, Emotional Intelligence and Self-confidence of college Students have been presented in this chapter. To find out relationship of Mental Health with Emotional

intelligence and Self-confidence of college students through Product Moment Correlation. Analysis tables had been given below.

Table 3: Showing Relationship of Mental Health with Self-confidence and Emotional Intelligence

Mental Health	Variables of Category	Calculated 'r'	Tabulated 'r'
	Self-Confidence	-0.1139	0.217
Emotional-Intelligence	-0.048		

Level of Significance=0.05

Tabulated 'r' 0.05 = 0.217

From the above table No. 3 the under mentioned summary had drawn in respect of the interrelationship of each component to other. The results which were statistically analysis with the help of product movement Correlation analysis formula were verified up to which how extent they were interrelated to each other. it shows the relationship of Mental Health with self-confidence is (-0.1139) and Mental Health with relation to

Emotional-Intelligence is (-0.048) and the Tabulated 'r' is (0.217) which exceeds the calculated "r" in both relationship of Mental Health with self-confidence and Emotional-Intelligence is not significant as the level of significance was kept at 0.05. Hence the pre assumed of the researcher has been rejected.

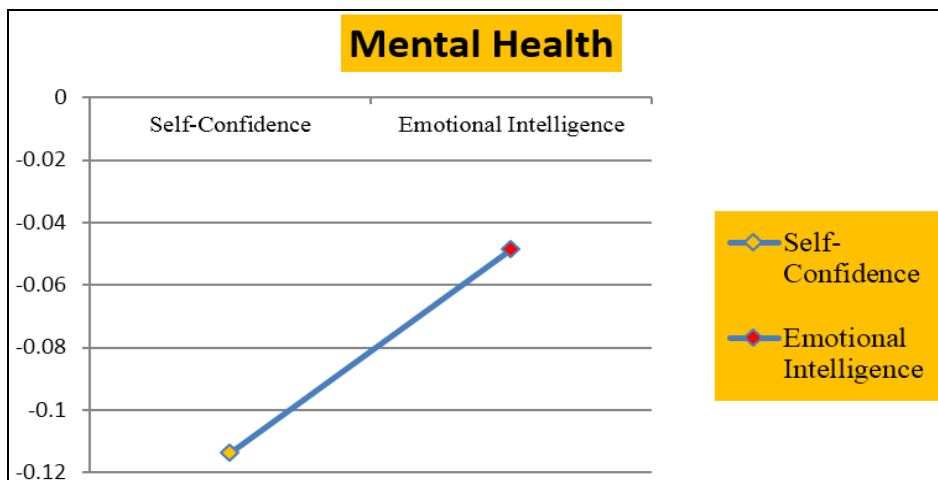


Fig 2: A Graph Showing Relationship Mental Health with Self-confidence and Emotional Intelligence of college Students

Table 4: Relationship of Mental Health with Self-confidence and Emotional Intelligence

Mental Health	Variables of Low Category	Calculated 'r'	Tabulated 'r'
	Self-Confidence		0.929
Emotional-Intelligence		-0.246	

Level of Significance=0.05
 Tabulated 'r' 0.05 = 0.217

From the above given table-4 after doing it's minutely observation that calculated "r" Value of Self-Confidence is (0.929), which is more than the tabulated "r" Value is (0.217), as it is clear that the relationship of Mental Health with Self-Confidence is significant in Low category. Hence the pre-assumed of the researcher has been accepted. The calculated

"r" Value of Emotional Intelligence is (-0.246) and the tabulated "r" Value is (0.217), as the relationship of Mental Health with Emotional Intelligence is not significant in low category. Hence the pre assumed of the researcher has been rejected.

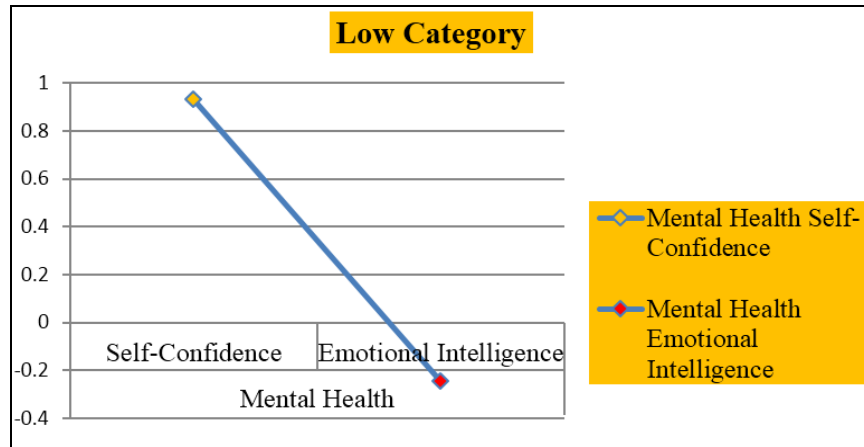


Fig 3: A Graph Showing Relationship Mental Health with Self-confidence and Emotional Intelligence of college Students

Table 5: Relationship of Mental Health with Self-confidence and Emotional Intelligence

Mental Health	Variables of Moderate Category	Calculated 'r'	Tabulated 'r'
	Self-Confidence		-0.296
Emotional-Intelligence		-0.188	

Level of Significance=0.05
 Tabulated 'r' 0.05 = 0.217

From the above given table-5 after doing it's minutely observation that the calculated 'r' Value of Self-Confidence is (-0.296) and Emotional Intelligence is (-0.188) but the tabulated 'r' Value is (0.217), as it is clear that the relationship

of Mental Health with both Self-Confidence and Emotional Intelligence is not significant in category of Moderate. Hence the pre assumed of the researcher has been rejected.

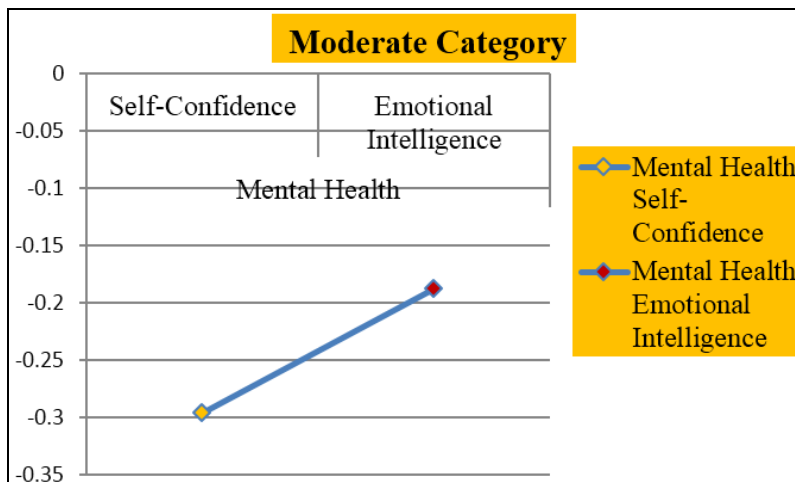


Fig 4: A Graph Showing Relationship of Mental Health with Self-confidence and Emotional Intelligence of college Students

Table 6: Relationship of Mental Health with Self-confidence and Emotional Intelligence

Mental Health	Variables of High Category	Calculated 'r'	Tabulated 'r'
	Self-Confidence	-0.50	0.217
Emotional-Intelligence	0.994		

Level of Significance=0.05
 Tabulated 'r'_{0.05} = 0.217

From the above given table-6 after doing it's minutely observation that the calculated 'r' value of Self-Confidence is (-0.50) and Tabulated 'r' is (0.217) as it is clear that the relationship of Mental Health with Self-Confidence is not significant in category of High. Hence the pre assumed of the researcher has been rejected. The calculated "r" Value of

Emotional-Intelligence is (0.994), which is more than the tabulated "r" Value is (0.217), as it is clear that the relationship of Mental Health with Emotional-Intelligence is significant in category of High. Hence the pre-assumed of the researcher has been accepted.

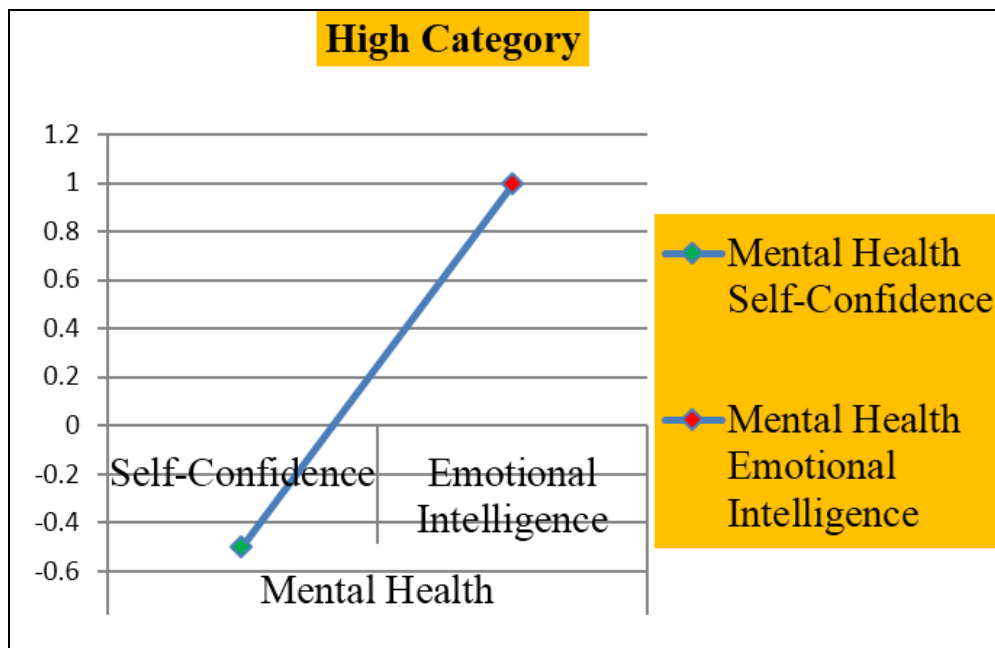


Fig 5: A Graph Showing Relationship Mental Health with Self-confidence and Emotional Intelligence of college Students

4. Conclusion

With the limitations of the study and from the statistical analysis of the collected data it is concluded that there is found significant relationship of Mental Health with Self-Confidence of college students in low category and Emotional Intelligence in High category but there is not significant relationship of Mental Health with Emotional Intelligence of college students in category of Low and Moderate. So in first case researcher's hypothesis is accepted and for second case researcher's hypothesis is rejected.

5. References

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