A COMPARATIVE STUDY USING EMOTIONAL REGULATION AND SOCIAL ANXIETY AMONG TECHNICAL AND NON-TECHNICAL STUDENTS

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Abstract

According to the National Institute of Mental Health (NIMH), emotional and behavioral disorders affect 10-15 percent of children globally. Anxiety disorders are the most common mental illness in the U.S., affecting 40 million adults in the United States age 18 and older (18% of U.S. population). About 9 percent of people have major depression in Asian and Middle Eastern countries, such as India and Afghanistan (Posted by Vanessa Coppard-Queensland on September 5, 2012). The main objective of the present study was to find out the comparative study between Social anxiety and emotional regulation of technical and non-technical degree students (n=120) divided into technical and non-technical). To achieve this object, Social Anxiety Questionnaire (Rodebaugh et al., 2004) and 2 items from the International Consensus Group on Depression and Anxiety (Ballenger et al., 1998). The State Emotion-Regulation Questionnaire contains 8 items from the Emotion Regulation Questionnaire (Gross & John, 2003). The result showed that social anxiety is more and emotional regulation is less in technical students compare to non-technical students.

Keywords: *Anxiety, Emotional regulation, Stress, female student stress, male student stress.*

Education, all the way through life, is based on the four key pillars: "learning to know, learning to do, learning to live together and learning to be", which all together shape an individual as a whole (International Commission on Education for Twenty-first Century - UNESCO, 1996):

Learning to know, i.e., mastering knowledge oneself, is both a means and an end in life. This furthermore means learning to learn, throughout the life.

Learning to do, i.e., acquiring not only a vocational skill but also, more broadly, the ability to deal with numerous situations and to work within a group. It also means learning to do in the context of young people's various social and work experiences which may be formal or informal.

Learning to be, i.e., developing one's personality and be able to act with increasingly greater self-sufficiency, judgement and an individual responsibility. In this connection, any aspect of a person's potential (i.e., memory, reasoning, aesthetic sense, physical capacities and communication skills) should not be disregarded in education.

Our formal educational system tends to lay emphasis on "learning to know" and to a lesser extent on "learning to do" (Sharma, 2005). i.e., on the acquisition of knowledge and skills, to the detriment of other types of learning; but an ideal educational system should be vitally conceived in a more encompassing manner. Both "learning to live together" and "learning to be" should also be stressed for the all-round development of an individual. These types of learning are the chief issues to be dealt with, in today's educational structure. Due to the negligence of these factors, incidents such as shooting in the classroom, early dating / sex before marriage, using abusive language, etc., do occur in our schools / society. Hence, emotional and spiritual aspects should also be stressed for the complete development of an individual. Such a vision should enlighten and guide future educational reforms and policies in relation to both contents and methods.

In students' life, especially during the adolescence period, they undergo a lot of stress and strain. It is a stage of heightened emotionality. They are swayed by many intrinsic and extrinsic pressures. It is a time of development of ideas and idealism in their mind. They are in search of role models, to be followed. Sensing, surfacing and expressing both positive and negative feelings require skill and care. The natural desire and urges are to be channelized and negative emotions such as anger, grief, fear, hatred, blame, regret, resentment, ... etc., are to be made to undergo the process of catharsis properly. Fear is one of the strongest primary emotions, which can be both conducive (to some extent) for improved learning and (at times) toxic to learning itself. Anger and aggression are often based on fear. Education in emotional and spiritual skills would be beneficial to control these negative emotions. But Singh (2001) opines that emotions are reactions to specific situations and therefore cannot be termed as positive or negative. Hence, the process of education has to be carefully dealt with, by keeping in mind the delicate issues of emotionality and spirituality.

A Study of Stress among Students of Professional Colleges from an Urban area in India- Cross-sectional study was done from September 2011 to February 2012 among students of medical, dental and engineering colleges from the urban area of Sangli district, Maharashtra, India, using a convenience sampling technique. The calculated total sample size was 1,200. A pretested self-administered questionnaire was used for the data collection. Analysis was done using percentage, the chi-square test, binary logistic regression and multinomial logistic regression. Out of the 1,224 respondents, 299 (24.4%) experienced stress. Among them 115 (38.5%), 102 (34.1%) and 82 (27.4%) were dental, medical and engineering students, respectively. There was a statistically significant association between stress and the field of education. Conclusion: Students from all the three fields studied were exposed to stress. Academic factors were one of the most important stressors (Waqhachavare VB, Dhumale GB, Kadam YR, Gore AD in 2013

This fear of negative self-perception caused complete exercise avoidance in efforts to reduce or eliminate feelings of social anxiety (Leary, 1992). The qualitative interview portion of the study included eight total participants. Four males and four females took part in the interviews, and were chosen based upon their total SPA scale scores. This data may be used in efforts to create interventions aimed at decreasing the prevalence of SPA while increasing the prevalence of exercise-related self-efficacy and exercise adherence among college-aged students (Sara M. Rothberger 2014)

Direct and indirect relationships between emotional intelligence and subjective fatigue in university students - A Correlation study done. The aim of this study was to examine the direct and indirect relationships between emotional intelligence and subjective fatigue. One hundred sixty seven university students completed questionnaires assessing subjective fatigue, emotional intelligence, and a range of other psychosocial factors.

Result: Higher emotional intelligence was associated with less fatigue. The psychosocial variables depression, anxiety, optimism, internal health locus of control, amount of social support, and satisfaction with social support each partially mediated between emotional intelligence and fatigue. Additionally, sleep quality partially mediated between emotional intelligence and fatigue (Rhonda F. Brown 2006)

Emotional intelligence and academic performance in first and final year medical students-This was a cross-sectional study using an objectively-scored measure of EI, the Mayer-Salovey-

Caruso Emotional Intelligence Test (MSCEIT). Students answered a paper-based demographic questionnaire and completed the online MSCEIT on their own. A total of 163 participants were the first- and final-year medical students 18 years old or older pursuing an undergraduate degree. Conclusion: Medical students who were more emotionally intelligent performed better in both the continuous assessments and the final professional examination. Therefore, it is possible that emotional skill development may enhance medical students' academic performance (Boon How Chew 2013)

Method - 120 participants age range was from 19-21 years both male and female. The subjects are participants from PESIT engineering college and V .V Puram degree college, Bangalore, Karnataka. In order to determine Social anxiety among technical and non-technical students which has been checked by Social anxiety questionnaire and Emotional regulation among technical and non-technical students which has been checked by Emotional regulation questionnaire?

Measure - The emotion regulation-social anxiety questionnaire is a self measure questionnaire for personal growth and positive emotions. A 15-item scale designed to measure respondents' tendency to regulate their emotions in two ways. A 7 item measure that uses a 5-point scale to measure social anxiety over one day (1 strongly disagree) to (5 strongly agree) 35 is the highest score.

An 8 item measure that uses a 7-point scale to assess strategic attempts to modify mood during the day (1 strongly disagree) to (7 strongly agree). Two factors were measured: emotion suppression (items 2, 4, 5, and 7) 28 is the maximum score and cognitive reappraisal (items 1, 3, 6, and 8) 28 is the maximum score. It is founded by Todd B. Kashdan & Michael F. Steger (2006).

Result and Discussion

Table 1

Gender	No. of Students	Age Mean+_SD
Male	80	19.57+_0.49
Female	40	19.57+_0.50

Table 2 - Between groups – Mann-Whitney test

Variable	Technical Mean +_ SD	Non-Technical Mean +_ SD	% Change of Mean	P Value
SA	21.08 +_ 3.50	17.08 +_ 2.47	18.97	.001
ES	20.6 +_4.38	15.68 +_ 3.61	23.88	.001
EA	15.06 +_4.74	22.81 +_ 3.60	51.85	.001

The mean value of Social Anxiety among technical students is 21.08 and the mean value of Social Anxiety among non-technical students is 17.08.

The mean value of Emotional Suppression among technical students is 20.06 and the mean value of Emotional Suppression among non technical students is 15.68.

The mean value of Emotional Appraisal among technical students is 15.06 and the mean value of Emotional Appraisal among non technical students is 22.81. Percentage change of mean for SA is 18.97, percentage change of mean for ES is 23.88 and percentage change of mean for EA is 51.85.

To see the significant value between groups, we used Mann-Whitney test group non parametric test. And result shows there is highly significant difference in pre data (P< 0.01) of all the three variables respectively Social Anxiety (SA), Emotional Regulation Suppression (ERS), Emotional Regulation Appraisal (ERA).

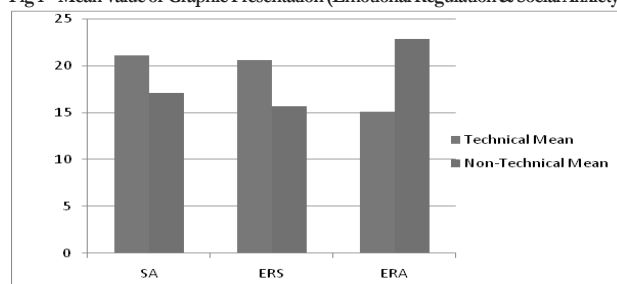**Fig 1 – Mean Value of Graphic Presentation (Emotional Regulation & Social Anxiety)**

Table 3 – Correlation Test (Between ER and SA)

	ERS	ERA	SA
ERS Pearson Correlation Sig(2-tailed)	1	-0 .384	.404
		.001	.001
	120	120	120
ERA Pearson Correlation Sig(2-tailed)	-.384	1	-.470
	.001		.001
	120	120	120
SA Pearson Correlation Sig(2-tailed)	.408	-.470	1
	.001	.001	
	120	120	120

To see the correlation Karl Pearson's test used.
Result shows using Karl Pearson's test there is a highly significant correlation in all the three variables (ERA, ERS, SA).

Discussion

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Emotional intelligence and academic performance in first and final year medical students

This was a cross-sectional study using an objectively-scored measure of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Students answered a paper-based demographic questionnaire and completed the online MSCEIT on their own. A total of 163 participants were the first- and final-year medical students 18 years old or older pursuing an undergraduate degree. Conclusion: Medical students who were more emotionally intelligent performed better in both the continuous assessments and the final professional examination. Therefore, it is possible that emotional skill development may enhance medical students' academic performance (Boon How Chew 2013)

Comparing the previous studies with current study

Previous study was cross-sectional study using an objectively-scored measure of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Students answered a paper-based demographic questionnaire and completed the online MSCEIT on their own. They have taken both group students who are pursuing medical. In current study we have used two different questionnaires and we have taken huge data, we compared using social anxiety and emotional regulation among technical and non-technical students.

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