

**CONTRIBUTIONS OF EMOTIONAL INTELLIGENCE, MENTAL HEALTH ON  
POLITICAL EFFICACY OF TRIBAL STUDENTS AT POST-GRADUATE LEVEL:  
AN ANALYTICAL STUDY IN NAGALAND**

**Ph.D., THESIS SUBMITTED TO NAGALAND UNIVERSITY FOR THE AWARD OF  
DOCTOR OF PHILOSOPHY IN EDUCATION**



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## DECLARATION

I, *Akhotso Zetsuvi*, hereby declare that this thesis entitled “CONTRIBUTIONS OF EMOTIONAL INTELLIGENCE, MENTAL HEALTH ON POLITICAL EFFICACY OF TRIBAL STUDENTS AT POST-GRADUATE LEVEL: AN ANALYTICAL STUDY IN NAGALAND” is my own original work carried out under the supervision of *Dr. Boyillapalli Venkata Rao*, Associate Professor, Department of Education, Nagaland University (A Central University). The work embodied in this thesis has not been formed earlier the basis of the award of any previous degree in any other university or institute. This thesis is submitted to the Nagaland University for the degree of Doctor of Philosophy in Education.



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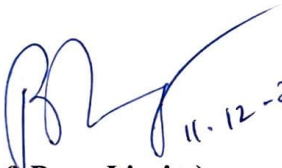
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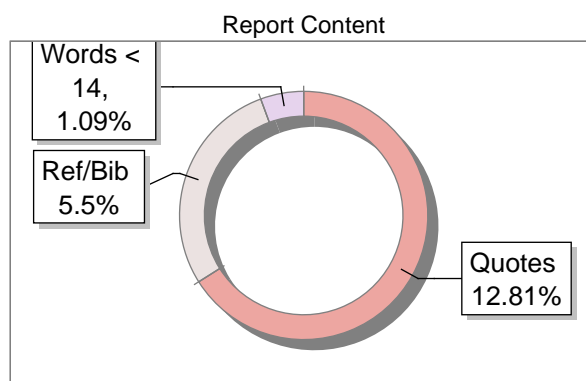
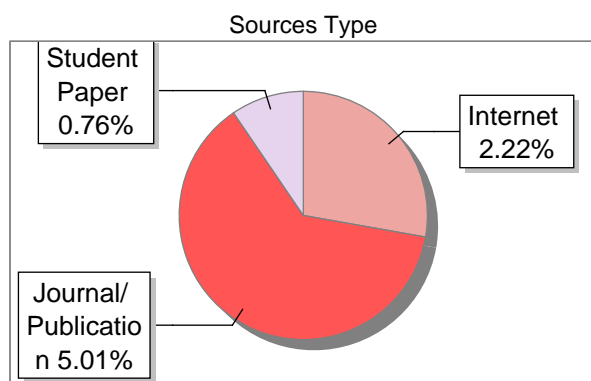
  
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# **CHAPTER-I**

## **INTRODUCTION**

### **1.1 Outline of the chapter**

While drafting this chapter, the researcher's principal objective was to help the readers, whether they may be scholars, educators, or any layman from any field who want to learn about this research topic, to get an appropriate understanding of the central themes of this thesis, that is, the state of Nagaland, its culture, society, and politics, as well as the concepts of emotional intelligence (EI), mental health, (MH) and political efficacy (PE). Thus, the researcher attempted to explain each concept in a simple yet detailed manner and as straightforwardly as possible. This chapter begins with an introduction to the formation of the state of Nagaland and the essential components of its history, then gives a brief description of Naga society. After that, the core concepts of emotional intelligence, theories related to Emotional Intelligence, their significance to post-graduate students are discussed. After this, the same is done for the mental health and political efficacy variables. This chapter then briefly explains how EI and MH impact a person's PE (political efficacy), their importance on higher education students, and the consequences of lack of EI and MH on higher education students. After that, the significance of education in Nagaland is discussed, its importance among the Naga society, and the current education status, notably higher education in Nagaland. After that, the study gives a more detailed overview of politics in Nagaland, the laws that make laws in Nagaland different from those in the rest of the country (India), and then discusses the importance and role of Naga tribal youths and their contributions in Naga politics. Then, the need for and justification of the current study are mentioned, as well as why the researcher chose this topic and deemed it research-worthy. This is followed by the statement of the problem, variables of the study, objectives of the study, research questions, hypothesis of the study, and operational definitions and key terms associated with the investigation. Lastly, this chapter states the delimitations of the study.

### **1.2 Introduction**

On the 1<sup>st</sup> of August 1960, then Prime Minister of India, Jawaharlal Nehru, informed India's Lok Sabha (House of Commons) that his government had agreed to create a new state called Nagaland. Nagaland was then made the 16<sup>th</sup> state of the Indian Union. Nagaland's journey to statehood was marked by negotiations between the Naga leaders and the Indian government. The decision to create Nagaland as a

separate state was part of the more significant effort to address the unique cultural and historical background of the Naga people. The creation of Nagaland aimed to respect the distinct identity and aspirations of the Naga tribes within the framework of the Indian Union (Elwin Varrier, 1997, p. 1).

Nagas are Indo-mongoloid people living in the northeastern hills of India; they are divided into different tribal and linguistic groups. Nagaland occupies a narrow strip of mountainous territory between Myanmar and the Brahmaputra valley of Assam. The Nagas are concentrated in Nagaland, Manipur, Assam, Arunachal Pradesh of India, and the Somra Tract of Upper Burma (Vashum, et al., 1996, p. 11).

In the more than six decades since Nagaland became part of the Indian Union in 1963, the state has undergone profound transformations across political, social, and economic domains. The introduction of formal education, technological advancements, the Internet, and the influences of globalization, westernization, and many other factors have left an indelible mark on Naga society. Notably, the impact of English is conspicuous, particularly among the younger generations, as it serves as the primary language of communication in educational institutions and facilitates interaction with the broader Indian and global communities. The accessibility of the internet has put the Nagas today, especially the younger generations of Nagas, on an equal footing with the rest of the world. The accessibility of knowledge that the internet provides, exposure to the world, the continuous upgradation of technology, and the coming of artificial intelligence have changed human life tremendously in the past few years, and Nagaland is no exception (Haeleng, 2000, p. 46-52).

The rise of formal education has led to a massive transition towards various professional roles, including occupations such as medicine, engineering, entrepreneurship, and public service (Vashum, 1996, p 28-30). Additionally, the expansion of Christianity has played a crucial role in moulding the Naga society, with churches serving as a central place for communal connection and fellowship. The coming of Christianity has greatly influenced Naga society, bringing about significant positive changes through Christian principles, beliefs, and practices, which have contributed significantly to shaping Naga society today (Chasie, 1996, p. 81, Singh, 2012, p. 110-117).

Despite a relatively short exposure to modernity, a formal system of education, and technology across a few Naga generations, the societal changes are striking and progressively evident. Globalization, westernization, technology, and many other factors contribute to a continual evolution within the Naga community.

### **1.3 Emotional Intelligence**

In the past, a person's intelligence and potential for societal contribution were often measured by their Intelligence Quotient (IQ). However, contemporary advancements in science and human psychology have shown the limitations of exclusively relying on IQ as a measure, as highlighted by Daniel Goleman in 1998. Daniel Goleman, in 1998, emphasized the need to consider other relevant factors. While IQ remains a significant metric, acknowledging the importance of emotional intelligence and mental well-being in personal development is equally important, if not more. Emotional intelligence (EI), is vital in influencing how individuals approach problem-solving and deal with stress, fostering effective communication, empathy, resilience in challenging situations, and resolving conflicts. Recognizing the significance of emotional intelligence is crucial for building meaningful relationships, achieving success in academic and professional pursuits, and realizing career and personal aspirations. Emotional intelligence can also be defined as the skill of managing and interacting effectively with one's emotions and those of others, and it is can be used for personal and strategic benefits. Furthermore, emotional intelligence assists in understanding one's emotions, translating intentions into actions, and making well-informed decisions in various circumstances (Goleman, 2013, p. 34).

Emotional intelligence may sound like a simple phrase, but it has many layers and dimensions that can determine many aspects of a person's life. Articles and publications from researchers, scholars, and professionals from diverse fields contribute to the dissemination of the benefits of emotional intelligence in society. Numerous academics use its multidisciplinary nature to investigate its impact on human behaviour, academic and work performance, mental health, and many other aspects of human life. Nowadays, researchers across various domains are actively exploring and applying the concept of emotional intelligence in diverse studies, encompassing human psychology in different contexts, such as adolescents, students at various educational levels, and workers.



## **1.4 Models related to Emotional Intelligence**

Because of the growing popularity of Emotional Intelligence, numerous theories explaining many different aspects and dimensions of emotional intelligence have been established today. The researcher made a humble attempt to collect views that were relevant to the research tool and its dimensions, namely 1) Self-awareness, 2) self-regulation, 3) Motivation, 4) Empathy, and 5) Social skills.

The following are the critical theories of Emotional Intelligence in this research endeavour. They are:

1. The ability model of emotional intelligence (Mayer and Salovey)
2. Mixed Model of Emotional Intelligence (Daniel Goleman)
3. Bar-On Mixed Model of Emotional Intelligence (Reuven Bar-on)

### **1.4.1 The ability model of emotional intelligence**

Proposed by Mayer and Salovey in 1997, This model breaks down emotional intelligence into four distinct dimensions:

1. The first dimension involves the ability to perceive emotions, encompassing the recognition and detection of human emotions through facial expressions, images, voices, and cultural cues. It also consists of identifying and processing emotional information, expressing and controlling emotions appropriately, and communicating emotional needs.
2. The second dimension, using emotions, refers to controlling and employing emotions to guide cognitive activities like thinking, problem-solving, and adapting to various situations. Increased use of emotions in decision-making correlates with a significant boost in emotional intelligence.
3. The third dimension, understanding emotions, entails comprehending expressive language and effectively navigating emotionally complex relationships and situations. This includes recognizing and describing the evolution of emotions, such as the transformation from shock to grief or anger to remorse.
4. The fourth dimension, managing emotions, involves regulating emotions, acknowledging the value of specific emotions in particular situations, and

understanding the most effective short- and long-term strategies for emotion regulation (Mayer & Salovey, 1997).

The model of emotional intelligence proposed by Mayer and Salovey is highly relevant for postgraduate students, as it encompasses essential skills that contribute to both academic success and personal development. Mastering this skill allows students to read the emotions of peers and professors, fostering better communication and collaboration in group projects and discussions. By harnessing emotions to guide their thinking and decision-making, postgraduate students can enhance their problem-solving capabilities and adapt more effectively to the pressures of advanced study. And finally developing this skill is vital for coping with the stresses and challenges of postgraduate studies. Effective emotion regulation can lead to improved resilience, motivation, and overall well-being.

#### **1.4.2 Goleman's mixed model of emotional intelligence:**

Goleman's mixed model of emotional intelligence, as presented in his book "Emotional Intelligence: Why it can matter more than IQ," explains five core constructs of EI:

- a. Self-awareness: The capacity to comprehend one's emotions, strengths, weaknesses, drives, values, and goals, and the ability to utilize instinctive feelings in guiding decisions and influencing others.
- b. Managing emotions: The skill of managing disruptive emotions and impulses and adapting to changes in various situations.
- c. Handling relationships: Proficiency in handling relationships and effectively interacting with others.
- d. Recognising emotions in others: The act of considering the emotions of others, particularly in the context of decision-making.
- e. Motivation oneself: Being cognizant of one's motivations (Goleman, 2013, p. 43).

Goleman's model provides postgraduate students with essential emotional competencies that enhance not only their academic performance but also their

interpersonal relationships and professional development, ultimately contributing to a well-rounded and successful educational experience.

### **1.4.3 Bar-On Mixed Model of Emotional Intelligence**

According to this model, Emotional Intelligence is a trait that individuals develop and enhance over time through proper training, education, and therapy. This model, adopting a more process-oriented approach, emphasizes the potential for performance improvement rather than the performance itself. The Bar-On model of emotional intelligence focuses on the following aspects: a. A range of emotional and social skills. b. The ability to cope with and adapt to various situations.

The Bar-On mixed model encompasses five components of emotional intelligence:

1. Intrapersonal: Encompasses positive self-perceptions, including self-respect, self-confidence, self-awareness, assertiveness, independence, and tenacity.
2. Interpersonal: Involves empathy towards others, social responsibility, and proficiency in managing interpersonal relationships.
3. Adaptability: Encompasses skills related to reality testing, flexibility, and problem solving.
4. Stress Management: Involves an individual's ability to tolerate stress and control impulsivity in stressful situations.
5. General Mood: Encompasses one's level of optimism and satisfaction (Bar-On, R, 2006).

The Bar-On model offers valuable insights into aspects of a person's life that they may not be fully aware of, such as how they perceive themselves. The Bar-On model also emphasizes essential emotional and social competencies that can significantly benefit postgraduate students. It shows them that, with dedicated effort and training, they can learn to manage their emotions and overcome challenges. Even if they initially struggle with emotional control, they can improve over time. By developing these skills, students can lead better lives and be better prepared for future adversaries.

## 1.5 Mental Health

Healthy mental health is a state of psychological balance essential for effectively managing life's challenges, recognizing one's capabilities and living up to one's potential, performing proficiently at work, and participating in community affairs actively. It is a fundamental aspect of overall health, forming the foundation for individual and communal capacities in decision-making, relationship-building, and influencing the environment. Asserting mental health as an inherent human entitlement is essential for personal growth, community well-being, and socio-economic progress (WHO, 2022).

Unlike other diseases, there is no physical test or scan that can visibly demonstrate the existence of depression, anxiety, healthy mental health, or poor mental health. It is essentially an “invisible disease”. People want to point to something and say, “There's the problem,” when they can't, people wrongly conclude that there is no problem. However, possible signs of mental health disorders include isolating oneself, negative perspectives about different matters, frequent frustration, sleeping disorders, abnormal appetite, feelings of hopelessness, developing coping mechanisms to alcohol, drugs, and tobacco, not being able to carry on with the daily routines of one's life, self-harm, delusions, so on and so forth. In many situations, individuals may attempt to present a facade of normalcy and happiness, concealing their genuine emotions due to a sense of shame or discomfort with their genuine feelings.

Marie Jahoda (1958) outlines six attributes of mental health that stem from an individual's psychological capacities and aspirations for personal development:

1. Positive self-regard, a healthy self-esteem, and an accurate self-awareness.
2. Actively working towards personal goals.
3. Channelling one's motivations effectively.
4. Possessing a clear identity and values that foster a sense of autonomy.
5. Form an accurate worldview not distorted by personal biases or subjective needs.
6. Finding joy in love, work, recreation, and a mastery of one's environment.

Mental health challenges can affect anyone, but they manifest as disorders when they impede daily functioning, impacting mood, thoughts, and behaviour, thereby disrupting routines. Maintaining mental health involves coping with life roles and responsibilities while being aware of one's strengths and weaknesses. In India, mental health is often overlooked, making it crucial for parents, educators, counsellors, and those working with students to prioritize children's mental well-being. Therefore, focusing on preventive measures to foster positive mental health becomes imperative (Chhibber, Parikh, 2016).

According to Tyagi Parul (2017), mental health is not a fixed and unchanging state. Thus, it is inaccurate to assume that an individual who is mentally healthy at a particular moment will remain so indefinitely, as new circumstances and life changes can lead to mental illness. Conversely, someone experiencing mental illness may recover through factors such as altered circumstances, self-care, therapy, and the establishment of meaningful relationships. Tyagi emphasizes that the maintenance of mental health is a dynamic process, requiring ongoing attention and care from everyone (Tyagi, et al., 2017)

In the contemporary era, a notable issue revolves around the escalating pressure, anxiety, and challenges encountered by college students throughout their academic journeys (Gallea, et al., 2021). The mental well-being of these students has become a focal point of research attention in recent times (Hernández, et al., 2020). As a demographic burdened with high expectations and responsibilities from their families and communities, the psychological strain stemming from these pressures can be a significant challenge.

### **1.6 Mental Health Scenario in Nagaland**

In Nagaland, mental health professionals express concern over the reluctance of individuals to seek help for mental health issues despite the increasing prevalence of such problems and the accessibility of treatment. The primary reason for this hesitancy is attributed to socio-cultural barriers. In Naga society, there is a noticeable delay in addressing easily treatable disorders and illnesses, exacerbating the condition of patients to the point where recovery becomes challenging or even impossible. Mental health professionals in Nagaland highlight that prevalent cases in the region include



schizophrenia, mood disorders, depression, anxiety, and substance-related disorders. Individuals belonging to the age range of 15 to 30, encompassing adolescents to young adults, are particularly vulnerable to mental illnesses (Sophie, 2019).

Faith plays a vital role in the lives of the Nagas, who are dominantly Christian, in overcoming specific mental health difficulties and struggles. Many people are yet to be aware that, at times, medical intervention is necessary. A good number of Christians tend to conceptualize mental as well as physical illness as spiritual in nature, which can prevent them from seeking treatment or following a physician's recommendations. Some go to the extreme belief that mental health patients should not seek clinical treatment but instead wage spiritual battles to reclaim what the devil has stolen from them. Such suggestions belittle the gravity of suffering many experiences and prevent individuals from getting timely intervention and help when needed.

There is a consensus that people suffering from mental health must be backslidden or living in sin. Thus, people experiencing mental health issues usually repress their conditions due to the stigma attached to them, often allowing their conditions to aggravate. This is why when mental health issues are left unattended and untreated and can travel far, reaching the high end of the spectrum.

However, it would also be wrong to assume that the Influence of religion did not have any positive impact in helping deal with mental health problems. In many Christian fellowships, people share their struggle with depression, anxiety, and suicidal thoughts and attribute their faith and religious beliefs as a significant source of overcoming them. Christian values of redemption, of starting a new life, one that is led by their faith, have made people overcome their past traumas, personal problems, and other psychological barriers to leading a healthy life again. The practice of intercessory prayer has proven to be a source of support for individuals grappling with mental health issues. Loneliness, a prominent contributor to feelings of depression, anxiety, and hopelessness (Richardson et al., 2017), is alleviated through the sense of companionship and care that prayer provides. Individuals find solace and hope by turning to a higher power and relying on faith rather than solely on personal capabilities. This shift in thinking fosters hope, empowering them to confront personal challenges and help them look forward to a brighter and more hopeful future.

Another intriguing factor influencing the mental well-being of the Nagas is their strong sense of community, encompassing tribal, church, and village communities. Companionship is abundant within these communities, and people actively support and share each other's burdens. This may also prove to be a reason why Nagaland has one of the lowest suicide rates throughout the country (Radhakrishnan, et al. 2012). A study conducted in Nagaland examining burnout among B.Ed., students-teachers amid the COVID-19 pandemic revealed that only a tiny percentage of individuals faced low to extremely low levels of burnout. The study suggested that organizational and community factors could play a significant role in this unique context, emphasizing the importance of further studies in this area and their impacts (Rawat, et al. 2023). Some studies conducted abroad also highlighted the importance of Social Support for one's mental well-being especially those of post-graduate students (Shuo Z et al. 2022).

While personal faith is a powerful component in helping ease symptoms of depression and other mental illnesses, a combination of treatment, including therapy, psychiatric care, and spiritual, emotional, familial, and community support, may provide a healthy reduction of symptoms and long-term stability. Post-graduate tribal students in Nagaland, with their educational background, life experiences, and understanding of mental health issues, have the potential to challenge societal barriers, raise awareness about the seriousness of mental health concerns, and help break stereotypes. They can also promote acceptance of practices like counselling and therapy within the broader community.

### **1.7 Theories related to Mental Health**

Mental health is a complex and multifaceted subject, and various theories and models attempt to explain and understand it. Here are some of the prominent theories about mental health. The theories were chosen based on familiarity with the dimensions of mental health in this study, which are Positive self-evaluation (PSE), Perception of reality (PR), Integration of personality (IP), Autonomy (AUTNY), Group-oriented Attitudes (GOA), Environmental Mastery (EM). They are:

1. The psychodynamic theory of personality ~ Sigmund Freud
2. The cognitive theory of psychopathology ~ Aeron Beck

### **1.7.1 The psychodynamic theory of personality**

The psychodynamic theory of personality originated with Sigmund Freud. The term "psychodynamic" encompasses many theories highlighting the significant impact of innate drives and forces and the crucial role of developmental experiences in moulding one's personality. Initially, these theories concentrated solely on the sway of unconscious drives, facing criticism and undergoing subsequent modifications. Contemporary psychodynamic theories now place increased importance on conscious experiences and their interplay with the unconscious, along with recognizing the influential role of social factors in the development process. Psychodynamic theories generally concur that examining human behaviour should encompass internal mechanisms, personality, motivations, drives, and the significance of early life experiences (Traylor et al., 2022)

The psychodynamic theory of personality has important implications for postgraduate students as it offers insights into the complex interplay of unconscious and conscious influences on behaviour, motivation, and personal development. The psychodynamic theory provides valuable insights that can help postgraduate students understand themselves and their interactions with others, ultimately contributing to their academic success and personal development.

### **1.7.2 The Cognitive theory of Psychopathology**

The cognitive theory of psychopathology by Aeron Beck shows how individuals' interpretations or spontaneous thoughts about situations impact their emotional, behavioural, and psychological responses. In times of distress, people often possess distorted and dysfunctional perceptions. By understanding this, cognitive therapy emerged, and individuals can learn to recognize and assess their "automatic thoughts" – these are thoughts that occur spontaneously in response to situations. Individuals typically experience reduced distress, improved functional behaviour, and diminished physiological arousal by correcting these thoughts to align more closely with reality. (Beck, 1971)

The cognitive theory of psychopathology is highly relevant to postgraduate students as it addresses how their interpretations and thoughts about various situations can significantly impact their emotional and psychological well-being. the cognitive

theory of psychopathology equips postgraduate students with tools to manage stress, enhance self-awareness, improve academic performance, regulate emotions, and foster healthier relationships, ultimately contributing to a more successful and fulfilling educational experience.

### **1.8 Political Efficacy**

The vitality of any well-functioning democracy or participatory governance relies on the active involvement of its citizens. The motivation behind people's willingness to engage in political life is strongly influenced by their self-perception regarding their capacity to comprehend political processes and impact them through their actions. These attitudes also play a pivotal role in shaping individuals' political identity and trust in government, making it a fundamental focus in research (Prats et al., 2021). Political efficacy is the confidence an individual has in their capacity to engage in and influence the political process. It reflects the belief that one's actions in politics can bring about change and that governmental institutions are accountable and care to the needs and preferences of the public (Scotto et al., 2021). There are two significant dimensions of political efficacy:

1. ***Internal Political Efficacy:*** This concerns an individual's confidence in comprehending and actively participating in politics. Those with high internal political efficacy feel assured in their capacity to make informed political decisions, partake in political discussions, and cast meaningful votes.
2. ***External Political Efficacy:*** This relates to an individual's belief in the political system and government to the actions and expressions of citizens. Individuals with high external political efficacy trust that their political engagement, such as voting or communicating with elected representatives, can influence government policies and decisions. (Prat et al., 2021)

High levels of political efficacy are generally associated with greater political participation, including voting, attending political meetings, and engaging in political activism. Conversely, low political efficacy can lead to political apathy and disillusionment with the political process, which may result in reduced political engagement.

According to Prats, M. and A. Meunier, an individual's self-assessment of their capacity to grasp political processes (internal political efficacy) positively influences their participation in various forms. Additionally, individuals' belief that their engagement can influence government actions (external political efficacy) has a positive impact on conventional modes of participation and involvement within the political system. However, it exerts a negative influence on digital forms of participation and activities considered "outside of the system." (Prat et al., 2021)

Different kinds of empirical data indicate that possessing political knowledge plays a crucial role in fostering stable and coherent political attitudes. It enables citizens to align their decisions with their interests and preferences, bolstering their ability to make informed choices. Additionally, a sound understanding of politics promotes the endorsement of democratic values, instils trust in the political system, and serves as a motivating factor for active political engagement (Galston, 2001).

In a tribal setting such as Nagaland, an individual's political efficacy can be significantly influenced by their tribal affiliation, given the pivotal role tribes play within the community. This research classifies tribes into two distinct categories: backward and forward.

### **1.9 Theories and Models related to Political Efficacy**

Some of the prominent theories of political efficacy included in this research are as follows:

1. Social Learning Theory
2. Resource Model theory
3. Political Socialization theory

#### **1.9.1 Social Learning Theory**

This theory, influenced by Albert Bandura's work, posits that individuals develop their political efficacy through social learning. People observe the political behaviours of those around them, such as family members and peers, and these observations can shape their beliefs and behaviours related to politics. This theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviours of others, people develop similar behaviours. After observing the behaviour of others, people assimilate and imitate that behaviour. According to

Bandura, imitation involves the actual reproduction of observed motor activities (Bandura 1977).

Postgraduate students often engage in collaborative environments where they observe the political behaviours of their peers and mentors. These interactions can shape their beliefs about political engagement and efficacy, influencing their willingness to participate in political activities or discussions. The social networks formed during postgraduate studies can enhance political efficacy. By connecting with like-minded individuals and engaging in collective actions (e.g., organizing events, campaigns), students can strengthen their belief in their political agency.

### **1.9.2 Resource Model**

The resource model of political participation argues that individuals with more resources, such as education and income, are more likely to have higher levels of political efficacy and, as a result, are more politically active. This theory suggests that resource access empowers individuals to be more politically engaged. Numerous academics argue that the extent of citizens' engagement in politics is primarily influenced by their interest in and knowledge of political matters. Nevertheless, with the transition to the digital age, social media has significantly accelerated the dissemination of information, leading to a considerable expansion in political awareness and understanding (Kopacheva et al., 2023).

Postgraduate students often have higher levels of education compared to the general population. This access can enhance their political efficacy and encourage them to engage more actively in political processes. Many postgraduate students are adept at using digital tools and social media for research and networking. This familiarity with technology allows them to access a wealth of political information, participate in online discussions, and mobilize for causes, thereby increasing their political engagement. The interplay of resources, knowledge, and digital engagement in the lives of postgraduate students underscores their potential for higher political efficacy and participation.

### **1.9.3 Political Socialization Theory**

Political socialization refers to the lifelong process through which individuals acquire their political beliefs, attitudes, and values. Agents of socialization, such as family,

education, media, peers, political parties, etc, influence an individual's political efficacy. Political socialization makes citizens develop a political identity. Political cultures are inherited across generations. Early life experiences are generally considered to lay the foundation for political attitudes such as political values and identity, political engagement such as political interest and political efficacy, and, ultimately, political behaviours such as conventional and unconventional political participation (Neundorf et al., 2017).

Postgraduate students are often at a critical stage in their lives where they are solidifying their political beliefs and identities. Their experiences in graduate programs can significantly influence their political attitudes and engagement. Graduate education exposes students to diverse perspectives and critical thinking about political issues. This academic environment acts as a key agent of socialization, shaping their political efficacy by enhancing their understanding and engagement with complex political concepts. Many postgraduate students come from backgrounds where political values have been instilled by family and community. This inheritance can impact their engagement and perceptions of their efficacy in the political arena. The process of political socialization is particularly salient for postgraduate students as it shapes their political identities, attitudes, and engagement levels during a formative period of their lives.

### **1.10 Importance of Emotional Intelligence and Mental Health to Higher Education Students**

For several reasons, emotional intelligence (EI) and mental health (MH) are essential for higher education students, and their importance increases increasingly with the ever-changing world. It is crucial for personal and academic development, well-being, career, and success. Here are some key aspects highlighting their importance for higher education students:

- 1. Academic Performance:** Numerous studies have shown a good correlation between emotional intelligence and academic performance (Nazan, et al., 2012, Peseyie, et al., 2020) as well as mental health with academic performance (Pua, et al., 2015). Emotional Intelligence can positively influence student's ability to manage stress and anxiety, improving their academic performance. People with higher EI tend to handle pressure and setbacks more effectively. Conversely, poor mental health, such as

depression and anxiety, can lead to decreased concentration, motivation, and cognitive function, increased distraction, and ultimately affecting academic achievements and professional careers. (Goleman, 2013, p. 43).

- 2. Interpersonal Relationships:** Emotional Intelligence allows people to foster meaningful relationships thus, Higher emotional intelligence can enhance students' ability to build positive and meaningful relationships with peers, professors, and mentors, fostering a healthy environment. On the other hand, Mental health challenges often lead to social withdrawal, isolation, and strained relationships, hindering students' ability to make meaningful relationships. Strong mental health supports the development of strong social relationships, which are essential for managing daily academic tasks effectively (Milicev J. et al., 2021).
- 3. Stress Management:** Emotional intelligence skills like self-awareness, self-regulation, and stress management can help students cope with the high-stress levels associated with higher education (Goleman, 2004, p. 43). These skills enable students to effectively handle academic demands, peer pressure, and other stressors. This psychological resilience is very crucial for maintaining a healthy mental health (Shuo Z et al. 2022). Mental health issues, if left unaddressed, can exacerbate stress and make it more challenging to manage academic and personal responsibilities. Especially during exam times, stress make greatly impact the mental health of students which at times may be harmful for their overall wellbeing (Wani et al. 2019; Chen, F et al., 2022).
- 4. Decision-Making and Problem-Solving:** Emotional intelligence enhances decision-making and problem-solving skills by helping individuals consider their emotions, think rationally, and make well-informed decisions, as well as the emotions of others. Mental health issues can cloud judgment and hinder effective problem-solving, leading to poor decision-making, self-harm, personal regrets and overall wellbeing (Goleman, 2013, p. 85).
- 5. Well-being and Satisfaction:** Many studies have shown that higher emotional intelligence increases well-being and life satisfaction (Shuo et al. 2022). Students with strong EQ tend to have a more positive mindset, thinking, and perspectives and experience greater overall life satisfaction. Poor mental health reduces overall well-



being, prevents people from moving on from traumatic past experiences, and affects academic performance and quality of life in every aspect. On the other hand, different studies have shown notable relationship between success and mental health factors, including personal happiness, emotional balance, perceptions of life, self-perception, and perception of others (Sivakumar, 2018).

**6. Help-Seeking Behaviour and seeking assistance:** Emotional intelligence can promote help-seeking behaviour, as students with high EQ are more positive in their outlook and perspectives and, due to their ability to forge meaningful friendships and relationships, are more likely to recognize when they need support and seek it from appropriate sources (Shuo Z et al. 2022). On the other hand, mental health issues can lead to reluctance to seek help due to their negative outlook, stigmatization, and delayed treatment. (Goleman, 2013, p. 88).

Emotional intelligence and mental health, in many ways, complement each other and significantly impact the life and career of a student in many ways. Universities and colleges should provide resources and support to promote emotional intelligence and mental health awareness among their students through their curriculums, activities, counselling, and teachings.

### **1.11 Ways and Strategies to improve One's Mental Health and Emotional Intelligence**

Periods of stress, anxiety, and hardship are inevitable in one's life regardless of a person's gender, age, profession, nationality, financial and social status. Some ways and strategies to maintain, control, and improve one's emotional intelligence and mental health are:

i. **Political Stability:** One of the most important contributors for human society to function at its best is the need for Political stability. People who experience humanitarian crisis or emergencies, such as war, armed conflict and unstable political situations, are at the most risk of developing mental disorders which has have lifelong complications (World Health Organization, 2014). Awareness must be spread in every sphere of society for such situations to be avoided at all cost. Also, Governments should prioritize the wellbeing of their citizens and avoid political conflict and instability at all cost.

ii. **Physical Health:** The relationship between physical and mental health indicates that poor physical health can cause mental disorders and vice versa. The prevailing trend among young people to embrace their identities, including their body types and eating habits, often leads to the glorification of unhealthy conditions like obesity and excessive alcohol consumption while discouraging exercise. It is crucial to promote physical health and discourage the celebration of harmful behaviours (WHO, 2014). Studies have shown lower level of well-being leads to higher level of distress (Moss, et al., 2022).

iii. **Prioritizing one's community:** In most societies today, there is an increase in individualistic attitudes and a decrease in communal ties. Belonging to a community gives individuals a sense of identity, connection, and belonging. Feeling valued and accepted within a community fosters inclusion and solidarity, essential for mental well-being, as social support is crucial for one's mental wellbeing (Shuo Z et al. 2022). Thus, while it is important to promote modernism and progress, they should not come at the cost of losing ties with one's community, values, and principles as human relations are an essential part of human life.

iv. **Developing meaningful and healthy relationships:** This is particularly significant in today's internet era, where many individuals, especially youths, form superficial connections through social media and other online platforms. Having real, meaningful and healthy relationships acts as a buffer against stress, reduces feelings of loneliness and isolation, and enhances resilience in the face of adversity. Knowing that one has people to turn to for emotional, practical, and spiritual support can significantly improve mental health outcomes especially in times of hardship. Some studies showed that postgraduates who possess strong emotional intelligence and benefit from a supportive social environment are more inclined to adopt constructive and effective approaches to managing intense pressures (Bandura et al., 1999; Milicev, J. et al., 2021)

v. **Religion:** Religion, when approached in the right way, can help a person's mental health and emotional intelligence. Religious teachings and values that promote ethical behaviour, moral decision-making, self-control, and personal growth can help both a person and society. Adhering to religious principles and moral codes may promote a sense of integrity, self-discipline, and inner peace, controlling one's anger, which can positively impact mental health and self-control (Emotional Intelligence). Many religious traditions emphasize the importance of forgiveness, compassion, and

empathy. Practicing forgiveness and compassion towards oneself and others can lead to emotional healing, inner peace, letting go of the past, and moving forward toward the future.

Religion also provides one with purpose and to be part of a larger community. Different studies have shown that religion does contribute to people's participation in Politics (Sperber et al., 2022; Audette et al., 2020).

vi. **Developing healthy relationships between communities:** Communities are an important element in people's lives; they form a very irreplaceable portion of their identity. When communities conflict with each other, their members suffer immeasurably. At times, animosity between groups can be passed on from generation to generation, which deeply inculcates feelings of resentment, animosity, and, in unfortunate cases, violence between them. Thus, peaceful cooperation and co-existence must be promoted for everyone's welfare.

vii. **Citizen's freedom:** Individuals require some degree of freedom, opportunities to live a fulfilling life, and a stable environment of peace. Countries with limited political freedoms and unstable policy environments are prone to rendering their populations with stress, unhealthy living conditions, and lack of opportunities for living a fulfilling life, resulting in detrimental impacts on their mental well-being (WHO, 2014).

viii. **Self-awareness and self-reflection:** Reflecting on one's emotions, triggers, and how to react to them is an essential practice people require today. Observing one's emotions and not acting upon them may go a long way in helping a person, especially in one's life and career. Journaling and writing them down may also help a person get clarity about one's emotions (Goleman, 2004, p. 47).

ix. **Developing good habits and healthy coping mechanisms:** Healthy habits and coping mechanisms such as music writing, reading, and physical exercise will benefit a person in every way, be it maintaining good mental health, being productive in one's career and living a fulfilling life as habits have the power to shape our lives, either positively or negatively (Clear, 2018).

x. **Develop resilience:** People should emphasize cultivating a solid mindset and stress tolerance, and returning from problems, setbacks, and failures as they make a person more robust and prepared for future hurdles. Also, learning from one's mistakes

and using them as opportunities for growth and getting better is crucial for success and fulfilment (Goleman, 2004, p. 43; Shuo Z et al. 2022).

xi. **Self-Education:** Educating oneself through books and online materials about mental health, emotional intelligence, and other self-help materials is essential in living well. Studies have shown Mental Health Literacy leads to improvement in overall wellbeing (Moss, et al., 2022).

xii. **Counselling:** Postgraduate students can greatly benefit from counselling, as it has been shown to help them manage stress, remain focused on their objectives, and develop a clearer understanding of their strengths and areas for improvement (Matliwala, 2017). Research also suggests the establishment of university counselling centres to identify graduate students at risk and provide appropriate prevention and intervention measures (Kılıç et al., 2023).

Cultivating emotional intelligence and maintaining mental well-being is a continuous journey akin to tending to physical health. It is crucial to recognize that this process requires ongoing attention throughout life. Just as we prioritize regular care for our physical health to lead fulfilling lives, nurturing our emotional intelligence and mental health is equally essential for overall well-being and is a lifelong process.

### **1.12 Contributions of Emotional Intelligence and Mental Health on Political Efficacy**

Politics and human psychology have always been interdependent throughout history. The values that political communities emphasize all over the world be it their culture, moral ethics, language, religion, type of government, laws, and policies of their government, and so on, are all, to a large extent, determined by their human psychology. Emotional intelligence and mental health are two significant aspects of human psychology that have always influenced politics. History has shown the relationship between the government and the mental health of the people. When people are unhappy, feel treated unjustly, and are angry and dissatisfied with their government, it leads to protests, civil unrest, communal conflicts, and disruption in the state. On the other hand, times of peace, cooperation, and good relations between the government and the people lead to progress and development.

Emotional intelligence and mental health can significantly impact political efficacy, which refers to an individual's belief in their ability to understand and influence the political system. Here is how they can affect each other:

#### **1.12.1. Emotional Intelligence (EI) and Political Efficacy (PE):**

**Self-awareness:** People with high emotional intelligence are more capable of being aware of their own emotions and thoughts. This self-awareness can help individuals better understand their political beliefs and preferences, leading to a clearer sense of their political efficacy (Goleman, 2004, p. 48)

**Self-regulation:** Emotional intelligence involves the ability to manage one's emotions effectively. Individuals who can regulate their emotions are less likely to be overwhelmed by negative feelings such as anxiety or anger, which can undermine political efficacy (Goleman, 2004, p. 43).

**Empathy:** Empathy, one of the components of emotional intelligence allows individuals to understand and share the burden of others. This can enhance political efficacy by fostering a greater understanding of diverse perspectives, uniting different groups of individuals, and encouraging unity toward a common political cause (Goleman, 2004, p. 104).

**Conflict Resolution:** Emotional intelligence helps people manage conflicts and disagreements more effectively. In politics, where differences of opinion are common, navigating and resolving conflicts can enhance an individual's belief in their ability to influence outcomes. People with high emotional intelligence are better equipped to find common ground and reach compromises (Goleman, 2004, p. 118).

**Interpersonal Skills:** High emotional intelligence can improve an individual's interpersonal skills, making it easier for them to engage in political discussions, build relationships with others in the political arena, and collaborate on political initiatives. This can increase their sense of efficacy by enabling them to work effectively with others to achieve common goals.

**Stress Management:** Political engagement can be stressful, especially for when political situations are sensitive in nature. Emotional intelligence helps individuals manage stress and maintain emotional resilience, essential for sustaining political

efficacy. Those who can cope with stress and adversity are more likely to stay engaged in politics and believe they can make a difference.

**Effective Communication:** Emotional intelligence improves communication skills, including active listening and persuasiveness to convey ideas. Effective communication is crucial in politics for conveying one's message, building support, and influencing public opinion. Those who communicate well are more likely to feel politically influential.

**Relationship Building:** Political efficacy often relies on building and maintaining networks of supporters, allies, and collaborators. Emotional intelligence can enhance an individual's ability to connect with others, build trust, and mobilize support, all of which contribute to political success and efficacy.

#### **1.12. 2. Mental Health (MH) and Political Efficacy (PE)**

**Anxiety and Depression:** Individuals with poor mental health, like anxiety, depression, frustration, and anger issues, can diminish a person's political efficacy by causing individuals to feel overwhelmed, hopeless, or disengaged from the community and the political process (Ojeda, 2015).

**Emotional Well-being:** Individuals with good mental health are likelier to feel positive emotions such as hope, optimism, and confidence. These emotions can bolster political efficacy by enhancing individuals' belief in their ability to make a difference and effect change through political participation.

**Resilience:** On the other hand, good mental health and resilience can bolster political efficacy by helping individuals cope with setbacks, navigate political challenges, and persist in their efforts to effect change.

**Cognitive Functioning:** Mental health can also affect cognitive functioning, including decision-making and information-processing abilities. Individuals with better mental health may be better equipped to evaluate political information and engage in informed political action critically.

**Impact on Political Behaviour:** Mental health can shape individuals' political behaviour, including their likelihood of voting, participating in protests or demonstrations, contacting elected representatives, or joining political organizations.

Poor mental health may inhibit individuals' ability or willingness to engage in these activities, thereby reducing their overall political efficacy.

**Motivation and Engagement:** Mental health can impact individuals' motivation and willingness to engage in political activities. Poor mental health, including conditions such as depression or anxiety, may diminish individuals' energy, enthusiasm, and sense of purpose, making them less likely to participate in politics and reducing their overall political efficacy.

### 1.12.3. Conceptual Framework

The Current study's conceptual framework provides a proposition for understanding how Students Political Efficacy, particularly of tribal students in Nagaland is impacted by their Emotional Intelligence and Mental Health. This framework is guided by the Emotional Intelligence of tribal students and their dimensions (Self-awareness, self-regulation, motivation, Empathy and Social skills), mental Health and their dimensions (Positive self-evaluation, Perception of reality, Integration of personality, Autonomy, Group-oriented attitude and Environmental Mastery) and how they contribute to the Political Efficacy of the students and their dimensions (Internal Political Efficacy and External Political Efficacy).

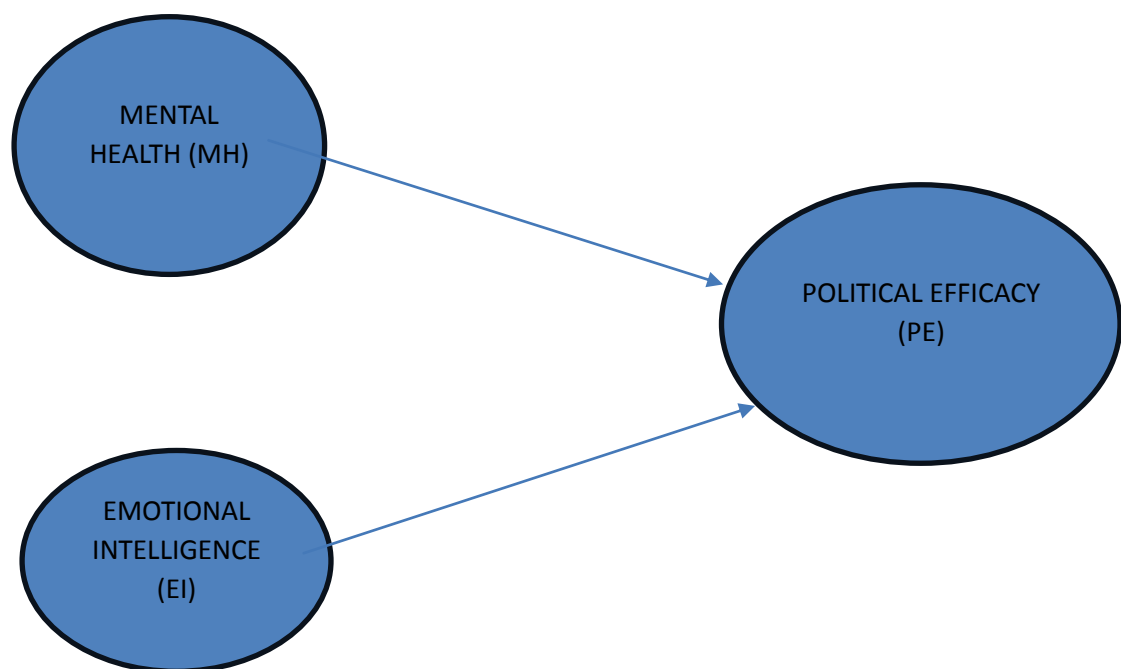


Fig: 1.1 Conceptual Model

Figure 1.1 shows the conceptual framework of the present study. The framework was summed up on previous literature. Guided by this framework, the Political Efficacy of tribal post-graduate students in Nagaland was assessed by measuring their Emotional Intelligence and Mental health. This framework was summed up based on previous literature. But on different demographic location, population, culture and political systems. Guided by this framework, the Political Efficacy of tribal post-graduate students were assessed by measuring their Emotional Intelligence (EI) and Mental Health (MH) through a quantitative analysis using standardized tools (EI and MH) and a self-constructed Political Efficacy Scale by establishing validity and reliability.



Emotional intelligence and mental health have mutual influences on political efficacy, and vice versa. These variables are interconnected, meaning that an individual's mental well-being, emotional intelligence, and political efficacy are interdependent on each other (Sanders, L. M., 2001; Jérôme Couture, 2017; Bernardi, 2023).

The historical context of a country—the current political, social, economic, and environmental situation and the cultural and social norms operating within society—shape the conditions in which people live. Countries with low political freedoms, an unstable policy environment, and poorly developed services and monitoring systems create vulnerability among the population, which has adverse effects on the mental well-being of the citizens (WHO, 2014).

Each one of the variables, political efficacy, emotional intelligence and mental health have a profound impact on one another. The above statement shows that politics, too, has a crucial role in the mental and emotional well-being of the citizens. The citizen's perspectives, views, thoughts, and opinions about their government, as well as themselves, how educated they are, how capable they think they are and belief in themselves to positively contribute to politics, how their society and environment shape their political thinking, are all crucial aspects that shape their personality, emotional intelligence and mental health. Elevated emotional intelligence can lead to improved mental health, subsequently enhancing one's effectiveness in political engagement. Conversely, experiencing mental health challenges can hinder emotional intelligence and decrease political efficacy, establishing a detrimental cycle (Bernardi, 2023). Both emotional intelligence and mental health significantly influence one's ability to engage effectively in politics. Nurturing emotional intelligence and emphasizing mental health can empower individuals to participate more actively and meaningfully in the political sphere. This thesis conducts a quantitative analysis on the contribution of mental health and emotional intelligence and understand each of their impact on the citizens' political efficacy, particularly in a tribal society following a democratic form of government that is Nagaland.

### **1.13 Education in Nagaland**

#### **1.13.1 Coming of Education in Nagaland**

Education first arrived in Nagaland through the coming of the British missionaries in the late 1800's. People were first taught English here, and education systems slowly began opening up (Singh, 2012, p. 124). As the years passed, the need for and importance of education became something that the people of Nagaland cherish. Education, the Nagas gained a sense of purpose about how the Naga communities should progress, and soon, Nagas was able to become doctors, engineers, and civil servants. The influence of these educated Nagas over their communities has been present. It can be said that because Naga values education a great deal and educated people are more looked up to, the level of education a person has determines his or her societal status to a certain degree. For example, educated people are often given a voice in the decision-making process of tribal communities and clans, speak in tribal gatherings and festivals, advise in community gatherings, and even place in political positions. Education today can be said to be a sign of accomplishment and respect, and the more educational qualifications a person has, the more he or she is seen as able to contribute to society.

#### **1.13.2 Higher Education in Nagaland**

The Department of Higher Education in Nagaland collaborates closely with the University Grants Commission and Nagaland University to plan and shape collegiate education policies. With a student-centric approach and a focus on holistic development, the higher education system has witnessed a rise in enrolment rates and a decrease in dropout rates over time. This progress is reflected in the increasing number of colleges assessed by NAAC, reaching 31 as of 2021, signalling a significant transformation in Nagaland's higher education landscape, striving to match national standards. Through collaborative efforts between the state government and educational stakeholders, various schemes and initiatives under the central government's flagship program are being implemented to enhance the quality of education in Nagaland further (Ritse et al., 2022).

Higher education in Nagaland has undergone significant growth and transformation over the years, playing a crucial role in the socio-economic development of the State.

With a focus on providing quality education and fostering intellectual growth, Nagaland boasts several institutions dedicated to higher learning.

Nagaland University, established in 1994, is the premier institution for higher education in the state, offering a wide range of undergraduate, postgraduate, and research programs across various disciplines. It serves as a hub for academic excellence, research, and innovation, catering to the educational needs of students from Nagaland and other states in the region.

Apart from Nagaland University, the state is also home to numerous colleges and technical institutions offering post-graduate courses in fields such as arts, science, commerce, engineering, management, and more. These institutions play a vital role in providing accessible higher education to students across different regions of Nagaland, empowering them with knowledge and skills necessary for their personal and professional growth. The higher education institutions in Nagaland offering post-graduate courses that are affiliated to Nagaland University (A Central University @ it has three campuses) are Sazolie College, Tetso College, Unity College, Patkai Christian College (Autonomous), Nort-Eastern Institute of Social Science Research (NEISSR), St. Josephs College Jakhama (autonomous) and Kohima Science College.

#### **1.14 Naga Politics**

“Our policy has always been to give the fullest opportunity and autonomy of self-development to the Naga people, without interfering in any way in their internal affairs or way of life ~Jawaharlal Nehru” (Elwin Varrier, 1997 p. 1).

#### **Constitutional Provision for Nagaland State**

The 13th Constitution Amendment Act of India (1962), introduced a new Article 371(A), to the Indian Constitution, which facilitated the creation of Nagaland as a state while also providing special protections for the customs and religious beliefs of the Naga people. According to this article, no act of Parliament shall apply to Nagaland regarding the following matters unless decided otherwise by the state assembly:

1. The religious and social practices of the Naga people.
2. Naga customary laws and practices.
3. The administration of civil and criminal justice based on Naga customary laws.

4. The ownership and transfer of land and its resources. (Singh, 2012, Pp 190).

Nagaland is administered by a Council of Ministers led by a chief minister, accountable to the 60-member Legislative Assembly (Vidhan Sabha). The State's constitutional head is the Governor, appointed by the President of India. Nagaland is organized into sixteen Administrative Districts (as of 2022). Distinct from other Indian States, Nagaland allows significant autonomy to its various tribal communities as mentioned above. Each tribe has a structured hierarchy of councils at the village, range, and tribal levels to manage disputes related to customary laws. Appeals from these cases are directed to the Naga Tribunal (Lodrick, et al., 2024, Thong, 2012). The Nagas had diverse forms of self-governing institutions, which may be categorized into the following types:

1. Chieftainship with combined political and religious authority, where the chief holds both political power and priestly duties, as seen in the Angship of the Konyak Nagas.
2. Chieftainship with political and economic control vested in the hands of the chief, as exemplified by the Sema chiefs.
3. Chieftainship with limited authority, where the chief's power is more restricted.
4. Republican-style village governance, as practiced by the Ao Nagas.
5. Highly republican village governance, as exemplified by the Angami Naga village system. (Kumar, 2005).

The tribal identity plays a crucial role in the state's political landscape. Because tribes are a significant factor in the life of the Naga, many aspects of a person's behavior, thinking, and action are determined by the tribe he/she comes from (Kumar, 2005).

### **1.15 NAGA TRIBAL YOUTH**

The role of Naga tribal youths in Naga politics is incredibly significant for several reasons. Youths in Naga society, especially in the context of indigenous tribes like the Angami, Ao, Lotha, Sumi, and all the other tribes, play a pivotal role in shaping the future of Naga politics for the following reasons:

- i. **Agents of Change and Transformation:** Naga youths are regarded as agents of change, as they are born and raised with their cultural heritage and tribal values along with the new perspectives they gain from education, socialization, and global exposure,

coupled with access to technology, they are increasingly equipped to lead modern politics and guide the state towards a brighter future.

ii. **Preserving Naga Identity:** The youths of Nagaland play a crucial role in preserving Naga culture, traditions, and languages, especially in the face of globalization. They play an essential role in ensuring that the Naga identity remains intact and is actively promoted in the context of Naga politics and ultimately passing them down to the next generations. By balancing and embracing both change and one's cultural roots, they play a crucial role in making sure their cultural roots are preserved.

iii. **Youth Engagement in Naga Politics:** The youth's engagement in Naga politics is becoming more important with every passing generation. Youth leaders, activists, and students have been at the forefront of protests, political negotiations, and advocacy. For example, organizations like the Naga Students' Federation (NSF) have historically been instrumental in mobilizing the youth around issues such as Naga self-determination and peacebuilding (Humtsoe, 2013). Similarly, today, many tribes have their own Student Unions that represents the interest of the members of the community. Some studies have also highlighted the strong participation of Naga youths in the electoral process, including their high voter turnout as well as active involvement in election meetings and rallies (Amer, 2018).

iv. **Social Media and Digital Activism:** The rise of social media and digital communication has enabled Naga youths to be more politically informed and engaged on a much larger scale. Young people can now document, share, and advocate for their causes through online platforms, making Naga politics, issues, and news more accessible. It also offers the opportunity to view political issues from diverse perspectives. This new form of activism is often more effective in mobilizing the younger generation who are well equipped in social technologies, and least committed to older patterns of citizenship and information use (Bennett et al., 2013).

v. **Naga Youths as Bridging Figures Between Traditional Leadership and Modern Governance:** In the Naga political structure, traditional tribal chiefs and elders have historically held authority (Chupuo & Jessymol, 2021). However, the younger generation plays a significant role in bridging the gap between traditional governance and the modern needs of political representation. Many of today's youth are becoming

influential leaders, scholars, and activists, balancing traditional tribal values with the demands of modern statecraft, governance, and democracy.

**vii. Challenges of Unemployment and Economic Development:** Many Naga youths also face challenges that shape their political engagement, such as high rates of unemployment, lack of infrastructure, and limited opportunities. These challenges often result in frustration, forcing Naga youths to strive for better development, more equality in terms of opportunity and better services and facilities provided by the government.

The importance of Naga tribal youths in Naga politics cannot be overstated. As the next generation of leaders, activists, and change-makers, they play an essential role in navigating the complexities of Naga political aspirations, cultural preservation, economic development, so on and so forth. The future of Naga politics will largely be shaped by the involvement, leadership, and activism of the youth, who are progressively asserting control over their political and social future.

### **1.16 Need and Significance of the Study**

According to the National Education Policy (NEP) 2020, it emphasizes the importance of high-quality, holistic, and multidisciplinary education, aiming to develop well-rounded individuals. In line with this vision, the proposed research study seeks to explore the contributions of emotional intelligence and mental health on the political efficacy of tribal students at the post-graduate level in Nagaland. The justification for this study lies in the need for a multidisciplinary approach to understanding the complex relationships between emotional intelligence, mental health, and political efficacy. By examining the intersections of politics, psychology, and education, this research aims to provide valuable insights into the holistic development of individuals. Furthermore, the study is focus on tribal students in Nagaland addresses a significant knowledge gap in the existing literature. By investigating the factors that influence political efficacy among this demographic, the study aims to contribute to the development of strategies that promote civic engagement, participation, and overall well-being among tribal youth in Nagaland.

The present research study is justified by the need for a multidisciplinary approach to understanding the complex relationships between emotional intelligence, mental health, and political efficacy, particularly among tribal students in Nagaland. The anticipated

outcomes of this research are expected to enhance the holistic development of individuals, while also informing evidence-based strategies to foster civic engagement, participation, and empowerment among tribal youth in Nagaland. Specifically, the findings are expected to raise awareness about the interconnections between emotional intelligence, mental health, and political efficacy, ultimately contributing to the development of more informed, active, and engaged citizens. It is also explored how factors such as gender, type of institution, field of study, and tribal affiliation affect Political Efficacy.

The need for this study arises from the significant research gap in the existing literature on political efficacy, particularly in the Indian context. Despite the abundance of research on political efficacy, there is a scarcity of studies focusing specifically on postgraduate. Moreover, no existing research has explored the relationship between emotional intelligence, mental health, and political efficacy among postgraduate students. The present study is significant because it aims to fill this research gap by examining the political efficacy of postgraduate students in Nagaland, with emotional intelligence and mental health as the independent variables. The present findings will contribute significantly to the existing body of knowledge on political efficacy, providing valuable insights into the factors influencing it and how it differs across various demographics.

The significance of this study can be seen in its potential to:

1. Provide a deeper understanding of the relationship between emotional intelligence, mental health, and political efficacy among postgraduate students.
2. Shed light on the factors influencing political efficacy and how it varies across different demographics.
3. Offer valuable insights into the role of tribal postgraduate students in shaping the social, political, and economic future of Nagaland.
4. Contribute to the development of strategies to promote civic engagement and participation among postgraduate students in Nagaland.

Moreover, this study is significant because it addresses a critical research gap and has the potential to contribute meaningfully to the existing body of knowledge on political efficacy through emotional intelligence and mental health.

### **1.17 Statement of the Problem**

The youth of today, particularly those from tribal communities, play a crucial role in shaping the future of the country. However, their participation in politics is often hindered by various factors, including emotional instability and poor mental health. The lack of emotional intelligence and poor mental health can lead to impulsive decision-making, aggression, and destructive behaviour, ultimately undermining their political efficacy. Furthermore, the absence of a peaceful and progressive approach to politics can exacerbate social unrest and conflict. In the context of Nagaland, where tribal students are increasingly seeking higher education, it is essential to investigate the contributions of emotional intelligence and mental health to their political efficacy. The present study aims to address “how do emotional intelligence and mental health influences and contributions on the political efficacy of tribal students at the post-graduate level in Nagaland, and what implications do these factors have for their participation in politics with maximum efficacy”. This problem is significant because it highlights the need for youth participation in politics and the importance of emotional intelligence and mental health in facilitating peaceful and progressive political engagement.

### **1.18 Title of the Study**

**“CONTRIBUTIONS OF EMOTIONAL INTELLIGENCE, MENTAL HEALTH ON POLITICAL EFFICACY OF TRIBAL STUDENTS AT POST-GRADUATE LEVEL: AN ANALYTICAL STUDY IN NAGALAND.”**

### **1.19 Variables of the Study**

According to the title of the study and the existing review of related literature, the variables for the present study are Emotional Intelligence (EI) and Mental Health (MH) are considered as independent variables, while the dependent variable is Political Efficacy (PE) and its dimensions, such as internal and external political efficacy. On the basis of literature and the research gap, the demographic variables include Gender (it is a categorical variable with two categories such as female and male), type of institution (it is a categorical variable with two categories such as Government and Private); Stream of study (with two categories such as Humanities and Sciences) and type of tribes (it is a categorical variable with two categories such as backward and forward)



### **1.20 Objectives of the Present Study**

1. “To study the status of Emotional Intelligence, Mental Health, and Political Efficacy of tribal students at post-graduate level.”
2. “To compare and analyse the mean scores of Emotional Intelligence of tribal post-graduate students with regard to their gender, type of institutions, streams of study and type of tribes.”
3. “To compare and analyse the mean scores of Mental Health of tribal post-graduate students with regard to their gender, type of institutions, streams of study and type of tribes.”
4. “To compare and analyse the mean scores of Political Efficacy of tribal post-graduate students with regard to their gender, type of institutions, streams of study and type of tribes.”
5. “To study the influence of streams of study, type of tribes, and gender and their various interactions on political efficacy of tribal students at the post-graduate level.”
6. “To find out the relationship between Emotional Intelligence and Political Efficacy of tribal students at the post-graduate level.”
7. “To find out the relationship between Mental Health and Political Efficacy of tribal students at the post-graduate level.”
8. “To study the individual contribution of emotional intelligence of tribal postgraduate students in predicting their political efficacy.”
9. “To study the individual contribution of Mental Health of tribal postgraduate students in predicting their political efficacy.”
10. “To establish regression equation for predicting the political efficacy of tribal postgraduate students based on their emotional intelligence.”
11. “To establish regression equation for predicting the political efficacy of tribal postgraduate students based on their mental health.”

### **1.21 Research Questions**

1. “What is the status of Emotional Intelligence of tribal students at the post-graduate level?.”
2. “What is the status of Mental Health of tribal students at the post-graduate level?.”
3. “What is the status of Political Efficacy of tribal students at the postgraduate level?.”

### **1.22 Hypotheses of the Present Study**

1. “There is no significant difference in the mean scores of emotional intelligence of tribal postgraduate students with regard to their gender (male and female).”
  - 1(a). “There is no significant difference in the mean scores of self-awareness (dimension of emotional intelligence) between male and female tribal students at postgraduate level.”
  - 1(b). “There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) between male and female tribal students at postgraduate level.”
  - 1(c). “There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) between male and female tribal students at post-graduate level.”
  - 1(d). “There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) between male and female tribal students at post-graduate level.”
  - 1(e). “There is no significant difference in the mean scores of social-skills (dimensions of emotional intelligence) between male and female tribal students at post-graduate level.”
2. “There is no significant difference in the mean scores of emotional intelligence of tribal post-graduate students with regard to their type of institutions (Government and Private).”
  - 2(a). “There is no significant difference in the mean scores of self-awareness (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.”

2(b). “There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.”

2(c). “There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.”

2(d). “There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.”

2(e). “There is no significant difference in the mean scores of social skills (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.”

3. “There is no significant difference in the mean scores of emotional intelligence of tribal post-graduate students with regard to their streams of study (Humanities and Sciences).”

3(a). “There is no significant difference in the mean scores of self-awareness (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.”

3(b). “There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.”

3(c). “There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.”

3(d). “There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.”

3(e). “There is no significant difference in the mean scores of social skills (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.”

4. "There is no significant difference in the mean scores of emotional intelligence of tribal post-graduate students with regard to their type of tribes (Backward and Forward)."
- 4(a). "There is no significant difference in the mean scores of self-awareness (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes."
- 4(b). "There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes."
- 4(c). "There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes."
- 4(d). "There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribe."
- 4(e). "There is no significant difference in the mean scores of social skills (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribe."
5. "There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their gender (male and female)."
- 5(a). "There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health) between male and female tribal students at post-graduate level."
- 5(b). "There is no significant difference in the mean scores of perception of reality (dimension of mental health) between male and female tribal students at post-graduate level."
- 5(c). "There is no significant difference in the mean scores of integration of personality (dimension of mental health) between male and female tribal students at post-graduate level."
- 5(d). "There is no significant difference in the mean scores of autonomy (dimension of mental health) between male and female tribal students at post-graduate level."

- 5(e). “There is no significant difference in the mean scores of group-oriented attitude (dimension of mental health) between male and female tribal students at post-graduate level.”
- 5(f). “There is no significant difference in the mean scores of environment mastery (dimension of mental health) between male and female tribal students at post-graduate level.”
6. “There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their type of institutions (Government and Private).”
- 6(a). “There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”
- 6(b). “There is no significant difference in the mean scores of perceptions of reality (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”
- 6(c). “There is no significant difference in the mean scores of integration of personality (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”
- 6(d). “There is no significant difference in the mean scores of autonomy (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”
- 6(e). “There is no significant difference in the mean scores of group-oriented attitude (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”
- 6(f). “There is no significant difference in the mean scores of environment mastery (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”
7. “There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their streams of study (Humanities and Sciences).”
- 7(a). “There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

7(b). “There is no significant difference in the mean scores of perception of reality (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

7(c). “There is no significant difference in the mean scores of integration of personality (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

7(d). “There is no significant difference in the mean scores of autonomy (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

7(e). “There is no significant difference in the mean scores of group-oriented attitude (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

7(f). “There is no significant difference between mean scores of environment mastery (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

8. “There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their type of tribes (Backward and Forward).”

8(a). “There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health) of tribal post-graduate students with regard to their type of tribe.”

8(b). “There is no significant difference in the mean scores of perception of reality (dimension of mental health) of tribal post-graduate students with regard to their type of tribes.”

8(c). “There is no significant difference in the mean scores of integration of personality (dimension of mental health) of tribal post-graduate students with regard to their type of tribes.”

8(d). “There is no significant difference between in the mean scores of autonomy (dimension of mental health) of tribal post-graduate students with regard to their type of tribes.”

- 8(e). "There is no significant difference in the mean scores of group-oriented attitude (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes."
- 8(f). "There is no significant difference in the mean scores of environment mastery (dimension of mental health) of tribal post-graduate students with regard to their type of tribes."
9. "There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their gender (Male and Female)."
- 9(a). "There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their gender."
- 9(b). "There is no significant difference in the mean scores of external political efficacy of tribal post-graduate students with regard to their gender."
10. "There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their type of institutions (Government & Private)."
- 10(a). "There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their type of institutions."
- 10(b). "There is no significant difference between mean scores of external political efficacy of tribal post-graduate students with regard to their type of institutions."
11. "There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their streams of study (Humanities and sciences)."
- 11(a). "There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their streams of study."
- 11(b). "There is no significant difference in the mean scores of external political efficacy of tribal post-graduate students with regard to their streams of study."
12. "There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their type of tribes."
- 12(a). "There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their type of tribes."

12(b). “There is no significant difference in the mean scores of external political efficacy of tribal post-graduate students with regard to their type of tribes.”

13. “There are no significant influences of streams of study, type of tribes, gender and their various interactions on political efficacy.”

13 (a). “There is no significant influence of streams of study on political efficacy of tribal post graduate students.”

13 (b). “There is no significant influence of type of tribe on political efficacy of tribal post graduate students.”

13 (c). “There is no significant influence of gender on political efficacy of tribal post graduate students.”

13 (d). “There is no significant influence of interaction between streams of study and type of tribes on political efficacy of tribal students at post-graduate level.”

13 (e). “There is no significant influence of interaction between streams of study and gender on political efficacy of tribal students at post-graduate level.”

13 (f). “There is no significant influence of interaction between type of tribes and gender on political efficacy of tribal students at post-graduate level.”

13 (g). “There is no significant influence of interaction among stream of study, type of tribes and gender on political efficacy of tribal students at post-graduate level.”

14 “There is no significant relationship between emotional intelligence and political efficacy of tribal students at post-graduate level.”

15 “There is no significant relationship between mental health and political efficacy of tribal students at post-graduate level.”

16 “There is no significant individual contribution of emotional intelligence in predicting political efficacy tribal students at post-graduate level.”

17 “There is no significant individual contribution of mental health in predicting political efficacy tribal students at post-graduate level.”

### **1.23 Operational definitions of the Key Terms**

**Emotional Intelligence:** Emotional intelligence (EI) is the capability to recognize, utilize, and regulate one’s emotions in constructive ways to reduce stress, communicate well, empathize with others, and tackle obstacles. In the present study, emotional



intelligence is measured in five dimensions of Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills, which was assessed through the scale developed by Prof. Roquiya Zainuddin and Dr. Anjum Ahmed.

**I). Self-awareness:** Self-awareness involves understanding one's internal feelings, beliefs, resources, and limitations. This dimension encompasses skills such as emotional awareness, accurate self-assessment, and self-confidence.

**II). Self-regulation:** The second dimension of emotional intelligence encompasses not only managing stress and impulses, but also the intentional expression of emotions, including those that may be difficult to convey. Self-regulation, a crucial aspect of emotional intelligence, comprises several essential components, including self-discipline, dependability, accountability, adaptability, and innovative thinking.

**III). Motivation:** Emotional tendencies that guide or facilitate reaching goals. Four motivational competencies typify outstanding performances: Achievement drive, Commitment, Initiative, and optimism.

**IV) Empathy:** Empathy involves perceiving the emotions of others without them having to express it verbally. This skill relies on fundamental abilities such as self-awareness and self-regulation; if we can't recognize or manage our own feelings, we struggle to empathize. Essentially, empathy acts as our social radar. This aspect encompasses both understanding others and nurturing their development.

**V). Social Skills:** This skill is the essential sense of handling another person's emotions artfully, which includes the following sub dimensions: Communication, Conflict management, Leadership, change catalyst, Building bonds, Collaboration & cooperation and Team capabilities.

**Mental Health:** Mental health refers to a state of well-being in which individuals can handle life's challenges, recognize their strengths, learn and work effectively, and make positive contributions to their community. In the present study, mental health is measured in six dimensions. They are positive self-evaluation, perception of reality, integration of personality, autonomy, group-oriented attitudes and environmental mastery, which was assessed through the scale developed by Jagadish and Srivastava (1983).

**1.Positive self-evaluation (PSE):** It includes self-confidence, self-acceptance, self-identity, feeling of worthwhileness, realizing of one's personality etc.

**2. Perception of reality (PR):** It is a related perception free from the distortion, absence of excessive fantasy and a board outlook on the world.

**3.Integration of personality (IP):** It indicates balance of psychic forces in the individual and includes the ability to understand and to share other people's emotions, the ability to concentrate at work and interest in several activities.

**4.Autonomy (AUTNY):** It includes stable sets of internal standards, dependence of own development upon own potentials rather than dependence on others.

**5.Group oriented Attitudes (GOA):** It is associated with the ability to get along with others, work with others and ability to find recreation.

**6. Environmental Mastery (EM):** It includes efficiency in meeting situational requirements, the ability to work and play, the ability to take responsibilities and capacity for adjustment.

**Political Efficacy:** Political efficacy is the belief in one's ability to participate in and impact the political process. It reflects the belief that individual actions can lead to change and that government institutions are responsive to the needs and preferences of the public. In the present study, Political Efficacy comprises of two dimensions:

**Internal Political Efficacy:** It is the belief of an individual towards himself/herself to influence and contribute to politics through his/her skills, knowledge and abilities. Internal Efficacy determines the participation of an individual in political activities or activities that influence politics which may range from voting, sharing political opinions, helping in a political campaign, petitioning, so on and so forth.

**External Political Efficacy:** External Political Efficacy is defined operationally as the belief that the political system and its representatives are responsive to the needs of individuals and the General public. It measures the extent to which individuals feel that their voices are heard and considered by those in power, and that their participation can influence political decisions and outcomes.

**Tribal students:** The post-graduate students belonging to various Naga tribes studying (either Odd or Even semesters) in the Nagaland University and its affiliated colleges. The Nagaland backward tribes Commission act, 2016 was an act established to safeguard the rights of certain backward tribes in the State. In the present study, tribal students are categorised as follows:

**1. Forward Tribes:** Those tribes that are not regarded as backward according to the Nagaland for Backward Tribe Commission Act, 2016. They are Angami, Ao, Chakesang, Dimasa Kachari, Pochury, kuki, Rengma, Zeliang, Sema, and Lotha.

**2. Backward Tribes:** Backward tribe means any of the backward tribes recognized as such by the Government. The Government of Nagaland recognizes six backward tribes according to the Nagaland for Backward Tribe Commission Act, 2016. They are Chang, Khiamniungan, Konyak, Phom, Sangtam, Yimchungru

Those ethnic minority groups that are not considered to be major tribes were originally categorized as minor tribes. However, in the present study, due to their lack of representative sample, their sample population could not be studied individually. Therefore, they were categorized under backward tribes. They are Mao, Anal Naga, Tangkhul, Zeliangrong communities (Liangmei, rongmei and zeme), Poumai Nagas, Lainong, Makury, para, Tangshang, Lamkang, Moyon, Longphuri, and Paung nyuan.

**Nagaland:** A State of North-East India consisting of 16 various Districts and 16 Naga major tribes and various other minor tribes. In Nagaland, some higher education institutes have been established by the Government of India, the State Government, and private management to provide higher education at master's level for tribal students.

#### **1.24 Delimitations of the Study**

1. This study is confined to three Districts i.e. Kohima, Dimapur and Zunheboto of Nagaland State, where the educational institutes have been established for offering PG programmes.
2. The study is delimited to the selected personal/demographic variables as mentioned in the present research.
3. The study is delimited to the regular post-graduate courses offered by Nagaland University (A Central University) and its affiliated colleges.

4. This study is confined to the various tribes according to the categories made by the Govt. of Nagaland such as backward, forward and minority tribes but the proportion of students belongs to minor tribe were too small to be consider. Therefore, they were added to the backward tribes.

## **CHAPTER-II**

### **REVIEW OF RELATED LITERATURE**

#### **2. Outline of the Chapter**

Shared information is one of the primary reasons for all the world's advancements today. Because of the discoveries, research works, and accumulation of knowledge before us, research does not have to start from ground zero, and generations of students, researchers, and laymen have benefited from them. People can learn and discover newer understandings with the existing knowledge. Thus, reviewing related literature sets the foundation of any research work. It is through the study of related literature that the researcher understands many aspects of his research, such as similar research carried out in different countries with people of different cultures, political systems, different environments, and the results and the findings of the investigation, see the similarities and dissimilarities among the researches and come up with explanations or new ideas for further study. One can also learn new methods to carry out research and implement them in one's research. Thus, a review of related literature is an essential part of research, which guides the researcher in which direction to move forward and carry out his research. With the amount of information on the internet, books, and journals, it is not possible to access every relevant research on one's topic. However, the researcher has humbly attempted to gather as much relevant information as possible from researchers, educators, and students worldwide with a related research topic.

#### **2.1. Review of Related Literature pertaining to Emotional Intelligence**

##### **2.1.1 Studies done Abroad**

Zakarevičius et al. (2010) explored the role of emotional intelligence factors in fostering entrepreneurial development among students. The study included an empirical analysis of the connection between emotional intelligence and entrepreneurship, focusing on components such as self-perception, self-regulation, social awareness, and relationship management. The results emphasized that personal attributes like a strong need for achievement, an internal locus of control, a willingness to take risks, and self-reliance are pivotal for cultivating entrepreneurial abilities in students. Moreover, the findings suggested that successful entrepreneurship is closely tied to an individual's capacity to understand their emotions and values, regulate their emotions effectively, and influence the emotions of others. The reason this study was included was because

though it does not adhere to postgraduate students, it focuses on the link between emotional intelligence and its dimensions which were included in this study such as self-awareness, self-control, relationship management and so on. Thus, the researcher decided to include this study in the review of related literature.

Grehan et al. (2011) examines how personality traits and Emotional Intelligence (EI) contribute to the performance of graduate students both in academic settings and in practical experiences. The participants consisted of 63 school psychology students who completed assessments of their EI and Big Five personality traits. The results were compared with two measures of success: Graduate Grade Point Average (GGPA) and supervisor evaluations of student performance during internships. The findings revealed a significant correlation between EI and GGPA, while no significant correlation was found between personality traits and GGPA.

Landau et al. (2011) investigated the impact of a participatory classroom environment on the emotional intelligence of postgraduate students in business management and explored its relationship with academic achievements. The results indicated that participation opportunities were positively correlated with emotional intelligence among male students but not among female students. Additionally, regardless of gender, a supportive classroom environment was found to have a positive association with emotional intelligence. However, the study did not find a significant link between students' emotional intelligence and grade averages.

Nazan Yelkikalan et al. (2012) examined the emotional intelligence levels of university students, focusing on how these levels vary by demographic factors and majors, as well as the correlation between emotional intelligence and academic performance. A questionnaire was distributed among students from five different faculties at Çanakkale Onsekiz Mart University. One of the major findings of this study showed that there was a significant relationship was found between emotional intelligence and academic achievement, with emotional intelligence accounting for approximately 11% of the variance in academic performance.

Bibi S et al. (2016) investigated the relationship between self-esteem and emotional intelligence among university students in Pakistan. A sample of 250 students, comprising both boys and girls, was selected from universities in Rawalpindi and Islamabad using a convenience sampling method. Self-esteem was measured using the Rosenberg Self-Esteem Scale, while emotional intelligence was assessed with the Wong and Law Emotional Intelligence Scale. To analyse the relationship between emotional intelligence and self-esteem, the Pearson Product Moment Correlation Coefficient was employed, and an independent t-test was conducted to examine gender differences in both self-esteem and emotional intelligence. The results indicated a positive relationship between self-esteem and emotional intelligence among the students. Additionally, it was found that females exhibited higher emotional intelligence than males; however, no significant gender differences in self-esteem were identified among the students.

Sun G et al. (2022) examined the relationship between emotional intelligence and self-efficacy among college students in China: the mediating role of coping styles involving 800 university students who underwent assessments of emotional intelligence and self-efficacy. Some of the major findings of this study was that it revealed that students who evaluate their self-efficacy through emotional regulation and effectively manage their emotions tend to experience more positive psychological and behavioural outcomes. Consequently, they exhibit higher levels of self-efficacy in academic settings, internships, and interactions related to employment.

Muthuswamy, V. (2022) investigated the Emotional Intelligence of Academicians in Saudi Universities aimed to identify the determinants of emotional intelligence and the factors impacting emotional intelligence levels among academics. A sample of 250 participants from both public and private universities was surveyed using a standardized questionnaire. The findings revealed that academicians with higher emotional intelligence demonstrated greater empathy, sensitivity to student needs, and adeptness in responding to students effectively.

Shuo Z. et al. (2022) study aimed to understand the relationship between Postgraduates' Emotional Intelligence and Well-Being with regard to the effect of social support and

Psychological Resilience. This research, involving 1,228 postgraduates from three universities in Jiangsu Province, China, employed the Emotional Intelligence Scale (ELS) developed by Schutte. The study revealed a significant positive correlation between emotional intelligence, social support, psychological resilience, and well-being. It found that social support mediates the relationship between emotional intelligence and well-being, indicating that individuals with higher emotional intelligence perceive and utilize social support more effectively. This enhanced perception and use of support from family, friends, and others contribute to improved mental health and overall well-being. Furthermore, the findings highlighted that emotional intelligence led to greater psychological resilience. This resilience enables postgraduates to manage their emotions more effectively, cope with frustrations, and approach challenges with a positive outlook.

Vasiou, A. (2024) study explored the relationship between emotional intelligence, psychological needs satisfaction, and happiness among university students. Data from 205 students at the University of Crete were analysed using correlation, multiple-linear regression, and mediation analysis. The findings revealed that emotional intelligence positively influences happiness, with psychological needs satisfaction, particularly competence and autonomy, playing a significant role. Emotional intelligence was found to indirectly enhance happiness through the satisfaction of basic psychological needs, with competence emerging as a key mediator. The study highlights the importance of cultivating emotional intelligence and competence in university students to promote their well-being and happiness during their academic journey.

### **2.1.2 Studies Done in India pertaining to Emotional Intelligence**

Chaudhari Durga (2011) examined the relationship of emotional intelligence with academic stress and achievement of students studying in University of Kolkata. Two of the major finding of this study showed that females students have higher emotional intelligence as compared to males and negative self-perception were prevalent among students with low emotional intelligence.

Kavana et al. (2012) study involved investigating the emotional intelligence of 150 first-year medical students. The aim of the study was to investigate the differences in Emotional Intelligence between male and female first-year medical students. Emotional Intelligence (EI) was evaluated using a self-assessment tool based on a five-point Likert scale. The results were that the mean EI scores between male and female students was



conducted using an unpaired Student's t-test. Females scored significantly higher ( $105.34 \pm 7.73$ ) than males ( $102.06 \pm 8.87$ ), with a p-value of 0.02. The author suggests that one reason for the differences could be that women are generally more emotionally expressive and have a greater understanding of emotions than men.

Tajeddini (2014) did a comparative study on the Emotional intelligence and self-esteem among Indian and foreign students. Sample consisted of 400 students. The age range of 20 to 35 years from different Ph.D, M.Phil and MA courses. The sample was drawn from education institutes such as Osmania University (OU), English and Foreign Language University (E F L U), Hyderabad Central University (HCU) and Jawaharlal Nehru Technological University (JNTU) India. The number of foreign students from 32 foreign countries were studied and compared with Indian students in this research. Tools used in the present study to collect data were 1- Self Esteem Inventory – M Rosenberg (1965) and 2- Emotional Intelligence Inventory - N Shutte (1998). Some of the findings of this study showed there was no statistically significant differences between Indian and Foreign students in terms of their Emotional Intelligence.

Poorani and Arulsamy (2015) conducted a study on intra-gender differences in emotional intelligence among postgraduate students. The objective of this study was to make a comparative study of emotional intelligence between MBA and MCA female students studying in Ghaziabad. The study aimed to identify the intra-gender differences (if any) based on the postgraduate stream chosen by the students. The tool used for this study was the Emotional Intelligence Test (2008) developed by Prof. Roquiya Zainuddin and Anjum Ahmed. The Sample comprised 220 (118-MBA and 102-MCA) female postgraduate students. The data was analyzed by calculating mean, SD, and t-test. The Result revealed that female MBA students were emotionally more intelligent than female MCA students.

Lokanath, S.P. and Shivakumara K (2016) study aimed to evaluate the emotional intelligence of postgraduate students in science and social science fields. It was hypothesized that postgraduate social science students would exhibit higher emotional intelligence compared to their science counterparts. To test this hypothesis, a sample of 160 students from Karnatak University (Dharwad), was used, with each group

consisting of 80 students, split evenly between males and females. Emotional intelligence was assessed using the Emotional Quotient Inventory developed by Bar-On (2002). Data analysis using t-tests revealed that postgraduate social science students demonstrated significantly higher emotional intelligence than their science student peers.

Ghosh, S. and Srivastava, A. (2017) conducted a study entitled “A Study on the Emotional Intelligence of the Post-Graduate Students in Relation to Some Variables”. The objectives of this study were to study the level of emotional intelligence of postgraduate students, compare the emotional intelligence of postgraduate students in terms of gender, and compare the emotional intelligence of postgraduate students in terms of stream of study. The sample comprised 197 Post-Graduate Students, taken from three Universities in India, i.e., Dibrugarh University, Assam, and Visva Bharati University, Santiniketan, West Bengal. The tool used was the “Emotional Intelligence Scale” developed by Hyde, Pethe, and Dhar (2002). The findings of the study showed that post-graduate students had significant or high levels of emotional intelligence; there was no significant difference in the emotional intelligence of students in terms of gender and stream of study.

Kalita P. (2018) investigated the emotional intelligence and leadership qualities among Postgraduate Students with special reference to Students of Mahapurusha Srimanta Sankaradeva Viswavidyalaya. The research aimed to assess the level of emotional intelligence among postgraduate students of the university and explore the relationship between emotional intelligence and leadership qualities. Key findings revealed that the majority of postgraduate students exhibited a high level of emotional intelligence. Additionally, a significant gender difference was observed, with female students demonstrating higher emotional intelligence compared to their male counterparts. The study also identified a moderate correlation between emotional intelligence and leadership qualities among the students.

Tetseo Vedula et al (2019) investigated about Emotional Intelligence of B.Ed. Students concerning Gender and Marital Status”. This study was done in the two educational hubs of Nagaland, Dimapur and Kohima. The findings revealed that B.Ed., teacher trainees have high emotional intelligence levels and there is no significant difference in emotional intelligence of B.Ed., students concerning gender and marital status.

Although this study focuses on B.Ed students, the researcher chose to include it because research on emotional intelligence in Nagaland is relatively new.

Peseyie, N. and Rao, P.S.S. (2020) investigated the impact of emotional intelligence on academic achievements among high school students in Nagaland. The findings showed a good correlation between emotional intelligence and academic achievement; this study also revealed that, when compared with similar studies done elsewhere, reveals an urgent need for education and counselling of students, teachers, and parents on emotional intelligence and how it could be enhanced to improve academic performances. Although the study primarily focuses on high school students, the researcher decided to include it due to the limited research on emotional intelligence in Nagaland.

Manichander, T. (2021) in his study on Emotional Intelligence of Graduate Students, aimed to assess the emotional intelligence levels among graduate students. The research employed a survey method, sampling 200 graduate students from Karimnagar district, Telangana, through stratified random sampling. Data was collected using the Sevenfold Emotional Intelligence Scale (SEIS-KS) developed by Dr. Sarabjit Kaur. The study findings indicated significant variations in emotional intelligence among graduate students based on gender, locality, and field of study. Female graduate students had better emotional intelligence than males, and rural area graduate students had better EI than urban students. However, no notable difference was observed in emotional intelligence between graduate students attending government and private colleges.

Bhatt, M.S. (2022) conducted a study examining the emotional intelligence of professional and non-professional postgraduate students. The study involved a total sample of 240 students, evenly divided between 120 professional and 120 non-professional postgraduate students. Participants were selected through stratified random sampling from various higher education institutions in the Kashmir Valley. Data was collected using a self-constructed and standardized emotional intelligence questionnaire. The key findings revealed that professional postgraduate students demonstrated higher emotional intelligence compared to their non-professional counterparts. Additionally, female postgraduate students exhibited significantly higher emotional intelligence than male students. However, the study found no significant

differences in emotional intelligence based on the rural or urban background of the participants.

Ering and Sahoo (2023) conducted a study examining the emotional intelligence of Postgraduate Students in Papum-Pare District of Arunachal Pradesh. The research aimed to examine differences in emotional intelligence among postgraduate students based on gender, residential area (rural or urban), and institutional management type (government or private). The study involved a sample of 200 postgraduate students selected through simple random sampling. Data collection was facilitated using the Emotional Intelligence Scale developed by Anukool Hyde, Sanjyoth Pethe, and Upinder Dhar in 2002. Employing a descriptive and web-based survey approach, the researchers analysed the data using the t-test. The results indicated no significant differences in emotional intelligence across the variables of gender, settlement area, or management type. Furthermore, it was found that the postgraduate students in the sample exhibited above-average emotional intelligence levels.

Ritse, M. et al. (2023) explored the relationship between mental health and emotional intelligence among college students in Nagaland. The study involved 800 undergraduate students and employed the Mental Health Battery and the Sevenfold Emotional Intelligence Scale. The results showed that 46.25% of students had average/moderate emotional intelligence, while only 1.125% had extremely high emotional intelligence. Significant differences were found in emotional intelligence dimensions between arts and science students, with science students excelling in self-awareness and empathy. Additionally, male students outperformed female students in several emotional intelligence dimensions, including self-awareness, self-regulation, and self-motivation. Furthermore, the study found significant differences in emotional intelligence dimensions between male and female college students, with male students excelling in self-awareness, self-regulation, self-motivation, self-esteem, and interpersonal relations. However, no significant differences were found between male and female students in empathy, acceptance of others, and social skills.

## **2.2 Review of related literature pertaining to Mental Health**

### **2.2.1 Studies done abroad pertaining to Mental Health**

Poh, K. et al. (2015) analysed the relationship between mental health and academic performance among university students. This article specifically explores the definition of mental health and examined the relationship between its components and academic achievement among university students in Malaysia. The highlights of this study indicated that University Students academic performance was impacted by mental health problems and indicated a need for awareness of student's mental health and early diagnosis to prevent such problems.

Pedrelli, P. et al. (2015) investigated mental health problems and treatment considerations of college students in the United States. This study outlined the critical issues and essential aspects of treatment, such as including parents, communication with other providers, and using technology to increase adherence. The study further emphasized the need to be familiar with unique problem characteristics for the development stage and the environment of college students, which will help practitioners understand and serve them better.

Hernández-Torrano D et al. (2020) conducted a study on "Mental Health and Well-Being of University Students: A Bibliometric Mapping of the Literature" aimed to analyse and visually represent the literature regarding mental health and well-being among university students using metadata from 5,561 journal articles indexed in the Web of Science database from 1975 to 2020. Through bibliometric procedures, the study examined the growth trajectory, productivity, social structure, intellectual structure, and conceptual structure of the field over 45 years. Key findings of the study include a) Steady growth in research on mental health and well-being among university students, particularly since 2010. b) Dissemination of research across various journals, primarily in psychology, psychiatry, and education research. c) Diverse geographic origins of scholars contributing to the literature, although most research originates from the United States. d) The research has an interdisciplinary nature that stems from the intersection of behavioural and biomedical sciences. e) Emphasis on pathogenic approaches to mental health, focusing primarily on mental illness. f) Identify seven main research topics over the past 45 years, including positive mental health, mental disorders, substance abuse, counselling, stigma, stress, and mental health measurement.

Gallea JI et al. (2021) investigated on “Work-Related Mental Health Issues in Graduate Student Population”. This study aimed to shed light on the work-related mental health issues affecting graduate students, providing a comprehensive research work including psychological and biological assessment. Some significant findings include that many graduate students present anxiety, depression, or high burnout rates and that the time spent in academia plays an important role. Graduate students were also found to be equally stressed, less engaged, and more anxious and depressed than general workers.

Milicev J et al. (2021) study evaluated the mental health and wellbeing of Postgraduate Researchers. The research focused on the prevalence and origins of mental health challenges among postgraduate researchers (PGRs) in the UK, examining issues such as anxiety, depression, sleep disturbances, subjective mental wellbeing, and suicidal behaviours. Data were collected through an online survey of 479 participants to evaluate mental health outcomes and analyse their associations with demographic, personality, academic, policy, and social support factors. Some of the significant findings revealed a high prevalence of mental health challenges and low levels of wellbeing among the PGRs sampled. Poorer mental health outcomes were linked to factors such as female or non-binary gender, non-heterosexual identity, maladaptive perfectionism, workaholism, and being in the fifth year or beyond of their studies. In contrast, factors contributing to better mental health included resilience, adaptive perfectionism, strong social support, positive perceptions of academic progress and preparation, favourable departmental climates, and good supervisory relationships. The study emphasized the need for interventions to enhance PGR mental wellbeing, including promoting equality, diversity, resilience, social support, integration, and work-life balance.

Tabor, E et al. (2021) study compared the mental health outcomes of higher education students with non-student peers in the UK between 2010 and 2019, using data from a nationally representative sample of 17–24-year-olds (N=11,519). The results showed that students had lower average psychological distress and lower odds of experiencing severe distress compared to non-students. The increase in distress over the years was similar in both groups. The study highlights the importance of accessible mental health support outside higher education settings to prevent widening socioeconomic inequalities in mental health.

Chen F et al. (2022) investigated on the mental health status of medical students, particularly during the period of the postgraduate entrance examinations. Its goal was to assess this area and provide insights for customized mental health education and psychological support. Findings indicated that 12.10% of students faced mental health challenges during the exam period, but this percentage significantly decreased six months post-examination. Importantly, somatization was identified as the most common symptom among students during and after the entrance examination phase.

Moss, R.A. et al. (2022) study aimed to explore the relationship between Mental Health Literacy (MHL) and outcomes such as help-seeking behaviour, psychological distress, and well-being in post-graduate researchers (PGR). Results indicated that 70% of PGRs were experiencing symptoms categorized as mild to severe psychological distress. Stepwise multiple regressions revealed that lower levels of well-being predicted higher levels of distress and lower levels of help-seeking behaviour. Another major finding was that compared with undergraduate students, PGRs in this study reported higher levels of psychological distress compared to undergraduate students.

LaMontagne A.D. et al. (2023) investigated the mental health knowledge, stigmatizing attitudes, helping behaviours, and self-reported experiences of mental health issues among students at a large multi-campus university in Australia. The comparative analysis showed that international students typically scored lower on various indicators, including the ability to recognize depression and awareness of evidence-based support. However, international students also expressed a greater willingness to seek help and reported a lower prevalence of self-reported mental health issues compared to domestic students.

Adeeb, M. et al. (2023) study investigated the relationship between grit and mental health among university students, with a focus on gender-based differences. The research involved 426 postgraduate students from three public universities in South Punjab, Pakistan. Data was collected using the Short Grit Scale and the Mental Health Inventory, and SPSS (Version 25) was utilized for analysis. The findings from a bivariate correlation analysis revealed a significant positive relationship between grit and both mental health and psychological well-being. Conversely, grit was found to have a significant negative relationship with psychological distress. An independent sample t-test showed that female postgraduate students demonstrated significantly

higher levels of grit and psychological well-being compared to male students. However, psychological distress was notably higher among male students than their female counterparts.

Kılıç et al. (2023) conducted a cross-sectional study exploring mental health challenges, specifically depression/anxiety and academic distress, among graduate students in Turkey. The study involved 459 participants who completed an online survey voluntarily. Statistical analyses, including independent t-tests and multivariate analyses, were used to assess group differences. Findings revealed that depression/anxiety and academic distress levels varied based on sociodemographic factors. While no significant differences were observed concerning gender or place of residence, students with a history of seeking psychological support reported higher levels of both depression/anxiety and academic distress. Additionally, younger age, being a master's student, and being single were associated with a higher risk of these mental health issues. The study recommended establishing university counselling centres to identify at-risk graduate students and implement effective prevention and intervention strategies.

Liu, S. et al. (2023) study aimed to explore the relationship between postgraduates' time management disposition and mental health by employing a moderated mediation model. This model investigated the mediating role of life satisfaction in the link between time management disposition and mental health, as well as the moderating effect of core self-evaluations on this relationship. The study surveyed 455 postgraduate students using the Adolescence Time Management Disposition Inventory, the Adolescent Students' Life Satisfaction Scale, the revised Chinese Core Self-Evaluation Scale, and the revised Chinese General Health Questionnaire. Key findings indicated significant correlations between time management disposition, life satisfaction, core self-evaluation, and mental health. Time management disposition was found to influence mental health indirectly through the mediating role of life satisfaction. The study highlighted the importance of fostering time management skills and mental well-being, suggesting that educators should guide postgraduates in developing effective time management habits, enhancing life satisfaction and core self-evaluations to ultimately improve their mental health.



### **2.2.2 Studies done in India pertaining to Mental Health**

Asthana & Sanjeev Kumar (2002) study analysed how emotional deprivation, along with other indices of emotional deprivation such as parental separation and living position, could impact the personality, mental health, and need a pattern of 480 adolescents in the state of Uttar Pradesh. The findings showed that adolescents from families where the parents were separated had poor levels of mental health. Another finding was that emotional deprivation leads to impaired development of need patterns, which leads to personal and social problems. Although this study was conducted on adolescents, the researcher found the need to include it because the period of adolescents is very important in determining a person's mental health and when assessing an individual's mental health, factors like one's upbringing cannot be neglected.

Longkumer, I. et al. (2013) conducted a study on knowledge about and attitudes toward mental disorders among Nagas in North East India. The results showed that a significant majority could recognize a mental health problem in the case of vignette. However, they used more general terms such as psychological problem/ mental problem/ mental illness. The majority attributed the problem to psychosocial factors and chose a psychiatrist/psychologist over other options. However, a considerable number of participants reported evil spirit possession as the cause of mental disorders and preferred seeking divine intervention as a treatment mode. Results also showed significant differences in attitudes when compared by educational level among the Nagas.

Jain, M. and Singh (2015) study explored the connection between Locus of Control, mental health, and overall adjustment in adolescent females. The sample included 50 adolescent females who completed the Mental Health Battery by Singh and Gupta (2000), Rotter's Locus of Control Scale (1966), and the Adjustment Inventory for College Students by Sinha and Singh (1995). Results indicated that adolescent females with an internal locus of control exhibited better mental health and overall adjustment across various domains, including home, social, emotional, educational, and health adjustment, compared to those with an external locus of control. The study underscores the significant impact of internal and external locus of control on mental health and adjustment among adolescent females. While this study focused on adolescents, the

researcher deemed it necessary to include because adolescence is a critical period for shaping mental health.

Gaur, Kirti (2015) conducted a study examining the mental health status of youths aged 15- 24 in India. The data of this study was taken from “Youths in India: Situation and needs 2006-2007” by the International Institute of Population Sciences, Mumbai (IIPS), and the Population Council, New Delhi, from 2006-2007. The different kinds of methods used for this study were multi-group design, general health questionnaire-12 (GHQ-12), and the statistical tools used were bivariate technique, life’s table approach (Chiang’s method), Poisson regression, instrumental variable chi-square tests, and one-way Analysis of Variances (ANOVA). This study showed that females had a higher prevalence of mental health problems than males. Another exciting study finding showed that youths who would spend more years in colleges/schools reported fewer mental health problems. There was also a link between unemployment or underemployment and higher mental health problems.

Bala Chanchal (2016) investigated the mental health of 580 adolescents from Bhatinda district of Punjab. The findings revealed that female adolescents had better mental health than boys. Another finding was that there was no significant relationship between mental health and family environment.

Tyagi, P. et al. (2017) investigated the mental health of 400 college students from Rohtak and Bahadurgah city to examine their mental health, adjustments, and emotional maturity. The findings of this study showed that by looking the mean score of the data obtained, students with high critical thinking were found to have better mental health than their counterparts with low critical thinking.

Dahiya, et al. (2018) conducted a comparative study on the Mental Health of Post-Graduate students in relation to their gender and locality. The research aimed to compare the mental health of postgraduate students based on their gender and locality. This empirical study involved a random sample of 200 postgraduate students from Jind, Haryana. Data were collected using the Mental Health Inventory developed by Singh and Gupta (2000) through a descriptive survey method. The t-test statistical technique was applied for data analysis. The study's key findings indicated a significant difference in mental health between male and female postgraduate students, with males exhibiting

better mental health. However, no significant difference was found in the mental health of students from urban and rural areas.

Sivakumar, A. (2018) conducted a study to examine the mental health and success of postgraduate students at Bharathiar University. The primary objectives were to assess the levels of mental health and success among the students and to analyse the relationship between these two aspects. The study employed a survey method, with a sample of 300 postgraduate students. Data were collected using self-constructed scales developed by the researcher to measure mental health and success. Key findings revealed a significant difference between male and female students regarding their mental health, with females scoring higher than males. Additionally, there was a notable relationship between success and mental health factors, including personal happiness, emotional balance, perceptions of life, self-perception, and perception of others.

Keyho, Kelhouletuo et al. (2019) investigated on “Prevalence of Mental Health Status in Adolescents Kohima District, Nagaland”. This study aimed to find out the mental health status of adolescents in Kohima district, Nagaland. The researcher used a cross-sectional study as the design random sampling technique was used for this study. A total of 702 respondents were involved. The prevalence of mental health problems among school-going adolescents was 28.8%, in the borderline range and 17.2% in the abnormal range. The study suggests addressing the mental health issues among adolescents, and strengthening the school mental health program. There is a need for a school mental health program that can help the adolescent in the assessment, referrals, and management of the affected adolescents by teaching life skill to cope with day-to-day problem and stress. Though this study focuses on adolescents’ students, because research in the field of mental health is relatively new in Nagaland, the researcher included this study.

Longkumer, N. et al. (2019) carried out a study “Traditional Healing Practices and Perspectives of Mental Health in Nagaland.” The data was collected through In-depth interviews on representative random cluster samples of 510 rural and 300 urban households done during 2017 to assess traditional healing practices for mental health in Nagaland. The findings showed that Nearly 30% consulted a traditional healer, 34.8% in the rural areas and 16.5% in the urban. 58.9% reported a positive outcome. 60% in

the rural but only 24% in the urban felt that traditional healers are still popular for mental health as they are competent and adopt culturally acceptable methods. It is concluded that for a majority of people in Nagaland, traditional methods of healing mental disorders still remain the first point of contact. While traditional healers are still popular, their number is decreasing and also their capacity to deal with increasing substance abuse, stress disorders and younger clientele.

Wani J. I. and Hassan, W. (2019) conducted a study examining the impact of stress on the mental health of postgraduate students. The research utilized a non-experimental descriptive survey design to explore and assess participants' psychological characteristics within a clinical context. A total of 100 postgraduate students participated in the study, with data collected through questionnaires. Correlation analysis was employed to evaluate the relationship between stress and mental health. The findings revealed that stress had a negative impact on the mental health of postgraduate students.

Al-Khani (2019) study assessed sleep quality among medical students and its relationship with mental health and academic performance. Of the 206 respondents, 95 provided complete data on demographics, lifestyle, academic performance, sleep quality, and mental health. Mental health issues were prevalent, with depression at 42%, anxiety at 53%, and stress at 31%. Poor sleep quality was significantly associated with higher levels of depression, anxiety, and stress.

Velagapaly, V. R., and Bolla, M. (2023) study examined the relationships between mental health, academic performance, and self-social mental health recovery among college students through a cross-sectional survey. Some of the key findings of this study are showed a significant positive relationship between Factors contributing to poor mental health and self-social mental health recovery and Mental health, academic performance, and self-social mental health recovery. The study highlights the importance of addressing factors contributing to poor mental health and promoting overall well-being and academic success to enhance mental health recovery. The study recommended further research to develop effective strategies for supporting college students' mental health and well-being.

Ritse, M. et al. (2023) conducted a study to examine the relationship between mental health and emotional intelligence among college students in Nagaland. The study

involved 800 undergraduate students from government and private colleges in Kohima and Dimapur districts. The results showed that only 9.63% of students had excellent mental health, while 20.12% had good mental health, and 19% had average mental health. Alarming, around 50% of students had poor or very poor mental health. The study also found significant differences in mental health dimensions between arts and science students, with arts students exhibiting better autonomy and self-concept. Additionally, male students scored higher than female students in several mental health dimensions, including emotional stability and self-concept. The findings highlight the importance of addressing mental health concerns among college students in Nagaland, with a focus on developing strategies to support students' emotional well-being and autonomy.

## **2.3 Review of Related Pertaining to Political Efficacy**

### **2.3.1 Studies done abroad pertaining to Political Efficacy**

Okcu, T. (2007) investigated on "self-esteem, political efficacy, and perceived parental attitudes" aimed to investigate three hypotheses: perceived political efficacy is positively associated with self-esteem; self-esteem is positively associated with perceived democratic parental attitudes; and self-esteem is negatively associated with perceived protective-demanding and perceived authoritarian parental attitudes. Some of the major findings in this study were that it indicated a positive correlation between perceived political efficacy and self-esteem. Regarding the relationship between self-esteem and perceived parental attitudes, findings showed that perceived democratic parental attitudes were positively correlated with self-esteem. However, perceived protective-demanding mother's attitude negatively correlated with self-esteem for some participants. Additionally, perceived authoritarian mother's and father's attitudes negatively correlated with self-esteem for some participants.

Karp, J. and Baducci, S. (2008) conducted a study to assess the effects of political representation (PR). PR systems are thought to offer enhanced opportunities for representation, which are expected to foster greater efficacy and boost participation. This study uses the Comparative Study of Electoral Systems data to examine the theory linking institutions to electoral involvement across diverse countries. This study uses a multi-level approach. Some of the significant findings include concrete evidence and expectations about the negative influence of disproportional systems on political

minorities. Another finding showed Voters are also likely to have stronger partisan preferences in PR systems, which enhances political efficacy and increases voter participation. Another interesting result of this study established that broad coalitions, likely to be a feature of these systems, reduce political efficacy.

Hammon, M. (2010) conducted a study with the aim of developing a reliable and valid instrument, the Teacher Political Self-Efficacy Scale (TPSE Scale), to measure K-12 teachers' political self-efficacy in influencing education public policymaking. The findings revealed that teachers generally reported low levels of TPSE, which positively correlated with their level of engagement. Additionally, Political Efficacy as a citizen and the number of years teaching were positively correlated with TPSE, whereas Instructional Efficacy was not. Male teachers showed significantly higher levels of TPSE compared to female colleagues, although there were relatively few men in the sample. Teachers with advanced degrees also demonstrated significantly higher TPSE levels than those with bachelor's degrees. Moreover, teachers who perceived their school district as having inadequate funding had significantly lower TPSE levels compared to those who did not perceive funding inadequacies. The researcher included this study because Political Efficacy as a research topic was comparatively rare and thus the researcher decided to include every research topic studied on Political Efficacy regardless of the demographic variable and population.

Hashish, E. et al. (2014) conducted a study entitled "Identity, political efficacy and expected political participation among students of the 25<sup>th</sup> January Revolution. This study was conducted in Egypt to investigate the relationship between political efficacy and expected political participation among nursing students after 25<sup>th</sup> January revolution in Egypt. The main results of this study showed that the majority of nursing students perceived themselves as politically effective and have willingness to be active participants in political activities especially after 25<sup>th</sup> January revolution. This study showed a significant positive correlation between students' identity and their political efficacy as well as their expected political participation. It concluded highlighting the importance of Nursing education programs in creating awareness through educating students about concepts such as citizenship and enhancing the political efficacy of the students through their social and political identity.

Lorenzi, J. (2014) studied Subjective Well-Being and Political Participation: A Comparison of Unemployed and Employed Youth. The objective of this study was to find whether the reduced subjective well-being of long-term unemployed youth their life dissatisfaction, fosters their participation in two forms of voice-based participation— contacting and protest activities—that can be used to express their dissatisfaction. The findings of this study shows that life dissatisfaction fosters the participation of employed youth in contacting activities but not that of unemployed youth. Entirely on the contrary, for protest activities, life satisfaction fosters the participation of the unemployed youth.

Helal, A. & Hamza, E. (2015) study examined the relationships between these three variables, Political Efficacy, voting behaviour, and partisanship among university students. A total of 255 postgraduate students participated by completing self-report scales assessing political efficacy, voting behaviour, and partisanship. The findings revealed no correlation between political efficacy and voting behaviour, but a significant correlation was observed between partisanship and voting behaviour. Additionally, political efficacy and partisanship emerged as strong predictors of voting behaviour. The study also found no gender differences in political efficacy, voting behaviour, or partisanship.

Reichert, F. (2016) study explored how political knowledge influences political participation through internal political efficacy, adopting an action-theoretic framework rooted in the Theory of Planned Behaviour. This study was conducted in Germany using data from the German Longitudinal Election Study, the study examined the distinct effects of political knowledge on voting, conventional political participation, and unconventional political participation. Some of the key findings of this study was that political knowledge enhances internal political efficacy, which in turn indirectly increases the likelihood of political participation. Mediated multiple regression analyses provided evidence that political knowledge translates into internal political efficacy, indirectly influencing various forms of political participation. Additionally, internal political efficacy and intentions to engage politically have direct effects on conventional political participation.

Serek Jan et al. (2017) conducted a study on “adolescents’ political participation, efficacy, and interest.” The objectives of this study were to examine whether efficacy

and interest are also outcomes of participation and if this effect differs across three types of political participation. The Findings supported the proposition that psychological factors are affected by participatory experiences. Cross-lagged models showed longitudinal effects from participation to changes in psychological factors, but not effects in the opposite direction. Protest participation predicted higher interest and internal political efficacy but lower external political efficacy; volunteering predicted higher external political efficacy, and representational involvement did not affect psychological factors.

Hope C. E et al. (2018) conducted a study on “Political Activism and Mental Health among Black and Latinx College Students.” This study investigates the utility of political activism as a protective factor against experiences of racial/ethnic (R/E) discrimination that negatively affect stress, anxiety, and depressive symptoms among Black and Latinx college freshmen at predominately White institutions. The findings of this study showed that For Black and Latinx students, the relationship between R/E microaggressions and end-of-freshman-year stress varied by political activism. For Black students, the relationship between R/E microaggressions and end-of-the-year anxiety varied by political activism. There was a significant interaction effect for depressive symptoms among Latinx students.

Shore, J. et al. (2019) research paper entitled Health and political efficacy in context: What is the role of the welfare state? Attempted to understand the ways in which health is related to both people’s perceptions of their abilities to take part in politics (internal political efficacy) as well as the extent to which they believe policymakers are responsive to citizen needs (external political efficacy). Another objective of this study was to examine how the social policy context intervenes in the relationship between health and political efficacy. The major findings showed that while good health, rather unsurprisingly, fosters internal and external political efficacy, more generous welfare states, though associated with higher levels of political efficacy, are not a panacea for remedying political inequalities stemming from individual health differences.

Chmitorz, A. et al. (2020) research is based on “Resilience, self-efficacy, and political participation.” With aims to understand why people participate in politics. The data of this study was taken from the German GESIS Panel to demonstrate positive correlations between individual resilience, internal and external efficacy, and political



participation. Some of the major findings of this study are that resilience and self-efficacy correlate with internal and external political efficacy, which is known to be a strong determinant of political participation. Another finding was that Individuals who score high on resilience and self-efficacy are more likely to assume that politicians care about and are responsive to their views. This study concludes by saying that resilience and self-efficacy, as general determinants of motivation, are linked to political motivation (measured through political efficacy), and, consequently, to political participation (measured through electoral turnout).

Oser, J. et al. (2020) studied “How Political Efficacy Relates to Online and Offline Political Participation: A Multilevel Meta-analysis.” This study examines the correlation between individuals' perceptions of their ability to participate in and influence politics and their online political engagement. The results indicate a positive relationship between efficacy and both forms of participation, with no significant difference in the strength of these associations. Furthermore, the study tested hypotheses regarding potential variations over time and in different democratic contexts. The findings suggest contextual variations in offline participation, whereas online participation demonstrates consistent associations across diverse national contexts and over time. These results provide comprehensive evidence that online political engagement is closely linked to political efficacy, comparable to offline participation, and remains consistently associated with efficacy across various countries and time periods.

Audette, et al. (2020) research aimed to examine whether civic skills acquired through activities in Catholic and Protestant churches influenced varying levels of political participation across 18 Latin American countries. The data, sourced from the 2014 Pew Religion in Latin America survey, revealed that while Protestant churches were more effective in fostering skill-building activities, Catholics were more likely to convert their religious involvement into political action. The study concluded with a call for political scientists to deepen their understanding of how religious organizations contribute to political engagement on a global scale.

Prats, M. and Meunier (2021) made an investigation on "Political efficacy and participation: An empirical analysis in European countries" aimed to investigate the impact of individuals' attitudes towards their ability to influence and engage in political

activities, known as "political efficacy," on their political behaviour, including various forms of participation. Some key findings of the study include: increased political interest and higher levels of education are associated with a higher likelihood of individuals participating in politics, whether through traditional or digital channels; individuals who perceive the political system as responsive to their concerns are more inclined to engage in both collective and individual forms of participation, in similar proportions; and social capital has a positive effect on participation within the political system, while showing no significant impact on involvement outside the system.

Sperber, E. et. al (2022) attempted to find the connection between religion and political participation and how much religion affects political participation. The major findings of this study revealed that the religious message focused on an obligation to the greater good did not change political participation, resulting in lower willingness to participate in politics than the power of faith message which moved workshop participants to be more willing to participate in protest, to disavow political violence, and to criticize other people who choose not to participate.

Tang, Y. and Wen, Q. (2023) investigated how social media use influences online political participation and political efficacy among university students in Western China, using a sample of 530 students. Some of the Key findings of this study showed that there was a strong positive relationship was found between students' use of social media and their online political engagement. Increased online political participation significantly boosted students' political efficacy. The research suggested that promoting social media use could enhance political engagement among students in Western China and provides insights for the government to better manage this activity.

Mashud, M. et al. (2023) investigated how religious and political affiliations affect the political participation and efficacy of Indonesian youth, particularly students. The study, conducted using a quantitative approach and surveys, reveals that involvement with religious groups significantly influences students' engagement in political activities and capacity-building efforts. Social media is identified as a key factor in shaping political opinions, fostering community involvement, and encouraging the exercise of political rights. Additionally, engaging in political discussions enhances political efficacy by mobilizing youth and promoting a more active political environment. The research emphasizes the importance of utilizing religious affiliations

and social media to empower youth in political decision-making and community engagement.

### **2.3.2 Studies done in India pertaining on Political Efficacy**

Ahmed and Parveen (2011) done an empirical study the authors investigate the impact of corruption on these barometers of democratic health. This study was conducted in Uttar Pradesh. 500 samples were collected randomly under stratified sampling technique. Prior to interview survey questionnaire technique, five categories were made based on people's income level, educational attainment, religious affinities, region-rural/ urban, sex, and mass media exposure. The authors found that corruption is inversely related to political trust and political efficacy. Wherever people are exposed to less corrupt practices, they have shown greater confidence in the system and its effectiveness in delivering goods. When corruption is more prevalent- whether electoral-related or otherwise- people need to be more forthcoming in showing interest in political participation.

Amer, M (2013) study titled "Political Status of Women in Nagaland" aimed to gather data regarding the political representation of women within the intricate political and cultural landscape of Nagaland. Data for this study was extracted from reports on the General Elections to Nagaland Legislative Assembly spanning from 1969 to 2013. The findings revealed that the participation of women candidates in the State Legislature elections was exceedingly low, accounting for only 0.76 percent of the total number of male candidates. This disparity is attributed to various factors, including the lack of support from political parties, inadequate representation of women in party nominations, and the tendency to nominate women candidates in constituencies with lower chances of winning. Moreover, patriarchal attitudes among voters often perceive women candidates as less qualified for public office, influenced by entrenched gender role stereotypes and societal norms. Overall, the study underscores the enduring challenges faced by women in political participation due to gendered socialization and societal perceptions.

Jungba & Farhat (2019) conducted a study entitled "The Gender Gap in the Political Participation in Nagaland Politics: A question of "Mind-Set". This study highlighted the deep presence of patriarchy in Naga society, and during the time this study was

conducted which was 2019, there was no women representation in the State legislative Assembly. This study signified the traditional and cultural practices of the Naga society which is a very strong patriarchal society in which men are deemed to as natural-born leaders having all the qualities of a leader whereas women are to look after the household activities and her family. This can be seen from its very grassroots level was in every village as per the custom all the village leaders and the village councils are nominated only from the male community.

Anderson, J. (2020) conducted a study in Patna, Bihar, to understand the determinants of political efficacy for 14 informal settlements to inform planners seeking to mobilize these communities for participation in planning initiatives. Some of the significant findings of this study show that the socio-demographic and socioeconomic characteristics influence perceptions of political efficacy. Perceptions of government officials similarly determine one's feelings of political efficacy. Furthermore, other attributes of informal communities, such as community relations, were influential in having a sense of political efficacy.

Achanger, (2022) investigated on "Electoral Politics in Nagaland: An Analysis of Voting Behaviour" aimed to examine the voting patterns of Nagaland voters, considering their allegiance to parties and candidates, socio-economic factors influencing voting behaviour, political activism, and other determinants of individual political conduct. Notable findings from the study revealed that Nagaland voters tend to base their voting decisions on maximizing the impact of their vote, often influenced by parties and candidates striving to maximize electoral gains from one election to the next. Analysis of political participation and influencing factors indicated that most respondents displayed apathy towards political engagement, potentially stemming from feelings of satisfaction or helplessness. This apathy may arise from inadequate political education, leading to a limited understanding of politics and governance roles. Additionally, the lack of diversity and representation within politics can contribute to political disengagement. Furthermore, the perception of varying tribal affiliations may diminish allegiance to specific political parties, with voters often opting to vote as floating voters rather than out of loyalty to any particular party, regardless of whether it is a general or parliamentary election. Despite these influences, the root causes of political apathy remain a significant challenge that warrants attention.

## **2.4 Review of related literature pertaining to Emotional Intelligence, Mental Health, and Political Efficacy (Abroad and India)**

Sanders (2001) investigated whether political participation offers psychological advantages. It tested four hypotheses: firstly, that engagement in volunteer activities decreases subsequent psychological distress; secondly, that resisting perceived discrimination does so; thirdly, that the advantages of political involvement are more noticeable for individuals prone to psychological distress; and fourthly, that any observed benefits of political involvement can be attributed to a psychological trait. The findings indicated that political activity seemed to be particularly beneficial for individuals predisposed to psychological distress, suggesting that participation serves as a resource that alleviates such distress.

Jérôme Couture (2017) studied "The Differentiated Effects of Health on Political Participation" sought to comprehend the impact of health and political engagement across various levels within a country, specifically conducted in Canada. One method employed was assessing self-rated mental health to analyse national and local voter turnout and other forms of political involvement. A key discovery of the study revealed that mental health notably influences electoral participation at the municipal level. Furthermore, individuals who perceive their mental health as poorer were found to be more inclined to sign online petitions.

Magni Gabriele (2017) investigated the influence of anger stemming from the 2008 global economic and financial crisis on electoral participation and voting behaviour, with a focus on how this anger is moderated by political efficacy. Data for the study was sourced from the 2010 British Election Panel Study (British Election Study, 2010). Key findings indicate that among individuals with low political efficacy, feelings of anger decreased electoral participation while increasing support for populist parties. Conversely, among those with high political efficacy, anger stimulated participation and bolstered support for mainstream opposition parties.

Johar, S. S. et al. (2018) investigated the influence of emotional intelligence on political behaviour among university students in Malaysia, involving 608 participants from four public universities. Utilizing the Emotional Intelligence Self-Description Inventory (EISDI) and the Political Behaviour Questionnaire (PBQ), researchers measured the impact. Results indicated a significant effect on the post-test for the treatment group,

indicating changes in political behaviour following the implementation of emotional intelligence competencies in teaching modules. However, the control group showed no significant change. These findings underscore the significance of integrating emotional intelligence training among university students to foster positive political behaviours.

Strand, R. (2018) explored the investigation of the association between Stress, Self-Efficacy and Mental Health in Adolescence to investigate the theoretical background on stress, self-efficacy, and mental health in adolescence based on earlier literature and research and to investigate the empirical basis for the relationship between stress, self-efficacy, and mental health in adolescence. These findings suggest an association between stress, self-efficacy, and mental health and that strengthening adolescents' self-efficacy beliefs can make them cope better with stress, which in turn can promote mental health and well-being. Individuals with low self-efficacy may believe that things are tougher than they are, while individuals with high self-efficacy have an optimistic self-belief and can cope with stressors.

Xu Haoliang et al. (2021) research work seeks to contribute to progress in overcoming politically disadvantaged groups such as persons with psychosocial or intellectual disabilities. One of the major objectives of this study was to provide detailed, measurable indicators of the key elements of election inclusion for persons with intellectual or psychosocial disabilities. The data was collected from European Social Survey data from 30 countries from 2002 to 2015. Some of the major findings were that over 70 percent reported that it was uncommon for people with intellectual disabilities to be engaged in political and public life. Another finding was that people with disabilities have lower levels of internal and external efficacy, political trust and interest, and electoral participation. The research found that "disabled people feel less confident in their ability to participate in and influence politics, perceive the political system as less responsive, and have lower trust in Parliament, parties, and politicians".

Bernardi, L. (2023) studied "Down but Not Yet Out: Depression, Political Efficacy, and Voting". The purpose of this study was to find the linkage between depression, political efficacy and voting. The main findings of this study showed that depression reduces external political efficacy and that an overtime accumulation of symptoms dampens external efficacy even more severely. The analysis reveals a mechanism through which

depression lowers voting propensity by lowering a person's belief in the responsiveness of the political system.

Ritse, M. et al. (2023) conducted a study to investigate the relationship between mental health and emotional intelligence among college students in Nagaland. The study employed a descriptive research design, sampling 800 undergraduate students from government and private colleges in Kohima and Dimapur districts using simple random sampling. The findings revealed a positive and significant correlation between mental health and emotional intelligence among college students, indicating a moderate relationship between the two variables. The study also examined the individual contribution of mental health dimensions in predicting emotional intelligence among college students. Moreover, emotional stability made the highest individual contribution (11.33%), while security-insecurity did not significantly contribute to predicting emotional intelligence. Additionally, overall adjustment, autonomy, self-concept, and intelligence made significant individual contributions to predicting emotional intelligence. Also, showed that 33.22% of the dimensions of mental health contributed to predicting emotional intelligence among college students, while 66.78% of external factors not part of the study predicted emotional intelligence.

Rana, S. (2023) explored the impact of trait emotional intelligence (TEI) on the mental well-being of students in higher education institutions (HEIs) in India. Data from 252 students across universities in Uttarakhand were analysed using structural equation modelling. The findings confirmed a positive relationship between TEI and mental well-being, emphasizing the role of emotional intelligence in reducing psychological distress among students. The study addresses a gap in research on TEI's impact on student mental health in India, where such studies are limited. It highlights that strong emotional intelligence is crucial for improving students' mental well-being, enabling them to make better decisions in both their personal and academic lives.

## **2.5 Overview of the Review of related literature**

The different studies above show that research in emotional intelligence may vary different results from place to place. Some studies showed a positive correlation between emotional intelligence and academic achievement (Peseyie, N. et al., 2020; Nazan Yelkikalan et al., 2012), while some studies showed no positive correlation

(Grehan et al., 2011). Results also differed in gender and the study stream; majority of studies showed females had a higher emotional intelligence (Chaudhari, Durga, 2011; Kavana et al., 2012; Kalita, 2018; Manichander, T., 2021; Bhatt, M.S., 2022) while one study showed males had better emotional intelligence (Poorani, M. & Arulsamy, S. 2015) and one study showed no difference between males and females (Ghosh et al., 2017; Tetseo Vedula et al.). In terms of a stream of study, research done by Puthanikar, Lokanath & Shivakumara (2016), showed that art students had higher emotional intelligence, and a study done by Ghosh (2017) showed no significant difference between science and art students.

However, there was constant similarity in the positive correlation between high emotional intelligence and self-efficacy, self-confidence, self-esteem, and leadership (Bibi S, Saqlain S, Mussawar B, 2016; Sun, G., Lyu, B. 2022; Zakarevicius & Zuperka, 2010; Rahel Tajeddini, 2014) and low emotional intelligence leads to negative self-perception, which is linked to low emotional intelligence (Chaudhari, Durga, 2011). Another constant similarity was that interactive, healthy classroom environments helped to cultivate emotional intelligence (Muthuswamy V., 2022; Landau & Meirovich, 2011).

Similar to the variations observed in studies on emotional intelligence, research on mental health also yields diverse results across different contexts. Majority of the studies in the review of related literature in this study suggested that females exhibit better mental health than males (Gaur, K., 2015; Bala, C., 2016; Sivakumar A. 2018; Adeeb M et al. 2023). One study showed males exhibiting better mental health than their female counterparts (Dahiya et al. 2018). Various factors have been identified as influencing students' mental health, such as critical thinking (Tyagi, P., 2017), locus of control (Jain et al., 2015), home environment (Asthana et al., 2002), time management (Liu S, et al., 2023) and parental involvement (Pedrelli, P. et al., 2015). Several studies highlight the necessity for further research, emphasizing the profound impact of pressure, anxiety, and psychological stress on students (Wani J. I. et al. 2019; Gallea JJ et al., 2021; Chen F et al., 2022) and some studies recommended the establishment of university counselling centres to identify graduate students at risk and provide appropriate prevention and intervention measures (Kılıç et al., 2023). Some studies have shown notable relationship between success and mental health factors, including



personal happiness, emotional balance, perceptions of life, self-perception, and perception of others (Sivakumar, 2018).

Moreover, studies conducted on mental health in Nagaland emphasize the importance of spreading mental health awareness in schools and colleges in the region (Keyho K et al., 2019; Longkumer N et al., 2019; Longkumer, I., et al., 2013).

Based on the extensive literature reviewed, Political efficacy appears to be influenced by various factors. These include corruption (Ahmed et al., 2011), religious beliefs (Sperber et al., 2022; Audette et al. 2020), engagement in online platforms (Oser J et al., 2020), one's confidence in their abilities (Chmitorz, A. et al., 2020), physical well-being (Shore J et al., 2019), overall life satisfaction (Lorenzi J, 2014), student identity (Hashish E et al., 2014), and self-esteem (Okcu, T. 2007), among others. Various studies have consistently revealed similar outcomes in specific domains. For instance, when individuals perceived the responsiveness of the government positively, it led to a simultaneous increase in both their internal and external political efficacy (Ahmed et al., 2011; Prats M. et al., 2021; KARP, J., & Banducci, S., 2008; Anderson, Jesse D, 2020). Another consistent finding from the above research works was that education positively correlated with increasing one's political efficacy (Lorenzi J, 2014; Prats et al., 2021; Achanger, 2022). People who spent more time in educational institutions and those with higher qualifications showed more responsiveness in their internal and external political efficacy. Also, certain studies showed that Protest participation and resilience predicted higher interest and internal political efficacy but lower external political efficacy (Serek Jan et al., 2017; Chmitorz Andrea et al., 2020). Some research has indicated that political efficacy enhances citizens' likelihood of voting (Helal & Hamza, 2015) while some studies indicated that political knowledge enhances internal political efficacy, which in turn indirectly increases the likelihood of political participation (Reicher, 2016). Another constant finding was that self-esteem and self-confidence were positively correlated with increased internal political efficacy (Chmitorz A et al., 2020; Okcu T, 2007).

Studies explicitly conducted in Nagaland showed the influence of patriarchy in its politics, which often hindered women from fully utilizing their political efficacy (Amer. M, 2013; jungba A. et al., 2019). Comparatively, there were very few studies done in political efficacy in India, and the researcher had to include research articles that had

element linked to political efficacy such as voting behaviour, political participation, corruption, political status and so on.

Various studies conducted abroad that examined the combined variables of emotional intelligence (EI), mental health (MH), and political efficacy (PE) revealed a connection between political efficacy and psychological factors like mental health and emotional intelligence. Some research indicated that political participation had a positive effect on mental health (Sanders, L. M., 2001), while other studies demonstrated that mental health significantly affected political participation (Jérôme Couture, 2017).

The literature review also highlights the complex relationship between emotional intelligence, mental health, and political efficacy. Research suggests that individuals with high levels of political efficacy are more likely to participate actively in political activities (Magni, 2017), while poor mental health can reduce both internal and external political efficacy (Bernardi, 2023). Furthermore, studies have shown a positive correlation between increasing individual self-efficacy and better mental health through stress tolerance (Strand, R., 2018).

Like much other research on the other variables, there was a positive correlation between increasing individual self-efficacy and better mental health through stress tolerance (Strand, R., 2018). Not just mental health but some studies showed the importance of physical health in political activities such as voting. The research found that disabled people feel less confident in their ability to participate in and influence politics, perceive the political system as less responsive, and have lower trust in Parliament, parties, and politicians (Xu Haoliang et al., 2021). Finally, one study indicated the need to integrate emotional intelligence training among university students to foster positive political behaviours as it was highly reliable in predicting their political behaviour (Johar, S. S. et. al., 2018).

This literature review highlights the complex relationships between emotional intelligence, mental health, and political efficacy. Research consistently shows that these factors are interconnected, with high emotional intelligence and good mental health contributing to increased political efficacy. Conversely, poor mental health can reduce political efficacy. The review also emphasizes the importance of physical health, self-efficacy, and stress tolerance in political participation. Furthermore, integrating emotional intelligence training among university students can foster positive political

behaviours. Overall, this review underscores the need for further research on the interplay between emotional intelligence, mental health, and political efficacy, particularly in the context of Nagaland.

## **2.6 Research Gap**

This comprehensive literature review, encompassing approximately 80 studies from both international and Indian contexts, has underscored a significant research gap. Specifically, the review highlights the need for further investigation into the interplay between emotional intelligence, mental health, and political efficacy, with a particular focus on the context of Nagaland. A thorough examination of existing literature revealed that no studies have been conducted on the relationship between emotional intelligence, mental health, and political efficacy among tribal postgraduate students in Nagaland. This glaring research gap necessitates an in-depth exploration of this topic.

In response to this research gap, the present study aims to investigate the relationship between emotional intelligence, mental health, and political efficacy among tribal postgraduate students in Nagaland. This research endeavours to contribute meaningfully to the existing body of knowledge, providing valuable insights into the complex interplay between these variables in the context of Nagaland.

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## **CHAPTER-III**

### **METHODOLOGY OF RESEARCH**

#### **3.1 Outline of the chapter**

The present chapter gives a detailed description of how this study was conducted, including its research design, method of study, and tools used to measure the different variables of the study (Emotional intelligence, mental health, political efficacy). It begins by providing an overview of the terminology of research methodology and the research method used in this study, then proceeds with specifying the population, sample, and procedure used for sampling during data collection. Following this, the chapter describes the tools employed in the study, offering a detailed explanation of how they were developed and standardized to guarantee reliability and validity. Finally, this chapter gives a brief detail about the administration of the finalized tools for data collection and the different kinds of statistical techniques utilized in the study.

#### **3.2 Introduction**

A methodology provides a structural framework for determining which methods, sets of methods, or best practices are suitable for addressing the research questions. Choosing a research method is a critical step in the research process as it outlines the overall approach for gathering and analysing the necessary data to address the research problem. The method or approach selected for any research is determined by the nature of the problem and the type of data needed to address the questions related to the problem (Koul, 2009, p-16).

Quantitative research employs a deductive approach, utilizing hypotheses and theories formulated by the researcher. Its primary objectives include hypothesis testing, causal analysis, and prediction. This design involves randomly selecting a sizable sample from a population to quantify specific variables, often expressed numerically, and relies on structured and validated data collection tools. Statistical analysis is then applied to the collected data to generalize findings and draw inferences applicable to broader populations (Koul, 2009, p-81). This study adopts a quantitative approach, assessing the variables of Emotional Intelligence, Mental Health, and Political Efficacy in measurable terms.

### **3.3 Research Design**

Research design serves as the framework for a study; it acts as the “glue” that binds all components of a research project. In simple words, it outlines the plan for the proposed research. The research design encompasses the strategic framework chosen by the researcher to address the study's objectives effectively. It guides the collection, measurement, and analysis of data, serving as a blueprint for the study (Akhtar, 2016). For the present study correlational research design was used to find the relationships between the study variables and to assess the individual contributions by the independent variables on the dependent variables.

### **3.4 Research Method**

Based on the nature, objective, and hypotheses of the study, the researcher considered using the quantitative approach and the descriptive survey method of study. The selected demographic variables of the target group are gender, type of institutions, streams of study and type of tribes.

In the current study, the researcher used a descriptive survey research method. According to Sidhu (2009), the descriptive research method seeks to describe and interpret current conditions, practices, processes, trends, effects, attitudes, and beliefs. This type of research utilizes quantitative methods to describe, record, analyse, and interpret these conditions. It often involves comparisons or contrasts and aims to uncover relationships between existing, non-manipulated variables (Best & Khan, 2017). By employing different ready-made questionnaires as well as self-constructed questionnaires, which have been tested for reliability and validity, the researcher aimed to test various hypotheses and draw conclusions. The study's primary goal was to investigate the contributions of emotional intelligence and mental health on the political efficacy of tribal postgraduate students in Nagaland. Additionally, it examined the relationships and effects among selected demographic variables involved in the study.

### **3.5 Population of the present Study**

A population refers to a defined group of individuals, objects, or entities, which can include humans, educational institutions, objects, time periods, geographical regions, or numerical data such as wheat prices or individual salaries. It is essential to clearly

define the population to eliminate any uncertainty about whether a specific unit is part of it (Lokesh, 2014, p 206).

For this study, participants were tribal students studying master's programmes (M.A, M.Sc, MBA, M.Ed., etc.) in the three campuses (Lumami, Meriema, Medziphema) of Nagaland University (A Central University), and its affiliated colleges in Kohima and Dimapur Districts. Although the population size was finite, its large scale made it impractical and impossible to study all its characteristics of the entire population. Therefore, the researcher decided to take a representative sample of the population in which representativeness determines the extent of the generalization ability of results. The details of the institutions along with the department intake capacities are given below (Table-3.1) in order to estimate the population size approximately for to calculate the minimum sample size to be required.

**Table-3.1:** Details of post-graduate programmes offered by the Nagaland University and its affiliated colleges with intake capacities as of 2022 (year when data was collected)

S.No	Name of the Institute	Type of management	District	PG programmes (MA/M.Sc/MBA/M.Ed...etc) (Intake capacities)
1.	Nagaland University (Lumami Campus)	Government of India	Zunheboto	Economics (45), Political Science (55) Sociology (55), Anthropology (10), Botany (27), Chemistry (27), Environmental Science (10), Forest Science (10), Geography (27), Mathematics (15), Physics (15), Zoology (27).  Total intake: 323  {Note: intake x 2 semesters =323 x 2=646 approximately}
2	Nagaland University (Kohima Campus)	Government of India	Kohima	Education (55), Teacher Education (30), English (65), MBA (30), History and Archaeology (55), Hindi (20), Linguistics (36), Tenyidie (50), Psychology (25), Geology (20), Commerce (50), History and Archaeology (55).  Total intake: 491

				{Note: intake x 2 semesters = 491 x 2=982 approximately}
3.	Nagaland University (Medziphema Campus)	Government of India	Dimapur	<p>Agronomy (10), Agriculture and Soil Science (06) Agricultural Economics (08), Agricultural Extension (08), Entomology (08), Horticulture (18), Livestock Production and Management (08), Plant Pathology (08), Rural Development and Planning (06), Soil and Water Conservation (06), and Genetics and Plant Breeding (08).</p> <p>Total intake: 94</p> <p>{Note: intake x 2 semesters=94 x 2=188 approximately}</p>
3.	Nagaland University (Medziphema Campus)	Government of India	Dimapur	<p>Agronomy (10), Agriculture and Soil Science (06) Agricultural Economics (08), Agricultural Extension (08), Entomology (08), Horticulture (18), Livestock Production and Management (08), Plant Pathology (08), Rural Development and Planning (06), Soil and Water Conservation (06), and Genetics and Plant Breeding (08).</p> <p>Total intake: 94</p> <p>{Note: intake x 2 semesters=94 x 2=188 approximately}</p>
4.	Sazolie College	Private	Kohima	<p>History (50) &amp; Political Science (50)</p> <p>Total intake=100</p> <p>{Note: intake x 2 semesters= 100x2 =200}</p>
5.	Tetso college	Private	Dimapur	<p>English (60), Political Science (60)</p> <p>Total intake =120</p> <p>{Note: intake x 2 semesters= 120x2=240}</p>
6.	Unity College	Private	Dimapur	<p>Political Science (40), History (40), Commerce (50)</p> <p>Total intake =130</p> <p>{Note: intake x 2 semesters= 130x2=260}</p>

7.	Pataki Christian College (Autonomous)	Private	Dimapur	English (50), Political Science (50) Environmental Science (20), Geology (20) Total intake =140 {Note: intake x 2 semesters = 140x2 =280}
8	North-East Institute of Social Science and Research (NEISSR)	Government of India (Affiliated by NU)	Dimapur	Social Work (40) Total intake =40 {Note: intake x 2 semesters= 40x2=80}
9.	St Joseph College, Jakhama (Autonomous)	Private	Kohima	English (50), Sociology (50), Political Science (50) & Economics (50) Total intake=200 {Note: intake x 2 semesters= 200x2=400}
10.	Kohima Science College	Govt. of Nagaland	Kohima	Anthropology (15), Botany (15), Chemistry (15), Geology (15), Mathematics (15), Physics (15), Zoology (15) Total intake=105 {Note: intake x 2 semesters= 105x2=210}

*{Sources: Nagaland University/college's websites and latest prospectus of all the above colleges (2022)}*

Approximately the total population would be 3,486. As per the Taro Yamane formula to determine the minimum sample size that could be selected from a population, the minimum sample size 359, should not take below than 359.

### **3.6 Sample size and sampling techniques**

A sample is a subset taken from a larger population for the purpose of observation and analysis. By studying the sample's characteristics, conclusions or inferences can be drawn about the entire population. Samples are chosen systematically and randomly to ensure that the principles of probability are effectively utilized (Best & Kahn, 2006, p-13). The sample size is a critical factor in ensuring the validity of research results. In



this study, the types of statistical procedures employed played a significant role in determining the sample size. As emphasized by inferential statistics, a larger sample size leads to a reduction in sampling error. Therefore, a substantial sample size was necessary to ensure the reliability and generalizability of the findings.

In the present research, the population comprised postgraduate students from three Districts in Nagaland, namely Kohima, Dimapur, and Zunheboto Districts. Given that the population was relatively homogeneous and concentrated within these three districts, out of the three Districts in Nagaland where maximum number of institutions higher educations established, the researcher decided to select a sample of 800 postgraduate students from various departments and tribes in Nagaland.

To ensure the representativeness and randomness of the sample, the researcher employed a combination of random sampling techniques. Initially, the lottery method and fishbowl technique were used to randomly select the District for final data collection, which resulted in the selection of Kohima District. Subsequently, institutions within Kohima District were randomly selected, including Nagaland University, Kohima Science College, and St. Joseph College, Jhakama.

Approximately 540 tribal postgraduate students were selected to participate in the construction and standardization of a self-developed scale. This group of post-graduate students were also utilized for the re-validation of other two adopted tools (EIT & MHI), using a fresh sample drawn from the remaining two Districts, namely Dimapur and Zunheboto. The selection of this specific group of PG students was crucial for ensuring the reliability and validity of the scale and tools, as well as for enhancing the generalizability of the findings to the broader population of tribal postgraduate students in Nagaland.

Furthermore, various departments within these institutions were also randomly selected, including History and Archaeology, English, Education, Psychology, Tendiye, Geology, Commerce, MBA, Teacher Education, and Hindi from Nagaland University. Additionally, Anthropology, Botany, Chemistry, Geology, Mathematics, Physics, and Zoology from Kohima Science College, as well as Sociology, English, History, Political Science, and Economics from St. Joseph College, Jhakama, were also selected.

To select tribal students enrolled in postgraduate programmes, the researcher employed a stratified random sampling technique. This approach ensured that the sample was representative of the population and that the required sample size was achieved. The final sample for this research study consisted of 800 Naga tribal students pursuing postgraduate studies in various higher education institutions in Nagaland that were from the Nagaland University (Kohima Campus) and its affiliated colleges located in Kohima District.

### 3.7 Sample size and demographic variables

For selecting tribal students enrolled in postgraduate programmes, the researcher used a stratified random sampling technique. Samples collected for the study is shown in the following table.

**Table 3.2:** Distribution of samples as per the selected demographic variables

S.No	Demographic Variables	Categories	N
1	Gender	Male	251
		Female	549
2	Type of Institution (TOI)	Government	500
		Private	300
3	Stream of Study (SOS)	Humanities	610
		Sciences	190
4	Type of Tribe (TOT)	Backward	195
		Forward	605

*{The reason for the uneven distribution of sample sizes can be referred to in the fourth at the figure no 4.2.1(a), 4.2.1(b), 4.2.1(c) and 4.2.1 (d)}*

### 3.8 Research Tools used

The characteristics of the data depend on the characteristics of the tool or instrument used. Since the study is quantitative research, the research administered the use of tools that were standardized. Standardized tools include tests, scales and inventories. One of the major advantages of using standardized tools is that reliability and validity can be known. Once that tool is proved to be reliable to measure a certain variable, the

researcher can proceed with administering the tool to the target population (Sansalwal, 2020. Pp 60-63).

**3.8.1 Emotional Intelligence Test (EIT):** A scale developed and standardized by Prof. Roquiya Zainuddin and Dr. Anjum Ahmed from the Department of Education at Aligarh Muslim University, specifically designed a tool to measure the Emotional Intelligence for post-graduate students i.e The Emotional Intelligence Test (2008). The investigator examined all the items and found that the EIT is highly relevant to the context of post-graduate students in Nagaland. According to Daniel Goleman's book, "Emotional Intelligence" explicitly described the five dimensions of emotional intelligence or emotional competence. The EIT details as follows:

**Table No. 3.3:** Details of the items, dimensions of EIT and scoring procedure

S.No	Dimensions	Items details	Total items
I	Self-awareness	12,15,16,23,26	05
II	Self-regulation	1,3,8,9,13,17,18,19,20,25	10
III	Motivation	3,10,21,29,30	05
IV	Empathy	4,11,22,27	04
V	Social Skill	5,6,7,14,24,28	06
<b>Total</b>			<b>30</b>

**Table-3.4: Scoring system of Emotional Intelligence Test**

Responses (three situational options)	A	B	C
Score	3	2	1
For all the 30 statements/items. Range of minimum & maximum score is 30 to 90.			

### **3.8.2. Psychometric properties of EIT established by the original authors**

The reliability of the scale was determined by the original developers by calculating Cronbach's alpha coefficient on the samples of 300 subjects. Cronbach's Alpha

coefficient computed is 0.7, which according to Cronbach's alpha coefficient is significant at .01 level of significance. Questions were put forth to five judges to evaluate its face validity. Item analysis was carried out to find out the validity of individual items by calculating the discriminatory value of each item. Besides the item analysis, the final scale of 30 items were also validated against 'Emotional intelligence scale analysis, the final scale of 30 items were validated against '*Emotional Intelligence scale*' (EIS) by Anukool Hyde, Upinder Dhar and Sanjayot Pethe. i.e. the concurrent validity was calculated. This was done by giving both the scale one after another with very little time interval in between. Scores of both the scales were then correlated with and the correlation coefficient was found out to be  $r = 0.28$ , which is significant at 0.05 level. In order to find the validity from the coefficient of reliability (Garretti 1981), the reliability index was calculated, which indicated high validity on account of being 0.83 (Zainuddin & Ahmed, 2008).

### **3.8.3 Re-validation of Emotional Intelligence Test (EIT) by the investigator**

The reason why the tool was revalidated was because instruments over 5 years might be outdated. Reliability refers to the stability and consistency of scores obtained from an instrument. When a researcher administers the same instrument multiple times, the scores should be nearly identical each time. Additionally, consistency is essential; if an individual responds a certain way to specific questions, they should similarly respond to related questions. Validity, on the other hand, measures how well the evidence supports the intended interpretation of test scores for their intended purpose (Creswell, Pp 158-159).

Before administering the Emotional intelligence Scale (EIT) to the targeted samples of the study, the researcher revalidated the tools to the suitability according to the context of the present samples. For this purpose, an attempt was made to revalidate the scale through establishment of validity and reliability on fresh sample i.e. tribal post-graduate students from Nagaland State.

**Reliability:** The reliability of the scale was established by Split-Half method. For this the scale was administered on a sample of 150 tribal post-graduate students. Two sets of items, categorized as odd and even, were given sequentially to the same group of postgraduate students with a 10-minute interval in between. The value between odd and

even items is 0.784. Then the reliability for the whole scale is 0.878 which indicates high internal consistency among the scale items.

**Table No. 3.5: Reliability analysis of EIT (overall and its dimensions wise)**

EIT and its dimensions	Cronbach's Alpha	Number of Items
Self-awareness	0.768	05
Self-regulation	0.736	10
Motivation	0.753	05
Empathy	0.794	04
Social Skills	0.732	06
Emotional Intelligence (Overall)	0.872	30

Cronbach's Alpha is a measure of internal consistency reliability, indicating how well the items in each dimension and the overall EIT are related to each other. Cronbach's Alpha values range from 0 to 1, with higher values indicating greater reliability. Cronbach's alpha of overall constructs should be greater than 0.7 (Dash & Chakraborty, 2021) All dimensions and the overall EIT have Cronbach's Alpha values above 0.7, indicating acceptable to good reliability. The overall EIT has a high Cronbach's Alpha value of 0.872, indicating excellent reliability. The number of items in each dimension and the overall EIT is sufficient to ensure reliable measurement. Validity of the scale was carried out by content validity and face validity. The content validity of EIT was established through expert opinion from the university which was found to be highly representative in the domain of emotional intelligence. To establish Face validity, the researcher consults various stakeholders to check its suitability for final use.

**3.9 Mental Health Inventory (M.H.I):** The inventory i.e. Mental Health Inventory (M.H.I) developed and standardized by Dr. Jagdish and Dr. A.K. Srivastava (Dept. of Psychology, BHU, Varanasi) for UG and PG students, was adopted by the investigator since which was highly suitable among the existing tools explored through review of related literature.

**Table No. 3.6:** Showing items numbers included in various dimensions of MHI

S.No	Dimensions of Mental Health	Items	Positive	Negative*	Total
1	Positive self-evaluation	1*,7*,13*,19,23*, 27,32,38,45,51	06	04	10
2	Perception of reality	6,8,14*,24*,35*,41,46 *,52	04	04	08
3	Integration of personality	2*,9*,15*,18*,20,25*, 28*,33,36,40,47, 53	06	06	12
4	Autonomy	3*,10*,29,42,48,54	04	02	06
5	Group-oriented attitude	4,11*,16*,21*,26,30*, 39, 43, 49	05	04	09
6	Environmental mastery	5,12,17,22,31,34,37,4 4,50,	09	00	09
<b>Total</b>			<b>34</b>	<b>20</b>	<b>54</b>

### 3.9.1 Scoring of MHI:

In the present scale, 4 alternative responses have been given to each statement i.e Always, often, rarely and never. 4 scores for 'always', 3 scores for 'often', 2 scores for 'rarely' and 1 score for 'never' marked responses as to be assigned for true keyed (positive statements) whereas 1,2,3 and 4 scores for 'always', 'often' 'rarely' and 'never' respectively in case of false keyed (negative) statements. The Maximum score for the Mental Health Inventory is 216 and the minimum score is 54.

### 3.9.2 Psychometric properties of MHI established by the original authors

**Reliability:** The reliability of the inventory was determined by ‘Split-Half method’ using odd-even procedure. The Table-3.7 gives the reliability coefficients of different dimensions of mental health and overall.

**Table No. 3.7:** Showing reliability coefficients for MHI

S.No	Dimensions of Mental Health	Reliability of the Index
1.	Positive self-evaluation	0.75
2	Perception of reality	0.71
3	Integration of Personality	0.72
4	Autonomy	0.72
5	Group oriented attitude	0.74
6	Environment Mastery	0.71
	Overall MHI	0.73

### 3.9.3 Validity of MHI

Construct validity of inventory was determined by finding correlation coefficients between scores on mental Health Inventory and General Health Questionnaire (Gold berg 1978). It was found to be 0.54. It is noteworthy here that high score on the general health questionnaire indicates proof of mental health. Besides, the inventory was validated against the ‘Personal adjustment’ scale (a subscale of S D Inventory) developed by Pestonjee (1973). The two inventory scores yield positive correlation of 0.57 revealing moderate validity (Jagdish & Srivastava, 1983).

### 3.9.4 Re-validation of the Mental Health Inventory (MHI) by the investigator

Like the Emotional Intelligence Test, before administering the Mental Health Inventory (MHI) to the targeted samples of the study, the researcher revalidated the tools to the suitability according to the context of the present samples. For this purpose, an attempt was made to revalidate the scale through establishment of validity and reliability on fresh sample (tribal post graduate students in Nagaland).

**Reliability:** The reliability of the scale was established by Split-Half method. For this the scale was administered on a sample of 150 tribal postgraduate students. Two sets of items, classified as odd and even, were presented one after the other to the same group of postgraduate students, with a 10-minute break in between. The value between odd and even items was 0.793. Then the reliability for the whole scale was 0.841 which indicates high internal consistency.

**Table No. 3.8:** Showing Cronbach alpha reliability coefficients of MHI

S.No	Dimensions of Mental Health	Cronbach Alpha	No. of items
1.	Positive self-evaluation	0.752	10
2	Perception of reality	0.763	08
3	Integration of Personality	0.794	12
4	Autonomy	0.767	06
5	Group oriented attitudes	0.789	09
6	Environment Mastery	0.756	09
	Overall Mental Health Inventory	0.832	54

All the dimensions and the overall MHI have Cronbach's Alpha values above 0.7, indicating acceptable to good reliability. The overall MHI has a high Cronbach's Alpha value of 0.832, indicating excellent reliability. The number of items in each dimension and the overall MHI is sufficient to ensure reliable measurement.



Validity of the scale was carried out by content validity and face validity. The content validity of mental health inventory was established through expert opinion from the university faculty and to establish Face validity, the researcher consults various stakeholders to check its suitability for final use.

**3.10 Political Efficacy Scale (PES):** As per the need of the study, Political Efficacy Scale was developed and standardized by the researcher specifically for post-graduate tribal students in Nagaland.

#### **3.10.1 Development and Standardization of Political Efficacy Scale (PES)**

Political efficacy plays a crucial role in shaping the attitudes, behaviours, and mental and emotional well-being of students, particularly postgraduate students. As a highly educated group with extensive access to education, the internet, and technological advancements, they are expected to be influential members of society. This group of educated youths are also significantly impacted by Government policies and laws which are critical for their future, their careers, and is critical to the future of the state, including its politics, economy, development, and education. The participation and political efficacy of these educated tribal youths can drive substantial change as the state progresses in various spheres

Because Political Efficacy is a multidimensional concept, different theories from Social Science, Political Science and Psychology were studied to develop and standardize the tool in the best way possible. Some of them were the Socialization Theory by Albert Bandura, the theory is based on the concept that one's environment moulds one's thinking and behaviour, that political efficacy is developed through socialization processes, including family influences, education, and media exposure (Bandura, 1977). In the context of Nagaland, because the tribal community that a person comes from plays a huge part in his/her life, it is important to know the influence of the culture and about the culture that one comes from to know about the person. For example, patriotism for one's tribal community may influence his or her participation in politics. It is also important to understand Naga society, how it is different from Indian Politics, from example, there is no division among the people in terms of religion or cast, how Christianity does influence Naga politics and how community engagement is a crucial factor in politics (Jessymol et.al 2021).

Another theory by Albert Bandura, the Social Cognitive theory in the context of political efficacy, suggest that a person's political efficacy may be linked to cognitive engagement with politics, such as staying informed about political issues, discussing politics, and having a deeper understanding of political processes. The more engaged individuals are with political information and discourse, the higher their sense of political efficacy is likely to be (Bandura, 1977).

Researchers in the field of political efficacy were used to measure citizens beliefs that politicians and political systems are responsive (external efficacy) and that citizens see themselves sufficiently skilled to participate in politics (internal efficacy).

### **3.10.2 Need for Developing the Political Efficacy Scale (PES)**

Based on the reviews collected by the researcher, on Political Efficacy, it was observed that there were very few tools established to measure Political Efficacy. No tool to measure Political Efficacy was found in India or Asia. Some specifically to measure Political Efficacy was found in America, with just a few items. Different kinds of tool measuring political and social behaviour of citizens were found in Europe. No tools were found that could adequately relate to or address the various dimensions of Naga politics, including cultural and ethnic identity, tribal community dynamics, the political landscape, and other aspects, and also no tool was found that was specifically to measure the political Efficacy of post-graduate and higher education students, both in India and Abroad.

Because Citizens and political systems vary across cultures, societies, countries, demographic population, and time, it is important to understand the context of a society and the dimensions that affects its citizens and its political system, a tool designed to measure Political Efficacy needs to have cross-culture validity (Xena, 2015). For example, the in Nagaland, there is no religious divide between the citizens, as majority of the populations are Christians (88%, Census 2011). There is no caste system among the nagas, however, there is the tribal community, which is very important part of the lives of the Nagas, also, the tribes are divided in Forward tribes and OBCs (Other Backward Tribes) (THE NAGALAND BACKWARD TRIBES COMMISSION ACT, 2016). Thus, Naga politics is also marked by internal diversity, with numerous tribes sometimes having differing interests and political priorities. This internal diversity can complicate the political landscape, as different groups may have different visions for

the future of the region. Like the Indian Administrative system, there are reservations for different communities. So, for that reason, the researcher humbly attempted to develop a Political Efficacy Scale for tribal post-graduate students in Nagaland.

### **3.10.3 Objectives of Scale**

1. To develop an initial item pool for the Political Efficacy Scale (PES) through existing literature and generating new items relevant to tribal post-graduate students in Nagaland.
2. To refine the PES through expert review, tribal youth feedback, and item analysis to create a streamlined scale.
3. To evaluate the PES's validity, reliability, and norms through a comprehensive psychometric assessment to ensure its accuracy and consistency.

### **3.10.4 Steps for construction of Political Efficacy Scale (PES)**

To construct and standardize the Political Efficacy Scale, the following steps were undertaken:

1. Planning
2. Preparation
3. Validation by Experts for content validity
4. Validation by Students and Naga tribal youths of for face validity
5. Pilot study
6. Item analysis
7. Scale refinement
8. Standardization
9. Validation

#### **1. Planning**

In planning for the tool of construction, the researcher conducted an extensive exploratory study by reviewing existing literature on measuring citizens' political

efficacy such as books, journals, articles, encyclopaedias, and previously developed tools.

The researcher found a few tools that were standardized and developed to measure political Efficacy Abroad. They were the CPS efficacy battery (Craig et al. 1990) , the Political efficacy Short Scale (PESS) (Groskurth, 2021), and Perceived Political Efficacy Scale (Sarieva, I 2018). Some studies included measuring internal collective efficacy (Sarieva, I 2018, Klandermans, 1984), a comparatively new dimension where in political efficacy where a group of citizens feel they have to ability to influence politics together. Some methods only measure internal political efficacy such as the National Election Study (NES) by Niemi et al. (1991),while others include external political efficacy (Craig et al. 1990, Groskurth, 2021). The major finding that the researcher found from all these tools were that they particularly had just a few items, ranging from 4-12 items, measuring just a few aspects of internal or external efficacy, and many of them signified the importance of how its reliability, validity and results shifted across places, demographic population and time (Craig et al. 1990, Groskurth, 2021, Sarieva, I 2018). A few examples are as follows:

The Political efficacy short Scale (Groskurth, 2021). had four items:

1. I am good at understanding and assessing important political issues. (Internal)
2. Politicians strive to keep in close touch with the people. (External)
3. I have the confidence to take active part in a discussion about political issues. (Internal)
4. Politicians care about what ordinary people think. (External) (Groskurth, 2021).

It can be seen from the Political Efficacy short scale that the items were specific, and certain aspects of citizens political efficacy such as development, progress, citizens safety, government effectiveness through technology may not be covered.

The CPS efficacy battery (Craig et al. 1990) had six items:

1. I don't think public officials care much about what people like me think
2. Generally speaking, those who we elect to congress in Washington lose touch with the people pretty quickly
3. Parties are only interested in people's votes and not in their opinions
4. People like me don't have any say in what the government does

5. Sometimes government and politics seem so complicated that a person like me cannot really understand
6. Voting is the only way that a person like me has any say about how the government run things

From the items above, it can be seen that this CPS efficacy battery used to measure citizens political efficacy was made particularly for western countries, and its items were made specifically for a certain group of people.

Through reviewing all this tools, their pros and cons, and keeping in mind the unique features of Nagaland Political landscape, its cultural and ethnic identity, the changing of time which has brought many new elements such as technological progress etc. The researcher aimed to develop and standardize a scale (Political Efficacy Scale) which can cover as many elements as possible in measuring a tribal Nagas External and internal political efficacy.

## **2. Preparation**

The following steps were taken into consideration in the preparation of the items for the proposed inventory:

- a. Identification of the items
- b. Writing of the items

### **a. Identification of the items**

In order to frame the items, the investigator has looked upon various conceptual and related literature on Political Efficacy specifically for Tribal post-graduate students in Nagaland.

The pursuit of various literature revealed that it is necessary to involve culture, and tribal identity, political landscape, all needs to be added to understand the political efficacy of tribal students as the tribal community that one comes from plays a huge role in One's life. The patriarchal nature of Naga society may also influence students' political efficacy depending on their gender. For tribal students, aspects like student scholarship from the Government are also very important determinants in shaping their views on the Government, Also, the tribe that one comes from, be it from a major tribe or a minor tribe, will also be a huge determinant on how they see the government.

In the light of the literature and taking into consideration of the previously standardized tools on political efficacy, the different aspects (cultural, tribal, gender, economic) that impact Naga politics, the different sociological, psychological and political theories that may impact students political efficacy, in consultation with subject experts, tribal students and with the research supervisor, the investigator went forward to use two dimensions for this scale, they are the Internal political efficacy scale and the external political efficacy scale (Researcher).

The operational definitions for the political efficacy scale are given bellow:

**1. Political Efficacy:** Political Efficacy is people's self-belief that they understand and know politics and that their actions and participation can influence politics in a manner that that they desire and they also trust and have faith in their government and political system to full fill their needs as well as bring peace, prosperity and progress. In the present research, political efficacy is a combination of internal political efficacy and external political efficacy:

**2.Internal Political Efficacy:** It is the belief of an individual towards himself/herself to influence and contribute to politics through his/her skills, knowledge and abilities. Internal Efficacy determines the participation of an individual in political activities or activities that influence politics which may range from voting, sharing political opinions, helping in a political campaign, petitioning, so on and so forth.

**3. External Political Efficacy:** External Political Efficacy is defined operationally as the belief that the political system and its representatives are responsive to the needs of individuals and the General public. It measures the extent to which individuals feel that their voices are heard and considered by those in power, and that their participation can influence political decisions and outcomes.

#### **b. Writing of items**

The initial collection of items for the scale was assessed after days and months of deliberation, discussion, and brainstorming. This process took place after selecting the dimensions from exploratory studies and reviewing existing standardized tools. The first draft was framed with thirty-one questions consisting of 15 positive items and 16 negative items under the two dimensions, External and Internal Political Efficacy. The improvement of the selected items was done twice after due consultation with the

supervisor, where some items were removed, some new items were added, some were modified, and the total items increased to 32 items. With 19 positive items and 13 negative items, 18 items were related to internal political efficacy and 14 items were related to external political efficacy. These 32 items were selected after proper scrutiny for content validation. The Political Efficacy Scale designed for tribal post-graduate students was thus prepared on a three-point Linkert Scale consisting of positive and negative items. There were three responses “Agee”, “Undecided”, “Disagree”.

The present Political Efficacy Scale was designed to understand and measure the internal and external political Efficacy of tribal post-graduate students, include elements that are a crucial part of their political identity, such as cultural, ethnicity, gender, tribal community, etc and accurately predict the conditions of their political efficacy and the different elements that shape their political efficacy.

**Table No. 3.9:** Political Efficacy Scale (PES) (Initial Draft with 32 items)

S.No	Statements /items	A	UD	DA
1.	I believe my participation in political related activities can help the politics of my state.			
2.	I believe student participation in politics can benefit politics.			
3.	I believe the tribe that I come from has played a major role in shaping my political views.			
4.	I keep myself updated with all news and stories related to politics.			
*5.	I Believe I need more maturity and experience to understand politics.			
6	I am aware of the political history of my tribe.			
* 7	Sometimes politics become hard for me to understand.			
8	I consider myself well suited psychologically and emotionally to participate in politics.			

S. No	Statements /items	A	UD	DA
*9	I feel that an individual alone can make so significant impact in politics.			
* 10	I find it difficult to control my emotions when I express myself in sensitive political issues.			
*11	I believe it is unwise to express your political opinions very honestly.			
12	I believe my political opinions and thoughts are well versed			
13	I believe I have contributed well to the student union organizations that I am a part of.			
*14	I believe it is more important to focus on studies than participate in student politics in college and university.			
*15	I believe Political instability can impact my mental Health.			
16	I am aware of most of the Government policies and laws.			
17	I am aware of my political rights.			

18	I believe development in the state is not only the responsibility of the Government but also the people.			
19	I believe the Government can take care of the needs of every tribe.			
*20	The Government Can do more to help students from economically weaker sections.			
*21	I believe the Government can do more to help people find employment.			
*22	Government initiatives are not satisfactory in providing infrastructure and facilities.			
*23	The Government can do more to help education in the State.			
24	The Government has played a major role in the growth of the			



	State			
S.No	Statements /items	A	UD	DA
25	I believe the news I receive from newspapers and different kinds of mass media is honest and not influenced by political interest.			
26	Student scholarship provided by the Government is satisfactory.			
27	I believe the needs of different villages are properly looked after by their elected representatives.			
28	Political relationships between various tribes is more peaceful today than in the past.			
*29	Political issues today are solved in a more peaceful and adequate manner than in the past.			
30	In my opinion, citizens freedom of expression is supported both by the State and the Central Government.			
31	I trust political parties to full fill their promises they make to the citizens during election.			
*32	I am not fully satisfied with the level of social, economic and political development in the state over the past 10 years.			

*\*Negative items*

### **3.10.5 Validation by subject experts for content validity**

Content validity refers to the extent to which a measurement instrument, such as a survey or test, accurately measures the subject area it is designed to measure. In research, content validity is crucial for ensuring that the instrument comprehensively covers all aspects of the subject being studied. Content validity involves subject experts in the subject area as well as well versed in the process of tool construction, and research methodology to review the instrument. Experts assess whether the items are relevant and whether they cover the entire domain of the construct. Their feedback helps refine the instrument to improve its accuracy, clarity and correct any errors found by the subject experts. Preferably, the number of experts should range between 10 to 15. If majority of the experts agree that the tool can assess for which it is developed, the content validity for it is established (Sansanwal, D.N., 2020)

To determine the content validity, the draft was reviewed by fourteen experts from different departments in Nagaland Universities who were knowledgeable in the subject area. They evaluated the statements for content accuracy and inclusion, relevance, clarity, and provided suggestions for additions, deletions, and modifications. The feedback and comments from the experts were analysed on a five-point scale, leading to the rearrangement of some items. Also, one expert encouraged the addition of more items to cover different spheres that may be able to measure the student's political efficacy.

#### **3.10.6 Face validity by post-graduate students or Naga tribal youths of similar age**

Face validity refers to the individual try out of the targeted sample who are going to be the sample of the research study. The main purpose is to make sure the statements are clear, straightforward and easy to understanding so that the target sample does not having any difficulty in understanding them or that the questions are not misinterpreted in anyway (Sansanwal, D.N., 2020).

To determine the face validity, the draft was reviewed by fourteen tribal youths, 30 postgraduate students, some of them were members of tribal unions and student's associations. They evaluated the statements to give their thoughts and opinions, whether they were clear, whether they could easily understand the questions, whether they found certain items confusing, and whether they felt they were relevant to the present context of Nagaland. The youths gave positive feedbacks, that the items were clear, precise and they had no problem or difficulty in understanding the items. They also gave good feedback on the items, saying they found the questions relevant and that they were satisfied with it.

#### **3.10.7 Pilot Study**

After the process of content and face validity, the draft was modified for item analysis. The second draft contains 41 items (25 positive items and 16 negative items); 20 items relating to internal political efficacy and 21 items relating to external political efficacy was finalized for pilot study. The increase in items occurred because, through content and face validity, with the help of the subject experts and the students, the researcher identified many items that could effectively measure political efficacy. Thus, the number of items was increased from 32 to 41. For a pilot study, 200 PG students

selected randomly from the various departments of Nagaland University (A Central University), Kohima Campus for data collection and scored their responses through the consistent scoring procedure. The researcher obtained permission from the concerned Head of Departments and the lecturers before data collection and handed the questionnaires to the post-graduate students after acquiring permission. The researcher explained the purpose of the questionnaires and signified how their responses will be crucial for the research study. The researcher encouraged the students to ask any questions in case there was any confusion and also requested the students to give their feedback on the tool. There was no confusion among the students, and most of them responded positively to the tool. After collecting the data, item analysis was conducted using SPSS to evaluate the discrimination power of each item for two extreme groups through an independent samples t-test.

The Political Efficacy Scale's preliminary draft features 41 items, each with three response options: Agree (A), Undecided (UD), and Disagree (DA). Scoring was as follows: Positive statements: Agree (3 points), Undecided (2 points), Disagree (1 point) and Negative statements: Agree (1 point), Undecided (2 points), Disagree (3 points). This scoring system allows for a nuanced measurement of respondents' political efficacy.

### **3.10.8 Item analysis**

The pilot study was conducted among 200 PG participants selected randomly. After arranging the total scores of the scores in descending order. Two extreme groups, i.e the top 27% of the highest scores and the bottom 27% of the lowest scores were identified as suggested by Kelly (1939). These scores were used to select items in order to determine the 'Item Validity/Discrimination Index' of the items (Garrett, 2008). The discriminant value of each item was calculated using SPSS by computing the t-value, based on the responses from the highest and lowest groups. From the analysis, only the items with a t-value of 1.96 or higher were selected, as these were significant at the 0.05 level, indicating that these items are capable to make a difference between the high and low scoring groups. A higher t-value suggests a greater discriminating power of the item were all retained and items with t-values less than 1.96 were excluded. Hence, based on the t-values, a final inventory of 27 statements were retained and 11 items were excluded.

**Table No. 3.10:** Results of the item analysis and list of items with their discrimination power (t-values)

S.No	Survey items/statements	t-values	Decision
1.	I have confidence that my participation in political related activities will contribute to the growth and development of my State.	3.14	Retained
2.	My tribal identity encourages me to be more politically active for the welfare of my tribe.	4.17	Retained
3.	<i>I believe my education has increased my understanding of politics.</i>	0.67	<i>Excluded</i>
4. *	I find it hard to keep myself regularly updated with all news and stories related to politics.	2.87	Retained
5. *	I think it is more important to focus on studies than to be involved in different types of student politics.	3.99	Retained
6. *	<i>I find it hard to associate with people with different political values and beliefs.</i>	1.56	<i>Excluded</i>
7. *	I believe my individual vote in elections does not really make a difference.	3.08	Retained
8.	<i>I believe in the freedom of people to hold peaceful protest and rallies.</i>	0.60	<i>Excluded</i>
9. *	I do not like to share my political thoughts and opinions on social media.	5.88	Retained
10.	Women should get equal opportunity to participate in politics.	3.12	Retained
11.	<i>I think certain tribal customs of patriarchy and discrimination can be reevaluated.</i>	1.11	<i>Excluded</i>
12.	Naga youths today have more voice in the decision	3.98	Retained

	making of tribal councils.		
S.No	Survey items/statements	t-values	Decision
13. *	Politics require more collective effort than individual effort.	3.65	Retained
14.	<i>I can influence people to see my political views.</i>	1.26	<i>Excluded</i>
15. *	<i>I get nervous when I express my political thoughts and opinions to a large group of people.</i>	1.59	<i>Excluded</i>
16. *	<i>I find it difficult to control my emotions when I express myself in sensitive political issues.</i>	0.89	<i>Excluded</i>
17. *	I believe it is not appropriate to express my political opinions very honestly.	2.48	Retained
18. *	I don't think student organizations are effective enough to bring much changes.	5.13	Retained
19.	I am aware of most of the Government policies and laws of the political system of my State.	3.69	Retained
20.	<i>Development in the State/Country is not only the responsibility of the Government but also the people.</i>	0.01	<i>Excluded</i>
21.	I believe Democracy to be an effective form of Government.	2.22	Retained
22.	Public health care system in the state is satisfactory.	6.01	Retained
23. *	<i>Unemployment in the State is the result of not enough political support for the private sector.</i>	1.22	<i>Excluded</i>
24.	Public officials do respond well to the grievances of the people.	4.61	Retained
25.	The tourism department has done a great job in the growth of tourism in the State.	3.28	Retained

S.No	Survey items/statements	t-values	Decision
26. *	<i>More political support can be made to preserve and maintain the cultural heritage of different tribes in Nagaland.</i>	0.03	<i>Excluded</i>
27. *	<i>Stricker laws and policies can be made to preserve and protect the environment of the State.</i>	1.51	<i>Excluded</i>
28.	PG Student's scholarship provided by the State/Central Government is satisfactory.	4.01	Retained
29. *	<i>I am not fully satisfied with the quality of education of Government schools in my village.</i>	0.91	<i>Excluded</i>
30.	<i>Development of roads, bridges and other infrastructure projects over the past ten years is satisfactory.</i>	1.26	<i>Excluded</i>
31. *	Sports and music in the State requires more support from the Government.	3.29	Retained
32.	I have faith in the political system to maintain peace and order in times of political upheaval.	5.84	Retained
33.	I trust the political system to of the state to bring equal opportunity to all the citizens of the State.	7.37	Retained
34.	The functioning of political administration in the State is satisfactory.	5.61	Retained
35.	Citizen's safety and wellbeing is properly looked after by the law.	5.23	Retained
36.	Political issues today are solved in a more peaceful and adequate manner than in the past.	3.77	Retained
37.	I trust political parties to full fill their promises they make to citizens during election.	7.37	Retained
38. *	There are not enough programs and initiatives on the	2.49	Retained

	side of the Government to support the mental wellbeing of the citizens.		
S.No	Survey items/statements	t-values	Decision
39. *	<i>More reservation is required for students from minor tribes.</i>	0.58	<i>Excluded</i>
40.	I believe politics in the coming and future generations will be cleaner, fairer and more prosperous.	6.71	Retained
41.	I believe technological advancement has increased Government effectiveness in responding to the needs of the people.	3.28	Retained

(Items in Bold italics were not selected as the t-value is less than 1.96 & \*Negative items)

### 3.10.9 The final draft of the Political Efficacy Scale (PES)

After the process of item analysis, a final draft of 27 items (18 positive items and 9 negative items) were finalised for further standardization process.

**Table No. 3.11:** Showing distribution of items for the final draft of the Political Efficacy Scale

Dimensions of PES	No. of items	Item Details
Internal Political Efficacy	12	1,2,4*,5*,7*,9*,10,12,13*, 17*, 18*, 19 .
External Political Efficacy	15	21, 22, 24, 25, 28, 31*, 32, 33, 34, 35, 36, 37, 38*, 40, 41.
Overall, PES	27	27 items (18 positive items and 9 negative items)

(\*Negative Items)

### 3.10.10 Establishing Reliability for Political Efficacy Scale (PES)

Reliability refers to the consistency of scores that an individual receives when tested multiple times under varying conditions, such as on different occasions, with different sets of equivalent items, or under other variable examining circumstances (Anastasi & Urbina, 2017).

#### a. Split-Half Method

The Political Efficacy Scale, being a power test, aligns well with the Split-Half Method for reliability testing, as emphasized by Best and Khan that the Split-Half Method is highly appropriate for scales (Best & Khan, 2006).

To establish reliability (internal consistency), the Political Efficacy Scale was administered to 150 postgraduate students. Split-half method was used through the odd-even method. To estimate reliability coefficient for the whole scale the Spearman-Brown prophecy formula was used. The results are presented in the table below:

**Table No. 3.12:** Split-Half Reliability Test Results (Correlation of Odd and Even Items)

Political Efficacy Scale (PES)		ODD ITEMS	EVEN ITEMS
ODD ITEMS	Pearson Correlation	1	
	Sig.		
	N	150	.843**
EVEN ITEMS	Pearson Correlation	.843**	150
	Sig.	.000	1
	N	150	150

*\*\*.* Correlation is significant at the 0.01 level

**Split-Half Reliability of PES:** This method evaluates the tool's internal consistency by dividing it into two halves and analysing their correlation (Pearson Product Moment correlation method), verifying that both halves measure the same underlying concept or



trait. The results yielded a strong positive correlation of 0.843 ( $p\text{-value} < 0.01$ ), between two half parts. The coefficient of reliability for the whole scale is 0.915 indicating significant reliability at the 0.01 level. This confirms that the PES is a dependable tool.

#### **b. Reliability Analysis (Cronbach's Alpha method)**

Cronbach's Alpha is a measure of internal consistency reliability, indicating how well the items in each dimension and the overall PES are related to each other. Cronbach's Alpha values range from 0 to 1, with higher values indicating greater reliability. Cronbach's alpha of overall constructs should be greater than 0.7 (Dash & Chakraborty, 2021).

**Table No. 3.13:** Reliability Analysis (Cronbach Alpha Method) of Professional Efficacy Scale (PES) and its Dimensions

<b>PES and its Dimension</b>	<b>Cronbach's Alpha</b>	<b>Number of Items</b>
Internal Political Efficacy	.798	12
External Political Efficacy	.746	15
Overall, PES	.821	27

All dimensions of PES and the overall PES have Cronbach's Alpha values above 0.7, indicating acceptable to good reliability. The overall PES has a high Cronbach's Alpha value of 0.821, indicating excellent reliability. The number of items in each dimension and the overall PES is sufficient to ensure reliable measurement.

#### **3.10.11 Establishing Norms for Political Efficacy Scale (PES)**

Once the researcher has established the reliability and validity of the tests, scales, and inventories, they can set norms, as raw scores alone lack meaning. To give context to these raw scores, norms are necessary. They offer a valuable reference point for interpreting scores on tests, scales, or inventories. In simple terms, norms allow for comparison between an individual and the group. (Sansanwal, 2020). The process of developing the PES involved a total of 542 tribal post-graduate students, Naga youth

etc from Nagaland and fourteen experts. Specifically, 200 postgraduate students participated in item analysis, 150 students were involved in establishing reliability and validity, and another 150 students contributed to norm establishment

Political efficacy levels can be categorized into high, average, and low using the standard method of Mean  $\pm$  Standard Deviation. The Political Efficacy Scale (PES) scores to be interpreted such as High scores (above Mean + SD) indicates active political participation, high self-expression, and a positive attitude towards the political system. Average scores (within Mean  $\pm$  SD) indicate moderate political participation, average self-expression, and a neutral attitude towards the political system and low scores (below Mean - SD) indicates low political participation, low self-expression, and a negative attitude towards the political system. The total PES score ranges from 27 (minimum) to 81 (maximum).

**Table No. 3.14:** Norms for interpreting Political Efficacy Scores  
(Mean: 52.60 & SD: 5.99)

S.No	Raw Score Range	Levels of Political Efficacy
1.	More than 58	High Political Efficacy
2.	Between 46 to 58	Average Political Efficacy
3.	Less than 46	Low Political Efficacy

For Overall Political Efficacy, a raw score above 58 (M+SD) is considered High, between 46 and 58 is Average, and below 46 is Low political Efficacy.

In this study successfully developed and standardized the scale to measure the political efficacy of tribal post-graduate students in Nagaland, a crucial step in understanding the complex factors influencing political participation. By considering various factors such as education level, political socialization, civic engagement, and trust in Government institutions, this research created a comprehensive scale with two dimensions: Internal and External Political Efficacy. The established norms enable classification of scores into high, average, and low levels of political efficacy, providing valuable insights for future research and initiatives aimed at enhancing political participation among tribal youth in Nagaland. This tool contributes significantly to the field of political

psychology, offering a reliable tool for measuring political efficacy and informing strategies to promote civic engagement and democratic participation.

### **3.11 Higher Educational Institutions where the final data was collected**

Higher Education Institutions providing Postgraduate courses in the state of Nagaland is comparatively limited as of 2022. Out of the 16 administrative districts, only in four of the administrative districts Higher educational institutions providing postgraduate courses are available at Dimapur, Kohima, Zunheboto).

The researcher gathered final data from all three campuses of Nagaland University (Lumami under Zunheboto District; Kohima under Kohima District, Medziphema under Dimapur District) and used a simple random sampling technique to select colleges offering post-graduate courses affiliated with NU. The chosen institutions were Kohima Science College (An Autonomous college affiliated with NU) and St. Joseph's College, Jakhama (also an autonomous and affiliated with NU).

Nagaland University (A Central University), inaugurated on October 20, 1989, under an Act of the Indian Parliament, is the oldest higher educational institution in Nagaland. It holds the distinction of being the 13th Central University in India and stands as the sole Central University within the State of Nagaland. Because it provides good quality as well as affordable education, students from all the Districts of Nagaland, from all tribes, as well as from other States, come to Nagaland University for higher education. Nagaland University has three permanent campuses at Lumami, Kohima and Medziphema. (Nagaland University Official Website). The main headquarters, which is located in Lumami (Zunheboto District), offers post-graduate courses in the disciplines such as Economics, Political Science, Law, Sociology, Anthropology, Botany, Chemistry, Environmental Science, Forest Science, Geography, Mathematics, Physics, and Zoology. Nagaland University, at Kohima campus, offers post-graduate courses in the following disciplines, Education, Teacher Education, English, MBA, History and Archaeology, Hindi, Linguistics, Tenyidie, Psychology, Geology, Commerce, History and Archaeology (Nagaland University Official website, academic year, 2022).

Nagaland University at Medziphema campus, offers post-graduate courses in Agronomy, Agriculture and Soil Science Agricultural Economics, Agricultural

Extension, Entomology, Horticulture, Livestock Production and Management, Plant Pathology, Rural Development and Planning, Soil and Water Conservation, and Genetics and Plant Breeding. (Nagaland University Official website, academic year, 2022).

St. Joseph's College (Autonomous), Jakhama, is one of the oldest educational institutions in Nagaland. Established in 1983, it is a well-known college affiliated with Nagaland University. The college is located in Jakhama village, near Kohima, the capital city of Nagaland. It offers post-graduate courses in various disciplines and is recognized for its contributions to higher education in the region. The college provides post-graduate courses in English, Sociology, Political Science & Economics (St. Josephs's College, Jakhama, Official Website, academic year 2022).

Kohima Science College (Autonomous), is affiliated with Nagaland University and is located in Jotsoma, which is near Kohima, the capital city of Nagaland. Established in 1961, the college offers undergraduate and postgraduate programmes in various science disciplines. The college is known for its contributions to science education and research in Nagaland. Some of the post-graduate courses the college provides are Anthropology, Botany, Chemistry, Geology, Mathematics, Physics, and Zoology (Kohima Science College official website, Jotsoma, academic year, 2022).

These three institutions are the oldest, most prominent and renowned institutions of higher education in the State of Nagaland, and they serve as an educational hub for most of the students wanting to pursue a higher education degree. Because students from all over the State pursue higher Education in these educational institutions, the researcher perceived that due to the diverse representation of students from different tribes, stream, type of institution and gender in these Educational Institutions, data collected from them would offer a comprehensive insight for the study.

### **3.12 Collection of Data**

After finalizing the prescribed research tools, data collection for the final study commenced, adhering to the established sampling technique. To obtain the necessary permissions, the researcher personally visited the colleges and university campuses, explaining the study's purpose to the heads of departments. Upon receiving approval, the researcher distributed and administered the questionnaire to postgraduate students. To ensure accurate responses and cooperation, the researcher explained the study's

purpose, emphasizing the significance of their participation. The tools were administered after a brief discussion with the department heads, during which the tools were explained. Postgraduate students then completed the Emotional Intelligence Test (EIT), Mental Health Inventory (MHI), and Political Efficacy Scale (PES), along with providing personal information. Clear instructions were provided, and students were encouraged to ask questions or report any difficulties. The researcher emphasized the importance of answering all questions. Students responded positively, completing the questionnaires without difficulties. The questionnaire was straightforward, clear, and easy to understand. Students were assured of confidentiality and given sufficient time to complete the questionnaires, which took approximately 30-40 minutes. After completion, the researcher verified that all entries were correct. Finally, the researcher thanked the students, teachers, and department heads for their cooperation and time, which facilitated successful data collection.

### **3.13 Statistical techniques used**

As per the formulated objectives and hypotheses of the present study, for analysing and interpreting the data, both descriptive and inferential statistics were employed. The data was entered into MS Excel, organized according to variables, objectives, and hypotheses. Various statistical techniques were applied using IBM SPSS-27 to test hypotheses related to Emotional Intelligence, Mental Health, and Political Efficacy, along with demographic variables such as type of institutions, gender, streams of study, and type of tribes. The following suitable and relevant statistical methods were employed for the data analysis.

**Descriptive Analysis:** Descriptive analysis was employed to examine the characteristics of the scores for variables such as Emotional Intelligence, Mental Health, Political Efficacy, and various demographic factors (Gender, Type of Institutions, Streams of Study, and Type of Tribes). This analysis involved calculating measures such as the Mean, Median, Mode, Standard Deviation, Skewness, and Kurtosis, among others. Additionally, Frequency and Percentage analyses were utilized to further understand the data distribution.

**Inferential analysis:** As per the requirement of the study and nature of the data, inferential statistics such as an independent sample t-test was conducted to determine the differences in Emotional Intelligence, Mental Health, and Political Efficacy across various categorical groups, such as male versus female, Government versus private institutions, Humanities versus Science, and different types of tribes. Factorial (three way) ANOVA was used to explore the interaction effects of gender, streams of study, and type of tribes on Political Efficacy. Simple Linear Regression Analysis was employed to identify significant predictors and assess the impact of a single independent variable wise Emotional Intelligence, Mental Health on a corresponding dependent variable (Political Efficacy).

**Bivariate analysis:** Pearson Product Moment correlation was used to assess the strength of the relationship between the independent variables (Emotional Intelligence and Mental Health) and the dependent variable (Political Efficacy). The Pearson correlation coefficient ranges from +1 to -1. A coefficient between 0.00 and 1.00 signifies a positive association, meaning that as one variable increases, the other variable also tends to increase. Conversely, a negative correlation indicates that as one variable increases, the other variable tends to decrease. There are various methods to interpret the correlation coefficient or adjusted correlation coefficient to assess the magnitude and strength of the relationship between variables.

## **CHAPTER-IV**

### **ANALYSIS AND INTERPRETATION OF THE DATA**

#### **4.Outline of the Chapter:**

This Chapter focuses on the analysis and interpretation of the gathered data. The Data were analysed using descriptive and inferential statistical techniques. This chapter provides a brief overview of statistical analysis, the tools used for this study and then moves on to the findings concerning the three variables that are Emotional Intelligence (EI), Mental Health (MH) and Political Efficacy (PE). The chapter is structured into six segments. Initially, the distribution of the samples is assessed among the demographic variables which are Gender, Type of Institutions (ToI), Streams of Study (SoS) and Type of Tribes (ToT), followed by measuring the normality of the variables pertaining to Emotional Intelligence, Mental Health, and Political Efficacy. The discussion then leads to detailing the levels and comparisons of these variables (EI, MH, PE), then investigating group disparities between them, exploring the relationship between demographic variables (Gender, ToI, SoS, ToT) and the levels of all the study variables, and ultimately assessing the individual impact of Emotional Intelligence in predicting Political Efficacy, as well as the impact of Mental Health on predicting Political Efficacy.

#### **4.1 About Statistical analysis and Data**

Careful examination of the collected data is crucial for the credibility of the research. Statistical analysis of data is one of the most important aspects of modern research which involves assessing the acquired data. Statistical analysis involves organizing, categorizing, and summarizing data to unveil essential insights. Its main goal is to make sense of the data, shed light on research questions and hypotheses, and draw appropriate conclusions. By providing a structured framework, data analysis gives credibility to the research findings, substantiates them with reliable references, and establishes a theoretical foundation. Essentially, it simplifies complex research findings for interpretation. In order to determine the important factors or meaning lying in the collected data, data analysis needs the application of some statistical techniques which further requires a deep and intensive knowledge about the data to be analysed and the tools and techniques needed to analyse them (Koul, p-296).

It is through methodical analysis that the findings of the research are revealed, and the complexities and characteristics of the problem hidden in the Data, facts and figures are uncovered, simplified and finally valid generalization are drawn. (Koul, p.480-481).

Data collected for the study was organized and analysed using Microsoft Excel 2015 and IBM SPSS 22. Various statistical techniques such as frequency, percentages, Median, Mode, SD, Skewness, Kurtosis and inferential statistics such as independent sample t-test, Three-Way ANOVA, Pearson's Product Moment Correlations, Linear Regression Analysis were employed. The results obtained from these statistical techniques were then interpreted to draw relevant conclusions in accordance with the study's objectives and hypotheses. The chapter is structured into six sections corresponding to the study's objectives, and the results are presented accordingly.

**“SECTION-I: PERCENTAGE AND DESCRIPTIVE ANALYSIS OF EMOTIONAL INTELLIGENCE, MENTAL HEALTH AND POLITICAL EFFICACY.”**

**“SECTION-II: DISTRIBUTION OF SAMPLES AND TEST OF NORMALITY OF EMOTIONAL INTELLIGENCE, MENTAL HEALTH AND POLITICAL EFFICACY AND ITS SUB-SAMPLES/DEMOGRAPHIC VARIABLES.”**

**“SECTION-III: DIFFERENTIAL ANALYSIS (TEST OF SIGNIFICANCE) OF EMOTIONAL INTELLIGENCE, MENTAL HEALTH AND POLITICAL EFFICACY BETWEEN DIFFERENT GROUPS OF VARIOUS DEMOGRAPHIC VARIABLES.”**

**“SECTION-IV: UNIVARIATE ANALYSIS (INDIVIDUAL AND INTERACTION EFFECTS) OF THE DEMOGRAPHIC VARIABLES (STREAMS OF STUDY, TYPE OF TRIBES AND GENDER) ON POLITICAL EFFICACY.”**

**“SECTION-V: BIVARIATE ANALYSIS (CORRELATION) BETWEEN THE MEASURED VARIABLES {EMOTIONAL INTELLIGENCE, MENTAL HEALTH AND POLITICAL EFFICACY}.”**

**“SECTION-VI: REGRESSION (PREDICTION) ANALYSIS TO FIND THE INDIVIDUAL CONTRIBUTIONS OF EMOTIONAL INTELLIGENCE AND MENTAL HEALTH IN PREDICTING THE POLITICAL EFFICACY OF TRIBAL STUDENTS AT POST-GRADUATE LEVEL.”**



## SECTION-I

### 4.2 “PERCENTAGE AND DESCRIPTIVE ANALYSIS OF EMOTIONAL INTELLIGENCE, MENTAL HEALTH AND POLITICAL EFFICACY.”

#### 4.2.1 Frequency and percentage analysis of Emotional Intelligence of postgraduate students

**Research Question-1:** “What is the status of Emotional Intelligence of tribal students at the post-graduate level?.”

**Table No. 4.1.1:** Levels of Emotional Intelligence of tribal post-graduate students

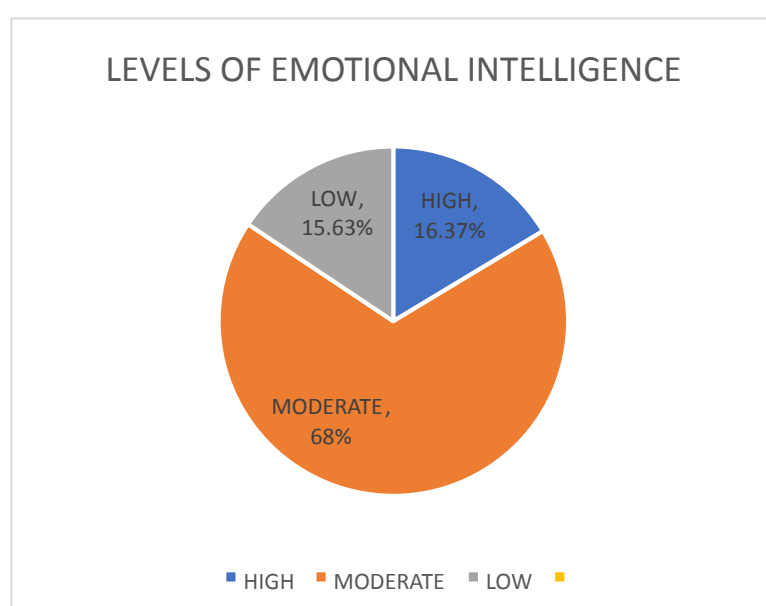
Levels of Emotional Intelligence	Frequency (f)	Percentage (%)
High	131	16.37%
Moderate	544	68.00%
Low	125	15.63%
TOTAL	800	100%

Table No.4.1.1 and figure 4.1.1 indicates that 16.37% of the tribal students at the post-graduate level have high emotional intelligence, 68% have moderate emotional intelligence, and 15.63% have low emotional intelligence. Based on the answers that they had given, some of the characteristics of students with high emotional intelligence were that they more confident in expressing themselves, were less prone to take stress for things that are out of their control and they prepared themselves for future adversaries, have a problem solving mindset, were ready to make an effort in helping others, had a good circle of friends and family, they valued teamwork , were less likely to be affected by criticism, saw grief and hardship as an essential part of life, had a strong sense of purpose in life, were more adaptable to change, they were also content about themselves and their identities, had an optimistic view on life, were straightforward in sharing their opinions and were determined in accepting responsibility, and had a strong sense of morality and integrity. Students with moderate

and low level of Emotional Intelligence were less equipped in these areas as compared to students with high emotional intelligence.

From the results obtained, it has been observed that tribal students studying at postgraduate level in Nagaland have a “Moderate” level of emotional intelligence.

**Fig. No. 4.1.1:** Pie-chart showing the various levels of emotional intelligence in percentages



#### 4.2.2 Frequency and percentage analysis of Mental Health of Post-graduate students

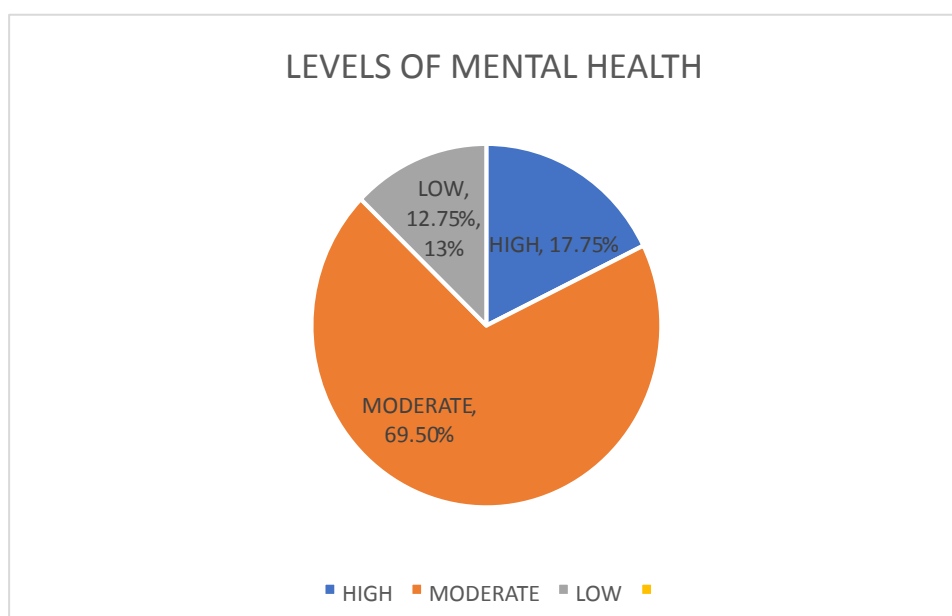
**Research Question 2:** “What is the status of Mental Health of tribal students at the post-graduate level?.”

**Table No. 4.1.2:** The various levels of Mental Health of tribal post-graduate students

Levels of Mental Health	Frequency (f)	Percentage (%)
High	142	17.75%
Moderate	556	69.50%
Low	102	12.75%
Total	800	100 %

From the above table 4.1.2 and figure 4.1.2, it can be seen that 17.75% of the tribal students at the post-graduate level have a high level of mental health, 69.50 % have a moderate level of mental health, and 12.75% have a low level of mental health. Some of the characteristics of students with high mental health were that they were more confident in themselves, showed more affection towards their neighbours, were capable to mould themselves according to circumstances, were less likely to worry about trivial matters, they felt that they were utilizing their abilities to their fullest, were less prone to feelings of depression and dejection, played an important role in social events, were satisfied and content with their social relationships, were less anxious about their future and focused on the present, were able to make decisions easily even in difficult circumstances and always ready to fight their problems, felt self-secured among their friends, and they enjoyed making decisions for themselves and felt pleasure in taking responsibilities. Students with moderate and low level of Mental Health were less equipped in these areas as compared with students with high level of Mental health. From the results obtained, it can be observed that tribal students studying at post-graduate level in Nagaland have a “Moderate” level of mental health.

**Fig No. 4.1.2:** The distribution of the total sample according to the levels of mental health



### 4.2.3 Frequency and percentage analysis of Political Efficacy of Post-graduate students

Research Question 3: “What is the status of the level of Political Efficacy of tribal students at the post-graduate level?.”

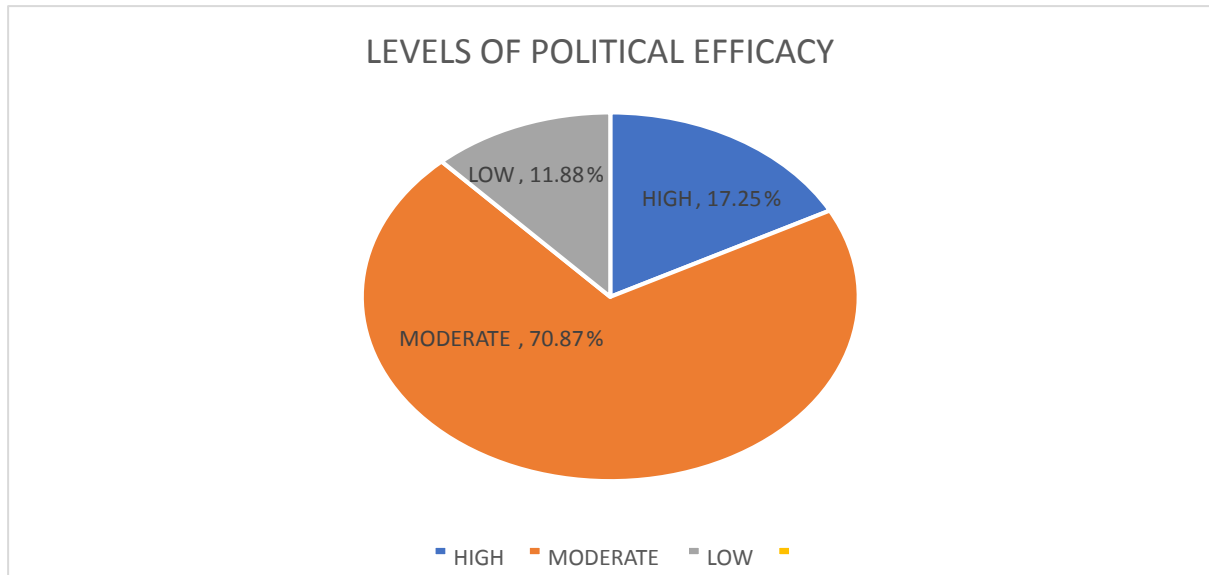
**Table No. 4.1.3:** The various levels of Political Efficacy of tribal post-graduate students

Levels of Political Efficacy	Frequency (f)	Percentage (%)
High	138	17.25
Moderate	567	70.87
Low	95	11.88
Total	800	100

From the table 4.1.3 and figure 4.1.3, it can be seen that 17.25% of the tribal students at the post-graduate level have a high level of Political Efficacy, 70.87 % have a moderate level of political efficacy, and 11.88% have a low level of political efficacy. Those who had high political efficacy had better self-esteem and self-confidence and had a sense of belief in their own actions, opinions and belief in themselves to be able to make a difference. Through their answers, they were also seen to be more actively engaged in political activities such as voting, volunteering, or advocacy, feeling empowered to contribute to societal change. They also possessed a deeper understanding of politics as a whole. Another interesting finding was that the higher the political efficacy in a student, the higher was their patriotism towards their clan, those who were more engaged in their communities or clans were seen to have higher political efficacy, and had high a regard for their tribal values and tribal community. Students with Low political efficacy believed that they were powerless in the community, they hold negative attitudes towards politicians, political institutions, and the political system as a whole, viewing them as corrupt, ineffective, or unresponsive to the needs of ordinary citizens. They also showed a lack of interest or motivation to participate in political activities such as voting, volunteering, or advocacy, feeling disconnected from the community. From the results obtained, it has been observed that the majority of tribal

students studying at post-graduate level in Nagaland have a “Moderate” level of Political Efficacy.

**Fig. No. 4.1.3:** Pie-chart shows the distribution of the total sample according to the Levels of mental health



## SECTION-II

### 4.3 DISTRIBUTION OF SAMPLES AND TEST OF NORMALITY OF EMOTIONAL INTELLIGENCE, MENTAL HEALTH AND POLITICAL EFFICACY AND ITS SUB-SAMPLES/DEMOGRAPHIC VARIABLES

As mentioned in Chapter-III, shows approximately the total population of postgraduate students in Nagaland studying in Nagaland University and its affiliated colleges (2021) would be 3,486. As per the Taro Yamane formula, to determine the minimum sample size that could be selected from a population, the minimum sample size 359, should not take below than 359. Thus, the researcher has selected a sample size of 800 as he felt it would be a good representation for the targeted population (Tribal students from Nagaland at post-graduate level).

#### 4.3.1 Distribution of samples of the study based on the demographic variables (gender, type of institutions, streams of study and type of tribes)

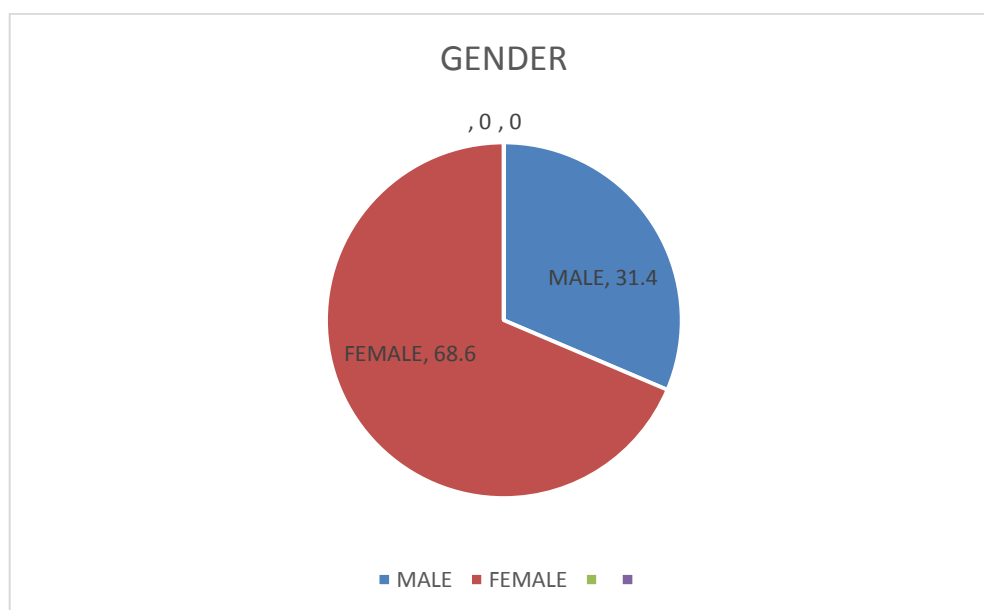
The figures below show the distribution of the samples according to the demographic variables. The sample comprised of 800 tribal students from Nagaland studying at post-graduate level from Nagaland University and colleges affiliated to it.

**Table No.4.2.1:** Showing the distribution of samples according to demographic variables

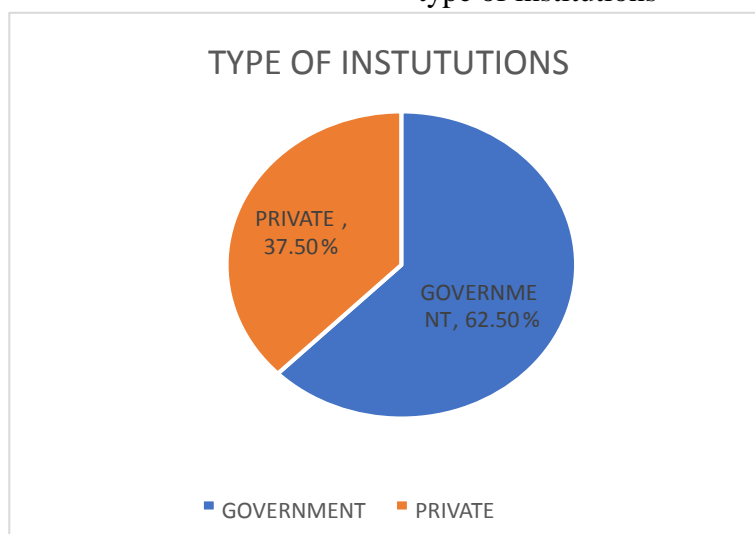
S.No	Demographic Variables	Categories	N	%
1	“Gender.”	Male	251	31.4
		Female	549	68.6
2.	“Type of Institutions (TOI).”	Government	500	62.5
		Private	300	37.5
3	“Streams of Study (SOS).”	Humanities	610	76.25
		Sciences	190	23.75
4	“Type of Tribes (TOT).”	Backward	195	24.38
		Forward	605	75.62

From the above figure No. 4.2.1, we can see that 31.40% of the tribal students at the post-graduate level are males, and 68.60 % are females. It clearly shows an unequal representation of both genders in the study. The reason for this unequal representation is that the number of females pursuing higher education at post-graduate level in Nagaland far out weight the number of males pursuing higher education at postgraduate level in every stream, be it humanities or sciences, or type of institution be it government or private, or type of tribe, whether backward or forward, the number of girls were found to be more than the number of boys. The uneven distribution of sample sizes across demographic variables, as evident in the table above, stems from the imbalance in various factors such as the institutions offering post-graduate programs, their respective capacities, and the demographic composition of students enrolled as of 2021. Thus, that is the reason for the disparity between them. The reasons are mentioned in detail in the pie-charts below

**Fig. No. 4.2.1(a):** Pie-chart showing the distribution of the total sample according to the gender



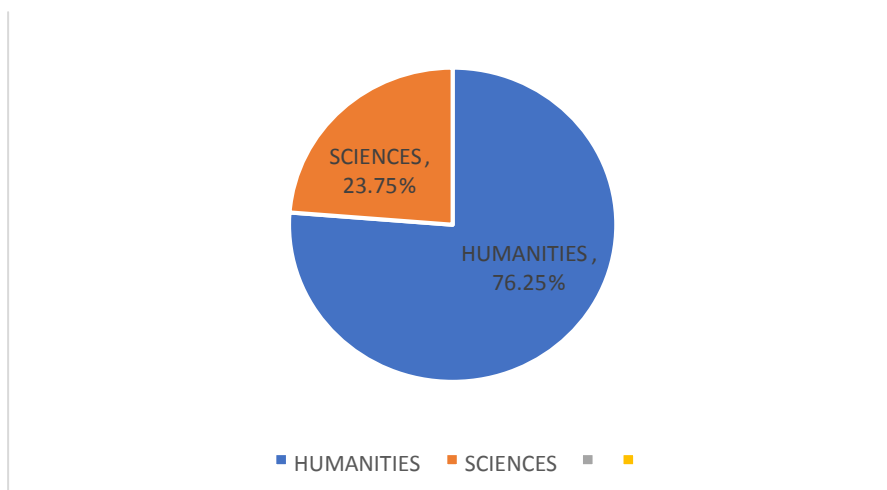
**Fig. No 4.2.1(b):** Pie-chart showing the distribution of the total Sample according to type of institutions



As depicted in the diagram above, it can be seen that 62.50% of the tribal students at the post-graduate level are from Government institutions, and 37.50% are from Private institutions. The reason for this unequal representation is that, as of 2022, Government institutions in Nagaland provided more post-graduate courses than Private institutions, also their intake capacities were also more in number as compared to private colleges. this imbalance can be referred to in Table No. 3.1 in the Chapter III, where institutions providing post-graduate courses are shown as well as their intake capacities. So, the sample size between government and private college students could not be equally balanced.

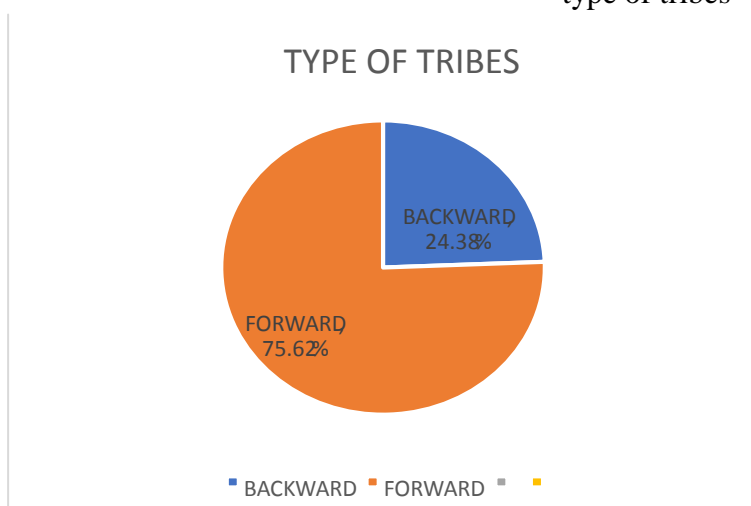
**Fig. No. 4.2.1(c):** Pie-chart showing the distribution of the total sample according to the streams of study





With reference to the diagram above, 4.2.1(c), it can be seen that 76.25 % of the tribal students at the post-graduate level are from the humanities, and 23.75% are from the sciences. This unequal representation is because the number of educational institutions offering humanities programmes at post-graduate level were more than the number of educational institutions offering science programmes in Nagaland. Also, the intake capacities of colleges providing science courses were very less as compared to those of Humanities. This imbalance can be referred to in table 3.1 in the chapter III. Thus, the sample size for humanities students were more than that of sciences students.

**Fig. No. 4.2.1 (d):** Pie-chart showing the distribution of the total sample according to type of tribes



From the above figure, it can be seen that 75.62 % of the tribal students at the postgraduate level are from forward tribes, (Angami, Sema, Lotha, Ao, Chakhesang, Dimasa, Kachari, Pochury, Kuki, Rengma, Zeliang) and 24.38 % are from backward tribes (Chang, Khiamnuingan, Konyak, Phom, Sangtam, Yimvhungru). Students from

minor tribes (Mao, Tangkhul, Anal Naga, Zeliangrong communities etc) were also categorized under the backward tribe due to their lack of representative samples. This category could not be assessed individually by SPSS software since the numbers were very less.

It clearly shows that the number of samples from forward tribes exceeds those from backward tribes. This unequal representation is because the number of students from forward tribes who pursue higher education were much more than those from backward tribes.

Several factors contribute to the lower representation of students from backward tribes in higher education, particularly at the post-graduate level, in Nagaland. Some of the reasons may be due to the limitations of post-graduate institutions in the State, where out of 16 Administrative Districts (as of 2022), majority of institutions providing postgraduation courses are limited to three Districts, i.e Dimapur, Kohima, and Zunheboto. Socio-economic challenges such as for them to travel to the districts where they can receive higher education, lacks of financial resources to afford higher education, may all contribute to the lack of post-graduate students from backward tribes in post-graduate institutions in Nagaland.

#### **4.3.2 Checking normality on the data for Emotional intelligence, Mental Health and Political Efficacy**

It should be remembered that data should be distributed normally for the assumption of using parametric statistics. In order to ascertain the nature of distribution of the study variables i.e. Emotional Intelligence, Mental Health and Political Efficacy, “the descriptive statistics such as mean, median, mode (Central tendencies), standard deviation, skewness and kurtosis.” were examined.

#### **4.3.3 Distribution of Emotional Intelligence scores of tribal post-graduate students**

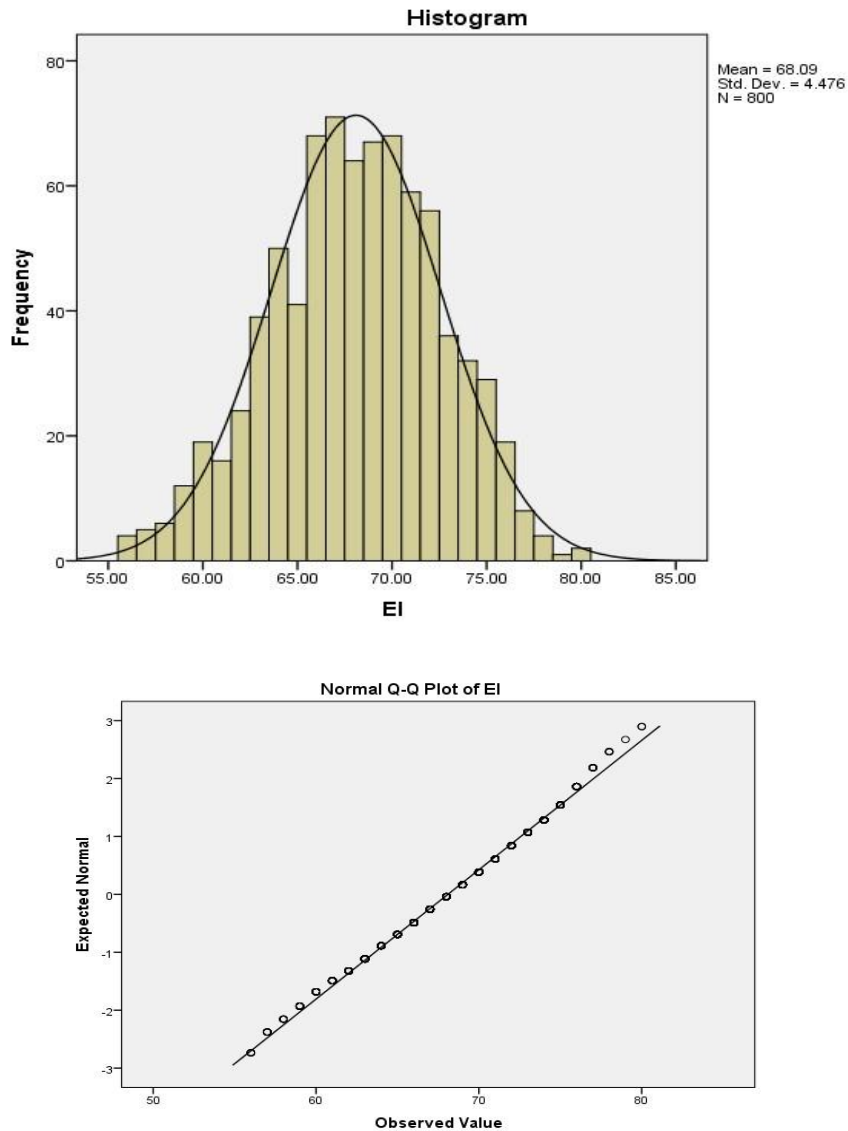
“Descriptive statistics like Mean, Median and Mode (Central tendencies), Standard Deviation, Skewness, Kurtosis, and Frequency Polygon were employed to find the nature of data distribution of Emotional Intelligence scores.”

**Table No. 4.2.2.1(a):** Measures of Central Tendencies, Skewness, and Kurtosis of Emotional Intelligence of tribal post-graduate students

Variable	Size (N)	Mean (M)	Median (MD)	Mode (MO)	S.D.	Skewness (SK)	Kurtosis (Ku)
Emotional Intelligence	800	68.09	68	67	4.48	-0.16	-0.29

The table 4.2.2.1 (a) reveals the mean (68.09) and the median (68), almost at the same point. The value of mode 67 is also near the values of mean and mode, which indicates that the normal curve of distribution does not suffer from skewness (Cohen, L. 2019, Pp. 734) and the calculated values of Skewness and Kurtosis (the measure of steepness) are found to be -0.16 and -0.29 (a platy Kurtic distribution has a negative value of kurtosis, it may not have a problem with outliers) respectively. Since the values obtained from skewness lie between -1 and +1, and the values obtained for the kurtosis is -0.29 which is also near zero, the distribution is also symmetrical (Cohen, L. 2019, Pp. 736). The variability in the scores is sufficient. Based on the graph representing scores on emotional intelligence, it may be concluded that the distribution of scores is almost normal. Thus, it is justified for the sample to be representative of the normal distribution.

**Fig. 4.2.2.1(a):** Histogram for emotional intelligence scores of tribal post-graduate students



**Figure No. 4.2.2.1(b):** Showing Q-Q plot of the distribution of Emotional Intelligence scores

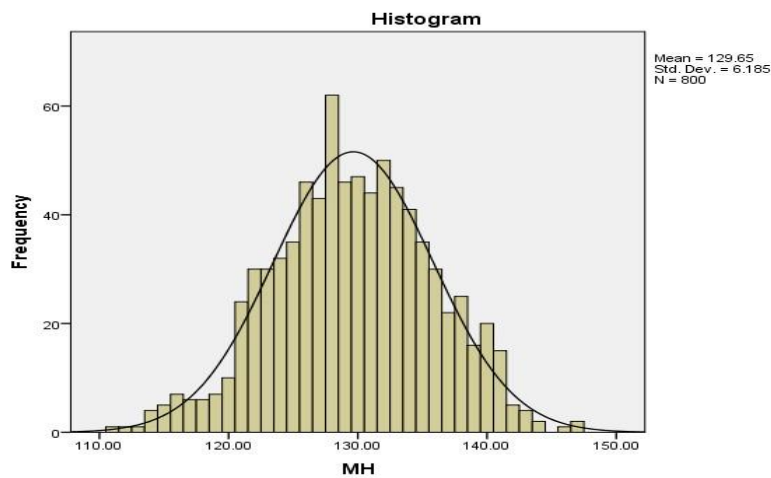
#### **4.3.4 Distribution of Mental Health scores of tribal post-graduate students**

**Table No. 4.2.2.2 (a):** Measure of central tendencies, skewness, and kurtosis of Mental Health of tribal post-graduate students

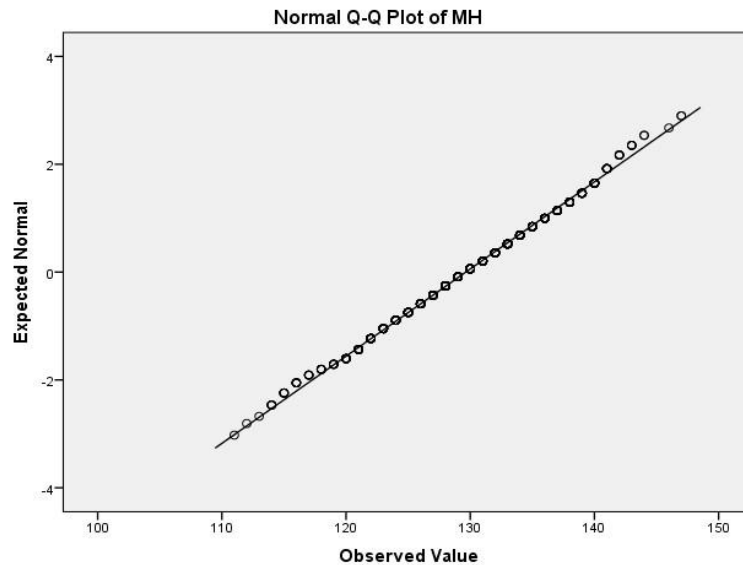
Variable	Size (N)	Mean (M)	Median (MD)	Mode (MO)	S.D.	Skewness (SK)	Kurtosis (Ku)
Mental Health	800	129.65	130	128	6.19	-0.08	-0.19

The table reveals the mean (129.5) and the median (130), almost at the same point. The value of mode 128 is also near the values of mean and mode, which indicates that the distribution does not suffer from skewness and normal curve of distribution (Chen, L, 2019 Pp234). The calculated values of skewness and kurtosis are found to be -0.08 and -0.19 (A platy Kurtic distribution has a negative value of kurtosis; it may not have a problem with outliers) respectively. Since the values obtained from skewness lie between -1.0 and +1.0, and the values obtained for the kurtosis is -0.19, which is also near zero, the distribution is also symmetrical. The variability in the scores is sufficient. The value of S.D. (6.19), shows that the distribution of Mental Health is symmetrical (Cohen, L. 2019, Pp. 736). Based on the graph representing scores on Mental Health, it may be concluded that the distribution of scores is almost normal. Thus, it is justified for the sample to be representative of the normal distribution.

**Fig. No. 4.2.2.2 (a):** Histogram for Mental Health scores of tribal post-graduate students



**Fig No. 4.2.2.2 (b):** Showing Q-Q plot of the distribution of Mental Health scores



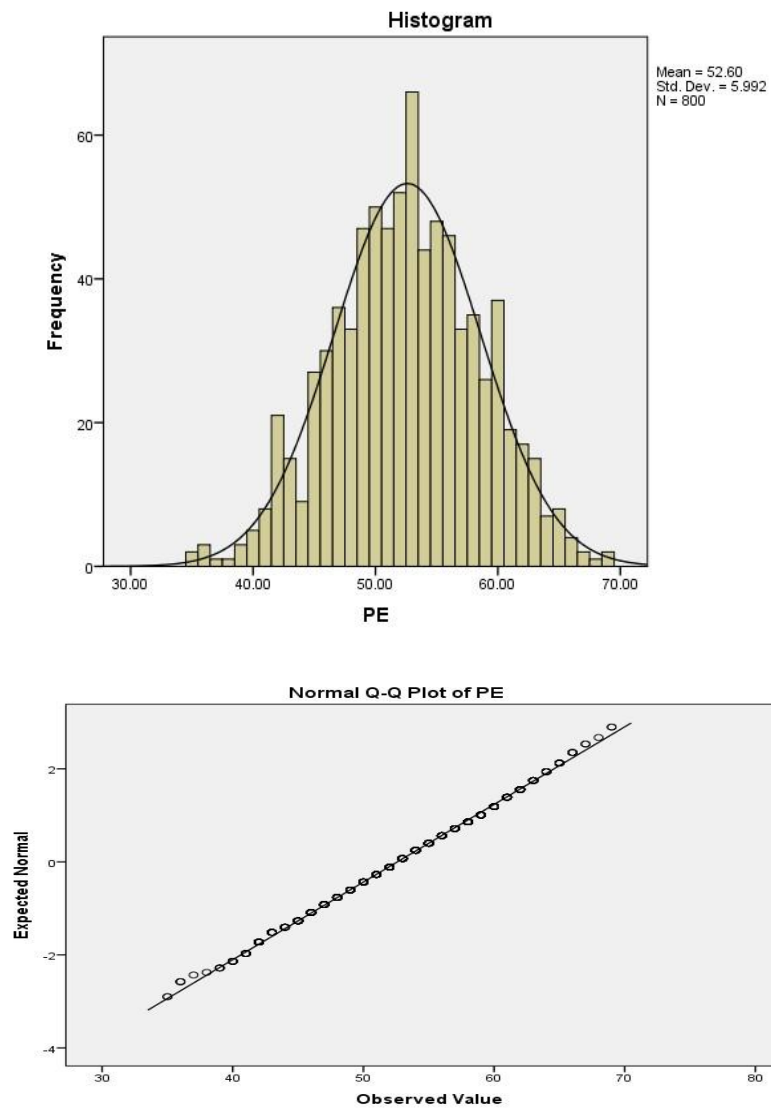
#### 4.3.5 Distribution of Political Efficacy scores of tribal post-graduate students

**Table No. 4.2.2.3.1 (a):** Measure of central tendencies, skewness, and kurtosis of Political Efficacy of tribal post-graduate students

Variable	Size (N)	Mean (M)	Median (MD)	Mode (MO)	S.D.	Skewness (SK)	Kurtosis (Ku)
Political Efficacy	800	52.60	53	53	5.99	-0.06	-0.195

The table reveals the mean (52.60) and the median (53), are almost at the same point. The value of mode 53 is also near the values of mean and mode, which indicates that the distribution does not suffer from skewness and normal curve of distribution (Chen, L, 2019, Pp234). The calculated values of skewness and kurtosis are found to be -0.06 and -0.195 (A platy Kurtic distribution has a negative value of kurtosis; it may not have a problem with outliers) respectively. Since the values obtained from skewness lie between +1.0 and -1.0, and the values obtained for the kurtosis is -0.195, which is also near zero, the distribution is also symmetrical. The variability in the scores is sufficient. The value of S.D. (5.99), shows that the distribution of political efficacy is symmetrical (Cohen, L. 2019, Pp. 736). Based on the graph representing scores on Political Efficacy, it may be concluded that the distribution of scores is almost normal. Thus, it is justified for the sample to be representative of the normal distribution.

**Fig. 4.2.2.3.1 (a):** Histogram for Political Efficacy score of tribal post-graduate students



**Fig No. 4.2.2.3.1 (b):** Showing Q-Q plot of the distribution of Political Efficacy scores

### **SECTION - III**

#### **4.4 DIFFERENTIAL ANALYSIS (TEST OF SIGNIFICANCE) OF EMOTIONAL INTELLIGENCE, MENTAL HEALTH AND POLITICAL EFFICACY BETWEEN DIFFERENT GROUPS**

The main purpose of this analysis is to find whether significant difference exist in the three study variables with regard to all the independent groups of all demographic variables such as “Gender (Male and Female), Type of Institutions (Government and Private), Streams of Study (Humanities and Sciences) and Type of Tribes (Backward and Forward).”

##### **4.4.1 Comparison between Gender (Male and Female) on the measure of Emotional Intelligence of post-graduate students**

Analysis of Emotional Intelligence between the different demographic variables were done by testing the significance of difference between their means by using an independent sample t-test. The result is presented in the following tables:

**Hypothesis 1:** “There is no significant difference in the mean scores of emotional intelligence of tribal postgraduate students with regard to their gender (male and female).”



**Table No. 4.3.1(a):** Means, SDs, t-values of Emotional Intelligence of tribal postgraduate students with regard to their gender

Emotional Intelligence and its dimensions	Gender	N	M	S.D	S.E.D	t-values (p-value)
Self-awareness	Female	549	12.15	1.28	0.11	1.72@ (0.085)
	Male	251	12.33	1.43		
Self-regulation	Female	549	22.95	1.93	0.15	2.44* (0.015)
	Male	251	23.31	1.95		
Motivation	Female	549	10.06	1.57	0.13	0.97@ (3.33)
	Male	251	9.93	1.73		
Empathy	Female	549	9.33	1.34	0.10	0.26@ (0.795)
	Male	251	9.31	1.35		
Social Skills	Female	549	13.36	1.67	0.13	2.62** (0.009)
	Male	251	13.70	1.77		
Emotional Intelligence (Overall)	Female	549	67.86	4.36	0.34	2.16* (0.031)
	Male	251	68.60	4.68		

\*= Significant at 0.05 levels @: Not significant, \*\*=Significant at 0.01 level

#### **Testing the hypotheses: 1&1(a) to 1(e)**

**Testing of hypotheses 1(a):** “There is no significant difference in the mean scores of self-awareness (dimension of emotional intelligence) between male and female tribal students at postgraduate level.”

An examination of Table No. 4.3.1(a) shows that the calculated t-value of the self-awareness dimension of Emotional Intelligence between male and female tribal students at the post-graduate level is 1.72, which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 1(a), “There is no significant

difference in the mean scores of self-awareness (dimension of emotional intelligence) between male and female tribal students at postgraduate level.” is accepted. It can be, therefore, be said that male tribal students studying at a post-graduate level were not significantly different from female tribal students studying at the post-graduate level concerning their self-awareness (Dimension of Emotional Intelligence). It further entails that gender does not play a significant role in the self-awareness dimension of emotional intelligence.

**Testing of hypothesis 1(b):** “There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) between male and female tribal students at postgraduate level.”

Table No. 4.3.1(a) reveals the calculated t-value of the self-regulation (Dimension of Emotional Intelligence) between male and female tribal students at the post-graduate level is 2.44, which is more than the table value of 1.96 at 0.05 level of significance. Hence, it is significant. So, the null hypothesis 1(b) “There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) between male and female tribal students at postgraduate level.” is not accepted. It can be, therefore, be said that male tribal students (M=23.31) were significantly different from female tribal students (M=22.95) concerning their self-regulation (dimension of Emotional Intelligence). It suggests that male tribal post-graduate students have a higher rate of self-regulation than their female counterparts. Male students were found to have greater self-confidence, problem-solving mindsets, willingness to assist and help others including friends, family, and peers, inclination towards taking responsibility and being accountable, adaptability in interpersonal interactions, appreciation for honest, and straightforwardness in their interactions compared to their female counterparts. It entails that gender plays a significant role in the self-regulation dimension of Emotional Intelligence.

**Testing of the hypothesis 1(c):** “There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) between male and female tribal students at post-graduate level.”

Table No. 4.3.1(a) shows that the calculated t-value of the motivation dimension of Emotional Intelligence between male and female tribal students at the post-graduate

level is 0.97, which is less than the table value 1.96 at 0.05 level of significance. So, the null hypothesis 1(c) “There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) between male and female tribal students at post-graduate level.” is accepted. It can be, therefore, be said that male tribal students studying at a post-graduate level were not significantly different from female tribal students studying at the post-graduate level concerning their motivation (dimension of Emotional Intelligence). It further entails that gender does not play a significant role in the motivation dimension of emotional intelligence.

**Testing of the hypothesis 1(d):** “There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) between male and female tribal students at post-graduate level.”

Table No. 4.3.1(a) highlights that the calculated t-value of the empathy dimension of Emotional Intelligence between male and female tribal students at the post-graduate level is 0.26, which is less than the table value 1.96 at 0.05 level of significance. So, the null hypothesis 1(d) “There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) between male and female tribal students at post-graduate level.” is accepted. It can be, therefore, be said that male tribal students studying at a post-graduate level were not significantly different from female tribal students studying at the post-graduate level concerning their empathy (dimension of Emotional Intelligence). It further entails that gender does not play a significant role in the empathy dimension of emotional intelligence.

**Testing of the hypothesis 1(e):** “There is no significant difference in the mean scores of social-skills (dimensions of emotional intelligence) between male and female tribal students at post-graduate level.”

Table No. 4.3.1(a) depicts that the calculated t-value of the social-skills dimension of Emotional Intelligence between male and female tribal students at the post-graduate level is 2.62, which is more than the table value 2.58 at 0.01 level of significance. So, the null hypothesis 1(e) “There is no significant difference in the mean scores of social-skills (dimensions of emotional intelligence) between male and female tribal students at post-graduate level.” is not accepted. Hence, there is a significant difference. Therefore, it can be said that male tribal students ( $M=13.70$ ) were significantly different from

female tribal students ( $M=13.36$ ) level concerning their Social-Skills dimension of Emotional Intelligence. It suggests that Male tribal students had better social skills than their counterparts. Male students were better at expressing their emotions, reported experiencing less loneliness, displayed optimism towards teamwork, showed refined manners, felt a stronger sense of acceptance from peers, friends, and family, and displayed a higher degree of openness to change compared to their female counterparts. It further entails that gender does play a significant role in the social skills dimension of emotional intelligence.

The last section of Table-4.3.1(a) shows the “Emotional Intelligence overall”, where the Mean scores of male and Female tribal students at the post-graduate level are 68.60 and 67.86. The calculated t-value of the overall Emotional Intelligence is 2.16, which is greater than the table value of 1.96 at a 0.05 level of significance. Hence, the t-value is significant. It indicates a significant difference between genders in the measure of Emotional Intelligence. Therefore, the First null hypothesis, “There is no significant difference in the mean score of emotional intelligence of tribal postgraduate students with regard to their gender (male and female).” is not accepted. This implies that gender plays a significant role in the emotional intelligence of tribal postgraduate students, as males tend to achieve higher scores in emotional intelligence than their female counterparts. Male students with higher emotional intelligence had more self-confidence, optimism, empathy, and consideration towards others, they also had great value towards teamwork. They were also well regarded by their peers, friends, and family, and demonstrated strong problem-solving skills. Additionally, they viewed adverse situations as an integral part to their life, and showed better adaptability to change, were more prone to openly express their emotions, thoughts and opinions, and finally they had more enthusiasm for daily college activities. It further entails that Gender does play a significant role in the Emotional intelligence of tribal students with regard to their gender. The bar graph below illustrates the differences in mean scores of Emotional Intelligence (overall and its 5 dimensions) among post graduate tribal students, categorized by gender, providing a visual representation for easy comprehension.

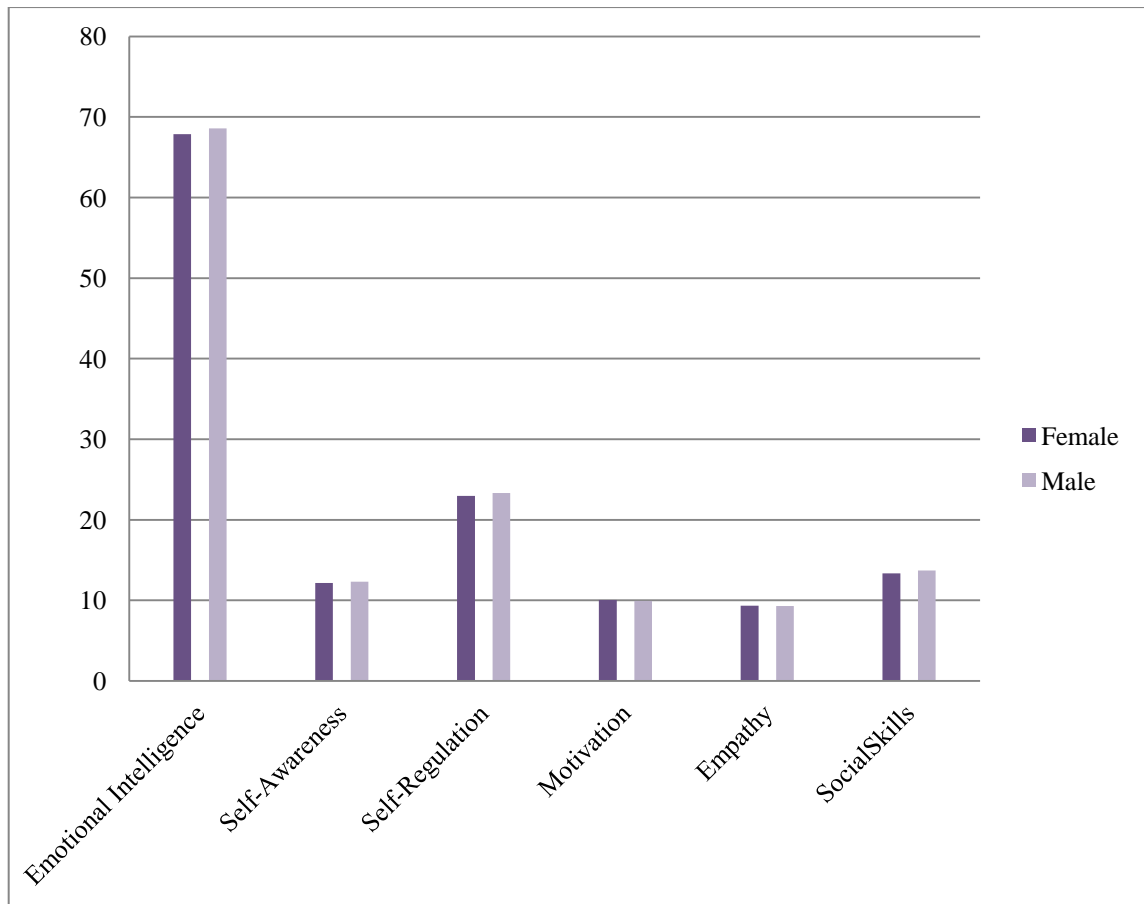


Fig. No:4.3.1(a) “Bar Graph: Comparative analysis of Emotional Intelligence and its dimensions among Post Graduate Students by gender.”

#### 4.4.2 Comparing the Type of Institutions (Government and Private) on the measure of Emotional Intelligence

**Hypothesis 2:** “There is no significant difference in the mean scores of emotional intelligence of tribal post-graduate students with regard to their type of institutions (Government and Private).”

**Table No. 4.3.1(b):** Mean, SD, t-values of emotional intelligence of tribal students at the post-graduate level with regard to their type of institutions

Dimensions of EI	Type of institutions	N	M	S.D	S.E.D	t-values (p-values)
Self-awareness	Government	500	12.26	1.30	0.097	1.53@ (0.13)
	Private	300	12.11	1.36		
Self-regulation	Government	500	23.04	1.90	0.142	0.52@ (0.605)
	Private	300	23.11	2.00		
Motivation	Government	500	10.12	1.60	0.118	2.31* (0.021)
	Private	300	9.85	1.65		
Empathy	Government	500	9.34	1.30	0.098	0.35@ (0.723)
	Private	300	9.30	1.41		
Social Skills	Government	500	13.50	1.75	0.125	0.73@ (0.465)
	Private	300	13.41	1.65		
Emotional Intelligence (Overall)	Government	500	68.27	4.46	0.327	1.45@ (0.148)
	Private	300	67.80	4.50		

@: Not significant at 0.05 levels & \*= Significant at 0.05 levels

**Testing the hypotheses: 2 & 2(a) to 2(e):**

**Testing of hypothesis 2(a):** “There is no significant difference in the mean scores of self-awareness (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.”

An examination of Table No. 4.3.1(b) shows that the calculated t-value of the self-awareness dimension of Emotional Intelligence between Government and Private tribal students at the post-graduate level is 1.53, which is less than the table value 1.96 at 0.05 level of significance. So, the null hypothesis 2(a) “There is no significant difference in the mean scores of self-awareness (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.” is accepted. It can, therefore, be said that tribal students studying in government institutions at a post-graduate level were not significantly different from tribal students studying at private institutions at the post-graduate level concerning their self-awareness (dimension of Emotional Intelligence). It further entails that type of institution does not play a significant role in the self-awareness dimension of emotional intelligence.

**Testing of the hypothesis 2(b):** “There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.”

Table No 4.3.1(b) reveals that the calculated t-value of the self-regulation dimension of Emotional Intelligence between Government and Private tribal students at the postgraduate level is 0.52, which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 2(b) “There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.” is accepted. It can, therefore, be said that tribal students studying in government higher education institutions at a post-graduate level were not significantly different from tribal students studying at private higher education institutions at the post-graduate level concerning their self-regulation (dimension of Emotional Intelligence). Further, it entails that type of institution does not play a significant role in the self-regulation dimension of Emotional Intelligence.

**Testing of the hypothesis 2(c):** “There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.”

Table No. 4.3.1(b) shows that the calculated t-value of the motivation dimension of Emotional Intelligence between Government and Private tribal students at the postgraduate level is 2.31, which is more than the table value of 1.96 at 0.05 level of significance. So, null hypothesis 2(c) “There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.” is not accepted. Hence, it is significant. Therefore, it can be said that tribal students from government higher education Institutions (M=10.12) were significantly different from tribal students from private higher education institutions (M=9.85), concerning their motivation dimension of Emotional Intelligence. It suggests that students from Government higher education institutions have better motivation than post-graduate tribal students from private higher institutions. Students from Government higher education institutions showed problem solving skills, were more ambitions and determined, were happy to take responsibility, and were more expressive in airing their thoughts and opinions. It further entails that the type of institution does play a significant role in the motivation dimension of emotional intelligence.

**Testing of the hypothesis 2(d):** “There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.”

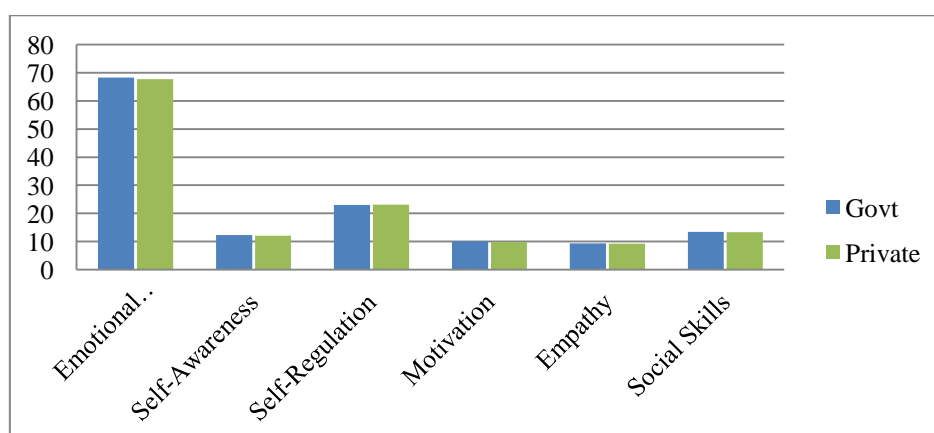
Table No. 4.3.1(b) highlights that the calculated t-value of the empathy dimension of Emotional Intelligence between Government and Private tribal students at the postgraduate level is 0.35, which is less than the table value 1.96 at 0.05 level of significance. So, the null hypothesis 2(d) “There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.” is accepted. It can, therefore, be said that tribal students studying in government institutions at a post-graduate level were not significantly different from tribal students studying at private institutions at the post-graduate level concerning their empathy (dimension of Emotional Intelligence). Further, it entails that type of institution does not play a significant role in the empathy dimension of Emotional Intelligence.



**Testing of the hypothesis 2(e):** “There is no significant difference in the mean scores of social skills (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.”

Table No. 4.3.1(b) depicts that the calculated t-value of the social-skills dimension of Emotional Intelligence between Government and Private tribal students at the postgraduate level is 0.73, which is less than the table value 1.96 at 0.05 level of significance. So, the null hypothesis 2(e) “There is no significant difference in the mean scores of social skills (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.” is accepted. It can, therefore, be said that tribal students studying in government institutions at a post-graduate level were not significantly different from tribal students studying at private institutions at the post-graduate level concerning their social-skills (dimension of Emotional Intelligence). Further, it entails that type of institution does not play a significant role in the social-skill dimension of Emotional Intelligence.

The last section of Table 4.3.1(b) affirms the “Emotional Intelligence overall”, where the calculated t-value of the overall Emotional Intelligence score is 1.45, which is less than the table value of 1.96 at a 0.05 level of significance. Hence, the t-value is not significant. Therefore, the 2<sup>nd</sup> null hypothesis, “There is no significant difference in the mean score of Emotional Intelligence of tribal postgraduate students with regard to their type of institutions.” is accepted. This implies that type of institution does not play a significant role in the emotional intelligence of tribal post-graduate students. The bar graph below illustrates the differences in mean scores of Emotional Intelligence (overall and its 5 dimensions) among post graduate tribal students, categorized by type of institution, providing a visual representation for easy comprehension.



*Fig No: 4.3.1 (b) “Bar Graph: Comparative analysis of Emotional Intelligence and its dimensions among Post Graduate Students by type of institutions.”*

#### **4.4.3 Comparison between Stream of Study (Humanities and Sciences) on the measure of Emotional Intelligence of tribal post graduate students**

**Hypothesis 3:** “There is no significant difference in the mean scores of emotional intelligence of tribal post-graduate students with regard to their streams of study (Humanities and Sciences).”

**Table No. 4.3.1(c):** “Mean, SD, t-values of emotional intelligence of tribal students at the post-graduate level with regard to their streams of study.”

Emotional Intelligence and its dimensions	Streams of study	N	M	SD	SED	t-values (p-values)
Self-awareness	Humanities	610	12.22	1.29	0.110	0.38@ (0.699)
	Sciences	190	12.17	1.43		
Self-regulation	Humanities	610	23.13	1.94	0.161	1.66@ (0.096)
	Sciences	190	22.86	1.93		
Motivation	Humanities	610	10.01	1.65	0.135	0.24@ (0.811)
	Sciences	190	10.04	1.56		
Empathy	Humanities	610	9.34	1.30	0.118	0.69@ (0.492)
	Sciences	190	9.26	1.45		
Social Skills	Humanities	610	13.51	1.68	0.142	1.51@ (0.131)
	Sciences	190	13.30	1.80		
Emotional Intelligence (Overall)	Humanities	610	68.23	4.41	0.372	1.52@ (0.130)
	Sciences	190	67.66	4.66		

@: Not significant at 0.05 level

### **Testing the hypotheses :3 & 3(a) to 3(e)**

**Testing of the hypothesis 3(a):** “There is no significant difference in the mean scores of self-awareness (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.”

An examination of Table No: 4.3.1(c) shows that the calculated t-value of the self-awareness dimension of Emotional Intelligence between Humanities and Sciences students at the post-graduate level is 0.38, which is less than the table value 1.96 at 0.05 level of significance. So, the null hypothesis 3(a), “There is no significant difference in the mean scores of self-awareness (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.” is accepted. It can, therefore, be said that tribal students studying Humanities at a postgraduate level were not statically significant different from tribal students studying Sciences at the post-graduate level concerning their self-awareness dimension of Emotional Intelligence. It further entails that Stream of Study does not play a significant role in the self-awareness dimension of emotional intelligence.

**Testing of hypothesis 3(b):** “There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.”

Table No. 4.3.1(c) reveals that the calculated t-value of the self-regulation dimension of Emotional Intelligence between Humanities and Sciences students at the postgraduate level is 1.66, which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 3(b) “There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.” is accepted. It can, therefore, be said that tribal students studying humanities at the post-graduate level were not significantly different from tribal students studying sciences at the post-graduate level concerning their self-regulation dimension of Emotional Intelligence. Further, it entails that stream of study does not play a significant role in the self-regulation which is a dimension of Emotional Intelligence.

**Testing of the hypothesis 3(c):** “There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.”

Table No. 4.3.1(c) reveals that the calculated t-value of the motivation dimension of Emotional Intelligence between humanities and sciences students at the postgraduate level is 0.24, which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 3(c) “There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.” is accepted. It can, therefore, be said that tribal students studying humanities at the post-graduate level were not significantly different from tribal students studying sciences at the post-graduate level concerning their motivation dimension of Emotional Intelligence. Further, it entails that stream of study does not play a significant role in the motivation dimension of Emotional Intelligence of post-graduate students.

**Testing of hypothesis 3(d):** “There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.”

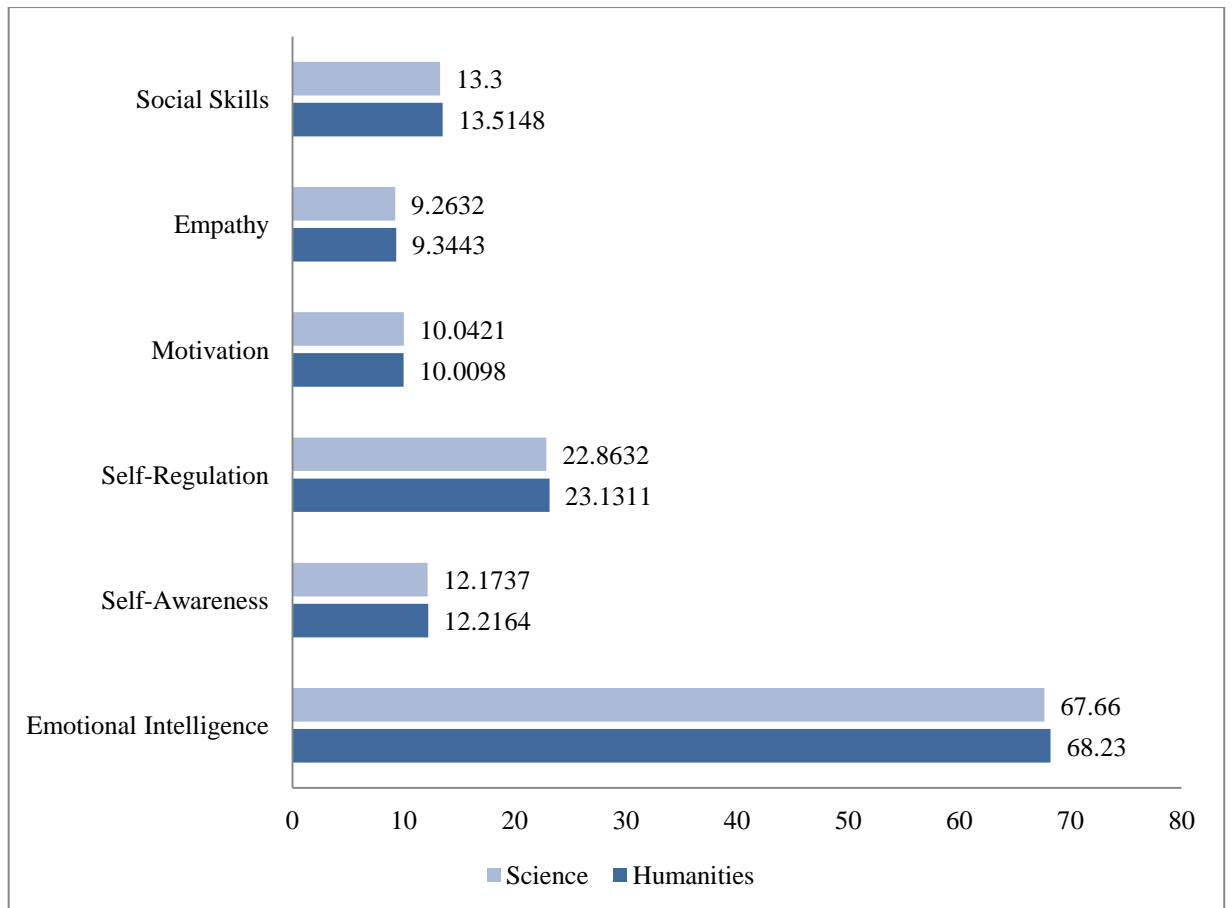
Table No 4.3.1(c) reveals that the calculated t-value of the empathy dimension of Emotional Intelligence between humanities and sciences students at the postgraduate level is 0.69, which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 3(d) “There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.” is accepted. It can, therefore, be said that tribal students studying Humanities at the post-graduate level were not significantly different from tribal students studying sciences at the post-graduate level concerning their empathy dimension of Emotional Intelligence.

**Testing of hypothesis 3(e):** “There is no significant difference in the mean scores of social skills (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.”

Table No. 4.3.1(c) reveals that the calculated t-value of the social skills dimension of Emotional Intelligence between humanities and sciences students at the postgraduate

level is 1.51, which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 3(b) “There is no significant difference in the mean scores of social skills (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.” is accepted. It can, therefore, be said that tribal students studying Humanities at the post-graduate level were not significantly different from tribal students studying sciences at the post-graduate level concerning their social skills which is a dimension of their Emotional Intelligence.

The last section of table: 4.3.1(c) affirms the “Emotional Intelligence overall”, where the calculated t-value of the overall Emotional Intelligence score is 1.52, which is less than the table value of 1.96 at a 0.05 level of significance. Hence, the t-value is not significant. Therefore, the 3rd null hypothesis, “There is no significant difference in the mean score of emotional intelligence of tribal post-graduate students with regard to their streams of study (Humanities and Sciences).” is accepted. This implies that stream of study does not play a significant role in the emotional intelligence of tribal post-graduate students. The bar graph below illustrates the differences in mean scores of Emotional Intelligence (overall and its 5 dimensions) among Post Graduate tribal students, categorized by stream of study, providing a visual representation for easy comprehension.



*Fig No: 4.3.1 (c)* “Bar Graph: Comparative analysis of Emotional Intelligence and its dimensions among Post Graduate Students by streams of study.”

#### 4.4.4: Comparison between Type of Tribes (Backward and Forward) on the measure of Emotional Intelligence of tribal post graduate students

**Hypothesis 4:** “There is no significant difference in the mean scores of emotional intelligence of tribal post-graduate students with regard to their type of tribes (Backward and Forward).”

**Table No. 4.3.1(d):** “Mean, SD, t-values of emotional intelligence of tribal students at the post-graduate level with regard to their type of tribes”

Emotional Intelligence and its Dimensions	Type of Tribes	N	M	SD	SED	t-values (p-values)
Self-awareness	Backward	195	12.26	1.24	0.109	0.67@ (0.50)
	Forward	605	12.19	1.36		
Self-regulation	Backward	195	23.14	1.88	0.160	0.63@
	Forward	605	23.04	1.96		
Motivation	Backward	195	10.23	1.74	0.140	1.96* (0.05)
	Forward	605	9.95	1.58		
Empathy	Backward	195	9.37	1.37	0.110	0.59@ (0.55)
	Forward	605	9.31	1.33		
Social Skill	Backward	195	13.54	1.73	0.141	0.70@ (0.48)
	Forward	605	13.44	1.71		
Emotional Intelligence (Overall)	Backward	195	68.54	4.69	0.368	1.62@ (0.106)
	Forward	605	67.95	4.39		

@: Not significant at 0.05 levels & \*= Significant at 0.05 levels

#### **Testing the hypotheses: 4 & 4(a) to 4(e):**

**Testing of hypothesis 4(a):** “There is no significant difference in the mean scores of self-awareness (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes.”

An examination of Table No: 4.3.1(d) shows that the calculated t-value of the self-awareness dimension of Emotional Intelligence between Backward and Forward tribal students at the post-graduate level is 0.67, which is less than the table value 1.96 at 0.05 level of significance. So, the null hypothesis 4(a), “There is no significant difference in the mean scores of self-awareness (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes.” is accepted. It can, therefore, be said that tribal students from the backward tribes were not significantly different from tribal students from the forward tribes at the postgraduate level concerning their self-awareness dimension of Emotional Intelligence. It further entails that type of tribe does not play a significant role in their self-awareness which is a dimension of emotional intelligence.

**Testing of hypothesis 4(b):** “There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes.”

Table No. 4.3.1(d) reveals that the calculated t-value of the self-regulation dimension of Emotional Intelligence between backward and forward tribal students at the postgraduate level is 0.63, which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 4(b) “There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes.” is accepted. It can, therefore, be said that tribal students from the backward tribes were not significantly different from tribal students from the forward tribes at the post-graduate level concerning their self-regulation dimension of Emotional Intelligence. It further entails that type of tribe does not play a significant role in their self-regulation which is a dimension of emotional intelligence.



**Testing of hypothesis 4(c):** “There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes.”

Table No. 4.3.1(d) reveals that the calculated t-value of motivation dimension of Emotional Intelligence between backward and forward tribal students at the postgraduate level is 1.96, which is equal to the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 4(c) “There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes.” is not accepted. Hence, there is a significant difference. It can, therefore, be said that tribal students from the backward tribes (M= 10.23) were significantly different from tribal students from the forward tribes (M= 9.95) at the post-graduate level concerning their motivation dimension of Emotional Intelligence. It suggests that students from backward tribes had better motivation than tribal students from forward tribes. Students from background tribes demonstrated greater ambition and determination, a higher readiness to take on responsibilities, and were more vocal in expressing their thoughts and opinions. It further entails that type does play a significant role in their motivation which is a dimension of emotional intelligence.

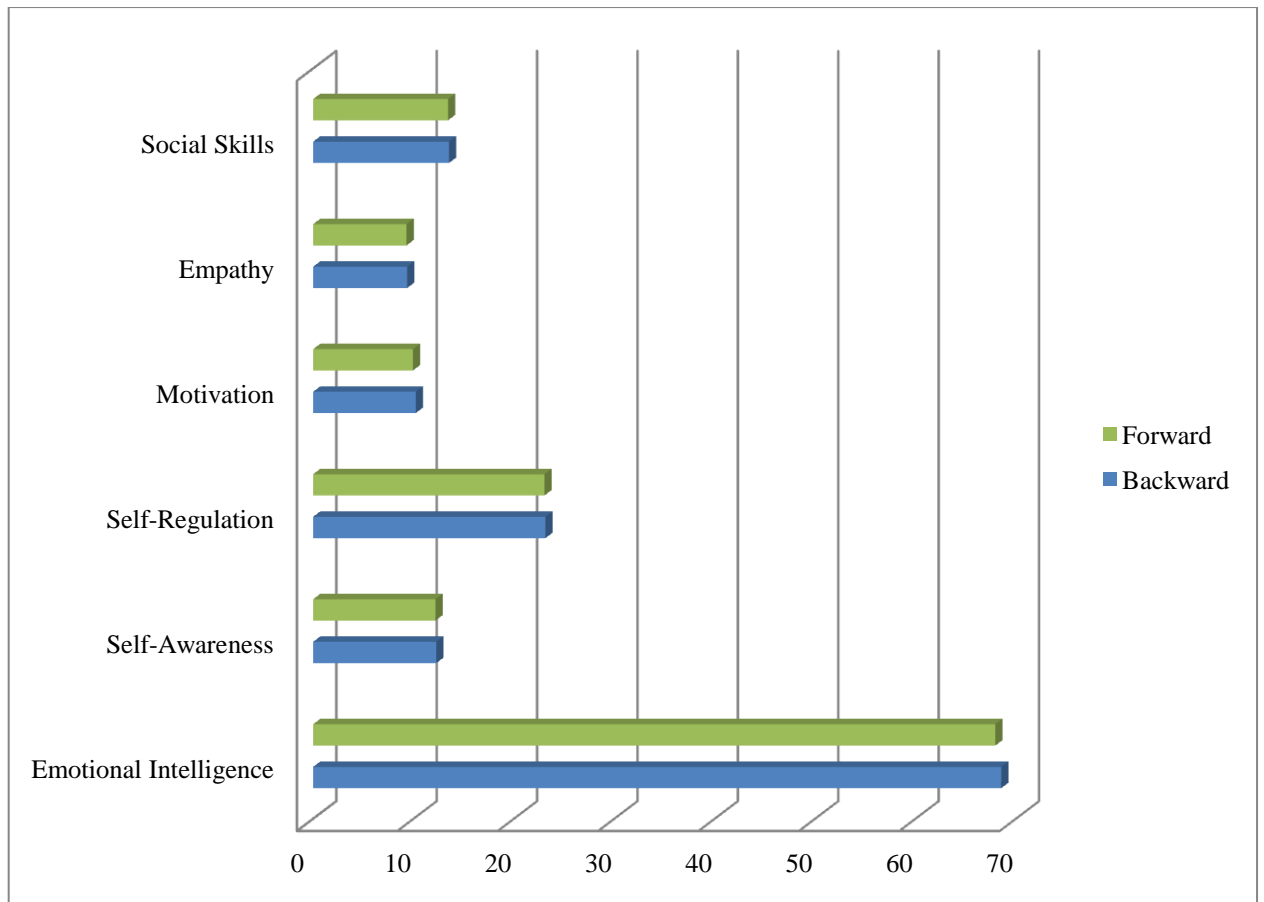
**Testing of hypothesis 4(d):** “There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribe.”

Table No. 4.3.1(d) highlights that the calculated t-value of empathy dimension of Emotional Intelligence between backward and forward tribal students at the postgraduate level is 0.59, which is less than the table value 1.96 at 0.05 level of significance. So, the null hypothesis 4(d) “There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribe.” is accepted. It can, therefore, be said that tribal students from backward tribes were not significantly different from tribal students from the forward tribes at the post-graduate level concerning their empathy dimension of Emotional Intelligence.

**Testing of hypothesis 4(e):** “There is no significant difference in the mean scores of social skills (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribe.”

Table No. 4.3.1(d) depicts that the calculated t-value of the social-skills dimension of Emotional Intelligence between tribal students from backward tribes and tribal students from forward tribes at the post-graduate level is 0.70, which is less than the table value 1.96 at 0.05 level of significance. So, the null hypothesis 4(e) “There is no significant difference in the mean scores of social skills (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribe.” is accepted. It can, therefore, be said that tribal students from the backward tribes were not significantly different from tribal students from the forward tribes at the postgraduate level concerning their social skills which is a dimension of Emotional Intelligence.

The last section of Table 4.3.1(d) affirms the “Emotional Intelligence overall” where the calculated t-value of the overall Emotional Intelligence score is 1.62, which is less than the table value of 1.96 at a 0.05 level of significance. Hence, the t-value is not significant. Therefore, the fourth null hypothesis, “There is no significant difference in the mean score of Emotional Intelligence of tribal post-graduate students with regard to their type of tribes.” is accepted. This implies that the type of tribe does not play a significant influence on their emotional intelligence. The bar graph below illustrates the differences in mean scores of Emotional Intelligence (overall and its 5 dimensions) among Post Graduate tribal students, categorized by type of tribe, providing a visual representation for easy comprehension.



*Fig No: 4.3.1 (d)* “Bar Graph: Comparative analysis of Emotional Intelligence and its dimensions among Post Graduate Students by type of tribes.”

#### **4.5 DIFFERETIAL ANALYSIS BETWEEN THE DIFFERENT GROUPS OF THE DEMOGRAPHIC VARIABLES ON THE MEASURE OF MENTAL HEALTH**

The third objective was “To compare and analyse the mean scores of Mental Health of tribal post-graduate students with regard to their gender, type of institutions, streams of study and type of tribes.”

Analysis of Mental Health between the different demographic variables were done by testing the significance of difference between their means by using an independent sample t-test. The result is presented in the following tables

##### **4.5.1 Comparison between Gender (Male and Female) on the measure of Mental Health of tribal post-graduate students**

**Hypothesis-5:** “There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their gender (male and female).”

**Table No. 4.3.2(a): “Means, SDs, t-values of Mental Health of tribal post-graduate students with regard to their gender.”**

Mental Health and its Dimensions	Gender	N	M	SD	SED	t-values (p-values)
Positive self-evaluation	Female	549	23.58	2.42	.201	6.76**
	Male	251	24.94	2.73		(0.00)
Perception of Reality	Female	549	20.19	1.95	0.151	2.94**
	Male	251	20.63	2.06		(0.03)
Integration of Personality	Female	549	26.44	3.21	0.245	0.68@
	Male	251	26.61	3.27		(0.495)
Autonomy	Female	549	14.41	1.79	0.140	1.19@
	Male	251	14.24	1.94		(0.235)
Group-oriented attitudes	Female	549	21.55	2.30	0.178	3.35**
	Male	251	22.14	2.40		(0.001)
Environmental Mastery	Female	549	22.54	2.19	0.166	3.60**
	Male	251	23.13	2.14		(0.000)
Mental Health (Overall)	Female	549	128.71	5.89	0.460	6.52**
	Male	251	131.70	6.33		(0.000)

@: Not significant & \*\*Significant at 0.01level

#### **Testing hypotheses: 5 & 5(a) to 5(f)**

**Testing of hypothesis 5(a):** “There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health) between male and female tribal students at post-graduate level.”

Table No. 4.3.2(a) reveals that the calculated t-value of the positive self-evaluation (Dimension of Mental Health) between male and female tribal students at the postgraduate level is 6.76, with  $p=0.00<0.01$ , which is more than the table value of 1.96 at 0.01 level of significance. So, the null hypothesis 5(a) “There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health)

between male and female tribal students at post-graduate level.” is not accepted. It can be, therefore, be said that male tribal students ( $M=24.94$ ) studying at a postgraduate level were significantly different from female tribal students ( $M=23.58$ ) studying at the post-graduate level concerning their Positive self-evaluation (dimension of Mental Health), with Male students having more positive self-evaluation than their female counter-parts. Post-graduate male students were more confidence, optimistic, and had higher resilience, were less prone to worry and less affected by minor issues. They valued relationships with others, felt less anxious about their future, and were more capable of making decisions in challenging situations. They were also prepared to confront problems, and stood firm in their opinions. It further entails that gender does play a significant influence on positive self-evaluation (dimension of mental health).

**Testing of hypothesis 5(b):** “There is no significant difference in the mean scores of perception of reality (dimension of mental health) between male and female tribal students at post-graduate level.”

Table No 4.3.2(a) reveals that the calculated t-value of the perception of reality (Dimension of Mental Health) between male and female tribal students at the postgraduate level is 2.94, with  $p=0.03 < 0.05$  which is more than the table value of 2.58 at 0.01 level of significance. So, the null hypothesis 5(b) “There is no significant difference in the mean scores of perception of reality (dimension of mental health) between male and female tribal students at post-graduate level.” is not accepted. It can be, therefore, be said that male tribal students ( $M=20.63$ ) studying at a postgraduate level were significantly different from female tribal students ( $M=20.19$ ) studying at the post-graduate level concerning their perception of reality (dimension of Mental Health).

Male tribal students showed greater awareness and openness about their life situations, and were honest and showed confidence in dealing with them. They were also more open and honest about their relationships with friends, family, and loved ones, feeling secured in these bonds. Finally, they showed a higher capacity for independent decision-making and had strong confidence in their ability to make sound decisions. It further entails that gender does play a significant role in the perception of reality (dimension of mental health).

**Testing of hypothesis 5(c):** “There is no significant difference in the mean scores of integration of personality (dimension of mental health) between male and female tribal students at post-graduate level.”

Table No. 4.3.2(a) reveals that the calculated t-value of the integration of personality (Dimension of Mental Health) between male and female tribal students at the postgraduate level is 0.68, with  $p=0.495>0.005$  which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 5(c) “There is no significant difference in the mean scores of integration of personality (dimension of mental health) between male and female tribal students at post-graduate level.” is accepted. It further entails that gender does not play a significant role in the integration of personality (dimension of Mental Health).

**Testing of hypothesis 5(d):** “There is no significant difference in the mean scores of autonomy (dimension of mental health) between male and female tribal students at post-graduate level.”

Table No. 4.3.2(a) highlights that the calculated t-value of the empathy (dimension of mental health) between male and female tribal students at the post-graduate level is 1.19, which is less than the table value 1.96 at 0.05 level of significance. So, the null hypothesis 5(d) “There is no significant difference in the mean scores of autonomy (dimension of mental health) between male and female tribal students at post-graduate level.” is accepted. It further entails that gender does not play a significant role in the autonomy (dimension of Mental Health).

**Testing of hypothesis 5(e):** “There is no significant difference in the mean scores of group-oriented attitude (dimension of mental health) between male and female tribal students at post-graduate level.”

Table No. 4.3.2(a) depicts that the calculated t-value of the group-oriented (dimension of Mental Health) between male and female tribal students at the post-graduate level is 3.35, with  $p=0.001<0.01$ , which is more than the table value 3.35 at 0.01 level of significance. So, the null hypothesis 5(c) “There is no significant difference in the mean scores of group-oriented attitude (dimension of mental health) between male and female tribal students at post-graduate level.” is not accepted. It can, therefore, be said that male tribal students ( $M=22.14$ ) studying at post-graduate level were significantly different from female tribal students ( $M=21.55$ ) studying at the post-graduate level

concerning their group-oriented attitude (dimension of mental health), with males having better group-oriented attitude than their female counterparts.

Male students were more connected to their neighbours, felt they were maximizing their abilities, and did not experience feelings of depression and inferiority, they were also less prone to be impacted by negative comments and were open and honest about their relationship with friends and colleagues. It further entails that gender does play a significant role in their group-oriented attitude which is a part of their mental health.

**Testing of Hypothesis 5(f):** “There is no significant difference in the mean scores of environment mastery (dimension of mental health) between male and female tribal students at post-graduate level.”

Table No. 4.3.2(a) reveals that the calculated t-value of the Environmental Mastery (Dimension of Mental Health) between male and female tribal students at the postgraduate level is 3.60, with  $p=0.000<0.01$  which is more than the table value of 2.58 at 0.01 level of significance. So, the null hypothesis 5(f) “There is no significant difference in the mean scores of environment mastery (dimension of mental health) between male and female tribal students at post-graduate level.” is not accepted. It can, therefore, be said that male tribal students ( $M=23.13$ ) studying at post-graduate level were significantly different from female tribal students ( $M=22.54$ ) studying at the post-graduate level concerning their environmental mastery (Dimension of mental health), with males having better environmental mastery than their female counterparts.

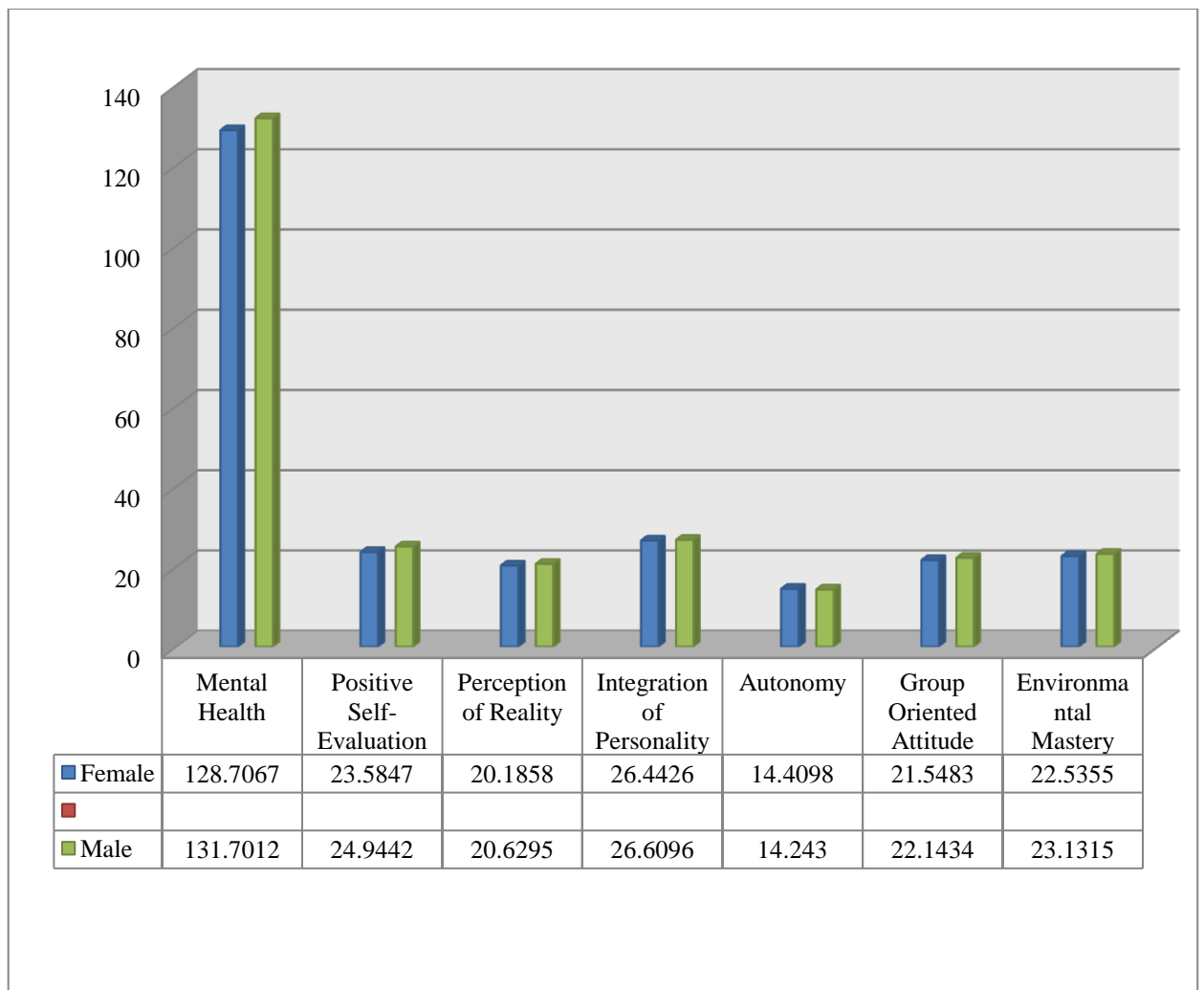
Male students were found to adapt better to various circumstances and were more capable of taking action in challenging situations. They played significant role in social ceremonies, were more imaginative, had positive perception of their confidence levels, and were always prepared to tackle problems. They were able to cooperate with others in important family functions, showed great determination to achieve despite their shortcomings, and were less likely to be affected by everyday worries. It further entails gender does play a significant role in the environmental mastery which is a dimension of mental health.

The last section of table No. 4.3.2(a) affirms the “Overall Mental Health” where the mean score of male and female students at the post-graduate level are 131.70 and 128.71 respectively. The calculated t-value of the overall Mental Health score is 6.52, with  $p=0.000<0.01$ , which is greater than the table value of 2.58 at a 0.01 level of



significance. Hence, the t-value is significant. Therefore, the 5<sup>th</sup> null hypothesis, “There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their gender (male and female).” is not accepted. This implies that gender plays a significant role in the mental health of tribal postgraduate students.

Male students outperformed their female peers in areas such as positive self-evaluation, perception of reality, group-oriented attitude, environmental mastery, and overall mental health. They exhibited higher confidence, were more open and honest in their relationships, and formed stronger connections with friends, family, neighbours, and peers. They demonstrated greater resilience to setbacks, adapted effectively to their environment and changing conditions, and maintained a positive self-view. They were adept at handling criticism, negative situations, and challenges. They played crucial roles in significant events, excelled in teamwork, did not experience feelings of inferiority, avoided worrying about uncontrollable factors, and were determined to live purposeful lives. The bar graph below illustrates the differences in mean scores of Mental Health (overall and its 6 dimensions) among Post Graduate tribal students, categorized by gender, providing a visual representation for easy comprehension.



*Fig No: 4.3.2 (a)* “Bar Graph: Comparative analysis of Mental Health and its dimensions among Post Graduate Students by gender.”

#### 4.5.2: Comparison between type of institutions (Government and Private) on the measure of Mental Health of tribal post-graduate students

**Hypothesis 6:** “There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their type of institutions (Government and Private).”

**Table No. 4.3.2(b):** “Mean, SD, t-values of Mental Health (its dimensions) of tribal students at the post-graduate level with regard to their type of institutions.”

Dimensions of Mental Health	Type of Institutions	N	M	SD	SED	t-value (p-value)
Positive self-evaluation	Government	500	24.06	2.59	0.190	0.684@ (0.494)
	Private	300	23.93	2.63		
Perception of Reality	Government	500	20.34	2.01	0.146	0.201@ (0.840)
	Private	300	20.31	1.98		
Integration of Personality	Government	500	26.69	3.13	0.234	2.27* (0.023)
	Private	300	26.16	3.32		
Autonomy	Government	500	14.30	1.83	0.134	1.061@ 0.289)
	Private	300	14.45	1.86		
Group-oriented attitudes	Government	500	21.88	2.35	0.171	2.26* (0.024)
	Private	300	21.49	2.33		
Environmental Mastery	Government	500	22.60	2.23	0.157	2.08* (0.038)
	Private	300	22.93	2.11		
Mental Health (Overall)	Government	500	129.87	6.26	0.451	1.35@ (0.179)
	Private	300	129.97	6.04		

@: Not significant & \*Significant at 0.05 level

#### Testing hypotheses: 6 & 6(a) to 6(f):

**Testing of hypothesis 6(a):** “There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”

Table No. 4.3.2(b) reveals that the calculated t-value of the positive self-evaluation (Dimension of Mental Health) between Government and Private tribal students at the post-graduate level is 0.68, with  $p=0.494>0.05$ , which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 6(a) “There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.” is accepted. It further entails that type of institution does not play a significant influence in the positive self-evaluation (dimension of Mental Health).

**Testing of hypothesis 6(b):** “There is no significant difference in the mean scores of perceptions of reality (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”

Table No. 4.3.2(b) reveals that the calculated t-value of the perception of reality (Dimension of Mental Health) between Government and Private tribal students at the post-graduate level is 0.201 with  $p=0.840>0.05$ , which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 6(b) “There is no significant difference in the mean scores of perceptions of reality (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.” is accepted. It further entails that type of institution does not play a significant influence in the perception of reality which is a part of their mental health.

**Testing of hypothesis 6(c):** “There is no significant difference in the mean scores of integration of personality (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”

Table No. 4.3.2(b) reveals that the calculated t-value of the integration of personality (Dimension of Mental Health) between Government and Private tribal students at the post-graduate level is 2.27, with  $p=0.023>0.05$ , which is higher than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 6(c) “There is no significant difference in the mean scores of integration of personality (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.” is not accepted. It can therefore be said that tribal students studying in government higher education institutions ( $M=26.69$ ) at the post-graduate level were significantly different from tribal students studying at private higher education institutions ( $M=26.16$ ) at the post-graduate level concerning their integration of personality (Dimension of mental health)

with students from government higher education institutions having better integration of personality than students from private higher education institutions.

Trial post-graduate students in Government higher education institutions displayed a strong sense of self-discipline in managing their emotions, approached social interactions without hesitation, maintained composure while fulfilling their responsibilities. They embraced their individuality and were not influenced by the need to adhere to societal expectations. These students tended to tackle challenges independently. They were upfront about their limitations in sustaining focus on tasks for extended periods and acknowledged their apprehension towards imaginary calamities at times. Moreover, they noted a growing sense of belonging within their community.

**Testing of hypothesis 6(d):** “There is no significant difference in the mean scores of autonomy (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”

Table No. 4.3.2(b) reveals that the calculated t-value of Autonomy (Dimension of Mental Health) between Government and Private tribal students at the post-graduate level is 1.06, with  $p=0.289>0.05$ , which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 6(d) “There is no significant difference in the mean scores of autonomy (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.” is accepted. It further entails that type of institute does not play a significant influence on autonomy which is the dimension of Mental Health.

**Testing of hypothesis 6(e):** “There is no significant difference in the mean scores of group-oriented attitude (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”

Table No. 4.3.2(b) reveals that the calculated t-value of Group oriented-attitude (Dimension of Mental Health) between Government and Private tribal students at the post-graduate level is 2.26, with  $p=0.024>0.05$ , which is more than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 6(e) “There is no significant difference in the mean scores of group-oriented attitude (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.” is not accepted. It can therefore be said that tribal students studying in government higher education institutions ( $M= 21.88$ ) at the post-graduate level were significantly different from

tribal students studying at private higher education institutions ( $M=21.49$ ) at the postgraduate level concerning their Group oriented-attitude (Dimension of mental health) with students from Government higher education institutions having better group oriented-attitude than students from private higher education institutions.

Tribal Post-graduate Students from Government higher education Institutions showed more affectionate and attachment towards their neighbours, felt that they were utilizing their abilities in performing their duties, did not have issues of inferiority complex, nor did they feel any kind of depression or felt dejected in anyway, were honest about feeling enraged when discussing unfavourable talks. It further entails that type of institution does play a significant role in the group-oriented attitude which is a dimension of Mental Health.

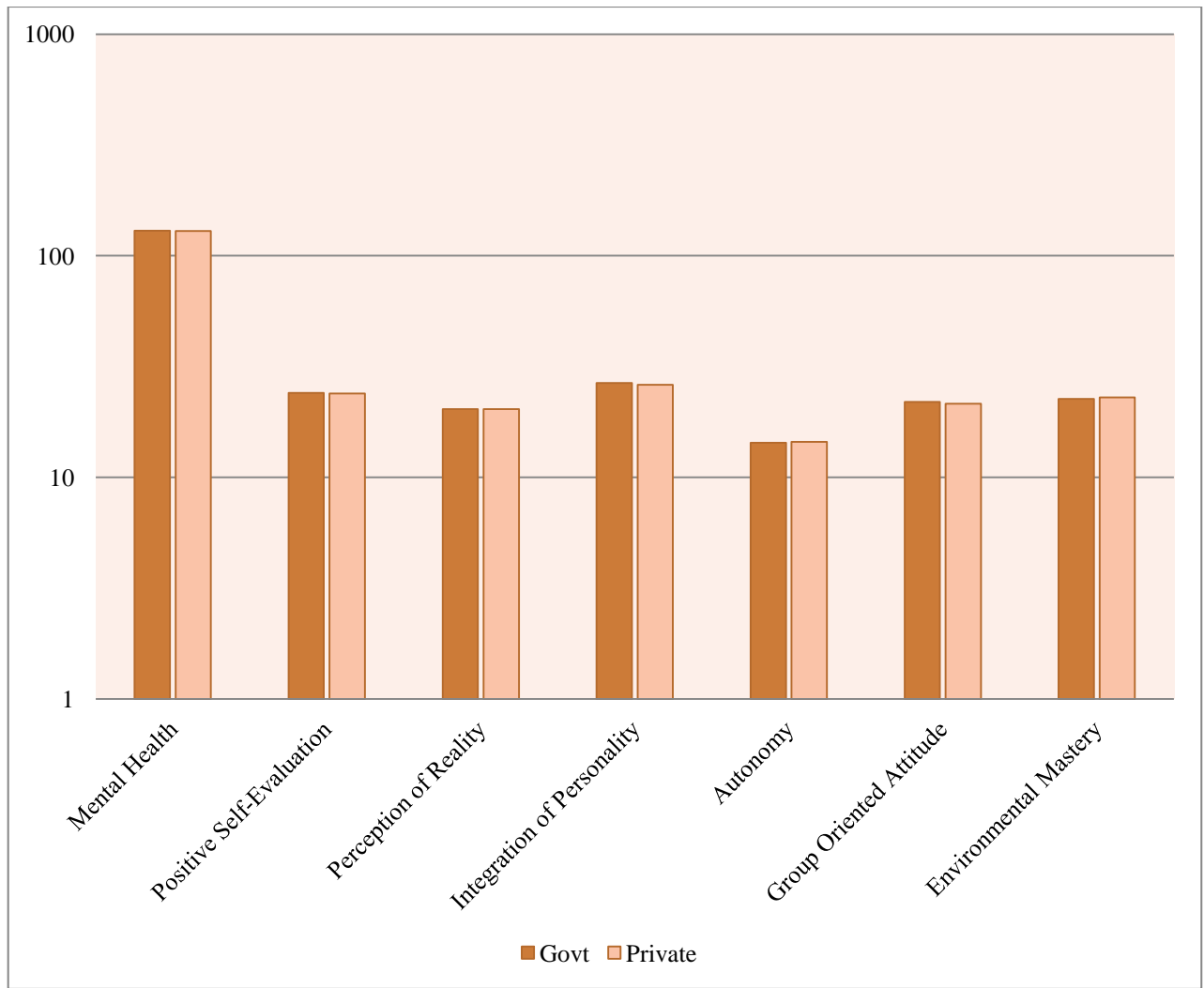
**Testing of hypothesis 6(f):** “There is no significant difference in the mean scores of environment mastery (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”

Table No. 4.3.2(b) reveals that the calculated t-value of Environment Mastery (Dimension of Mental Health) between Government and Private tribal students at the post-graduate level is 2.08, with  $p=0.038>0.05$ , which is more than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 6(f) “There is no significant difference in the mean scores of environment mastery (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.” is not accepted. It can therefore be said that tribal students studying in Government higher education institutions ( $M=22.60$ ) at the post-graduate level were significantly different from tribal students studying at private higher education institutions ( $M=22.93$ ) at the postgraduate level concerning their Environment Mastery (Dimension of mental health) with students from Private higher education institutions having better Environment Mastery than students from Government higher education institutions.

Tribal Students enrolled in private higher Education Institutions were able to better adjust to circumstances, were more capable of taking action in difficult situations. They took important roles in social ceremonies, were more prone to using their imagination and creativity, had a good view of themselves and their confidence levels, and were ever ready to face their problems. They demonstrated the capability to work effectively

with others during important events, were determined to succeed in their work, and were less prone to being disheartened by problems of everyday life. It further entails that type of institution does play a significant role in the Environmental Mastery (Dimension of Mental Health).

The last section of Table 4.3.2(b) shows the “Mental Health overall”, the calculated t-value of the overall Mental Health is 1.35, with  $p=0.179>0.05$ , which is less than the table value of 1.96 at a 0.05 level of significance. Hence, the t-value is not significant. It indicates no significant difference between tribal students from government and private higher education institutions at the post-graduate level in the Measure of Mental Health. Therefore, the 6<sup>th</sup> null hypothesis, “There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their type of institutions (Government and Private).” is accepted. This implies that type of institution does play a significant influence in the overall mental health of tribal post-graduate students. The bar graph below illustrates the differences in mean scores of Mental Health (overall and its 6 dimensions) among Post Graduate tribal students, categorized by type of institution, providing a visual representation for easy comprehension.



*Fig No:4.3.2(b)* “Bar Graph: Comparative analysis of Mental Health and its dimensions among Post Graduate Students by type of institutions.”



### 4.5.3: Comparison between Streams of study (Humanities and Sciences) on the measure of Mental Health of tribal post-graduate students

**Hypothesis 7:** “There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their streams of study (Humanities and Sciences).”

**Table No. 4.3.2(c):** “Mean, SD, t-values of mental health (it’s dimensions) of tribal students at post-graduate level with regard to their streams of study”

Dimensions of Mental Health	Streams of study	N	M	SD	SED	t-value (p-value)
Positive self-evaluation	Humanities	610	24.06	2.61	0.216	0.962@ (0.336)
	Sciences	190	23.85	2.57		
Perception of Reality	Humanities	610	20.35	1.95	0.166	0.614@ (0.539)
	Sciences	190	20.25	2.12		
Integration of Personality	Humanities	610	26.31	3.14	0.265	2.99** (0.003)
	Sciences	190	27.10	3.34		
Autonomy	Humanities	610	14.41	1.89	0.153	1.49@ (0.137)
	Sciences	190	14.18	1.67		
Group-oriented attitudes	Humanities	610	21.74	2.36	0.195	0.13@ (0.897)
	Sciences	190	21.72	2.33		
Environmental Mastery	Humanities	610	22.77	2.20	0.182	1.04@ (0.301)
	Sciences	190	22.58	2.16		
Overall Mental Health	Humanities	610	129.64	6.21	0.514	0.08@ (0.934)
	Sciences	190	129.68	6.12		

@: Not significant & \*\*=significant at 0.01

level **Testing of hypotheses: 7 & 7(a) to 7 (f)**

**Testing of hypothesis 7 (a):** “There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

Table No. 4.3.2(c) reveals that the calculated t-value of positive self-evaluation (dimension of mental health) between Humanities and Sciences at the post-graduate level is 0.962 with  $p=0.336>0.05$  which is less than the table value of 1.96 at 0.01 level of significance. So, the null hypothesis 7(a) “There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health) of tribal post-graduate students with regard to their streams of study.” is accepted. It can therefore, be said that tribal students studying in Humanities at a post-graduate level were not significantly different from tribal students studying sciences at the post-graduate level concerning their positive self-evaluation (dimension of mental health). It further entails that streams of study do not play a significant role in the positive self-evaluation (dimension of mental health).

**Testing of hypothesis 7(b).** “There is no significant difference in the mean scores of perception of reality (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

Table No. 4.3.2(c) reveals that the calculated t-value of perception of reality (dimension of mental health) between Humanities and Sciences at the post-graduate level is 0.614 with  $p=0.539>0.05$  which is less than the table value of 1.96 at 0.01 level of significance. So, the null hypothesis 7(b). “There is no significant difference in the mean scores of perception of reality (dimension of mental health) of tribal post-graduate students with regard to their streams of study.” is accepted. It can therefore, be said that tribal students studying in Humanities at a post-graduate level were not significantly different from tribal students studying sciences at the post-graduate level concerning their perception of reality (dimension of mental health). It further entails that stream of study does not play a significant role in the perception of reality (dimension of mental health).

**Testing of hypothesis 7 (c):** “There is no significant difference in the mean scores of integration of personality (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

Table No. 4.3.2(c) reveals that the calculated t-value of the integration of personality (dimension of mental health) between Humanities and Sciences at the post-graduate level is 2.99 with  $p=0.003>0.01$  which is more than the table value of 2.58 at 0.01 level

of significance. So, the null hypothesis 7(c) “There is no significant difference in the mean scores of integration of personality (dimension of mental health) of tribal post-graduate students with regard to their streams of study.” is not accepted. It can therefore, be said that tribal students studying in humanities (M=26.31) at a postgraduate level were significantly different from tribal students studying sciences (M=27.10) at the post-graduate level concerning their integration of personality (dimension of mental health), with students from the stream of sciences having better integration of personality than students from the stream of humanities. Tribal students studying sciences showed better self-discipline in handling their emotions, were more comfortable in engaging in social interaction, and remained composed while fulfilling their responsibilities. They valued their uniqueness and did not adhere to societal expectations. These students also preferred to address challenges on their own. They had a deeper sense of bonding with the community from which they came from. It further entails that stream of study does not play a significant role in the integration of personality (dimension of mental health).

**Testing of hypothesis 7 (d):** “There is no significant difference in the mean scores of autonomy (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

Table No. 4.3.2(c) reveals that the calculated t-value of the autonomy (dimension of mental health) between Humanities and Sciences at the post-graduate level is 1.49 with  $p=0.137>0.05$  which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 7(d) “There is no significant difference in the mean scores of autonomy (dimension of mental health) of tribal post-graduate students with regard to their streams of study.” is accepted. It can therefore, be said that tribal students studying in Humanities at a post-graduate level were not significantly different from tribal students studying sciences at the post-graduate level concerning their Autonomy (dimension of mental health). It further entails that stream of study does not play a significant role in the autonomy (dimension of mental health).

**Testing of hypothesis 7 (e):** “There is no significant difference in the mean scores of group-oriented attitude (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

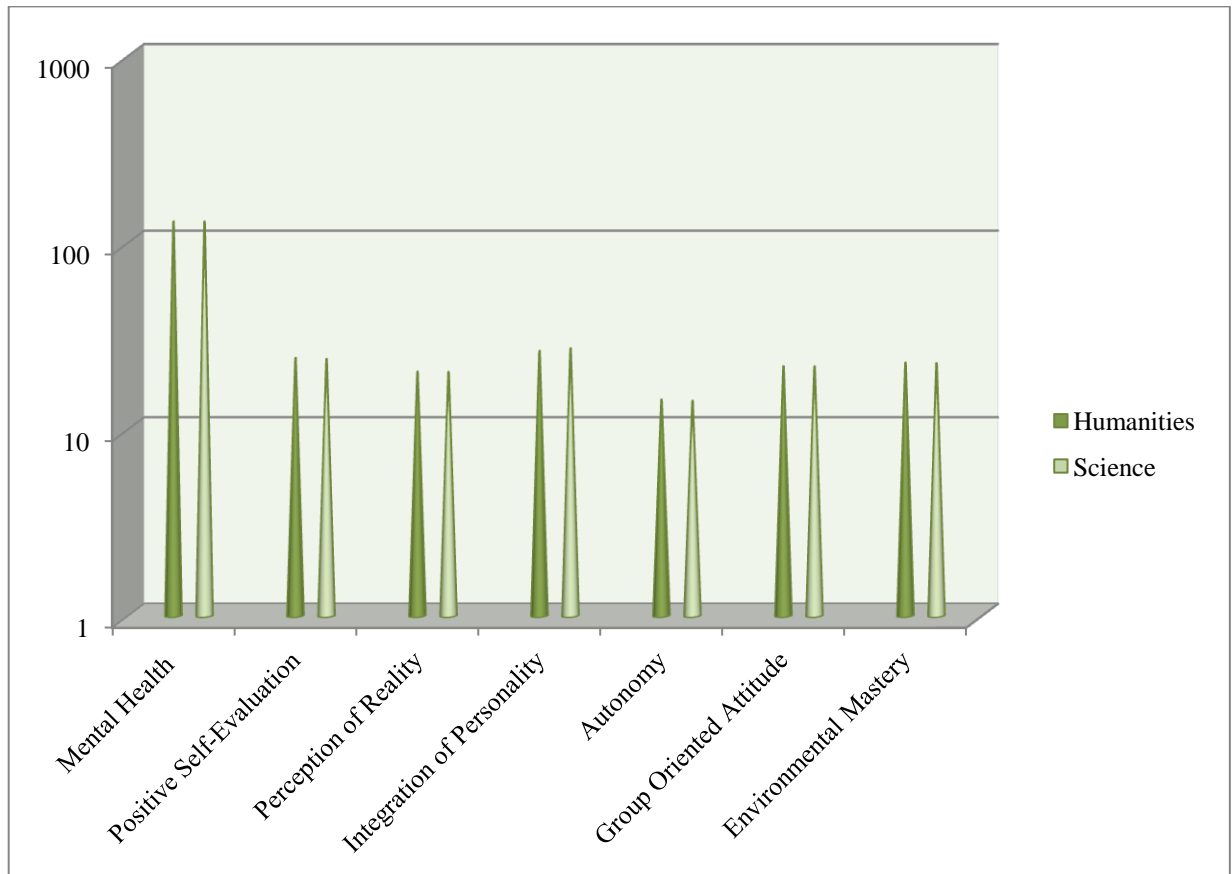
Table No. 4.3.2 (c) reveals that the calculated t-value of the Group-oriented attitude (dimension of mental health) between Humanities and Sciences at the post-graduate level is 0.13 with  $p=0.897>0.05$  which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 7(e) “There is no significant difference in the mean scores of group-oriented attitude (dimension of mental health) of tribal post-graduate students with regard to their streams of study.” is accepted. It can therefore, be said that tribal students studying in Humanities at a post-graduate level were not significantly different from tribal students studying sciences at the post-graduate level concerning their Group-oriented attitude (dimension of mental health). It further entails that stream of study does not play a significant role in the Group-oriented attitude dimension of mental health.

**Testing of hypothesis 7 (f):** “There is no significant difference between mean scores of environment mastery (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

Table No. 4.3.2(c) reveals that the calculated t-value of the Environment Mastery (dimension of mental health) between Humanities and Sciences at the post-graduate level is 1.04 with  $p=0.301>0.05$  which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 7(f) “There is no significant difference between mean scores of environment mastery (dimension of mental health) of tribal post-graduate students with regard to their streams of study.” is accepted. It can therefore, be said that tribal students studying in Humanities at a post-graduate level were not significantly different from tribal students studying sciences at the post-graduate level concerning their Environment Mastery (dimension of mental health). It further entails that stream of study does not play a significant role in the Environment Mastery (dimension of mental health).

The last section of the table No. 4.3.2(c) shows the “Mental Health overall”, the calculated t-value of the overall Mental Health is 0.08, with  $p\text{ value}=0.934>0.05$  which is less than the table value of 1.96 at 0.05 level of significance. Hence, the t-value is not significant. It indicates no significant difference between tribal students studying humanities and sciences at the post-graduate level in the measure of mental health. Therefore, the seventh null hypothesis, “There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their streams of

study (Humanities and Sciences).” is accepted. This implies that stream of study does not play a significant role in the overall mental health of tribal post-graduate students. The bar graph below illustrates the differences in mean scores of Mental Health (overall and its 6 dimensions) among Post Graduate tribal students, categorized by stream of study, providing a visual representation for easy comprehension.



*Fig No: 4.3.2 (c)* Bar Graph: Comparative analysis of Mental Health and its dimensions among Post Graduate Students by streams of study.

#### 4.5.4 Comparison between type of tribes (backward and forward) on the measure of Mental Health of post-graduate students

**Hypothesis 8:** “There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their type of tribes (Backward and Forward).”

**Table No. 4.3.2(d):** “Mean, SD, t-values of Mental Health of tribal PG students with regard to their type of tribes.”

Dimensions of Mental Health	Type of tribes	N	M	SD	SED	t-value (p-value)
Positive self-evaluation	Backward	195	24.17	2.74	0.214	0.98@ (0.336)
	Forward	605	23.96	2.56		
Perception of Reality	Backward	195	20.32	1.99	0.164	0.06@ (0.955)
	Forward	605	20.33	1.99		
Integration of Personality	Backward	195	26.50	3.39	0.264	0.01@ (0.990)
	Forward	605	26.49	3.15		
Autonomy	Backward	195	14.33	1.99	0.152	0.21@ (0.833)
	Forward	605	14.37	1.79		
Group-oriented attitudes	Backward	195	21.96	2.38	0.193	1.53@ (0.126)
	Forward	605	21.66	2.33		
Environmental Mastery	Backward	195	22.67	2.20	0.180	0.37@ (0.710)
	Forward	605	22.74	2.19		
Overall Mental Health	Backward	195	129.95	6.79	0.544	0.736@ (0.463)
	Forward	605	129.55	5.98		

“@: Not significant at 0.05 level.”

### **Testing of hypotheses: 8 & 8 (a) to 8(f)**

**Testing of hypothesis 8 (a):** “There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health) of tribal post-graduate students with regard to their type of tribe.”

Table No. 4.3.2(d) reveals that the calculated t-value of positive self-evaluation (dimension of mental health) between backward and forward tribes at the postgraduate level is 0.98 with  $p=0.336>0.05$  which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 8(a) “There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health) of tribal post-graduate students with regard to their type of tribe.” is accepted. It can therefore, be said that tribal students studying from backward tribes were not significantly different from students from forward tribes at the post-graduate level concerning their positive self-evaluation (dimension of mental health). It further entails that type of tribe does not play a significant role in the positive self-evaluation dimension of mental health.

**Testing of hypothesis 8 (b):** “There is no significant difference in the mean scores of perception of reality (dimension of mental health) of tribal post-graduate students with regard to their type of tribes.”

Table No. 4.3.2(d) reveals that the calculated t-value of Perception of Reality (dimension of mental health) between backward and forward Tribes at the postgraduate level is 0.06 with  $p=0.955>0.05$ , which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 8(b) “There is no significant difference in the mean scores of perception of reality (dimension of mental health) of tribal post-graduate students with regard to their type of tribes.” is accepted. It can therefore, be said that tribal students studying from backward tribes were not significantly different from tribal students from forward tribes at the post-graduate level concerning their perception of reality (dimension of mental health). It further entails that type of tribe does not play a significant role in the perception of reality (dimension of mental health).

**Testing of hypothesis 8 (c):** “There is no significant difference in the mean scores of integration of personality (dimension of mental health) of tribal post-graduate students with regard to their type of tribes.”

Table No. 4.3.2 (d) reveals that the calculated t-value of integration of personality (dimension of mental health) between backward and forward tribes at the postgraduate level is 0.01 with  $p=0.990>0.05$ , which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 8 (c). “There is no significant difference in the mean scores of integration of personality (dimension of mental health) of tribal post-graduate students with regard to their type of tribes.” is accepted. It can therefore, be said that tribal students studying from backward tribes were not significantly different from tribal students from forward tribes at the post-graduate level concerning their integration of personality (dimension of mental health). It further entails that type of tribe does not play a significant role in the integration of personality (dimension of mental health).

**Testing of hypothesis 8 (d):** “There is no significant difference between in the mean scores of autonomy (dimension of mental health) of tribal post-graduate students with regard to their type of tribes.”

Table No. 4.3.2(d) reveals that the calculated t-value of autonomy (dimension of mental health) between backward and forward Tribes at the postgraduate level is 0.21 with  $p=0.833>0.05$ , which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 8 (d) “There is no significant difference between in the mean scores of autonomy (dimension of mental health) of tribal post-graduate students with regard to their type of tribes.” is accepted. It can therefore, be said that tribal students studying from backward tribes were not significantly different from tribal students from forward tribes at the post-graduate level concerning their autonomy (dimension of mental health). It further entails that type of tribe does not play a significant role in autonomy (dimension of mental health).

**Testing of hypothesis 8 (e):** “There is no significant difference in the mean scores of group-oriented attitude (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes.”

Table No. 4.3.2(d) reveals that the calculated t-value of group-oriented attitudes (dimension of mental health) between backward and forward tribes at the postgraduate level is 1.53 with  $p=0.126>0.05$ , which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 8 (e) “There is no significant difference in the



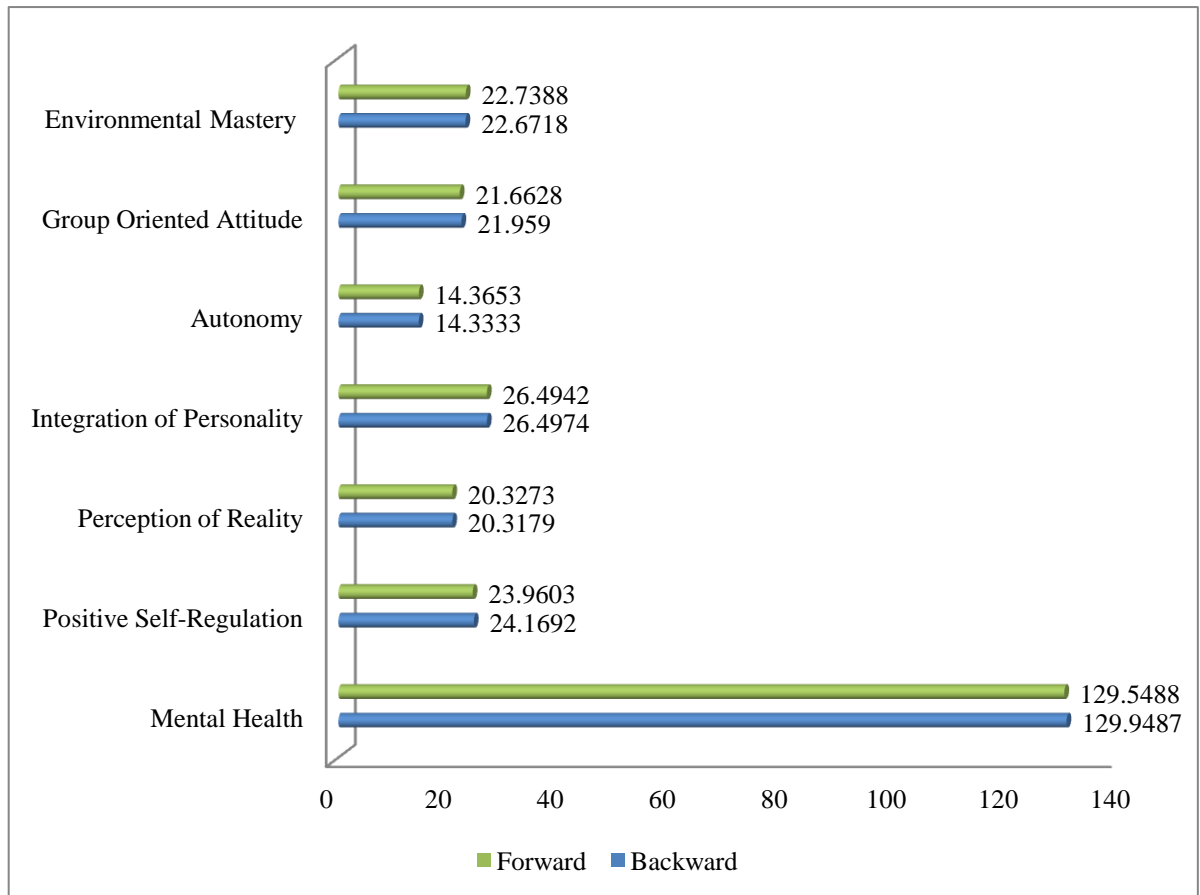
mean scores of group-oriented attitude (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes.” is accepted. It can therefore, be said that tribal students studying from backward tribes were not significantly different from tribal students from forward tribes at the post-graduate level concerning their group-oriented attitudes (dimension of mental health). It further entails that type of tribe does not play a significant role in the group-oriented attitude (dimension of mental health).

**Testing of hypothesis 8 (f):** “There is no significant difference in the mean scores of environment mastery (dimension of mental health) of tribal post-graduate students with regard to their type of tribes.”

Table No. 4.3.2(d) reveals that the calculated t-value of environmental mastery (dimension of mental health) between backward and forward Tribes at the postgraduate level is 0.37 with  $p=0.710>0.05$ , which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 8(f) “There is no significant difference in the mean scores of environment mastery (dimension of mental health) of tribal post-graduate students with regard to their type of tribes.” is accepted. It can therefore, be said that backward tribal students were not significantly different from tribal students from forward tribes at the post-graduate level concerning their environment mastery (dimension of mental health). It further entails that type of tribe does not play a significant role in the environmental mastery (dimension of mental health).

The last section of table No. 4.3.2(d) shows the “overall mental health”, where the mean score of backward and forward tribal students at the post-graduate level are 129.95 and 129.55 respectively. The calculated t-value of the overall mental health is 0.736, with  $p=0.463>0.05$ , which is less than the table value of 1.96 at a 0.05 level of significance. Hence, the t-value is not significant. It indicates no significant difference between backward and forward tribal post-graduate students in the measure of Mental Health. Therefore, the Eighth null hypothesis, “There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their type of tribes (Backward and Forward).” is accepted. This implies that type of tribe does not play a significant role in the mental health of tribal post-graduate students. The bar graph below illustrates the differences in mean scores of Mental Health (overall and its

6 dimensions) among Post Graduate tribal students, categorized by tribe of tribes, providing a visual representation for easy comprehension.



*Fig No: 4.3.2 (d)* “Bar Graph: Comparative analysis of Mental Health and its dimensions among Post Graduate Students by type of tribes.”

#### 4.6 DIFFERETIAL ANALYSIS BETWEEN THE DIFFERENT INDEPENDENT GROUPS OF THE DEMOGRAPHIC VARIABLES ON POLITICAL EFFICACY

The 4<sup>th</sup> objective is “To compare and analyse the mean scores of Political Efficacy of tribal post-graduate students with regard to their gender, type of institutions, streams of study and type of tribes.”

Analysis of Political Efficacy between the different demographic variables were done by testing the significant of difference between their means by using an independent sample t-test. The results are presented in the following table:

##### 4.6.1 Comparison between Gender (Female and Male) on the measure of Political Efficacy of tribal post-graduate students

**Hypothesis 9:** “There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their gender (Male and Female).”

**Table No. 4.3.3(a):** “Means, SDs, t-values of Political Efficacy of tribal postgraduate students with regard to their gender.”

Dimensions of Political Efficacy	Gender	N	M	SD	SED	t-value (p-value)
Internal Political Efficacy	Female	549	24.70	3.22	0.250	0.46@ (0.645)
	Male	251	24.59	3.40		
External Political Efficacy	Female	549	27.82	4.49	0.365	0.99@ (0.325)
	Male	251	18.18	4.91		
(overall) Political Efficacy	Female	549	52.52	5.87	0.457	0.54@ (0.593)
	Male	251	52.77	6.25		

@: Not Significant at 0.05 level

##### Testing of Hypotheses: 9 & 9(a) to 9(b)

**Testing of hypothesis 9(a):** “There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their gender.”

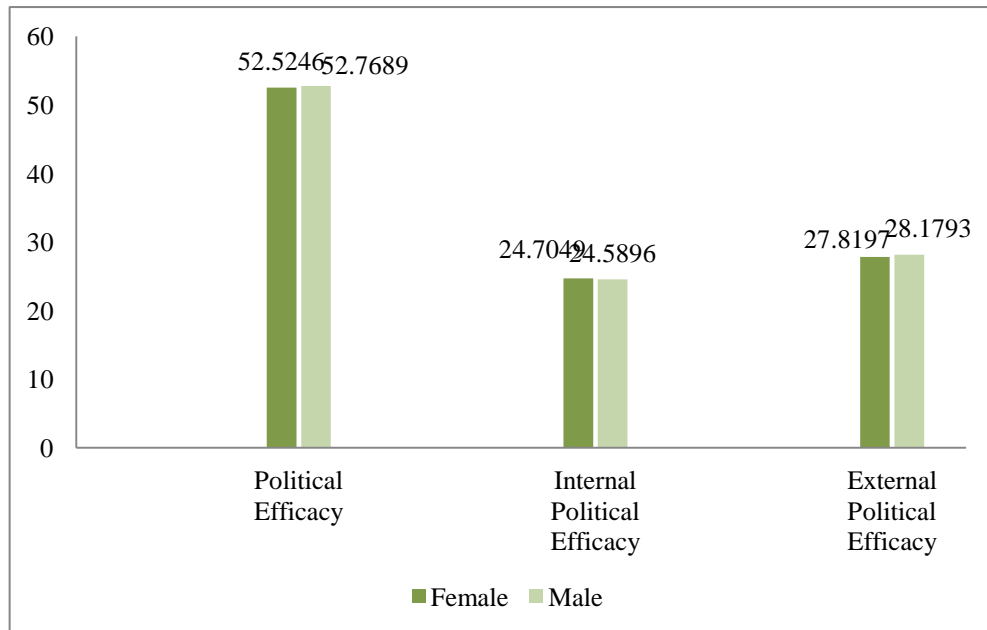
Table No. 4.3.3(a) reveals that the calculated t-value of the internal Political Efficacy between females and males of tribal students at the post-graduate level is 0.46 with  $p=0.645>0.05$ , which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 9(a) “There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their gender.” is accepted. It can, therefore, be said that male tribal students at the post-graduate level were not significantly different from female tribal students at the post-graduate level concerning their Internal Political Efficacy. It further entails that gender does not play a significant role in the internal political efficacy.

**Testing of hypothesis 9(b):** “There is no significant difference in the mean scores of external political efficacy of tribal post-graduate students with regard to their gender.”

Table No. 4.3.3(a) reveals that the calculated t-value of the external Political Efficacy between females and males of tribal students at the post-graduate level is 0.99 with  $p=0.325>0.05$ , which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 9(b) “There is no significant difference in the mean scores of external political efficacy of tribal post-graduate students with regard to their gender.” is accepted. It can, therefore, be said that female tribal students at the postgraduate level were not significantly different from male tribal students at the postgraduate level concerning their External Political Efficacy. It further entails that gender does not play a significant role in the External Political Efficacy.

The last section of table no. 4.3.3(a) shows the Political Efficacy (overall), where the mean scores of female and male tribal students at the post-graduate level are 52.52 and 52.77 respectively. The calculated t-value of the overall Political Efficacy is 0.54, with  $p=0.593>0.05$ , which is less than the table value of 1.96 at a 0.05 level of significance. Hence, the t-value is not significant. It indicates no significant difference between female and male tribal level in their Political Efficacy. Therefore, the Ninth null hypothesis, “There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their gender (Male and Female).” is accepted. This implies that gender does not play a significant role on the overall political efficacy of tribal post-graduate students. The bar graph below illustrates the differences in mean scores of Political Efficacy (overall and its 2 dimensions) among

Post Graduate tribal students, categorized by gender, providing a visual representation for easy comprehension.



*Fig No: 4.3.3(a)* “Bar Graph: Comparative Analysis of Political Efficacy and its Dimensions among Post Graduate Students by gender.”

#### 4.6.2 Comparison between type of institutions (Government and Private) on the measure of Political Efficacy of tribal post-graduate students

**Hypothesis 10:** “There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their type of institutions (Government & Private).”

**Table No. 4.3.3 (b):** “Means, SDs, t-values of Political Efficacy of tribal post-graduate students with regard to their type of institutions.”

Dimensions of Political Efficacy	Type of Institutions	N	M	SD	SED	t-value (p-value)
Internal Political Efficacy	Government	500	24.53	3.33	0.239	1.55@ (0.122)
	Private	300	24.90	3.17		
External Political Efficacy	Government	500	27.81	4.59	0.338	0.98@ (0.386)
	Private	300	28.14	4.70		
Political Efficacy (overall)	Government	500	52.34	6.15	0.437	1.61@ (0.109)
	Private	300	53.04	5.71		

@: Not Significant at 0.05 level

#### Hypotheses testing :10 & 10(a) to 10(b)

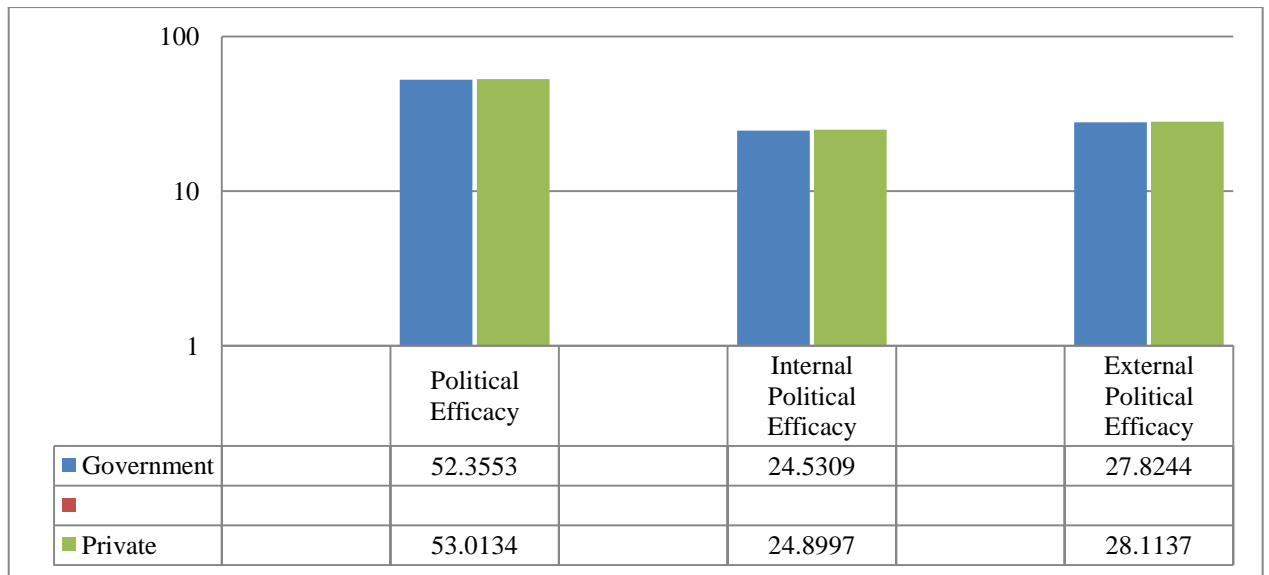
**Testing of hypothesis 10(a):** “There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their type of institutions.”

Table No. 4.3.3 (b) reveals that the calculated t-value of the internal Political Efficacy between tribal students studying at Government and Private higher education institutions at the post-graduate level is 1.55 with  $p=0.122>0.05$ , which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 10(a) “There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their type of institutions.” is accepted. It can, therefore, be said that tribal students studying at Government higher education institutions at the post-graduate level were not significantly different from tribal students studying at private higher education institutions at the post-graduate level concerning their Internal Political Efficacy. It further entails that type of institution does not play a significant role in the internal political efficacy.

**Testing of hypothesis 10(b):** “There is no significant difference between mean scores of external political efficacy of tribal post-graduate students with regard to their type of institutions.”

Table No. 4.3.3(b) reveals that the calculated t-value of the external political efficacy between tribal students studying at Government and Private higher education institutions at the post-graduate level is 0.98 with  $p=0.326>0.05$ , which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 10(b) “There is no significant difference between mean scores of external political efficacy of tribal post-graduate students with regard to their type of institutions.” is accepted. It can, therefore, be said that tribal students studying at Government higher education institutions were not significantly different from tribal students studying at Private higher education institutions at the post-graduate level concerning their external political efficacy. It further entails that type of institution does not play a significant role in the external political efficacy.

The last section of table no. 4.3.3(b) shows the Political Efficacy (overall), where the mean scores of students studying at Government and Private higher education institutions at the post-graduate level are 52.34 and 53.04 respectively. The calculated t-value of the overall Political Efficacy is 1.61, with  $p=0.109>0.05$ , which is less than the table value of 1.96 at a 0.05 level of significance. Hence, the t-value is not significant. It indicates no significant difference between Government and private tribal post graduate students in their Political Efficacy. Therefore, the tenth null hypothesis, “There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their type of institutions (Government & Private).” is accepted. This implies that type of institutions does not play role in the Political Efficacy of tribal post-graduate students. The bar graph below illustrates the differences in mean scores of Political Efficacy (overall and its 2 dimensions) among Post Graduate tribal students, categorized by type of institutions, providing a visual representation for easy comprehension.



*Fig No:4.3.3 (b) “Bar Graph: Comparative Analysis of Political Efficacy and its dimensions among Post Graduate Students by type of institutions.”*

#### 4.6.3 Comparison between stream of study (Humanities and Sciences) on the measure of Political Efficacy of tribal post-graduate students

**Hypothesis 11:** “There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their streams of study (Humanities and sciences).”

**Table No. 4.3.3(c):** “Means, SDs, t-values of Political Efficacy of Tribal postgraduate students with regard to their streams of study”

Dimensions of Political Efficacy	Streams of study	N	M	SD	SED	t-value (p-value)
Internal Political Efficacy	Humanities	610	24.90	3.20	0.270	3.58**
	Sciences	190	23.93	3.39		(0.000)
External Political Efficacy	Humanities	610	28.17	4.68	0.383	2.60**
	Sciences	190	27.17	4.41		(0.010)
Overall Political Efficacy	Humanities	610	53.07	5.84	0.493	3.98**
	Sciences	190	51.11	6.24		(0.000)

\*\* Significant at 0.01 level



### **Testing of Hypotheses: 11 & 11(a) to 11(b)**

**Testing of Hypothesis 11(a):** “There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their streams of study.”

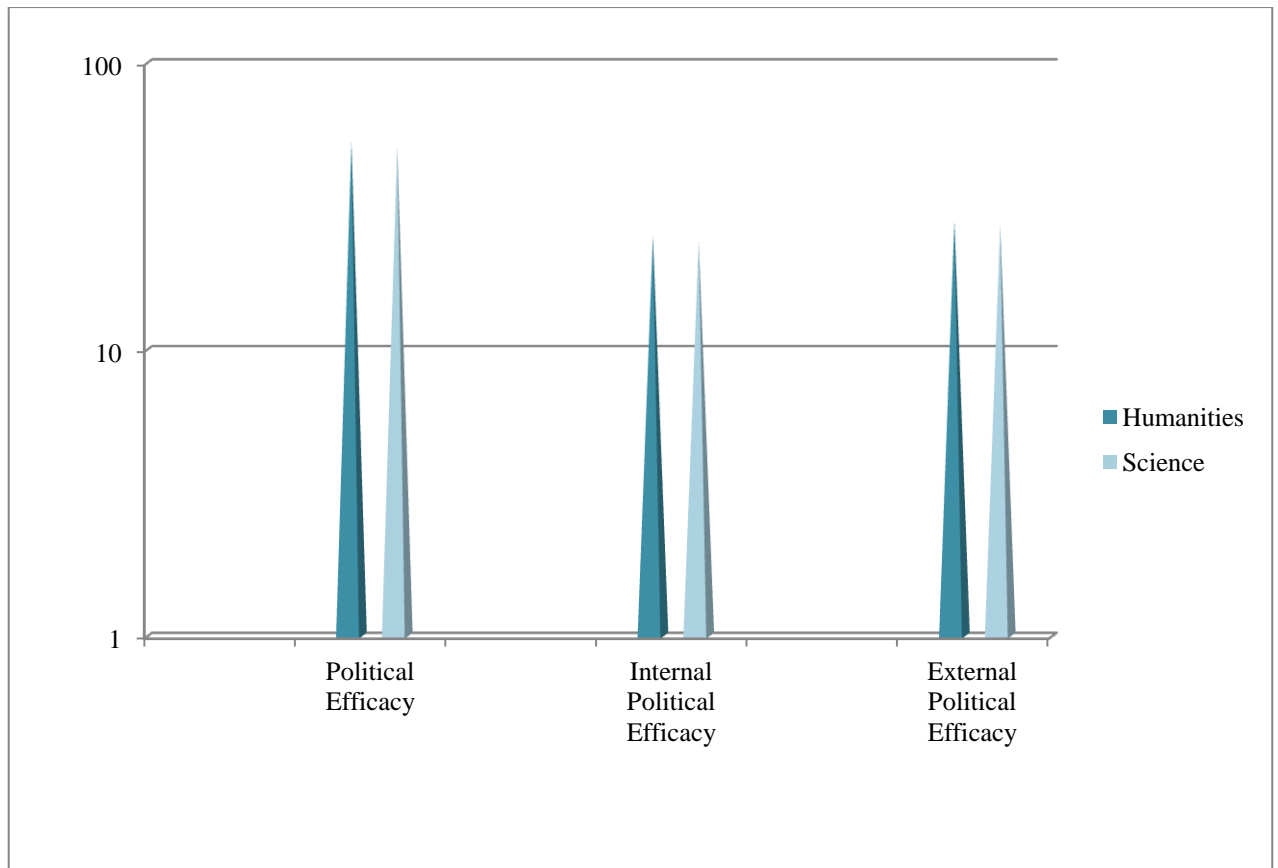
Table No. 4.3.3(c) reveals that the calculated t-value of the internal political efficacy between tribal students studying Humanities and Sciences at the post-graduate level is 3.58 with  $p=0.000<0.01$ , which is more than the table value of 2.58 at 0.05 level of significance. So, the null hypothesis 11(a) “There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their streams of study.” is not accepted. It can, therefore, be said that tribal students studying Humanities ( $M=24.90$ ) at the post-graduate level were significantly different from tribal students studying Sciences ( $M=23.93$ ) at the post-graduate level concerning their internal political efficacy. Humanities students were more confident that their actions in political related activities will make a difference, were more patriotic towards their tribal communities, regularly updated themselves with news and stories related to politics, believed in equal opportunities to all genders to participate in politics, believed in their rights to express their political views and opinions, believed that the student organizations can make a difference and felt that their individual votes mattered, and were convinced that their personal contributions to politics could make a difference. It further entails that stream of study does play a significant role in the internal political efficacy.

**Testing of Hypothesis 11(b):** “There is no significant difference in the mean scores of external political efficacy of tribal post-graduate students with regard to their streams of study.”

Table No. 4.3.3(c) reveals that the calculated t-value of the External Political Efficacy between tribal students studying Humanities and Sciences at the post-graduate level is 2.60 with  $p=0.010<0.01$ , which is more than the table value of 2.58 at 0.01 level of significance. So, the null hypothesis 11(b) “There is no significant difference in the mean scores of external political efficacy of tribal post-graduate students with regard to their streams of study.” is not accepted. It can, therefore, be said that tribal students studying Humanities ( $M=28.17$ ) at the post-graduate level were significantly different

from tribal students studying Sciences ( $M=27.17$ ) at the post-graduate level concerning their external political efficacy. Humanities students were more optimistic in their perspectives towards the political system and the Government, believed that democracy was an effective form of Government, believed that the Government and its workers responded well to the needs of the people, believed health care provided by the Government was good, felt student scholarship provided by the State Government was satisfactory, believed that the political system could maintain peace and order, and that citizens safety was well looked after by the law. Above all, they had greater confidence in their Government's ability to address various sectors like employment, citizen safety and well-being, and peace and harmony. They also maintained a sense of optimism that the Government's performance would continue to improve over time.

The last section of table no. 4.3.3(c) shows that the “Political Efficacy overall”, where the mean score of tribal students studying at Humanities and Sciences at the postgraduate level are 53.07 and 51.11 respectively. The calculated t-value of overall political efficacy is 3.98,  $p=0.000<0.01$ , which is more than the table value of 2.58 at 0.01 level of significance. Hence, the t-value is significant. It indicates a significant difference in the mean scores of Political Efficacy. Therefore, the 11<sup>th</sup> null hypothesis, “There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their streams of study (Humanities and sciences).” is not accepted, with students from Humanities having better political efficacy than students from sciences. Students from humanities overall and better trust in themselves and had a better perception about their Government and the Political system, they felt their actions were important and that they could make a difference through their actions such as voting, they were more aware of the political activities around them, and kept up to date with the news and stories related to politics, and had a better perception of the Government in taking care of the needs of the people and were optimistic towards a better future with a fairer and more prosperous Government. This implies that the streams of study do play a significant influence in the political efficacy of tribal post-graduate students. The bar graph below illustrates the differences in mean scores of political efficacy (overall and its 2 dimensions) among post graduate tribal students, categorized by streams of study, providing a visual representation for easy comprehension.



*Fig No:4.3.3 (c) “Bar Graph: Comparative analysis of Political Efficacy and its dimensions among Post Graduate Students by streams of study.”*

#### **4.6.4 Comparison between Type of Tribes (Forward and Backward) on the measure of Political Efficacy of tribal post-graduate students**

**Hypothesis 12:** “There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their type of tribes.”

**Table No. 4.3.3(d):** “Means, SDs, t-values of Political Efficacy of tribal post-graduate students with regard to their type of tribes.”

Dimensions of Political Efficacy	Type of tribe	N	M	SD	SED	t-value (p-value)
Internal political Efficacy	Forward	605	25.11	3.31	0.269	2.16*
	Backward	195	24.53	3.26		(0.031)
External Political Efficacy	Forward	605	28.45	4.71	0.381	1.80@
	Backward	195	27.77	4.60		(0.072)
Overall Political Efficacy	Forward	605	53.56	6.31	0.492	2.59**
	Backward	195	52.29	5.86		(0.010)

“@: Not significant \*Significant at 0.05 level & \*\*significant at 0.01 level.”

#### **Testing of Hypotheses: 12 & 12(a) to 12(b)**

**Testing of Hypothesis 12(a):** “There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their type of tribes.”

Table No. 4.3.3(d) reveals that the calculated t-value of internal political efficacy between tribal students studying backward and forward tribes at the post-graduate level is 2.16 with  $p=0.031<0.05$ , which is more than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 12 (a) “There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their type of tribes.” is not accepted. It can, therefore, be said that tribal students from backward tribes ( $M=24.53$ ) at the post-graduate level were significantly different from tribal students from forward tribes ( $M=25.11$ ) at the post-graduate level concerning their internal political efficacy. Students from forward tribes had better internal political efficacy than students from backward Tribes. Students from forward tribes displayed greater confidence in the impact of their actions, showed more patriotism towards their tribal community, frequently kept up to date with news and stories related to politics, believed in gender equality in political participation, upheld their rights to express political views and opinions, trusted in the effectiveness of student organizations,

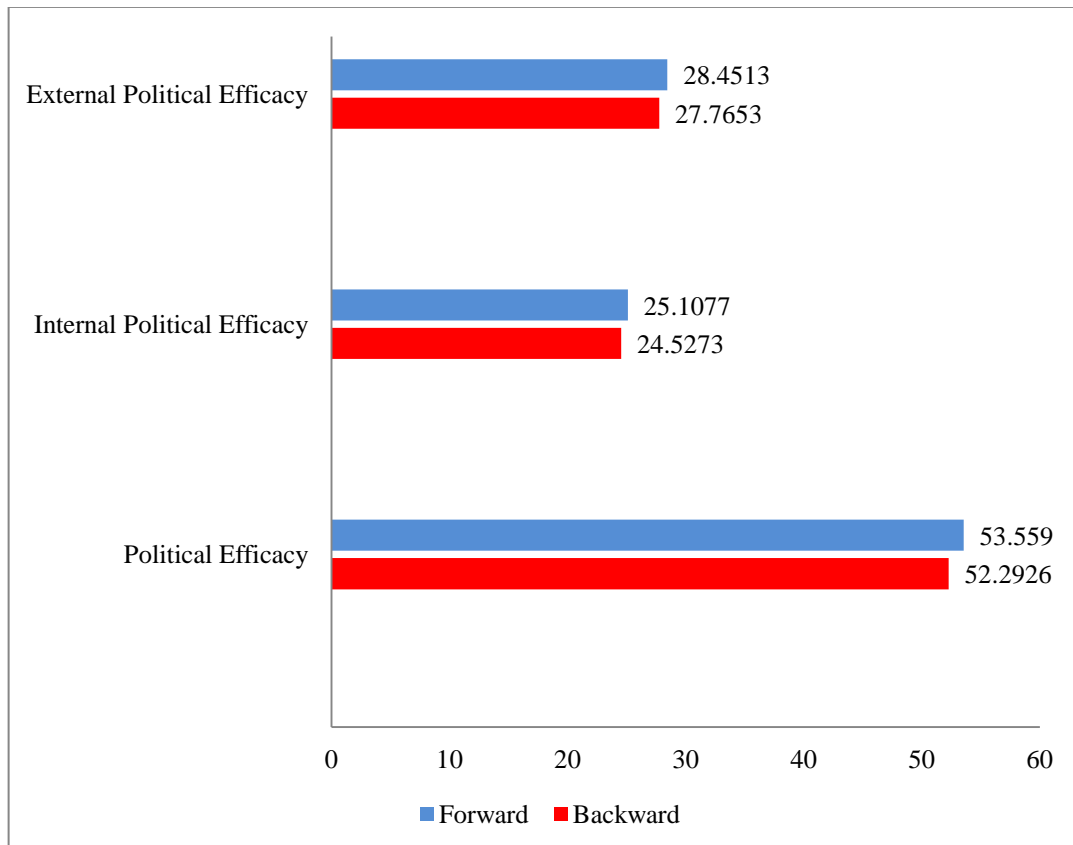
believed their vote could make a difference, and felt that their individual contributions were significant in Politics. This suggests that the type of tribe significantly influence the internal Political Efficacy.

**Testing of Hypothesis 12(b):** “There is no significant difference in the mean scores of external political efficacy of tribal post-graduate students with regard to their type of tribes.”

Table No. 4.3.3(d) reveals that the calculated t-value of the External Political Efficacy between tribal students studying backward and forward tribes at the post-graduate level is 1.80 with  $p=0.072 < 0.05$ , which is less than the table value of 1.96 at 0.05 level of significance. So, the null hypothesis 12(b) “There is no significant difference in the mean scores of external political efficacy of tribal post-graduate students with regard to their type of tribes.” is accepted. It can, therefore, be said that tribal students studying backward tribes at the post-graduate level were not significantly different from tribal students from forward tribes at the post-graduate level concerning their External Political Efficacy. This suggests that the type of tribe does not significantly influence the External Political Efficacy.

The last section of the table No. 4.3.3(d) shows the “Political Efficacy overall”, where the mean scores of tribal students from backward tribes and forward tribes at the post-graduate level are 52.29 and 53.56 respectively. The calculated t-value for overall Political Efficacy is 2.59,  $p=0.10 > 0.05$  which is more than the table value of 2.58 at 0.01 level of significance. Hence, the t-value is significant. It indicates a significant difference between tribal students from backward tribes and forward tribes in the measure of Political Efficacy, students from forward tribes having better overall political efficacy than their counterparts. Therefore, the 12<sup>th</sup> null hypothesis, “There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their type of tribes.” is not accepted, with students from forward tribes having better internal political efficacy and overall political efficacy than tribal students from backward tribes. Tribal students from forward tribes had more trust in themselves and were more active in political related activities such as voting, keeping up to date with political news, but less trust in the Government, whereas tribal students from backward tribes had comparatively less active in political related activities but had more trust in the government to full fill their needs and had a better perception of the

Government and the political system than students from backward tribes. This implies that the type of tribe does play a significant role in the political efficacy of tribal post-graduate students. The bar graph below illustrates the differences in mean scores of Political Efficacy (overall and its 2 dimensions) among post graduate tribal students, categorized by type of tribes, providing a visual representation for easy comprehension.



*Fig No: 4.3.3(d)* “Bar Graph: Comparative analysis of Political Efficacy and its dimensions among post graduate students by type of tribes”

## SECTION-IV

### 4.7 UNIVARIATE ANALYSIS (INTERACTION EFFECTS) OF THE DEMOGRAPHIC VARIABLES (STREAMS OF STUDY, TYPE OF TRIBES AND GENDER) ON POLITICAL EFFICACY

#### 4.7.1 Individual/main and interaction effects of streams of study, type of tribe and gender on Political Efficacy of tribal students at post graduate level

The fifth objective was “To study the influence of streams of study, type of tribes, and gender and their various interactions on political efficacy of tribal students at the post-graduate level.” The data was analysed with the help of *three-way ANOVA*. The output is given in table 4.4.1

**Hypothesis 13:** “There are no significant influences of streams of study, type of tribes, gender and their various interactions on political efficacy.”

**Table No. 4.4.1:** “Summary of three-way ANOVA of Political Efficacy of tribal students at post-graduate level.”

Source of Variance	Sum of Squares	df	Mean Square	F	Sig
Corrected Model	1140.861 <sup>a</sup>	7	162.980	4.687	.000
Intercept	893224.337	1	893224.337	25684.758	.000
Stream of Study (A)	590.601	1	590.601	16.983	.000**
Type of tribe (B)	.288	1	.288	.008	.928@
Gender (C)	24.440	1	24.440	.703	.402@
A x B	209.876	1	209.876	6.035	.014*
A x C	.349	1	.349	.010	.920@
B X C	191.262	1	191.262	5.500	.019*
A x B x C	38.256	1	38.256	1.100	.295@
Error	27542.937	792	34.776		
Total	2242197.000	800			
Corrected Total	28683.799	799			

a. R Squared = .040 (Adjusted R Squared = .031) Dependent Variable: Political Efficacy

@: Not Significant, \*\*Significant at 0.01 level & \* Significant at 0.05 level

### **Testing Hypotheses: 13 & 13(a) to 13(f):**

#### **4.7.1.(a) Influence of post-graduate tribal students' streams of study on their Political Efficacy.**

**Hypothesis 13 (a):** "There is no significant influence of streams of study on political efficacy of tribal post graduate students."

From table 4.4.1 it can be seen that the F-value for stream of study is  $F(1, 792) = 16.983$ ,  $p < 0.001$  is significant at 0.01 level for the individual effect of streams of study on political efficacy. It indicates that the mean score of Political Efficacy of students from Humanities and students from Science's differ significantly and there is a significant influence of stream of study on Political Efficacy. Thus, the 13<sup>th</sup> (a) null hypothesis, "There is no significant influence of streams of study on political efficacy of tribal post graduate students." is not accepted. It may therefore be inferred that the political efficacy of tribal students at post-graduate level were influenced by their streams of study.

#### **4.7.1.(b) Influence of type of tribes on Political Efficacy of tribal students at postgraduate level**

**Hypothesis 13(b):** "There is no significant influence of type of tribe on political efficacy of tribal post graduate students."

From the table No. 4.4.1 it can be seen that the F-value for type of tribe is  $F(1, 792) = 0.008$ ,  $p = 0.928 > 0.05$  which is not significant at 0.05 level for the individual/main effect of type of tribes on political efficacy. It indicates that the mean score of political efficacy of students from forward and backward tribes do not differ significantly and there is no significant influence of type of tribe on Political Efficacy. Thus, the null hypothesis, "There is no significant influence of type of tribe on political efficacy of tribal post graduate students." is accepted. It may therefore be inferred that the political efficacy of tribal students at post-graduate level were not influenced by their type of tribe.



#### **4.7.1 (c). Influence of gender on political efficacy of tribal students at post-graduate level**

**Hypothesis 13(c):** “There is no significant influence of gender on political efficacy of tribal post graduate students.”

From table 4.4.1 it can be seen that the F-value for is  $F(1, 792) = 0.703$ ,  $p = 0.402 > 0.05$  which is not significant at 0.05 level for the individual/main effect of gender on political efficacy. It indicates that the mean score of political efficacy of male and female students’ tribal students at post-graduate level do not differ significantly and there is no significant influence of gender on Political Efficacy. Thus, the null hypothesis 13 (c), “There is no significant influence of gender on political efficacy of tribal post graduate students.” is accepted. It may therefore be inferred that the political efficacy of tribal students at post-graduate level were not influenced by their gender.

#### **4.7.1.(d). Influence of interaction between streams of study and type of tribes on the political efficacy of tribal students at post-graduate level**

**Hypothesis 13(d):** “There is no significant influence of interaction between streams of study and type of tribes on political efficacy of tribal students at post-graduate level.”

From table 4.4.1 it can be seen that the F-value for stream of study is 6.035 with  $df=1/792$  and  $p < 0.05$ ) which is significant at 0.05 level for two-way interaction effect of streams of study and types of tribes on political efficacy. It indicates that the mean score of political efficacies of humanities and science students from forward and backward tribes do differ significantly. Thus, the null hypothesis, 13(d) “There is no significant influence of interaction between streams of study and type of tribes on political efficacy of tribal students at post-graduate level.” is not accepted. It may therefore be inferred that the political efficacy of tribal students at post-graduate level was not found to be independent of interaction between streams of study and type of tribes.

#### **4.7.1.(e). Influence of interaction between gender and streams of study on the Political Efficacy of tribal students at post-graduate level**

**Hypothesis 13(e):** “There is no significant influence of interaction between streams of study and gender on political efficacy of tribal students at post-graduate level.”

From table 4.4.1 it can be seen that the interaction effect between streams of study and gender on political efficacy i.e.  $F(1, 792) = 0.010$ ,  $p = 0.920 > 0.05$  which is not significant at 0.05 level. It indicates that the mean score of political efficacy of male and female students from humanities and sciences do not differ significantly. Thus, the null hypothesis, 13(e) “There is no significant influence of interaction between streams of study and gender on political efficacy of tribal students at post-graduate level.” is accepted. It may therefore be inferred that the political efficacy of tribal students at post-graduate level were found to be independent of interaction between gender and streams of study.

#### **4.7.1.(f). Influence of interaction between type of tribes and gender on the Political Efficacy of tribal students at post-graduate level**

**Hypothesis 13(f):** “There is no significant influence of interaction between type of tribes and gender on political efficacy of tribal students at post-graduate level.”

From table 4.4.1 it can be seen that the interaction effect between type of tribe and gender on political efficacy  $F(1, 792) = 5.500$ ,  $p = 0.019 < 0.05$  is significant at 0.05 level. It indicates that the mean score of political efficacy of male and female students from forward and backward tribes do not differ significantly. Thus, the null hypothesis, 13(f) “There is no significant influence of interaction between type of tribes and gender on political efficacy of tribal students at post-graduate level.” is not accepted. There is significant two-way interaction (gender and type of tribe) effect on political efficacy.

#### **4.7.1.(g). Influence of interaction among streams of study, type of tribes and gender on Political Efficacy of tribal students at post-graduate level**

**Hypothesis 13(g):** “There is no significant influence of interaction among stream of study, type of tribes and gender on political efficacy of tribal students at post-graduate level.”

From table 4.4.1 it can be seen that the three-way interaction effect on political efficacy i.e.  $F(1, 792) = 1.100$ ,  $p = 0.295 > 0.05$  which is not significant at 0.05 level. It indicates that the mean score of political efficacy of males and females studying in humanities and science students from forward and backward tribes do not differ significantly. Thus, the null hypothesis, 13(g) “There is no significant influence of interaction among stream of study, type of tribes and gender on political efficacy of

tribal students at post-graduate level.” is accepted. It may therefore be inferred that the political efficacy of tribal students at post-graduate level were found to be independent of interaction among stream of study, type of tribe and gender. The R-squared value indicates that approximately 4% of the variance in the dependent variable (political efficacy of PG students) is explained by the independent variables (Stream of Study, type of tribe and Gender of PG students) (R-squared = 0.040, Adjusted R-squared = 0.031).

## SECTION - V

### 4.8 BIVARIATE ANALYSIS (CORRELATION) BETWEEN THE MEASURED VARIABLES {EMOTIONAL INTELLIGENCE, MENTAL HEALTH AND POLITICAL EFFICACY

#### 4.8.1 Correlational analysis between the measured variables Emotional Intelligence, Mental Health and Political Efficacy

“Correlational analysis between Emotional Intelligence and Political Efficacy; Mental Health and Political Efficacy was analysed using Pearson’s Product Moment Correlational technique. The result of the correlation among the variables is presented in the following table.”

**Table-4.5.1(a):** Coefficients of correlations between independent and dependent variables

Measured variables	Emotional Intelligence (IV)	Mental Health (IV)
Political Efficacy (DV)	.205**	.121**
Sig.	.000	.001
N	800	800

*\*\*Significant at 0.01 level (2-tailed)*

#### 4.8.2 Relationship between Emotional Intelligence and Political Efficacy

The sixth objective is “To find out the relationship between Emotional Intelligence and Political Efficacy of tribal students at the post-graduate level.”

Data was analysed with the help of Pearson’s Product Moment correlation technique and the results are given in table 4.5.1(a & b).

**Hypothesis 14:** “There is no significant relationship between emotional intelligence and political efficacy of tribal students at post-graduate level.”

**Table No. 4.5.1(b):** Coefficient of correlation with shared variance between emotional intelligence and political efficacy of tribal students at postgraduate level

Variables	Political Efficacy	Shared Variance	Remark
Emotional Intelligence	.205**	20.5	Significant

*\*\*Significant at 0.01 level (2-tailed)*

Table No. 4.5.1(b) depicts that co-efficient of correlation between Emotional Intelligence and Political Efficacy is .205 which is significant at 0.01 level of significance. This means that there is a positive and statistically significant relationship between Emotional Intelligence and Political Efficacy. So, the 14<sup>th</sup> null hypothesis, “There is no significant relationship between emotional intelligence and political efficacy of tribal students at post-graduate level.” is not accepted. The relationship between the variables shows a low correlation but statically significant. The positive correlation value suggests that as one variable (Emotional Intelligence) increases, the other variable (Political Efficacy) also tends to increase. This means that higher Emotional Intelligence is associated with improved political efficacy among students. In other words, students with greater Emotional Intelligence are likely to have higher Political Efficacy. The shared variance (percentage of overlap) of Emotional Intelligence is 20.5 for tribal post-graduate students. This means that 20.5% of what is measured by Emotional Intelligence is related to Political Efficacy of tribal post-graduate students.

#### **4.8.3 Relationship between Mental Health and Political Efficacy**

The seventh objective is “To find out the relationship between Mental Health and Political Efficacy of tribal students at the post-graduate level.”

“Data was analysed with the help of Pearson’s Product Moment correlation technique and the results are given in table 4.5.1(c).”

**Hypothesis 15:** “There is no significant relationship between mental health and political efficacy of tribal students at post-graduate level.”

**Table No. 4.5.1(c): “Coefficient correlations with shared variance between Mental Health and Political Efficacy of tribal students at post-graduate level”**

Variables	Political Efficacy	Shared Variance	Remark
Mental Health	.121**	12.1	Significant

*\*\*Significant at 0.01 level (2-tailed)*

Table-4.5.1(c) depicts that coefficient of correlation between Mental health and Political Efficacy is .121 which is significant at 0.01 level of significance. This means that there is a positive and significant relationship between Mental Health and Political Efficacy. So, the 15<sup>th</sup> null hypothesis, “There is no significant relationship between mental health and political efficacy of tribal students at post-graduate level.” is not accepted. The relationship between the variables shows a low correlation but statistically significant. The positive correlation value suggests that as one variable (Mental Health) increases, the other variable (Political Efficacy) also tends to increase. This means that higher Mental Health is associated with improved Political Efficacy among students. In other words, students with better Mental Health are likely to have higher Political Efficacy. The shared variance (percentage of overlap) of Emotional Intelligence is 12.1 for tribal post-graduate students. This means that 12.1% of what is measured by Mental Health is related to Political Efficacy of tribal post-graduate students.

## SECTION- VI

### 4.9 REGRESSION (PREDICTION) ANALYSIS TO FIND THE INDIVIDUAL CONTRIBUTION OF EMOTIONAL INTELLIGENCE AND MENTAL HEALTH IN PREDICTING THE POLITICAL EFFICACY OF TRIBAL STUDENTS AT POST-GRADUATE LEVEL

#### 4.9.1 Contribution of Emotional Intelligence in predicting the Political Efficacy of tribal students at post-graduate level

The eighth objective is “To study the individual contribution of emotional intelligence of tribal postgraduate students in predicting their political efficacy.”

“For this, a simple linear regression is applied for predicting the impact of the independent variable (Emotional Intelligence) on the dependent variable (Political Efficacy).”

The results are presented in the following tables

**Hypothesis 16:** “There is no significant individual contribution of emotional intelligence in predicting political efficacy tribal students at post-graduate level.”

**Table No. 4.6.1(a): Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of estimates
1	.205	.042	.041	5.868

a. Predictors: (Constant), Emotional Intelligence

b. Dependent Variable: Political Efficacy

Table No. 4.6.1(a) (Model Summary) shows that correlation (R-value) is 0.205 ( $r = 0.205$ ,  $df = 1$ ;  $p < 0.05$ ) is more than the minimum value required to be significant. It indicates that the variance in scores is owing to the predictive variable i.e. (Political Efficacy). Hence, there exist a significant relationship between the Emotional Intelligence and Political Efficacy of tribal post-graduate students. The R square value obtained is 0.042 which indicates that only 4.2% of the variance is accounted in the model which is low. The adjusted R square is 0.041, and this shows that in the regression model that has been constructed, the independent variable (Emotional

Intelligence) accounts for 0.41% of the variance in the dependent variable (Political Efficacy) which is low, i.e. here, the regression model is a weak fit.

**Table No. 4.6.1(b): ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	1201.903	1	1201.903	34.9	.000 <sup>b</sup>
Residual	27481.896	798			
Total	28683.799	799			

a. Dependent Variable: Political Efficacy (PE)

b. Predictors: (Constant), Emotional Intelligence

Table No. 4.6.1(b) (ANOVA) presents that  $\{F(1, 798) = 34.9, p < 0.05\}$ . Hence, “Emotional Intelligence is a significant predictor of Political Efficacy of tribal post graduate students.”

**Table No. 4.6.1(c): Co-efficient and hypothesis testing**

Model	Unstandardized Coefficients		Standardized coefficients	t	sig
	B	Std. Error	Beta		
1. (Constant)	33.944	3.165		10.725	0.000
Emotional Intelligence	.274	.046	.21	5.908	0.000

Dependent Variable: Political Efficacy

It can be seen from table 4.6.1(c) (Coefficients) that the Beta coefficient for Emotional Intelligence is 0.205 which is significant at 0.05 level. The beta weighting is 0.205 which tells us that for every standard deviation unit change in the independent variable (EI), the dependent variable will rise by 0.21% of one standard deviation unit.

The regression equation is:

$$\text{“Emotional Intelligence} = 33.944 + 0.274 \times (\text{Political Efficacy}).\text{”}$$



“For using this regression equation, the user should get scores of respondents in respect of Political Efficacy and Emotional Intelligence by administering the same tools as used in the study.”

All in all, an observation of table No. 4.6.1(c) reveals a significant  $p > 0.05$  of the relationship between Emotional Intelligence and Political Efficacy and therefore we can conclude that Emotional Intelligence contributes significantly in the prediction of Political Efficacy. Thus, the 16<sup>th</sup> null hypothesis, “To study the individual contribution of emotional intelligence of tribal postgraduate students in predicting their political efficacy.” is not accepted. It shows that Emotional intelligence helps in improving/enhancing Political Efficacy among tribal post-graduate students. Further, the contributions of Emotional Intelligence in predicting Political Efficacy are 0.47% which is too small. It may therefore be said that Emotional Intelligence is not the best predictor of Political Efficacy among tribal post-graduate students in Nagaland.

#### **4.9.2 Regression coefficients and relative contributions of Mental Health in predicting the Political Efficacy of tribal students at post-graduate level**

The ninth objective is “To study the individual contribution of Mental Health of tribal postgraduate students in predicting their political efficacy.”

“For this, a simple linear regression is applied for predicting the impact of the independent variable (Mental Health) on the dependent variable (Political Efficacy).”

The results are presented in the following tables

**Hypothesis 17:** “There is no significant individual contribution of mental health in predicting political efficacy tribal students at post-graduate level.”

**Table No. 4.7.1(a): Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of estimates
1	.121	.015	.013	5.951

Predictors: (Constant), Mental Health

Dependent Variable: Political Efficacy

Table No. 4.7.1(a) (Model Summary) shows that correlation (R-value) is 0.121 ( $r=0.121$ ,  $df=1$ ;  $p<0.05$ ) is more than the minimum value required to be significant. It

indicates that the variance in scores is owing to the predictive variable i.e. (Political Efficacy). Hence, there exist a significant relationship between Mental Health and Political Efficacy of tribal post-graduate students. The R square value obtained is 0.015 which indicates that only 1.5% of the variance is accounted in the model which is low. The adjusted R square is 0.013, and this shows that in the regression model that has been constructed, the independent variable (Mental Health) accounts for 0.13% of the variance in the dependent variable (Political Efficacy) which is low, i.e. here, the regression model is a weak fit.

**Table No. 4.7.1(b): ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	419.533	1	419.533	11.845	.001b
Residual	28264.266	798	35.419		
Total	28683.799	799			

Dependent Variable: Political Efficacy

Predictors: (Constant), Mental Health

Table No. 4.7.1(b) (ANOVA) presents that  $\{F(1,798) = 11.845, p < 0.05\}$ . Hence, “Mental Health is a significant predictor of Political Efficacy of tribal post graduate students.”

**Table No. 4.7.1(c): Co-efficient and hypothesis testing**

Model	Unstandardized Coefficients		Standardized coefficients	t	sig
	B	Std. Error	Beta		
2. (Constant)	37.413	4.418		8.478	0.000
Mental Health	.117	0.034	.121	3.422	0.001

Dependent Variable: Political Efficacy

It can be seen from Table: 4.7.1(c) (Coefficients) that the Beta co-efficient for Mental Health is 0.121 which is significant at 0.05 level. The beta weighting is 0.121 which tells us that for every standard deviation unit change in the independent variable (MH), the dependent variable will rise by 0.121% of one standard deviation unit.

The regression equation is:

$$\text{“Mental Health} = 37.413 + 0.117 \times (\text{Political Efficacy}).\text{”}$$

For using this regression equation, the user should get scores of respondents in respect of Political Efficacy and Mental Health by administering the same tools as used in the study.

All in all, an observation of table No. 4.7.1(c) reveals a significant  $p > 0.05$  of the relationship between Political Efficacy and Mental Health and therefore we can conclude that Mental Health contributes significantly in the prediction of Political Efficacy. Thus, the null hypothesis, “There is no significant individual contribution of Mental Health in predicting the Political Efficacy of tribal students at post-graduate level.” is not accepted. It shows that Mental Health helps in improving/enhancing Political Efficacy among tribal post-graduate students. Further, the contributions of Mental Health in predicting Political Efficacy are 0.47% which is too small. It may therefore be said that Mental Health is not the best predictor of Political Efficacy among tribal post-graduate students in Nagaland.

## **CHAPTER-V**

### **SUMMARY, FINDINGS, DISCUSSIONS AND CONCLUSION**

#### **5.1 Outline of the Chapter**

This chapter summarizes the current study, highlighting its findings and offering recommendations for future research. It begins with an overview of the study, including the variables analysed and its significance. After that, this chapter proceeds with the statement of the problem, title of the study, variables of the study, then objectives of the study, key findings organized by objectives, followed by a discussion of these results, and the conclusions drawn from them. The chapter then explores the educational implications based on the significant findings and then, suggestions for further research studies are mentioned. Finally, this chapter ends with the conclusion of the study.

#### **5.2. Summary of the present Study**

##### **5.2.1. Introduction**

Political Efficacy of the citizen's is what shape society and human civilization. It is because of Citizens Political Efficacy that shaped human history and it is citizens political Efficacy that will continue to shape the future. All that constitutes a society, be it the government, the political system, the administrative system, the education system, has been directly or indirectly influenced by the Political efficacy of its citizens. Citizens today in this 21<sup>st</sup> century enjoy Political freedom more than ever before, and the way they use this freedom to utilize their political efficacy will have massive impact on society and for the many generations to come.

Educated Tribal youths in Nagaland today has a very good potential to influence many spheres of society including politics. Because they are born raised by their tribal values and because of their exposure to education, their opinions will be of great importance even in matters of politics. Also, because of globalization, westernization and generational gaps, the youths today will have different ideas and opinions than the previous generations even in matters of politics. And for them to have a voice and participate actively in the decision-making process and all areas of politics that directly or indirectly impact them would bring many insights to political and administrative systems. This group of educated youths, if they are well informed about the importance

of emotional intelligence and mental health, and utilize them well and participate actively in Politics, have the potential to bring a lot of changes for the betterment of their tribal communities and for society as a whole.

Emotional Intelligence and Mental Health are two areas that impact every sphere of human life especially Politics and vice versa. History shows that when citizens are angry and frustrated with their government or with the Political systems, it leads to political decay. When there is political instability in a region, people go through a lot of suffering, such as wars, conflicts, protest, political turmoil, deeply impacting mental health and Emotional wellbeing of the citizens. On the other hand, when there is political peace and stability, when the citizens feel the government are able to care of their needs and wellbeing, citizens become more patriotic, it improves their mental and emotional wellbeing and improves their life altogether.

The tribal youths in Nagaland play a vital role and are at the forefront of many political activities in the state such as voting, protest, raising political awareness, bridging cultural barriers and so on. The educated youth have the capability to influence their fellow youths as well as other age groups about how the government and political system should function in the present age and influence other's political efficacy.

The strength of the youth, especially those with high emotional intelligence and good mental health can influence political arenas, such as government laws and policies that they support, their demands from the government, creating awareness about political issues such as the need for student scholarships, the importance of honest votes during elections, the awareness about insurgency groups, taxes, the history and aftermath of such issues and so on. They also have the capability to break down cultural barriers. Nagaland as a patriarchy society, has seen negligence to bring women in decision making bodies. The youths, both men and women has been more vocal towards bringing women in decisions making bodies of clans, and supported policies that bring equality and opportunity be it in decision making, education, job opportunity, entrepreneurship and many more.

The educated youth also have the potential to bridge the gap between certain tribes. Certain tribes are more vulnerable and need more support as there are economic, administrative and cultural gaps and it is the educated tribal youth who are a part of the system as who belong to the vulnerable groups and knows its short-comings that can

play a crucial role in contributing to bringing equality and proper policies that look specifically to weaker sections and help in building proper political and administrative policies in which no tribe and person is left behind.

The youths have become a key figure in the political system as a whole. The youth's political efficacy seems vital, as they are the part of the population that can contribute to the political system greatly, as they are the population with the most amount of time, energy and strength.

This research study seeks to understand the influence of Emotional Intelligence and Mental Health in predicting Political Efficacy, as well as to explore how factors such as gender, type of institution, field of study, and tribal affiliation impact political efficacy of Naga tribal students at post-graduate level.

### **5.2.2 Significance of the Study**

Based on reviewing different sources of literature, it was found by the researcher that this research study is the first study on Political Efficacy conducted in Nagaland. Also, no other research study on Political Efficacy was found in the entire North-east of India on Political Efficacy. Also, no similar research was found by the researcher, that measured the contributions of Emotional Intelligence and Mental Health in predicting the Political Efficacy of post-graduate students or higher education students, both in India and around the world. By examining this, the researcher hopes that this research will bring some essential insights on the importance of Political Efficacy, especially students' political efficacy, to understand the contributions of emotional intelligence and mental health and their influence on Political Efficacy, also to understand the influence of Gender, Type of institutions, stream of study and type of tribe and their influences in Political Efficacy.

This study will be useful for Policy makers, giving them essential insights on political efficacy, particularly the political efficacy of the Naga Tribal Youths, such as the importance of tribal affiliation, and help them design more effective engagement strategies, craft policies that address the tribal communities' concerns, and improve trust and effectiveness in government institutions. It will also be very useful to parents and Community leaders, by helping them understand the importance of tribal community and affiliation among the youths, and the importance they play in forming

the youth's identity and their overall personality. It will also be valuable to educational institutions, to educate students on interrelation of Emotional intelligence, mental health and political efficacy and also how the communities (tribal community, Educational Community) that they belong to plays a very important role in their lives. This study on political efficacy will also be useful to researchers and academicians as it contributes to the broader body of knowledge in political science, psychology and sociology, offering new insights and theories about political engagement and behaviour. Finally, this study will be useful for the youths, make them understand their significance in the Political system, also how their efforts, actions and opinions will have a lasting impact on both their own lives and the future generations.

### **5.2.3 Statement of the Problem**

Emotional Intelligence and Mental Health are essential in helping youths to make rational decisions and contribute positively in political participation. “Contributions of Emotional Intelligence, Mental Health on Political Efficacy of tribal students at post-Graduate level: An analytical study in Nagaland” This problem is chosen as the need for youth participation in politics directly or indirectly is necessary, and high emotional Intelligence and good mental health are essential to utilize their political efficacy in a non-violent, peaceful and progressive way.

The role of tribal youth in Nagaland in leveraging their political efficacy is crucial for developing inclusive development, strengthening democracy, and ensuring representation in governance. Tribal youth represent a significant portion of the population, and when this partition of the population is active, emotionally stable and mentally strong, and has a good political efficacy, can bring unique perspectives, address community-specific issues, and drive positive social change. Tribal communities in Nagaland have distinct cultural, social, and economic concerns. By exercising their political efficacy, tribal youth can ensure these issues are represented in policy-making and governance. Engaging tribal youth in political processes fosters grassroots democracy, encouraging participation in decision-making at local and state levels. This inclusion helps bridge the gap between policymakers and tribal communities, ensuring that governance is participatory and responsive, strengthening the grassroot of democracy. Active political participation by tribal youth sets an example for future generations, emphasizing the importance of civic engagement and responsibility.

Hence, it is essential to study Emotional Intelligence, Mental Health, and Political Efficacy to ensure that the energy, skills, and potential of youth are harnessed and directed effectively. This study specifically examines the role of Emotional Intelligence and Mental Health in influencing the Political Efficacy of tribal postgraduate students in Nagaland.

#### **5.2.4 Title of the Study**

**“CONTRIBUTIONS OF EMOTIONAL INTELLIGENCE, MENTAL HEALTH ON POLITICAL EFFICACY OF TRIBAL STUDENTS AT POST-GRADUATE LEVEL: AN ANALYTICAL STUDY IN NAGALAND.”**

#### **5.2.5 Variables of the Study**

Independent Variables: 1. Emotional Intelligence

2. Mental Health

Dependent Variable: Political Efficacy

Demographic Variables: 1. Gender

2. Type of Institutions

3. Streams of Study

4. Type of Tribes

#### **5.2.6 Overview of the Review of related Literature**

Considerable research has been carried out in the areas of Emotional Intelligence and Mental Health in India and Abroad. However, studies done on Political Efficacy were comparatively less especially in India. Thus, the researcher included research articles that had similar dimensions related to political efficacy such as political participation, behaviour, voting, online political participation, political knowledge so on and so forth.

Research on Emotional Intelligence has demonstrated varying outcomes based on factors such as the location of the study, the target population, and other contextual variables. Some studies found a positive correlation between Emotional Intelligence and academic achievement (Peseyie N et al., 2020; Nazan Yelkikalan et al., 2012),



while others reported no such correlation (Grehan et al., 2011). Differences were also observed in Emotional Intelligence across gender and fields of study. Most studies indicated that females had a higher Emotional Intelligence (Chaudhari & Durga, 2011; Kavana et al., 2012; Kalita, 2018; Manichander, 2021; Bhatt, M.S., 2022), although one study found males to score higher (Poorani M & Arulsamy S, 2015), and some reported no gender differences (Ghosh et al., 2017; Tetseo Vedula et al.). Regarding fields of study, Puthanikar, Lokanath, and Shivakumara (2016) found that arts students exhibited higher Emotional Intelligence, while Ghosh (2017) reported no significant differences between science and arts students.

Though there were different results across different demographic variables such as gender, stream of study, population etc, a consistent finding across studies is the positive correlation between high Emotional Intelligence and attributes such as self-efficacy, self-confidence, self-esteem, and leadership (Bibi S., Saqlain S., Mussawar B., 2016; Sun, G., Lyu, B., 2022; Zakarevicius & Zuperka, 2010; Rahel Tajeddini, 2014). Conversely, low Emotional Intelligence is associated with negative self-perception (Chaudhari & Durga, 2011). Another common observation is that interactive and supportive classroom environments play a significant role in fostering Emotional Intelligence (Muthuswamy, V., 2022; Landau & Meirovich, 2011).

Research on Mental Health also presents diverse outcomes across different contexts. Most studies reviewed in this research suggest that females generally exhibit better mental health than males (Gaur, K., 2015; Bala, C., 2016; Sivakumar, A., 2018; Adeeb M. et al., 2023). However, one study found that males demonstrated better mental health compared to females (Dahiya et al., 2018). Various factors influencing students' mental health have been identified, including critical thinking (Tyagi, P., 2017), locus of control (Jain et al., 2015), home environment (Asthana et al., 2002), time management (Liu S. et al., 2023), and parental involvement (Pedrelli, P. et al., 2015).

Additionally, several studies emphasize the need for further research due to the significant impact of stressors such as pressure, anxiety, and psychological stress on students (Wani J.I. et al., 2019; Gallea J.I. et al., 2021; Chen F. et al., 2022). Recommendations include establishing university counselling centres to identify at-risk graduate students and providing appropriate prevention and intervention strategies (Kılıç et al., 2023). Furthermore, studies have highlighted notable links between

success and mental health factors, including personal happiness, emotional stability, life perceptions, self-perception, and perceptions of others (Sivakumar, 2018).

Furthermore, the researchers conducted on mental health in Nagaland emphasized the critical need to promote mental health awareness in schools and colleges across the region (Keyho K. et al., 2019; Longkumer N. et al., 2019; Longkumer I. et al., 2013).

The researches done on Political Efficacy indicates that Political Efficacy is influenced by a variety of factors, including corruption (Ahmed et al., 2011), religious beliefs (Sperber et al., 2022; Audette et al., 2020), engagement on online platforms (Oser J. et al., 2020), confidence in personal abilities (Chmitorz A. et al., 2020), physical health (Shore J. et al., 2019), life satisfaction (Lorenzi J., 2014), student identity (Hashish E. et al., 2014), and self-esteem (Okcu T., 2007), among others.

Several studies consistently found that a positive perception of government responsiveness led to increased internal and external Political Efficacy (Ahmed et al., 2011; Prats M. et al., 2021; Karp J. & Banducci S., 2008; Anderson J.D., 2020). Another recurring result showed that education positively impacts Political Efficacy (Lorenzi J., 2014; Prats et al., 2021; Achanger, 2022), with individuals who spent more time in educational institutions or attained higher qualifications demonstrating greater internal and external Political Efficacy.

Additionally, research highlighted that participation in protests and resilience were associated with higher internal Political Efficacy and interest in politics but lower external Political Efficacy (Serek J. et al., 2017; Chmitorz A. et al., 2020). Some studies noted that Political Efficacy enhances the likelihood of voting (Helal & Hamza, 2015), while others found that political knowledge boosts internal Political Efficacy, indirectly increasing political participation (Reicher, 2016). Consistently, self-esteem and self-confidence were shown to have a positive correlation with higher internal Political Efficacy (Chmitorz A. et al., 2020; Okcu T., 2007).

Studies conducted specifically in Nagaland have highlighted the impact of patriarchy on politics, which often restricts women from fully exercising their Political Efficacy and political participation (Amer M., 2013; Jungba A. et al., 2019). In comparison, limited research has been conducted on Political Efficacy in India. Consequently, the

researcher had to consider studies addressing related aspects such as voting behaviour, political participation, corruption, and political status.

International studies examining the interplay of Emotional Intelligence (EI), Mental Health (MH), and Political Efficacy (PE) have identified links between Political Efficacy and psychological factors like mental health and emotional intelligence. Some research found that political participation positively influenced mental health (Sanders L.M., 2001), while others demonstrated that mental health had a significant impact on political participation (Jérôme Couture, 2017).

Poor mental health, including conditions such as depression, has been shown to reduce both internal and external Political Efficacy (Bernardi, 2023). Notably, research indicates that individuals with high Political Efficacy are more likely to engage actively in political activities, whereas those with low Political Efficacy are more inclined to disengage (Magni, 2017). Similar to findings on other variables, a positive correlation was observed between improved mental health and increased individual self-efficacy, particularly through enhanced stress tolerance (Strand, R., 2018). Beyond mental health, physical health also plays a crucial role in political participation. Studies revealed that individuals with disabilities often feel less confident in their ability to participate in or influence politics, perceive the political system as less responsive, and exhibit lower levels of trust in Parliament, political parties, and politicians (Xu Haoliang et al., 2021).

Lastly, one study emphasized the importance of incorporating Emotional Intelligence training for university students to encourage positive political behaviours, highlighting its strong predictive value for such behaviour (Johar S.S. et al., 2018).

A review of previous studies reveals that while Emotional Intelligence and Mental Health have been extensively studied, research on Political Efficacy, remains relatively comparatively limited, especially in India. These studies that the researcher reviewed, conducted between 2007 and 2023, focused on diverse participant groups such as adolescents, high school students, postgraduate students, university students, and citizens from various countries across Asia, Europe, and America, representing different political systems. It was found that researchers from these studies employed a range of approaches, including quantitative and qualitative methods, and utilized

sampling techniques such as purposive sampling, stratified random sampling, and simple random sampling. The studies also used a variety of tools, both standardized and self-constructed, to examine Emotional Intelligence, Mental health and Political Efficacy in relation to other variables such as self-esteem, self-confidence, locus of control, self-efficacy, social intelligence, home environment etc. These studies were carried out using different statistical methods, including mean comparisons, standard deviations (SDs), independent t-tests, correlation analysis, ANOVA, and regression analysis.

Through the review of related literature, the researcher found out that studies on Emotional Intelligence and Mental health have been done extensively among students of every level including post-graduate students but the researcher found only one study done on university students regarding their Political Efficacy (Helal A & Hamza E, 2015). Studies on political behaviour and participation among post-graduate students and college were also found but they were also limited in number (Hope 2018; Johar 2018). It was found that majority of studies on Political Efficacy were mostly conducted among citizens and not on students. Studies on political participation, political behaviour, voting and other studies similar to political efficacy were conducted mostly on citizens.

Most of the studies for Emotional intelligence, Mental Health and Political Efficacy used standardized questionnaires for collecting data. Majority of the studies in both Emotional Intelligence and Mental Health showed that females were better than their male counterparts. Majority of the studies on political efficacy did not make a comparison on males and females regarding their political efficacy, however one study conducted in Nagaland examined the gender gap in political participation among Naga men and women, highlighting that men were afforded greater opportunities for political engagement due to the patriarchal structure of Naga society (Jungba & Farhat, 2019).

Only a few studies explored the relationship between the combined variables of this study. Most of the studies analysed the impact of mental health on political participation (Sanders, 2001; Jérôme Couture, 2017; Magni Gabriele, 2017), one study analysed the impact of emotional intelligence on political behaviour (Johar, 2018), while some studies self-efficacy and its relation to mental health, Strand R. (2018), psychological health and physical health and their impact on political participation (Xu

Haoliang, 2021) and one study studies the impact of depression on political efficacy and voting (Bernardi L, 2023). Also, only the study by Johar S. S (2018) was done on students. All the other studies were conducted on common citizens in a certain political system.

### **5.2.7 Research Gap**

Unlike Emotional Intelligence and Mental Health, there were limited number of studies and researches done measuring the political efficacy of post-graduate or college students, thus, researches carried out among youths and other age groups were all included. No study was found (both India and abroad) on measuring solely the political efficacy of post-graduate students, and no study was found using the variables Emotional Intelligence and mental health in predicting political efficacy of post-graduate students. Because there were very few studies done on Political Efficacy and its related dimensions on post-graduate students, especially in India, the researcher included research articles that had elements of Political Efficacy such as Political behaviour, Voting Patterns, impact of corruption, Gender gap in political participation etc. Also, researches on Political Efficacy were found to mostly measure that of common citizens, and research done on measuring the political efficacy of students were very limited in number.

The present study aimed to address this gap, as a need was felt to study Political Efficacy of students. Emotional Intelligence and Mental Health are two variables in research today that has found to impact many areas of human life. Thus, the researcher decided to choose these two independent variables for the study.

The study's findings will also make inferences about the relationship between the three variables and their influences on genders, type of institution, stream of study and type of tribe of the tribal students at post-graduate level. Also, the study's findings will contribute to the existing repertoire of Knowledge. Additionally, the study will enrich the existing body of knowledge by providing insights into political efficacy. It will help to understand the levels of political efficacy, the factors influencing it, and how it varies among different tribes, academic disciplines, genders, and types of institutions among tribal post-graduate students in Nagaland.

Therefore, the present study is a humble attempt to address this gap, as a need to study the political efficacy of post-graduate students by measuring their Emotional Intelligence and Mental Health, as they are the part of the population which will play a very important role in determining the social, political and economic landscape of the state of Nagaland and bring peace, progress and hope for a better future.

### **5.2.8 Objectives of the Present Study**

1. “To study the status of Emotional Intelligence, Mental Health, and Political Efficacy of tribal students at post-graduate level.”
2. “To compare and analyse the mean scores of Emotional Intelligence of tribal post-graduate students with regard to their gender, type of institutions, streams of study and type of tribes.”
3. “To compare and analyse the mean scores of Mental Health of tribal post-graduate students with regard to their gender, type of institutions, streams of study and type of tribes.”
4. “To compare and analyse the mean scores of Political Efficacy of tribal post-graduate students with regard to their gender, type of institutions, streams of study and type of tribes.”
5. “To study the influence of streams of study, type of tribes, and gender and their various interactions on political efficacy of tribal students at the post-graduate level.”
6. “To find out the relationship between Emotional Intelligence and Political Efficacy of tribal students at the post-graduate level.”
7. “To find out the relationship between Mental Health and Political Efficacy of tribal students at the post-graduate level.”
8. “To study the individual contribution of emotional intelligence of tribal postgraduate students in predicting their political efficacy.”
9. “To study the individual contribution of Mental Health of tribal postgraduate students in predicting their political efficacy.”
10. “To establish regression equation for predicting the political efficacy of tribal postgraduate students based on their emotional intelligence.”
11. “To establish regression equation for predicting the political efficacy of tribal postgraduate students based on their mental health.”

### **5.2.9 Research Questions**

1. “What is the status of Emotional Intelligence of tribal students at the post-graduate level?.”
2. “What is the status of Mental Health of tribal students at the post-graduate level ?.”
3. “What is the status of Political Efficacy of tribal students at the postgraduate level ?.”

### **5.2.10 Hypotheses of the Present Study**

1. “There is no significant difference in the mean scores of emotional intelligence of tribal postgraduate students with regard to their gender (male and female).”

1(a). “There is no significant difference in the mean scores of self-awareness (dimension of emotional intelligence) between male and female tribal students at postgraduate level.”

1(b). “There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) between male and female tribal students at postgraduate level.”

1(c). “There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) between male and female tribal students at post-graduate level.”

1(d). “There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) between male and female tribal students at post-graduate level.”

1(e). “There is no significant difference in the mean scores of social-skills (dimensions of emotional intelligence) between male and female tribal students at post-graduate level.”

2. “There is no significant difference in the mean scores of emotional intelligence of tribal post-graduate students with regard to their type of institutions (Government and Private).”

2(a). “There is no significant difference in the mean scores of self-awareness (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.”

2(b). “There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.”

2(c). “There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.”

2(d). “There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.”

2(e). “There is no significant difference in the mean scores of social skills (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of institutions.”

3. “There is no significant difference in the mean scores of emotional intelligence of tribal post-graduate students with regard to their streams of study (Humanities and Sciences).”

3(a). “There is no significant difference in the mean scores of self-awareness (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.”

3(b). “There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.”

3(c). “There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.”

3(d). “There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.”

3(e). “There is no significant difference in the mean scores of social skills (dimension of emotional intelligence) of tribal post-graduate students with regard to their streams of study.”



4. “There is no significant difference in the mean scores of emotional intelligence of tribal post-graduate students with regard to their type of tribes (Backward and Forward).”

4(a). “There is no significant difference in the mean scores of self-awareness (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes.”

4(b). “There is no significant difference in the mean scores of self-regulation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes.”

4(c). “There is no significant difference in the mean scores of motivation (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes.”

4(d). “There is no significant difference in the mean scores of empathy (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribe.”

4(e). “There is no significant difference in the mean scores of social skills (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribe.”

5. “There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their gender (male and female).”

5(a). “There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health) between male and female tribal students at post-graduate level.”

5(b). “There is no significant difference in the mean scores of perception of reality (dimension of mental health) between male and female tribal students at post-graduate level.”

5(c). “There is no significant difference in the mean scores of integration of personality (dimension of mental health) between male and female tribal students at post-graduate level.”

5(d). “There is no significant difference in the mean scores of autonomy (dimension of mental health) between male and female tribal students at post-graduate level.”

5(e). “There is no significant difference in the mean scores of group-oriented attitude (dimension of mental health) between male and female tribal students at post-graduate level.”

5(f). “There is no significant difference in the mean scores of environment mastery (dimension of mental health) between male and female tribal students at post-graduate level.”

6. “There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their type of institutions (Government and Private).”

6(a). “There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”

6(b). “There is no significant difference in the mean scores of perceptions of reality (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”

6(c). “There is no significant difference in the mean scores of integration of personality (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”

6(d). “There is no significant difference in the mean scores of autonomy (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”

6(e). “There is no significant difference in the mean scores of group-oriented attitude (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”

6(f). “There is no significant difference in the mean scores of environment mastery (dimension of mental health) of tribal post-graduate students with regard to their type of institutions.”

7. “There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their streams of study (Humanities and Sciences).”

7(a). “There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

7(b). “There is no significant difference in the mean scores of perception of reality (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

7(c). “There is no significant difference in the mean scores of integration of personality (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

7(d). “There is no significant difference in the mean scores of autonomy (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

7(e). “There is no significant difference in the mean scores of group-oriented attitude (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

7(f). “There is no significant difference between mean scores of environment mastery (dimension of mental health) of tribal post-graduate students with regard to their streams of study.”

8. “There is no significant difference in the mean scores of mental health of tribal post-graduate students with regard to their type of tribes (Backward and Forward).”

8(a). “There is no significant difference in the mean scores of positive self-evaluation (dimension of mental health) of tribal post-graduate students with regard to their type of tribe.”

8(b). “There is no significant difference in the mean scores of perception of reality (dimension of mental health) of tribal post-graduate students with regard to their type of tribes.”

8(c). “There is no significant difference in the mean scores of integration of personality (dimension of mental health) of tribal post-graduate students with regard to their type of tribes.”

8(d). “There is no significant difference between in the mean scores of autonomy (dimension of mental health) of tribal post-graduate students with regard to their type of tribes.”

8(e). “There is no significant difference in the mean scores of group-oriented attitude (dimension of emotional intelligence) of tribal post-graduate students with regard to their type of tribes.”

8(f). “There is no significant difference in the mean scores of environment mastery (dimension of mental health) of tribal post-graduate students with regard to their type of tribes.”

9. “There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their gender (Male and Female).”

9(a). “There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their gender.”

9(b). “There is no significant difference in the mean scores of external political efficacy of tribal post-graduate students with regard to their gender.”

10. “There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their type of institutions (Government & Private).”

10(a). “There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their type of institutions.”

10(b). “There is no significant difference between mean scores of external political efficacy of tribal post-graduate students with regard to their type of institutions.”

11. “There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their streams of study (Humanities and sciences).”

11(a). “There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their streams of study.”

11(b). “There is no significant difference in the mean scores of external political efficacy of tribal post-graduate students with regard to their streams of study.”

12 “There is no significant difference in the mean scores of political efficacy of tribal post-graduate students with regard to their type of tribes.”

12(a). “There is no significant difference in the mean scores of internal political efficacy of tribal post-graduate students with regard to their type of tribes.”

12(b). “There is no significant difference in the mean scores of external political efficacy of tribal post-graduate students with regard to their type of tribes.”

13. “There are no significant influences of streams of study, type of tribes, gender and their various interactions on political efficacy.”

13 (a). “There is no significant influence of streams of study on political efficacy of tribal post graduate students.”

13 (b). “There is no significant influence of type of tribe on political efficacy of tribal post graduate students.”

13 (c). “There is no significant influence of gender on political efficacy of tribal post graduate students.”

13 (d). “There is no significant influence of interaction between streams of study and type of tribes on political efficacy of tribal students at post-graduate level.”

13 (e). “There is no significant influence of interaction between streams of study and gender on political efficacy of tribal students at post-graduate level.”

13 (f). “There is no significant influence of interaction between type of tribes and gender on political efficacy of tribal students at post-graduate level.”

13.(g). “There is no significant influence of interaction among stream of study, type of tribes and gender on political efficacy of tribal students at post-graduate level.”

14.“There is no significant relationship between emotional intelligence and political efficacy of tribal students at post-graduate level.”

15.“There is no significant relationship between mental health and political efficacy of tribal students at post-graduate level.”

16.“There is no significant individual contribution of emotional intelligence in predicting political efficacy tribal students at post-graduate level.”

17.“There is no significant individual contribution of mental health in predicting political efficacy tribal students at post-graduate level.”

### 5.2.11 Operational Definitions of the Key Terms

The following will be the operational definition of the terms used:

**Emotional Intelligence:** Emotional intelligence (EQ) is the ability to understand, use, and manage one's emotions in positive ways to relieve stress, communicate effectively, empathize with others, and overcome challenges. In the present study, emotional intelligence was operating/measuring through the five dimensions of Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills by using the scale developed by Prof. Roquiya Zainuddin and Dr. Anjum Ahmed known as the Emotional Intelligence Test.

**Mental Health:** Mental health is a state of overall well-being where individuals can effectively manage life's challenges, recognize their capabilities, work and learn efficiently, and contribute positively to their community. In this study, mental health is evaluated across six dimensions: positive self-evaluation, perception of reality, Integration of personality, autonomy, social skills, and environmental mastery. These dimensions were assessed using the scale developed by Jagadish and Srivastava known as the Mental Health Inventory.

**Political efficacy:** It refers to the person's belief that political and social change can be affected or retarded and that his efforts, alone or in concert with others, can produce desired behaviour on the part of political authorities. In the present study political efficacy was measured in two dimensions. They are internal and external political efficacies and they were measured by a self-constructed tool developed and standardised by the present researcher known as the Political Efficacy Scale.

**Tribal students:** The post-graduate students belonging to various Naga tribes studying (either Odd or Even semesters) in the Nagaland University and its affiliated colleges. The Nagaland backward tribes Commission act, 2016 was an act established to safeguard the rights of certain backward tribes in the state.

**Gender:** In this study, gender is operationally defined as the self-identified category of an individual, reported as either "male" or "female."

**Type of Institutions:** Two categories of Higher Education Institutions are mentioned here, they are Government and private Institutions. Higher Education Institutions managed by the State and the Central Government are recognized as Government Institutions, whereas those run and managed by Private Institutions are recognized as Private Institutions.

**Streams of Study:** Here, based on the course of studies, two categories of academic stream are identified. They are Humanities and sciences. The stream of Sciences include subjects such as M.Sc in Chemistry, Physics, Biology, Anthropology, Mathematics, Geology, Environmental Sciences, Agronomy, Agriculture and Soil Science, Agricultural Economics, Agricultural Extension, Entomology, Horticulture, Livestock Production and Management, Plant Pathology, Rural Development and Planning, Soil and Water Conservation, and Genetics and Plant Breeding etc.

The stream of Humanities includes subjects such as M.A in Education, Economics, Teacher Education, English, History and Archaeology, Hindi, Linguistics, Tenyidie, Psychology, Political Sciences, Sociology, Social work, Law, Hospitality and tourism, Media, Mass Communication and journalism etc.

**Type of tribes:** The tribal Community that a Naga student comes from which are categorized into two categories. They are Forward Tribe and Backward Tribe.

**Forward Tribes:** Those tribes that are not regarded as backward according to the Nagaland for backward tribe commission act, 2016. They are Angami, Ao, Chakesang, Dimasa Kachari, Pochury, kuki, Rengma, Zeliang, Sema, and Lotha.

**Backward Tribes:** Backward tribe means any of the backward tribes recognized as such by the government. The Government of Nagaland recognizes six backward tribes according to the Nagaland for backward tribe commission act, 2016. They are Chang, Khiamniungan, Konyak, Phom, Sangtam, and Yimchungru (Nagaland Backward Tribe Commission Act, 2016). Ethnic Naga minority tribes, including the Mao, Anal Naga, Tangkhul, Zeliangrong communities (Liangmei, Rongmei, and Zeme), Poumai Nagas, Lainong, Makury, Para, Tangshang, Lamkang, Moyon, Longphuri, and Paung Nyuan, were grouped under this category. This classification was made because the proportion of students from these smaller tribes was too low to be considered separately. As a result, they were included within the backward tribe's category.

### **5.2.12 Delimitations of the Study**

1. This study is confined to the Kohima, Dimapur and Zunheboto of Nagaland State, where the institutes have been established for offering PG programmes.
2. This study is based on only on some selected personal/demographic variables as mentioned in the present research.

3. This study only includes regular Post-Graduate courses offered by Nagaland University (A Central University) and its affiliated colleges. Post-Graduate courses from open universities, private universities as well as integrated, professional and medical Post Graduate courses are not included in this study.

4. This study is confined to the various tribes according to the categories made by the Govt. of Nagaland such as backward, forward and minority tribes but the proportion of students belongs to minor tribe were too small to be consider. Therefore, they were added to the backward tribes.

### **5.3.1 Research Design**

For the present study correlational research design was used to find the relationships between the study variables and to assess the individual contributions by the independent variables on the dependent variables.

### **5.3.2 Research Method**

In the current study, the researcher used a descriptive survey research method. The study primary goal was to investigate the contributions of emotional intelligence and mental health on the political efficacy of tribal postgraduate students in Nagaland. Additionally, it examined the relationships and effects among selected demographic variables involved in the study.

### **5.3.3 Population of the present Study**

The population of the present study comprised of all Naga tribal students studying Humanities and Sciences at Post-Graduate level from Nagaland University and its affiliated colleges offering post-graduate courses as of April, 2022 (year when data was collected) in Kohima, Dimapur, and Zunheboto Districts of Nagaland. So, approximately the total population were around 3,486.

### **5.3.4 Sample size and sampling techniques**

To ensure a representative and random sample, the researcher used a combination of random sampling techniques. The lottery method and fishbowl technique were used to select Kohima District, followed by random selection of institutions (Nagaland University, Kohima Science College, and St. Joseph College). A stratified random sampling technique was employed to select 800 Naga tribal postgraduate students from



Nagaland University (Kohima Campus) and its affiliated colleges in Kohima District, ensuring a representative sample.

### **5.3.5 Tools used for the study**

- 1. The Emotional Intelligence Test (EIT)** was developed and standardised by Prof. Roquiya Zainuddin and Dr. Anjum Ahmed to measure emotional intelligence in postgraduate students. The 30-item scale has five dimensions, as described by Daniel Goleman. The EIT has high reliability (Cronbach's  $\alpha = 0.7$ ) and validity, with a significant correlation ( $r = 0.28$ ) with the Emotional Intelligence Scale (EIS). The scale's reliability index is 0.83, indicating high validity. The same was adopted by the researcher through revalidation procedure. The Emotional Intelligence Test (EIT) was revalidated for suitability among tribal postgraduate students in Nagaland. Reliability was established using the Split-Half method, yielding a high internal consistency (0.878). Cronbach's Alpha values for each dimension and the overall EIT exceeded 0.7, indicating acceptable to excellent reliability. Validity was ensured through content validity (expert opinion) and face validity (stakeholder consultation), confirming the EIT's suitability for measuring emotional intelligence among the target population.
- 2. The Mental Health Inventory (MHI)** developed and standardised by Dr. Jagdish and Dr. A.K. Srivastava was adopted for this study due to its suitability for undergraduate and postgraduate students. The MHI consists of 54 items across six dimensions: Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group-Oriented Attitude, and Environmental Mastery. Scoring: 4-point scale (Always, Often, Rarely, Never) with maximum score 216 and minimum score 54. Psychometric Properties by the developers including reliability through Split-Half method (odd-even procedure) yielded reliability coefficients ranging from 0.71 to 0.75 across dimensions. Construct validity established through correlation with General Health Questionnaire ( $r = 0.54$ ) and Personal Adjustment Scale ( $r = 0.57$ ), indicating moderate validity. Here's a paraphrased version of the text in a concise manner:

The Mental Health Inventory (MHI) was revalidated for its suitability among tribal postgraduate students in Nagaland. Reliability was established using the Split-Half method, yielding a high internal consistency (0.841). Cronbach's Alpha values for each dimension and the overall MHI exceeded 0.7, indicating acceptable to excellent reliability. Validity was ensured through content validity (expert opinion) and face

validity (stakeholder consultation), confirming the MHI's suitability for measuring mental health among the target population.

- 3. Political Efficacy Scale (PES):** The researcher developed and standardized the Political Efficacy Scale (PES) to assess the political efficacy of tribal postgraduate students in Nagaland. The scale encompasses various aspects of Naga politics, including cultural, ethnic, and gender identity. The development process involved creating an initial item pool through literature review and expert feedback, refining the scale through item analysis and validation, and evaluating its validity, reliability, and norms.

A pilot study was conducted among 200 postgraduate students to assess the scale's reliability and validity. Item analysis led to the selection of 27 items with high discrimination power, forming two dimensions: Internal and External Political Efficacy. The final scale demonstrated high reliability (Cronbach's Alpha = 0.821) and validity. Norms were established to categorize scores into high, average, and low levels of political efficacy. The PES is a reliable and valid tool for measuring political efficacy among tribal postgraduate students in Nagaland. This scale contributes significantly to the field of political psychology and can inform strategies to promote civic engagement and democratic participation.

#### **5.3.6 Data Collection**

The final data collection took place at three prominent higher educational institutions in Nagaland: Nagaland University (Kohima campus), Kohima Science College, and St. Joseph's College, Jakhama. These institutions were chosen due to their reputation, diverse student population, and representation of various tribes, streams, and genders. The researcher obtained necessary permissions from the department heads and administered the questionnaire to postgraduate students, ensuring accurate responses and cooperation. The data collection process involved distributing and administering the Emotional Intelligence Test (EIT), Mental Health Inventory (MHI), and Political Efficacy Scale (PES) to postgraduate students, along with collecting personal information. The researcher provided clear instructions, encouraged questions, and ensured confidentiality. Students completed the questionnaires within 30-40 minutes, and the researcher verified the entries for accuracy. The successful data collection was facilitated by the cooperation and time provided by the students, teachers, and department heads.

### **5.3.7 Statistical Techniques Used**

To analyse and interpret the data, the study employed both descriptive and inferential statistics. Descriptive analysis was used to examine the characteristics of Emotional Intelligence, Mental Health, Political Efficacy, and demographic variables. Measures such as mean, median, mode, standard deviation, skewness, and kurtosis were calculated, along with frequency and percentage analyses. Inferential statistics, including independent sample t-tests, factorial ANOVA, and simple linear regression analysis, were used to test hypotheses and explore relationships between variables. Pearson Product Moment correlation was used to assess the strength of relationships between independent variables (Emotional Intelligence and Mental Health) and the dependent variable (Political Efficacy). The results provided insights into the predictors and relationships between the variables, contributing to a deeper understanding of the research topic.

## **5.4 FINDINGS OF THE STUDY**

### **5.4.1 Findings with regard to the 1<sup>st</sup> objective:**

The first objective of the present study is “To study the status of Emotional Intelligence, Mental Health, and Political Efficacy of tribal students at post-graduate level”.

1. 16.37% of the tribal students at the post-graduate level have high emotional intelligence, 68% have moderate emotional intelligence, and 15.63% have low emotional intelligence. Thus, it was found that tribal students studying at post-graduate students have different levels of Emotional Intelligence and majority of Tribal students at Postgraduate were found to have average level of Emotional Intelligence.
2. 17.75% of the tribal students at the post-graduate level have a high level of mental health, 69.50 % have a moderate level of mental health, and 12.75% have a low level of mental health. Thus, it was found that tribal students at post-graduate have different level of mental health and majority of Tribal students at Postgraduate were found to have average level of Mental Health.
3. 17.25% of the tribal post-graduate students have a high level of Political Efficacy, 70.87 % have a moderate level of political efficacy, and 11.88% have a low level of political efficacy. Thus, it was found that tribal post-graduate students have

different levels of Political Efficacy and majority of the tribal post-graduate students were found to have Average level of Political Efficacy.

#### **5.4.2. Findings with regard to the 2<sup>nd</sup> objective:**

The second objective of the study is “To compare and analyse the mean scores of Emotional Intelligence of tribal post-graduate students with regard to their gender, type of institutions, streams of study and type of tribes”.

##### **A). Emotional Intelligence and Gender**

- i). A significant difference was found between male and female students in the dimensions of Self-regulation and Social Skills. In terms of self-regulation, Male students were found to have greater self-confidence, problem-solving mindsets, willingness to assist and help others, had an inclination towards taking responsibility and being accountable, were adaptable in interpersonal interactions, showed appreciation for honest, and straightforwardness in their interactions compared to their female counterparts. In terms of social skills, Male students were better at expressing their emotions, reported experiencing less loneliness, displayed optimism towards teamwork, showed refined manners, felt a stronger sense of acceptance from peers, friends, and family, and displayed a higher degree of openness to change compared to their female counterparts.
- ii). No significant Difference were found in the dimensions of Self-awareness, motivation and Empathy.
- iii). No Significant difference was found between male and female tribals students on their overall Emotional Intelligence.

##### **B). Emotional Intelligence and Type of Institutions**

- i). A significant difference was found between Students from Government and Private Higher Education Institutions in the dimensions of Motivation. Students from Government higher education institutions displayed better motivation than post-graduate tribal students from private higher institutions. Students from Government higher education institutions showed more ambition and determination, were happy to take responsibility, and were more expressive in airing their thoughts and opinions.
- ii). No significant Difference were found in the dimensions of Self-awareness, Self-regulation, Empathy and Social Skills which are the dimensions of emotional intelligence.

iii). No Significant difference was found between tribal PG Students from Government and Private Institutions in their overall Emotional Intelligence.

### **C. Emotional Intelligence and Stream of Study**

i). No Significant difference was found between tribal PG students from Humanities and Science in any of the dimensions of Emotional Intelligence as well as the overall Emotional Intelligence.

### **D. Emotional Intelligence and Type of Tribes**

i). A significant difference was found between tribal post-graduate students from backward and forward tribes in their motivation which is a part of their emotional intelligence. Students from backward tribes demonstrated greater ambition and determination, a higher readiness to take on responsibilities, and were more vocal in expressing their thoughts and opinions.

ii). No significant difference was found in the other dimensions of emotional intelligence including Self-regulation, self-awareness, Empathy and social-skills.

iii). No Significant difference was found between tribal Students from Backward and Forward Tribes in their overall Emotional Intelligence.

### **5.4.3. Major findings with regard to the 3<sup>rd</sup> objective:**

The third objective of the study was “To compare and analyse the mean scores of Mental Health of tribal post-graduate students with regard to their gender, type of institutions, streams of study and type of tribes”.

#### **A). Mental Health and Gender**

i). A significant difference was found between male and female PG students in the dimensions of mental health such as Positive self-evaluation, perception of reality, Group-oriented attitudes, and Environmental Mastery. Male students showed they had greater positive self-evaluation than their female counterparts, as they showed more confidence, optimistic, and had higher resilience, were less prone to worry and less affected by minor issues. In terms of perception of reality, male tribal students showed greater awareness and openness about their life situations, and were honest and showed confidence in dealing with them. In terms of Group oriented attitude, post-graduate male students in Nagaland were more connected to their neighbours, felt they were maximizing their abilities, and did not experience feelings of depression and inferiority. And lastly, in terms of environmental mastery, PG male students in

Nagaland were also found to adapt better to various circumstances and were more capable of taking action in challenging situations. They felt they played a significant role in social ceremonies and other important events and that their presence had a significant impact.

ii). No significant difference was found in the other dimensions of mental health i.e. Integration of personality and Autonomy.

iii). Significant difference was found between male and female tribal PG Students in their overall Mental Health. With male PG students displaying better mental health than female counterparts.

#### **B). Mental Health and Type of Institutions**

i). A significant difference was found between tribal PG students from Government and Private Institutions from Nagaland in the dimensions of mental health namely Integration of Personality, Group-oriented attitudes and Environmental Mastery. Tribal post-graduate students in Government higher education institutions, in the dimension of integration of personality, displayed a strong sense of self-discipline in managing their emotions, approached social interactions without hesitation, maintained composure while fulfilling their responsibilities, yet occasionally felt overwhelmed by them. They embraced their individuality and were not influenced by the need to adhere to societal expectations. In the dimension of Group-oriented attitude, tribal Post-Graduate Students from Government higher education institutions from Nagaland showed more affectionate and attachment towards their neighbours, felt that they were utilizing their abilities in performing their duties, did not have issues of inferiority complex. In the dimension of Environmental Mastery, tribal students from private institutions showed better environmental mastery. They demonstrated the capability to work effectively with others during important events, were determined to succeed in their work, and were less prone to being disheartened by problems faced along the way.

ii). No significant difference was found in the dimensions of mental health i.e. positive self-evaluation, perception of reality, Autonomy.

iii). No Significant difference was found between tribal PG students from Government and Private institutions in their overall Mental Health.

#### **C). Mental Health and Streams of Study**

i). A significant difference was found between tribal PG students from Humanities and sciences in the dimension of integration of personality (mental health). Students from

sciences had better integration of personality than students from humanities. Tribal students studying sciences showed better self-discipline in handling their emotions, were more comfortable in engaging in social interaction, and remained composed while fulfilling their responsibilities. They valued their uniqueness and did not adhere to societal expectations.

ii). No significant difference was found in the other dimensions of mental health namely positive self-evaluation, perception of reality, Autonomy. Group-oriented attitude, and Environmental Mastery.

iii). No Significant difference was found between tribal PG students from Sciences and Humanities in their overall Mental Health.

#### **D). Mental Health and Type of Tribes**

i). No Significant difference was found between tribal PG students who are from Backward Tribes and Forward Tribes in any of the six dimensions of Mental Health as well as the overall Mental Health.

#### **5.4.4. Findings with regard to the 4<sup>th</sup> objective:**

The fourth objective of the study is “To compare and analyse the mean scores of Political Efficacy of tribal post-graduate students with regard to their gender, type of institutions, streams of study and type of tribes”.

#### **A). Political Efficacy and Gender**

i). In Nagaland, no significant differences were found between male and female tribal PG students in any of the two dimensions of Political Efficacy as well as in the overall Political Efficacy.

#### **B). Political Efficacy and Type of Institutions**

i. No Significant differences in Nagaland were found between tribal PG students from Government and Private Institutions in any of the dimensions of political efficacy as well as the overall Political Efficacy.

#### **C). Political Efficacy and Streams of Study**

i). Significant Difference were found in all the dimensions of Political Efficacy, that is Internal and External dimensions between tribal students from Science's and tribal students from Humanities. In terms of their Internal Political Efficacy, tribal student from humanities were better than their Sciences counterparts. Humanities students were

more confident that their actions in political related activities could make a difference, were more patriotic towards their tribal communities, regularly updated themselves with news and stories related to politics, believed in equal opportunities to all genders to participate in politics, believed in their rights to express their political views and opinions , believed that the student organizations can make a difference and felt that their individual votes mattered, and were convinced that their personal contributions to politics could make a difference.

ii). In Nagaland, the PG students with humanities were better than their sciences counterparts in the dimensions of External Political Efficacy as well, Humanities students were more optimistic in their perspectives towards the political system and the Government, believed that democracy was an effective form of Government, believed that the Government and its workers responded well to the needs of the people, believed health care provided by the Government was good, felt student scholarship provided by the State Government was satisfactory, believed that the political system could maintain peace and order, and that citizens safety was well looked after by the law. Above all, they had greater confidence in their Government's ability to address various sectors like employment, citizen safety and well-being, and peace and harmony. They also maintained a sense of optimism that the Government's performance would continue to improve over time.

iii). Significant difference was found between tribal PG students from Sciences and Humanities on their overall Political Efficacy with students from humanities having better overall Political Efficacy than their science counterparts.

#### **D). Political Efficacy and Type of Tribes**

i). Significant Difference was found in the dimensions of Internal Political Efficacy between tribal PG students from Nagaland's backward tribes and forward tribes. Tribal students from forward tribes showed better internal political efficacy. Students from forward tribes displayed greater confidence in the impact of their actions, showed more patriotism towards their tribal community, frequently kept up to date with news and stories related to politics, believed in gender equality in political participation, upheld their rights to express political views and opinions, trusted in the effectiveness of student organizations, believed their vote could make a difference, and felt that their individual contributions were significant in Politics.



ii). No significant difference was found in the external Political Efficacy with regard to post-graduate students' type of tribe.

iii). Significant difference was found between Backward and Forward tribal PG Students in their overall Political Efficacy. Students from forward tribes displayed better overall Political Efficacy than students from backward Tribes.

#### **5.4.5. Findings with regard to the 5<sup>th</sup> Objective:**

The fifth objective of the study is “To study the influence of streams of study, type of tribes, and gender and their various interactions on political efficacy of tribal students at the post-graduate level”.

i). There was a significant influence of stream of study on Political Efficacy of tribal students at post-graduate level. It may therefore be inferred that the political efficacy of tribal students at post-graduate level were influenced by their stream of study.

ii). There was no significant influence of type of tribe and gender on the Political Efficacy of tribal students at post-graduate level. It may therefore be inferred that the political efficacy of tribal students at post-graduate level were not influenced by their type of tribe and gender as well.

iii). There were significant two-way interaction effects between stream of study and type of tribe; type of tribe and gender on political efficacy whereas the other two way and three-way interaction effects are not significant. The main effects of Type of Tribe and Gender, and the other interaction effects, are not significant.

#### **5.4.6. Findings with regard to the 6<sup>th</sup> objective:**

The sixth objective of the study is “To find out the relationship between Emotional Intelligence and Political Efficacy of tribal students at the post-graduate level”.

i). There was a low positive but statistically significant relationship between Emotional Intelligence and Political Efficacy of tribal students at post-graduate level. The significant positive correlation suggests that as post-graduate tribal students' Emotional Intelligence increases, then their Political Efficacy also tends to increase and vice versa. If the Emotional intelligence decreases, then their political efficacy will also decrease.

#### **5.4.7. Findings with regard to the 7<sup>th</sup> objective:**

The seventh objective of the study is “To find out the relationship between Mental Health and Political Efficacy of tribal students at the post-graduate level”.

i). There was a low positive but statistically significant relationship between Mental Health and Political Efficacy of tribal post-graduate students. The positive correlation suggests that as one independent variable (i.e. Mental Health) increases, the dependent variable (i.e. Political Efficacy) also tends to increase and vice versa. If the mental health of PG students' decreases, then their political efficacy will also decrease. This means that higher mental health is associated with improved Political Efficacy among PG students. In other words, students with better Mental Health are likely to have higher Political Efficacy among post-graduate tribal students in Nagaland.

#### **5.4.8 Findings with regard to the 8<sup>th</sup> and 10<sup>th</sup> objective:**

The Eighth objective of the study is "To study the individual contribution of emotional intelligence of tribal postgraduate students in predicting their political efficacy". and the tenth objective is "To establish regression equation for predicting the political efficacy of tribal postgraduate students based on their emotional intelligence".

In Nagaland, PG tribal students' Emotional Intelligence is a significant predictor of their Political Efficacy. Emotional Intelligence was found to contribute significantly in the prediction of Political Efficacy of PG tribal students. It shows that Emotional intelligence helps in improving/enhancing Political Efficacy among tribal postgraduate students. The regression equation is:

$$\text{Emotional Intelligence} = 33.944 + 0.274 \times (\text{Political Efficacy})$$

#### **5.4.9. Findings with regard to the 9<sup>th</sup> and 11<sup>th</sup> objective:**

The ninth objective of the study is "To study the individual contribution of Mental Health of tribal postgraduate students in predicting their political efficacy" and the eleventh objective of the study is "To establish regression equation for predicting the political efficacy of tribal postgraduate students based on their mental health".

In Nagaland, PG tribal students' mental health is a significant predictor of their Political Efficacy. Mental Health of PG students was found to contribute significantly in the prediction of Political Efficacy. It shows that Mental Health helps in improving/enhancing Political Efficacy among tribal post-graduate students. The regression equation is:

$$\text{Mental Health} = 37.413 + 0.117 \times (\text{Political Efficacy})$$

## **5.5. DISCUSSION OF THE RESULTS**

The needful discussion of the findings of study is presented here:

### **5.5.1 Emotional Intelligence of tribal post-graduate students in Nagaland and selected demographic variables**

The present study found that the majority of tribal students at post-graduate level has “Moderate level” of Emotional Intelligence.

Similar findings were found in studies conducted by Kar (2021), and Ering, & Sahoo (2023), where post-graduate students displayed average level of emotional intelligence. The findings were contrary to those studies conducted by Ghosh and Srivastava (2017) whose studies showed that post-graduate students had significant levels of emotional intelligence whereas this study showed a moderate level of emotional intelligence among the post-graduate tribal students.

The reason tribal post-graduate students in Nagaland have moderate level of Emotional Intelligence could be for a variety of reasons. One such factor could be that it is not taught in the education curriculum in Nagaland. Also, there might be a lack of awareness or training among educators regarding the importance of emotional intelligence and how to nurture it. If proper guidance, training, and teachings is done on emotional intelligence and its related concepts, its applicability, significance in one's life and career, is added into the education system, students may show better levels of Emotional Intelligence in the future.

On the basis of Gender, there was no significant difference between male and female tribal students on the dimensions of self-awareness, motivation and empathy, however there were differences in the dimensions of self-awareness, social skill and overall Emotional Intelligence, with males having better emotional intelligence than their female counterparts. Male students showed greater self-confidence, optimism, empathy, and thoughtfulness toward others. They also demonstrated a strong appreciation for teamwork than their female counterparts. Nagaland, is a patriarchal society, where in most families believe in the gender roles of males and females, where males should be bold, courageous, socially active and be the main breadwinners of the family and females should be quiet, calm, submissive and obedient to the family. This could be

some of the reasons why males were found to have better emotional intelligence than females in the dimensions of self-awareness and social-skills.

Similar findings were found in studies conducted by Poorani and Arulsamy (2015), whose study also showed that males were found to have more emotional intelligence than their female counterparts. The findings were found to be contrary to those conducted by Chaudhari & Durga, 2011; Kavana et al., 2012; Kalita, 2018; Manichander, 2021; Bhatt, 2022, whose studies showed female students displayed higher emotional intelligence as well as those conducted by Ghosh et al., (2017) and Tetseo Vedula et al., (2019) whose study showed no significant difference among male and female students.

In terms of type of Institution, no significance was found in any of the dimensions except motivation dimension, where students from Government Institutions showed better motivation than students from private colleges. Similar findings were found in studies conducted by Ering, Omini & Sahoo, Jayadeba. (2023) whose study showed no significant difference between postgraduate students from Government and private institutions regarding their emotional intelligence.

In terms of Streams of study, no significance was found in any of the dimensions of Emotional Intelligence between tribal students from humanities and tribal students from science background. These findings were contrary to the findings of conducted by Sanchez-Ruiz et al. (2010), and Puthanikar and Shivakumara (2016) whose study showed that art students had higher emotional intelligence. A similar finding was found on a study conducted by Ghosh et al. (2017) whose study showed no significant difference between science and arts students.

In terms of type of tribe, no significance was found in any of the dimensions except Motivation dimension, where students from backward tribes showed better motivation than students from forward tribes. Because measuring type of tribe among the Nagas is a new research area, no research study was found where measuring type of tribe was a demographic variable.

Reviewing various research studies revealed that emotional intelligence results can differ depending on the location of the research. This variation is due to the numerous factors that can influence emotional intelligence such as family, environment, culture, upbringing, political situation, and so on.

There was however a consistent positive correlation observed between high emotional intelligence and traits such as self-efficacy, self-confidence, self-esteem, and leadership, as noted in studies by Bibi S, Saqlain S, and Mussawar B (2016); Sun and Lyu (2022); Pirsoul et al. (2023); Zakarevicius and Zuperka (2010); and Rahel Tajeddini (2014). Conversely, low emotional intelligence is associated with a negative self-perception, which is linked to diminished emotional intelligence, as highlighted by Chaudhari and Durga (2011).

### **5.5.2 Mental Health of tribal post-graduate students in Nagaland and selected demographic variables**

The present study found that the majority of tribal post-graduate students have “Moderate level” of Mental Health. The findings were contrary to those studies conducted by Gallea JI et.al (2021), Chen Fajiang et al. (2022) and Moss et al. (2022). The following studies were done among graduate and post-graduate students and all of them showed a low level of mental health among the students and none showed a moderate or high level of mental health.

The moderate level of mental health among tribal post-graduate students in Nagaland may be attributed to a range of factors. Firstly, though a lot of awareness having been growing in Nagaland about mental health, there are still social stigmas towards people seeking help. Incorporating mental health and related issues into educational curriculums from an early age could help raise awareness and reach a broader audience. While mental health services remain largely inaccessible to many, one positive aspect that supports the mental well-being of the Nagas is their strong sense of community. The abundant companionship within each tribe, marked by unity and mutual support during times of hardship, is a cornerstone of Naga family and tribal life.

Another crucial factor that is frequently overlooked but needs greater emphasis is political stability in the state. Nagaland has largely avoided significant political upheaval in recent decades, which is essential for the well-being of its citizens. Qualitative research aimed at identifying the factors affecting mental health, particularly in Nagaland, could significantly contribute to improving the situation.

In the present research, on the basis of gender, it was found that there was significant difference in the areas of positive self-evaluation, perception of reality, group-oriented

attitude, and environmental mastery. Male students were found to be better in the dimensions of positive self-evaluation, perception of reality and group-oriented attitude, environmental mastery and had better overall mental health than their female counterparts. They showed more confidence, openness, and honesty in their relationships, adapted effectively to their environment and changing conditions, and maintained a positive self-view. had strong bonds with friends and family. They managed criticism, negative situations, and challenges effectively, refrained from worrying about uncontrollable factors, and were committed to living purposeful lives.

Similar findings were found in studies conducted by Shokeen Anjlai (2017), which showed male students at senior secondary level displayed better mental health than their female counterparts and Gaur, Kirti (2015), whose studies showed females were more prevalent to mental health problems than their male counterparts. Contrary findings were found in studies conducted by Muhammad Adeeb, Mariny Abdul Ghani, & Azlin Hilma Hillaluddin. (2023) whose findings showed that mental health and psychological well-being were significantly higher among female postgraduate students as compared to male postgraduate students.

On the basis of Type of institution, it was found that there was significant difference in the dimensions of integration of personality, group-oriented attitude and environmental mastery where tribal students from government institutions were better in the dimension of integration of personality and group-oriented attitude, but tribal students from private institutions were better in the field of Environmental mastery. However, there was no significant difference in the overall scores of mental health between them.

On the basis of streams of study, there was a significant difference among Tribal students from humanities and science students in the dimension of integration of personality. Tribal students pursuing science demonstrated greater emotional self-discipline, felt more at ease with social interactions, and stayed calm while managing their duties. They embraced their individuality and were not influenced by societal pressures. Additionally, they tended to tackle problems independently and had a stronger connection with their own community. There was no significant in the other dimensions of mental health and so significant difference in the overall mental health of humanities and science post graduate students.

On the basis of type of tribes, there was no significant difference found in any of the dimensions of mental health between tribal students from forward tribes and backward tribes. Because, studying the type of tribe and Mental health of Naga tribal post-graduate students has never been carried out in any in Nagaland before, there is no supportive studies for this particular section.

### **5.5.3. Political Efficacy of tribal post-graduate students in Nagaland and selected demographic variables**

Overall, it has been observed that most post-graduate tribal students in Nagaland have a "moderate" level of political efficacy. There is no research was found measuring the political efficacy of PG students, there is no supporting arguments for this variable.

On the basis of the demographic variables Gender and type of institution, there was no significant difference found in any of the dimensions of political efficacy. Majority of studies done on political efficacy was done on common citizens and not on students, and the studies conducted on students did not do comparisons between gender and type of institutions, so similar findings conducted on this demographic variable was not found.

On the basis of streams of study, humanities students were found to have better Political Efficacy in both internal and external dimensions of Political Efficacy and overall Political Efficacy. In terms of internal Efficacy, Humanities students showed greater confidence in the impact of their involvement in political activities and showed stronger patriotism towards their tribal communities. They regularly kept themselves informed about political news and stories, supported equal opportunities for all genders in politics, and felt entitled to express their political views and opinions. They also believed in the potential of student organizations to effect change, felt that their individual votes were significant, and were convinced that their personal contributions to politics could make a meaningful difference. In terms of external efficacy, Humanities students held a more optimistic view of the political system and government, believing that democracy was an effective form of governance. They felt that the government and its officials responded adequately to the needs of the people, viewed government-provided healthcare positively, and found state-sponsored student scholarships satisfactory. They also trusted that the political system could uphold peace and order and that the law effectively ensured citizen safety. Overall, they had strong

confidence in the government's ability to address various areas such as employment, safety, and well-being, and remained hopeful that the government's performance would continue to improve over time.

Similar findings were found in the following studies: A study by Karp and Banducci (2008) revealed that political representative systems boost political efficacy and voter turnout. Similarly, tribal students with strong patriotic feelings towards their clan and community exhibited higher political efficacy. Consistent with this, Achanger (2022) found that tribal affiliations among the Nagas in Nagaland significantly impacted voting behaviour and political participation.

On the basis of type of tribes, students from forward tribes were found to have better Political Efficacy in internal Political Efficacy and overall Political Efficacy. Students from forward tribes with high political efficacy exhibited better self-esteem and self-confidence, coupled with a strong belief in their ability to influence change through their actions, opinions, and personal conviction. These students were more actively involved in political activities like voting, volunteering, or advocacy, feeling empowered to effect societal change. They also had a deeper understanding of political systems. Additionally, there was a notable correlation between high political efficacy and patriotism towards their clan, with those more engaged in their communities or clans showing higher political efficacy and a greater respect for tribal values and their community. In contrast, students with low political efficacy felt a sense of powerlessness within their community and harboured negative views toward politicians, political institutions, and the political system, perceiving them as corrupt, ineffective, or unresponsive. These students also demonstrated a lack of interest or motivation in participating in political activities, feeling disconnected from their community.

Similar findings were found in Researches conducted by Serek Jan et al. (2017) and Chmitorz Andrea et al. (2020) found that participation in protests, resilience, and self-efficacy were significant predictors of greater interest in and internal political efficacy. Similarly, studies by Prats and Meunier (2021), Ahmed and Parveen (2011), and Anderson (2020) indicated that individuals who believe the political system addresses their concerns are more likely to engage in both collective and individual forms of



participation. In Nagaland, post-graduate students who were more optimistic about the Government also demonstrated higher levels of political efficacy.

#### **5.5.4. Influence of streams of study, type of tribes, gender, and their interactions on the political efficacy of tribal postgraduate students**

The findings indicates that political efficacy is influenced by the stream of study but not by type of tribes or gender. The interaction between stream of study and type of tribe affects political efficacy, while interactions between gender and stream of study, as well as gender and type of tribe, do not. Additionally, no significant three-way interaction among stream of study, type of tribe, and gender is observed. The study examined how the stream of study, type of tribe, gender, and their interactions influence the political efficacy of postgraduate tribal students. It found that the stream of study significantly impacts political efficacy, suggesting that students' academic disciplines play a role in shaping their political confidence and engagement. However, neither the type of tribe nor gender had a direct influence on political efficacy, indicating these factors do not independently affect students' political engagement. Similar findings were found in a study carried by out by (Helal A & Hamza E, 2015) which showed no significant difference in the political efficacy among boys and girls. The findings differed from previous research in Nagaland (Amer M., 2013; Jungba A. et al., 2019), which showed that patriarchy limits women's political participation and influence, giving men more opportunities to exercise political efficacy. Since most studies on political efficacy focus on common citizens and rarely on students, there is little supporting literature on this topic. Additionally, the type of tribe is a new demographic factor, so no relevant studies were found. Because Political Efficacy is a relatively new topic especially in India and because there was very less study of political efficacy done on students, there is a lack of comparable findings or supporting literature.

#### **5.5.5. Relationship between EI & PE; and MH and PE**

The study found that there is a small but meaningful connection between Emotional Intelligence (EI), Mental Health (MH), and Political Efficacy (PE) among postgraduate tribal students in Nagaland. Students with higher EI tend to exhibit greater PE, meaning their ability to engage and feel confident in political activities improves as their EI increases. Similar findings were found in a study conducted by (Johar, 2018), whose study showed Emotional Intelligence positively contributed to the political behaviour of

student. Similarly, better MH is linked to higher PE, suggesting that students with good mental well-being are more likely to feel empowered politically. Similar findings were found in studies conducted by Bernardi, which showed conditions such as depression, has been shown to reduce both internal and external Political Efficacy (Bernardi, 2023). Some studies showed better mental health was found to positively influence self-efficacy, especially by improving the ability to handle stress (Strand, R., 2018). A lot of studies showed positive relation between mental health and political participation (Sanders, 2001; Jérôme Couture, 2017; Magni Gabriele, 2017).

#### **5.5.6. Contributions of EI and MH on Political Efficacy**

Both EI and MH were identified as important predictors of PE. This means that improvements in these areas can lead to enhanced political engagement and confidence among students. The study also developed equations to predict PE based on these factors. For EI, the equation is  $PE = 33.944 + 0.274 \times EI$ , and for MH, the equation is  $PE = 37.413 + 0.117 \times MH$ . These findings highlight the role of emotional and mental well-being in fostering political efficacy in this group.

### **5.6 Educational implications of the study**

1. **Limited Opportunities in Science Education:** The disparity in postgraduate opportunities between Humanities and Sciences emphasizes the need for government and private institutions to expand access to science education. This includes increasing the number of institutions offering science courses, enhancing intake capacities, and providing scholarships and financial support for students interested in pursuing science.
2. **Inclusion of Local Political History in Curriculum:** The lack of awareness among students about Article 371(a) and Nagaland's political history underscores the importance of integrating local political and historical education into the curriculum. Doing so would promote students' understanding of their own state's unique status and history, fostering informed citizenship.
3. **Support for Students from Backward Tribes:** The underrepresentation of students from backward tribes and the concentration of higher education institutions in only four districts highlight the need for equitable access to education. Efforts should be made by the government and policymakers to establish institutions in

underserved areas and provide financial assistance and targeted programs for students from backward tribes.

4. **Addressing Gender Bias in Political Participation:** The findings reveal that both male and female students hold patriarchal views regarding women's participation in politics. Incorporating women's empowerment and gender equality modules into the educational curriculum can challenge these deep-seated biases and promote greater political participation among women.
5. **Mental Health Support for Female Students:** Female students scoring lower than males in various dimensions of mental health signals the need for targeted mental health interventions. Educational institutions should develop programs to address these disparities, providing counselling, mentorship, and workshops to enhance mental well-being.
6. **Skill Development for Science Students:** Humanities students show higher levels of political efficacy, likely due to greater opportunities to develop emotional intelligence and interpersonal skills. To bridge this gap, science curricula should incorporate opportunities for holistic development, including activities that foster political awareness, emotional intelligence, and mental health.
7. **Encouraging Holistic Education:** The observation that higher levels of education correlate with better emotional intelligence, mental health, and political efficacy highlights the importance of promoting education not merely as a pathway to employment but as a means for overall personal development. Curriculum designers should prioritize the inclusion of soft skills and well-rounded development in educational programs.
8. **Linking Emotional Intelligence and Political Efficacy:** The study demonstrates that emotional intelligence and mental health significantly contribute to political efficacy. This highlights the need to integrate emotional intelligence training and mental health awareness into educational programs to equip students with skills that enhance their civic engagement and decision-making abilities.
9. **Focusing on Political Efficacy Research in Students:** Given the limited research on political efficacy among students, particularly in higher education, there is a pressing need to encourage studies that explore student political participation, behaviour, and efficacy. Such research would provide valuable insights into the role of education in shaping socially responsible and politically active citizens.

## **5.7 Suggestions for further research**

The present study has thrown some light and insight into the scenario of Higher Education, Emotional Intelligence, Mental Health, Political Efficacy and postgraduate tribal students in Nagaland. Some suggestions in the line in which further research can be conducted are given below:

- i. A qualitative study on Political Efficacy of the Nagas or a mixed method study will be very useful and increase the body of knowledge on Political Efficacy and Naga society and politics.
- ii. More studies involving type of tribe of the Nagas will be very useful as the tribe that a person comes from impact so many areas of his or her life. Also, the review of related in this particular demographic variable were none. There is a need to increase more literature in this area.
- iii. Similar to tribe, Religion plays a significant role in the daily life of the Nagas, affecting various aspects such as mental health, emotional intelligence, and political behaviour. Further research could provide deeper insights into the influence of religion on the lives of the Naga people.
- iv. It would be valuable to conduct further research on the political efficacy of various demographic groups, including undergraduate students, individuals in higher secondary education, teachers, common citizens etc in Nagaland state.
- v. Studying the Political behaviour, political efficacy and role and participation of women in politics would be valuable for gaining insights into the patriarchy and societal dynamics of contemporary Nagaland.
- vi. The majority of research on political efficacy and related areas, such as political participation, behaviour, and voting, has predominantly focused on the general population, with relatively little attention given to students. Therefore, it is essential to conduct more studies encompassing students at all educational levels.

## **5.8 Recommendations of the study**

### **1. Suggestion for curriculum developers**

- i). Reviews from this study show that emotional intelligence and mental health benefit students in many areas, including academics, relationships, and coping with challenges. Adding these topics to Nagaland's educational curriculum from an early age would positively impact students' overall development and effectively reach a broad audience.
- ii). This study shed to light that Humanities students had better Political Efficacy than students from sciences. Different researches from different studies also showed that humanities students were often showed better social skills than their sciences counterparts because they were more exposed to extra cocurricular activities than science students. Activities such as sports, debates, student government, arts and theatre, volunteer work should all be made a necessary component in the curriculum for the students in sciences where they can develop holistically in all aspect.
- iii). Properly framing and adding well-structured educational content on the political history of Nagaland and key aspects of Naga politics, Naga History such as Article 371A, would be an effective way to inform many Naga students about their own political heritage.

### **1. Specific suggestion for Families**

- i. Families play a crucial role in supporting the mental, emotional, and overall well-being of students. Understanding the challenges their family members face can enable families to offer empathetic support throughout their academic journey.
- ii. The home is the most important place where children are shaped. Many studies highlighted the significance of increase pressure and anxiety of students. For parents to prioritize their children's mental health is one of the most important things for the wellbeing and holistic development of their children. Parents need to be aware of their mental and physical state of their children, support them, give them moral encouragement and nurture them to be the best version of themselves especially during the age of adolescents.
- iii. Parents as well as family members should approach discussions about the pressures their children and family members may experience such as academic

expectations, career choices, financial responsibilities and contributions, and marriage with respect, care and sensitivity. Open and meaningful communication within families is essential, members can help students feel supported and valued.

**iv.** Naga Parents should make it their responsibility to educate their children about their Political History, the importance of their political community and tribe, and how they should contribute to them in a positive way. Fostering feelings of patriotism over one's community will go a long way in making them responsible citizens.

### **3. Specific Suggestions for Teachers and Educators**

**i.** Healthy Classroom environment: Teachers and Educators should emphasize more on creating a healthy environment for the students where students can learn, develop their emotional skills, and encourage students to socialize and respect students from other tribes and backgrounds which will all go a long way in fostering unity among different tribes and break stereotypical barriers and assumptions. Also, through this study, many researches proved that a healthy classroom environment was found to have a strong contribution in developing students with good emotional intelligence, mental health and overall development.

**ii.** Encouraging Open Communication: Promoting open dialogue among students is a crucial skill that teaches them to listen to and understand different perspectives. This skill is valuable not only in school but also throughout life. Encouraging such conversations helps students address sensitive topics, handle them constructively, and respect the opinions of others.

**iii.** Promoting Emotional and Mental Well-Being: Teachers can support students' emotional needs by demonstrating empathy, providing encouragement, and teaching effective stress management strategies. When students feel valued and supported by their teachers, they view school as a safe and welcoming environment, fostering a sense of belonging and eagerness to attend.

**iv. Boosting Confidence and Motivation:** Teachers inspire students by acknowledging their strengths, celebrating their accomplishments, and supporting their efforts. The relationship between a student and a teacher plays an irreplaceable role in a student's personal and academic growth.

**4. Specific suggestions for Tribal Community Leaders:** Throughout Naga history, the tribal community dictated the way of life for the members of the tribes, however, their influences are diminishing today with the coming of modernization, and with the expansion of nuclear families, leading to a shift towards individualism. The new generations should be taught not to lose their values, cultures and traditions, and to prioritize their tribal community and their identity. They can teach the younger generations important values such as respecting their elders, the importance of maintaining peace with other members of society, values of hard work and living an honest life, to do their best for the betterment of their family, community and for society.

**5. Specific suggestions for or the Government and Policy Makers:**

i. Introducing training programs for teachers and educators to enable the development of Emotional intelligence, mental health and political Efficacy in children will be very useful as the earlier children are introduced to these concepts, the better it will be.

ii. Peace and political stability are crucial for leading a prosperous and fulfilling life. Disruptions to peace can have long-lasting effects on the mental and emotional wellbeing of individuals. Therefore, the government must take proactive measures to maintain peace and security at every level, ensuring the wellbeing of the citizens.

**iii. Implementing Inclusive Education Policies:** Introducing inclusive education policies can provide greater educational opportunities for students from backward tribes. As highlighted in this study, a significant proportion of students pursuing postgraduate courses belong to forward tribes, underscoring the need for targeted support to bridge this gap.

## **6. Specific suggestions for Students**

i. Through his study, students must understand that their involvement in politics is crucial, regardless of whether they are interested in politics or not. Whether they come from science, arts, or any other discipline, they should recognize that numerous aspects of their lives such as employment opportunities, financial security, living standards, quality of life, safety, and overall well-being are determined by the government, and its policies and decisions. Therefore, it is essential for students to engage actively and use their political efficacy to create a better future for themselves, their communities, and society as a whole.

ii). Students must prioritize their Emotional and Mental Wellbeing and utilise them while participating in politics because though their participation is crucial, it must be in the most effective way and not in a negative way. They share equal responsibility with the government in upholding peace and order within the state. Their participation should not harm or bring violence and any sort of unwanted practises that may cause great harm to others as well as to the community.

iii). For tribal students in Nagaland, it is always encouraged that they should honour and uphold their tribal identity, culture, values, and community. Embracing one's tribal heritage gives one a sense of purpose, instils pride in the community, and inspires contributions to the greater good of society. In Naga society, community plays a central role in the life of its members, even as individualistic values become more prominent with each generation. Also, with the coming of westernization, globalization and the vast exposure of different cultures that the internet gives access to, it is crucial for the younger generation to stay connected to their roots and ensure these traditions are passed down to future generations.

## **5.9 Conclusion**

Emotional intelligence and mental health are crucial skills for post-graduate students, influencing various aspects of their lives, including academic achievement, stress tolerance, relationships, and life satisfaction. Emotional intelligence enables students to develop self-awareness, self-regulation, empathy, and social skills, while mental health encompasses positive self-perception, perception of reality, integration of personality, autonomy, group-oriented attitude, and environmental mastery. These skills are essential for students to navigate and thrive in the modern world, where politics



profoundly influences many aspects of their lives. Political efficacy, encompassing both internal and external dimensions, plays a vital role in determining students' participation in governance and societal development.

Political efficacy among tribal students in Nagaland is crucial for fostering inclusivity and representation in political processes. The study found that political efficacy is vital for addressing gender disparities and empowering women and men to engage equally in decision-making processes. Tribal affiliations significantly influence political behaviour and perspectives in Nagaland, and building political efficacy across all tribes promotes inclusivity and equitable participation. By empowering tribal students with the knowledge, confidence, and skills to engage in political activities, they can actively contribute to the development of their society and communities. Strengthening their political efficacy ensures that diverse tribal voices are heard, promoting equitable development and stronger unity within Nagaland's multicultural society.

The present study investigated the contributions of emotional intelligence and mental health to the political efficacy of tribal postgraduate students in Nagaland. The research revealed significant relationships between emotional intelligence, mental health, and political efficacy, highlighting the importance of these variables in shaping civic engagement and political participation. Tribal postgraduate students demonstrated varying levels of emotional intelligence, mental health, and political efficacy. Significant differences were found in emotional intelligence, mental health, and political efficacy across different genders, types of institutions, streams of study, and types of tribes. Emotional intelligence and mental health were significant predictors of political efficacy among tribal postgraduate students.

The study findings have implications for educational policymakers, educators, and researchers, emphasizing the need to prioritize emotional intelligence, mental health, and political efficacy education among tribal students. The research recommends integrating emotional intelligence and mental health education into the curriculum, promoting holistic education, and developing evidence-based interventions to enhance emotional intelligence, mental health, and political efficacy among tribal students. Further research is needed to explore the causal relationships between emotional intelligence, mental health, and political efficacy among tribal students. Studies should investigate the impact of cultural and socioeconomic factors on the relationship

between emotional intelligence, mental health, and political efficacy among tribal students. Research should focus on developing and implementing evidence-based interventions to enhance emotional intelligence, mental health, and political efficacy among tribal students. The study contributes to the existing body of knowledge on emotional intelligence, mental health, and political efficacy among tribal students. The research provides valuable insights into the relationships between these variables and highlights the importance of promoting holistic education among tribal students.

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**NAGALAND UNIVERSITY**  
DEPARTMENT OF EDUCATION, KOHIMA CAMPUS, MERIEMA-797004

*Dear Repspondents/ Post Graduate Students,*

I, **Akhotso Zetsuvi**, Ph.D research scholar in Education, am doing research under the guidance of **Dr. Boyillapalli Venkata Rao**, Assistant Professor, Department Education, Nagaland University (A Central University), Kohima Campus, Meriema-797004. My research study is entitled ***“Contributions of Emotional Intelligence, Mental Health on Political Efficacy of Tribal Students at Post-Graduate Level: An Analytical Study in Nagaland”***.

Hence, I hereby request you to give your sincere and honest response to the statements of three different research tools (Mental Health Inventory; Emotional Intelligence Test; Political Efficacy Scale). All information given by you will be treated as confidential and will be used for research purposes only.

**Please do not leave any statements/items unanswered.**

**Thanking you in advance**

Research Supervisor

**Dr. Boyillapalli Venkata Rao**

Associate Professor

Yours Sincerely

**(Akhotso Zetsuvi)**

**Regd. No: Ph.D./EDU/00386**

**PERSONAL INFORMATION of PG students**

Name of the Institution:

Type of Institutions: Govt / Private

Department:

Semester:

Stream of study: Humanities / Sciences

Gender: Male/ Female

Tribe:



## EMOTIONAL INTELLIGENCE TEST (EIT)

This test consists of 30 statements with three alternatives. Read these statements carefully and give the response which appears close to your feeling /opinions /thinking. Each statement may be answered by any one of the given categories by putting a tick mark. There is no right and wrong response at all. Please do not leave any statement unanswered.

### *Statements with alternatives*

1. You hear mocking/taunting laughter from the corner as you walk across a room. You:
  - a. Frown and glare in rebellion
  - b. Inspect your clothing and hurry for cover
  - c. Draw yourself to your full height and smile broadly at the people laughing
2. If the pattern of examination has changed just a month before your exams. How would you feel?
  - a. I have full confidence in what I have studied and I'm ready to face it
  - b. Tensions will be there but I would keep my cool
  - c. I would get tensed
3. If you are weak in a subject. Do you:
  - a. Make an effort by taking extra tuitions
  - b. Get nervous and always find an excuse for low marks
  - c. Don't really care, you are good in other subjects
4. If anyone is in distress. Do you:
  - a. Help them and free them of their trouble
  - b. Feel helpless, as you yourself are surrounded by problems
  - c. Never pay attention to the surroundings
5. I am able to express my feelings easily:
  - a. With anyone
  - b. Only with my best friend
  - c. Keep my feelings confined to myself
6. Loneliness is:
  - a. Impossible, you have your own company
  - b. Being without your friends
  - c. A daily experience
7. Team work is:
  - a. The key to good management.
  - b. Good way of bringing on and instructing the less able
  - c. A nuisance. You know how to attain your aims and work alone
  - d.

### EMOTIONAL INTELLIGENCE TEST (EIT)

8. Your close friend is in emotional distress. You:
  - a. Are at once at your toes to share his emotions
  - b. Only help him when the circumstances allow
  - c. Can't help because I don't have time
  
9. Your parents are criticizing and interfering. Your principles feeling is:
  - a. Pity
  - b. Displeasure
  - c. Composure/patience
  
10. The urge to do something great:
  - a. Always compels me
  - b. Sometimes compels me
  - c. I have doubts if I can ever do something great
  
11. A friend is in the hospital:
  - a. Take fruits and flowers and stay for a good long time
  - b. Take magazines, letters and photographs & visit briefly
  - c. Cannot stand hospitals, so I stay away
  
12. Grief is:
  - a. A necessary and a beneficial process
  - b. A disease/blight on your life
  - c. Something which time will heal
  
13. Your siblings are weak and need guidance. What do you do when they approach you:
  - a. Help them
  - b. Go to your friend's place to study
  - c. Go to sleep
  
14. Your teacher holds a door open for you. You:
  - a. Say, 'no please, after you'
  - b. Walk through, saying, 'thank you very much'
  - c. Walk through with a grateful smile.
  
15. Does worry serve a purpose?
  - a. Sometimes
  - b. Always
  - c. Never
  
16. I live to learn and grow in all ways and can handle any change?
  - a. Yes
  - b. Partly
  - c. No

### **EMOTIONAL INTELLIGENCE TEST (EIT)**

17. When your father gives you the money to buy something and then asks you to give the account. You give the account with:
  - a. Cool
  - b. Tension
  - c. Certain amount of disgust
  
18. If you have to spend the night sleeping in drawing room as some guests have come over for a night. Do you:
  - a. Take it easy and sleep on the sofa
  - b. Spoil your mood and grumble
  - c. Refuse to lend your room
  
19. In a washroom you find someone has forgotten his watch. Do you:
  - a. Take the watch and put up a notice of "LOST WATCH"
  - b. Leave it there, thinking the owner might return
  - c. Become the new owner
  
20. When the guests come over and you have homework to complete. What do you do?
  - a. Greet and take excuse
  - b. Get nervous but still entertain them
  - c. Don't come out of the room at all.
  
21. Suppose you are stuck in traffic jam, you:
  - a. Get tensed and lose your cool
  - b. Get nervous about the people at your destination
  - c. Take the opportunity to think, sing and play
  
22. You are:
  - a. Impossible, but you love yourself
  - b. Passionate, devoted, courteous
  - c. Forgiving, tolerant, understanding
  
23. Time is, above all:
  - a. The great healer
  - b. To be ignored
  - c. The great destroyer
  
24. I feel accepted and loved by:
  - a. Whomever I be friends
  - b. With all those close to me (Parents and my best friend)
  - c. My parents only
  
25. When I meet new people I:
  - a. Become very frank in the first meeting
  - b. Disclose some personal information about myself

c. Let them make the conversation first

26. How I feel about my life:

- a. I would like to make some changes in my life to be truly happy
- b. My life meets my deepest needs and I am satisfied
- c. I have gotten less than I had hope for in life

27. How do you tell people you care about them? You:

- a. Give words to your feelings
- b. Show feelings through materials
- c. Bury your feelings deep into your heart

28. Every day is constantly new and different:

- a. I like change
- b. I don't feel the change, life is monotonous
- c. I dislike change, it is disturbing

29. If your teachers give you an extra assignment, do you:

- a. Complete it as your first priority with happiness
- b. Complete it just a day before submission
- c. Feel extra assignment is really a problem

30. Suppose there is an annual functional party at your organization (school/college/work place):

- a. Are you the first one to give suggestion?
- b. Watch others before you give your own suggestions
- c. Give suggestions like your friends

**MENTAL HEALTH INVENTORY (MHI)**

This inventory consists of 54 statements relating to your feelings about yourself in every day life. You have four alternatives to respond to each statement. Choose either of the four alternatives responses, i.e. Always, Most of the time, Sometimes, Never, which most suitable indicate the frequency of your feelings and views. Please do not leave any statement unanswered.

<b>S.No</b>	<b>Items</b>	<b>Always</b>	<b>Often</b>	<b>Rarely</b>	<b>Never</b>
1.	I feel a lack of confidence				
2.	I get excited very easily				
3.	I am not able to take quick decision on any subject				
4.	I have affection and attachment with my neighbors				
5.	I mould myself according to circumstances				
6.	I feel that I am losing self-respect				
7.	I use to worry about trivial matters for a long time				
8.	I am not able to take decision about my next step				
9.	I hesitate in meeting with others				
10.	I do my duty well even in adverse circumstances				
11.	I feel that I am not able to fully utilize my abilities in performing my different duties.				
12.	In adverse circumstances, I act without keeping in view of the real facts				
13.	I feel irritation				

14.	I feel to be insecure				
15.	I am much worried about my responsibilities				
16.	I feel depressed/dejected				
17.	I play an important role in social ceremonies				
18.	I utilize my reasoning even in difficult times				
19.	I feel that my relationship with others is not satisfactory				
20.	My responsibilities are like a burden to me				
21.	I suffer from inferiority complex				
22.	I am and used to be lost in a world of imagination				
23.	I am anxious about my future				

<b>S.No</b>	<b>Items</b>	<b>Always</b>	<b>Often</b>	<b>Rarely</b>	<b>Never</b>
24.	My friends/relatives remain ready to help me in difficult times				
25.	I make definite plans about my future				
26.	I am enraged even by the slightest unfavorable talks				
27.	I take decision easily even in difficult circumstances				
28.	I am not able to behave in such a way as my friends expect from me				
29.	I am satisfied with most aspects of my life				
30.	My friends and colleagues have respect for me				
31.	My confidence varies highly in quantity				

32.	I am always ready to fight the problems				
33.	I make impressions about people or issue even in absence of facts and grounds				
34.	I am not able to concentrate fully in my works				
35.	I feel inclined towards the opposite sex				
36.	I solve my problems by myself				
37.	I fully cooperate in the important functions of my community				
38.	I am perplexed with my contradictory thoughts				
39.	I take decisions on the basis of facts even though they are contrary to my wish				
40.	I am not able to continue any task for long				
41.	I feel self-secured amidst my friends/group				
42.	I do not become hopeless even when I fail				
43.	I consider myself useful for society				
44.	I aspire for something without having in view of my shortcomings				
45.	I do not get influenced even by reasonable arguments				
46.	I am not able to take decisions as I want to take				
47.	I am afraid of imaginary calamities				

<b>S.No</b>	<b>Items</b>	<b>Always</b>	<b>Often</b>	<b>Rarely</b>	<b>Never</b>
48.	I feel that this world is a place good enough for passing life				
49.	I feel full of enthusiasm to think that I will certainly achieve my objectives				

50.	I do not get disappointed with the common worries of daily life				
51.	My mood changes momentarily				
52.	I myself decide what and how I should do				
53.	I feel that my intimacy with my group community is increasing gradually				
54.	I feel pleasure in taking responsibilities				



**POLITICAL EFFICACY SCALE (PES)**

The Political Efficacy Scale (PES) is consisting 27 items with three alternatives (Agree, Undecided & Disagree). Read these items carefully and *give the response which appears close to your feeling/opinions/thinking*. Each item may be answered by any one of the given categories by putting a tick mark. There is no right and wrong response at all. Please do not leave any item unanswered.

S.No	Items	Agree	Undecided	Disagree
1.	I have confidence that my participation in political related activities will contribute to the growth and development of my state/country			
2.	My tribal identity encourages me to be more politically active for the welfare of my tribe			
3.	I find it hard to regularly keep myself updated with all news and stories related to politics			
4.	I think it is more important to focus on studies than to be involved in different types of student politics			
5.	I believe my individual vote in elections does not really make much of a difference			
6.	I do not like to share my political thoughts and opinions on social media			
7.	Women should get equal opportunity to participate in politics			
8.	Naga youths today have more voice in the decision-making of tribal councils			
9.	Politics require more collective effort than individual effort			
10	I believe it is not appropriate to express my political opinions very honestly			
11	I don't think student organizations are effective enough to bring much changes			
12	I am aware of most of the Government policies and laws of the political system in my state			

<b>13</b>	I believe democracy to be an effective form of Government			
<b>14</b>	Public health care in the state is satisfactory			
<b>15</b>	Public officials do respond well to the grievances of the people			

<b>S.No</b>	<b>Items</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>
<b>16</b>	The tourism department has done a great job in the growth of tourism in the state			
<b>17</b>	PG student's scholarship provided by the state/central Government is satisfactory			
<b>18</b>	Sports and music in the state requires more support from the Government			
<b>19</b>	I have faith in the political system to maintain peace and order in times of political upheaval			
<b>20</b>	I trust the political system of the state to bring equal opportunity to all the citizens of the state			
<b>21</b>	The functioning of political administration in the state is satisfactory			
<b>22</b>	Citizen's safety and wellbeing is properly looked after by the law			
<b>23</b>	Political issues today are solved in a more peaceful and adequate manner than in the past			
<b>24</b>	I trust political parties to fulfill their promises they make to the citizens during elections			
<b>25</b>	I believe technological advancement has increased government effectiveness in responding to the needs of the people			
<b>26</b>	There are not enough programs and initiatives on the side of the Government to support the mental wellbeing of the citizens			
<b>27</b>	I believe politics in the coming and future generations will be cleaner, fairer and more prosperous			

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### **List of Paper Presentations:**

1. Presented a research paper titled “The Role of Mental Health and Emotional Intelligence in the Comprehensive Development of Students: According to NEP 2020 Guidelines” at the National Seminar on Social Transformation in India 2.0 and NEP-2020, hosted by the Department of Teacher Education, Nagaland University, on April 22, 2022.
2. Delivered a research paper titled “Political Efficacy and Mental Health of Tribal Postgraduate Students in Nagaland” at the one-day online multidisciplinary conference organized by the International Council for Education, Research, and Training (ICERT). The conference, themed “Contemporary Trends and Developments in Management, Education, Sciences, and Social Sciences,” took place on June 3, 2023, at the Auditorium of PG DAV College (Evening), University of Delhi.

### **List of Article Publications:**

1. “Political Efficacy and Mental Health of Tribal Postgraduate Students in Nagaland” in *Shodhak: A Journal of Historical Research*, ISSN: 0302-9832 (UGC CARE Listed), Volume 53, Issue 02, Number 15, May-August 2023. Pages:27-34
2. “Political Efficacy among tribal post-graduates in Nagaland: A Scale Development Study” in Lakhimpur Commerce College Research journal (ISSN-2320-5415), October 2023 to March 2024, Volume No:6, page no:146-148

### **Chapter in an edited book:**

1. Role of Mental Health and Emotional Intelligence in the holistic development of students as per the guidelines of NEP 2020” in the book “Social Transformation in India 2.0 and NEP-2020.” Edited by Dr. Rashmi & Dr. Neha Rawat, ISBN: 978-93-91193-67-6, Page No: 1-11.