

**EVALUATION ON CRITICAL THINKING'S EFFECT ON COLLEGE  
STUDENT'S MENTAL HEALTH AND EMOTIONAL DEVELOPMENT  
WITH SPECIAL REFERENCE TO PASHCHIM BARDHAMAN  
DISTRICT, WEST BENGAL**

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**Abstract:**

College students use structured academic curriculum to hone their critical thinking skills. As a result, a great deal of research has been done in a variety of sectors to look at students' critical thinking. The study demonstrated a strong relationship between achievement and critical thinking, which led to the recommendation that critical thinking development should be given top priority. It is crucial for instructors to stress meta-awareness in addition to helping students build their critical thinking abilities when teaching to college students. This means that in addition to learning critical thinking skills like analysis, inference, and interpretation, students should also have a firm grasp of how to use these abilities cognitively. In this article, evaluation on critical thinking's effect on college student's mental health and emotional development with special reference to Pashchim Bardhaman district, West Bengal has been discussed.

**Keywords:** Critical Thinking, College Students, Mental Health, Emotional Development.

**INTRODUCTION:**

Mental health difficulties are common among college students. [1-2] This may be attributed to the fact that attending college often aligns with a challenging phase in the lives of many undergraduate students, regardless of whether they are following a standard or non-traditional path. [3-4] Emotional development refers to an individual's capacity to perceive, control, and evaluate their own and others' emotions. [5-6] While a minority of specialists feel that certain abilities are inherited, the prevailing consensus is that they can be enhanced or acquired via learning. [7-8] It is widely accepted that possessing a high emotional quotient and a high intelligence quotient are essential for achieving success in life. [9-10]

**RESEARCH METHODOLOGY:**

**Study Area:** Pashchim Bardhaman District, West Bengal.

**Hypothesis:**

Hypothesis 1 ( $H_1$ ): It is hypothesized that the critical thinking effects correlated to the college students.

Hypothesis 2 ( $H_2$ ): It is hypothesized that the critical thinking's effect on college students correlated to the mental health.

Hypothesis 3 ( $H_3$ ): It is hypothesized that the critical thinking's effect on college students correlated to the emotional development.

**Research Design:**

Qualitative and quantitative research design has been used.

**Sampling Plan and Sample Size:**

Simple random sampling has been used.

**Sample Size:**

College Code	Initial Sample	Final Sample
1	Boys: 25; Girls: 25	Boys: 20; Girls: 20

2	Boys: 25; Girls: 25	Boys: 19; Girls: 20
3	Boys: 25; Girls: 25	Boys: 20; Girls: 20
4	Boys: 25; Girls: 25	Boys: 20; Girls: 20
5	Boys: 25; Girls: 25	Boys: 20; Girls: 20
6	Boys: 25; Girls: 25	Boys: 20; Girls: 19
7	Boys: 25; Girls: 25	Boys: 20; Girls: 20
8	Boys: 25; Girls: 25	Boys: 20; Girls: 20
9	Boys: 25; Girls: 25	Boys: 20; Girls: 20
10	Boys: 25; Girls: 25	Boys: 20; Girls: 20
<b>Total</b>	<b>Boys: 250; Girls: 250</b>	<b>Boys: 199; Girls: 199</b>
<b>Grand Total</b>	<b>500</b>	<b>398</b>

(Source: Primary Data, Survey)

### Primary and Secondary Source:

In this research, primary and secondary data source has been used.

### Methodology:

The ten colleges were selected within the Pashchim Bardhaman District, West Bengal for sample collection. I have been selected the final respondents from each college. The student's selection age was between 18-30 years. After clearing the research objectives, the questionnaire sheet was provided in favor of each respondent. Sufficient time was given in favor of all respondents. After completion of the sheet, I was collected and preserved all sheets for data analysis and interpretation.

### Research Tools:

#### *Structured Questionnaire (5 Point Likert Scale):*

The five-point Likert scale, a rating system, and respondents can express a variety of opinions. For example, Strongly Agree-SA (5 points), Agree-A (4 points), Neutral-N (3 points), Disagree-D (2 points), Strongly Disagree-SD (1 point). The researcher has been prepared self-structured questionnaire scales which are as follows:

- CRITICAL THINKING'S EFFECT ON COLLEGE STUDENTS SCALE
- CRITICAL THINKING'S EFFECT ON COLLEGE STUDENTS FOR MENTAL HEALTH SCALE

## ➤ CRITICAL THINKING'S EFFECT ON COLLEGE STUDENTS FOR EMOTIONAL DEVELOPMENT SCALE

In this research, structured questionnaire (5 point Likert Scale) has been used.

### **Data Analysis and Interpretation:**

Data analysis involves modeling, cleaning, transforming, and inspecting data to get insights and assist with decision-making. Data interpretation is the process of analyzing data using various research approaches and drawing suitable conclusions. Pie charts are a common way to visually depict data. In this research, pie chart has been used.

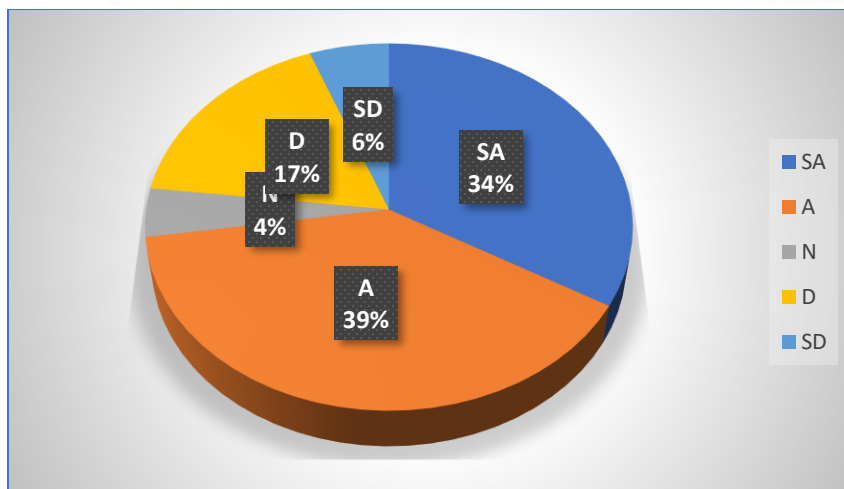
### **DATA ANALYSIS, INTERPRETATION, RESULTS AND DISCUSSION:**

#### **PART A: CRITICAL THINKING'S EFFECTS ON COLLEGE STUDENTS SCALE**

**Table 1. Evaluate information in a systematic way**

<b>Opinions</b>	<b>Respondents</b>	<b>% of respondents</b>
<b>SA</b>	133	33.42
<b>A</b>	156	39.19
<b>N</b>	17	4.27
<b>D</b>	69	17.34
<b>SD</b>	23	5.78
<b>Total</b>	<b>398</b>	<b>100</b>

Source: Primary Data, Survey



**Figure 1. Evaluate information in a systematic way**

From the above table & figure, the percentage of respondents were:

SA: 33.42%

A: 39.19%

N: 4.27%

D: 17.34%

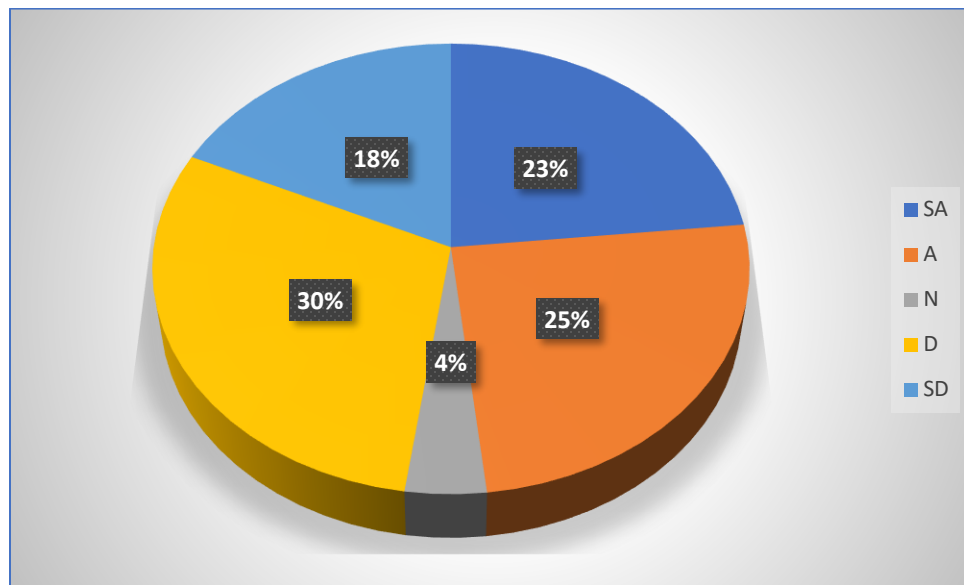
SD: 5.78%

**Table 2. Identify inconsistencies in other's thinking**

Opinions	Respondents	% of respondents
SA	93	23.37
A	99	24.87
N	16	4.02
D	118	29.65

<b>SD</b>	72	18.09
<b>Total</b>	<b>398</b>	<b>100</b>

Source: Primary Data, Survey



**Figure 2. Identify inconsistencies in other's thinking**

From the above table & figure, the percentage of respondents were:

SA: 23.37%

A: 24.87%

N: 4.02%

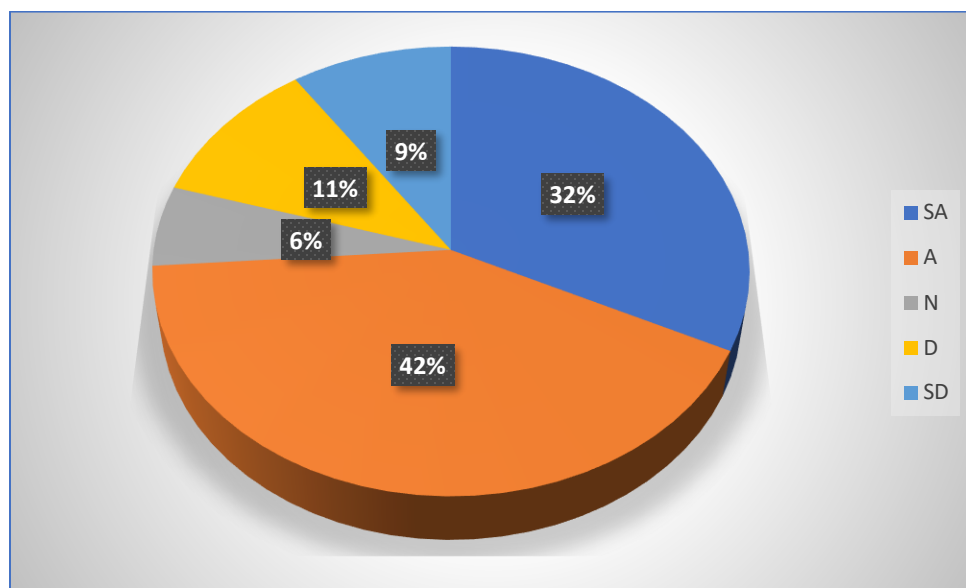
D: 29.65%

SD: 18.09%

**Table 3. Understand the logical connection between ideas**

Opinions	Respondents	% of respondents
SA	128	32.16
A	166	41.71
N	23	5.78
D	43	10.80
SD	38	9.55
<b>Total</b>	<b>398</b>	<b>100</b>

Source: Primary Data, Survey



**Figure 3. Understand the logical connection between ideas**

From the above table & figure, the percentage of respondents were:

SA: 32.16%

A: 41.71%

N: 5.78%

D: 10.80%

SD: 9.55%

### Testing of Hypothesis:

So, from the above discussion it can be stated that “Hypothesis 1 ( $H_1$ ): It is hypothesized that the critical thinking effects correlated to the college students” has been accepted.

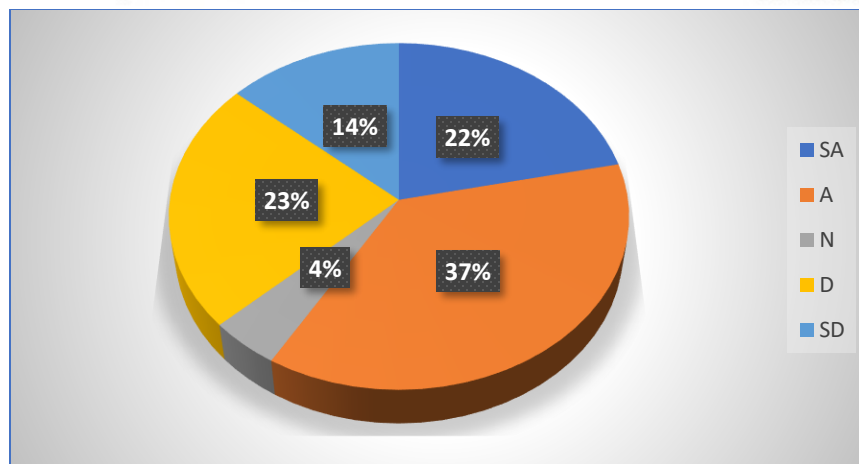
### PART B: CRITICAL THINKING’S EFFECT ON COLLEGE STUDENTS FOR MENTAL HEALTH SCALE

**Table 4. I don’t have any examination stress**

Opinions	Respondents	% of respondents
SA	86	21.61
A	147	36.93
N	18	4.53
D	93	23.36
SD	54	13.57
<b>Total</b>	<b>398</b>	<b>100</b>

Source: Primary Data, Survey





**Figure 4. I don't have any examination stress**

From the above table & figure, the percentage of respondents were:

SA: 21.61%

A: 36.93%

N: 4.53%

D: 23.36%

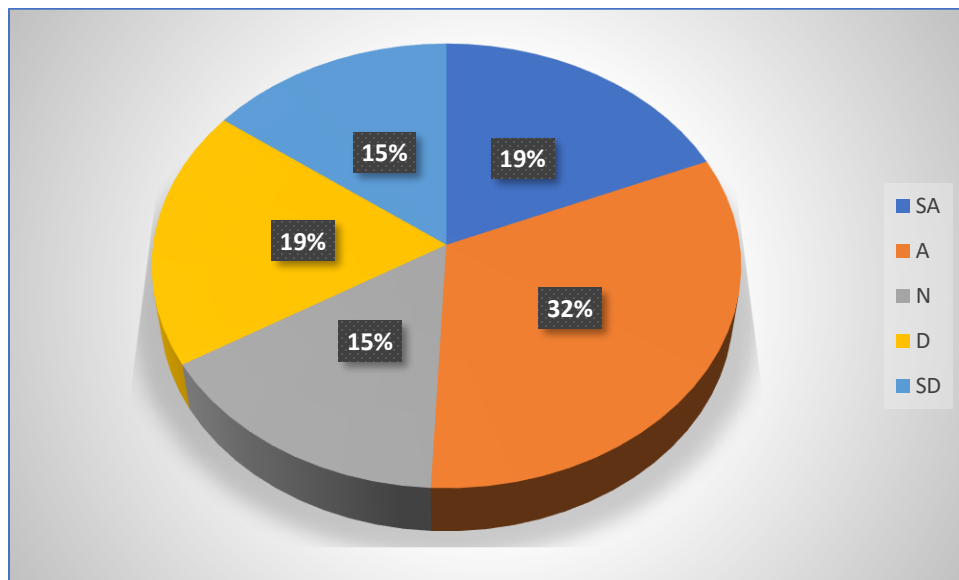
SD: 13.57%

**Table 5. I always feel examination anxiety**

Opinions	Respondents	% of respondents
SA	74	18.60
A	128	32.16
N	62	15.58
D	75	18.84
SD	59	14.82

<b>Total</b>	<b>398</b>	<b>100</b>
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Source: Primary Data, Survey



**Figure 5. I always feel examination anxiety**

From the above table & figure, the percentage of respondents were:

SA: 18.60%

A: 32.16%

N: 15.58%

D: 18.84%

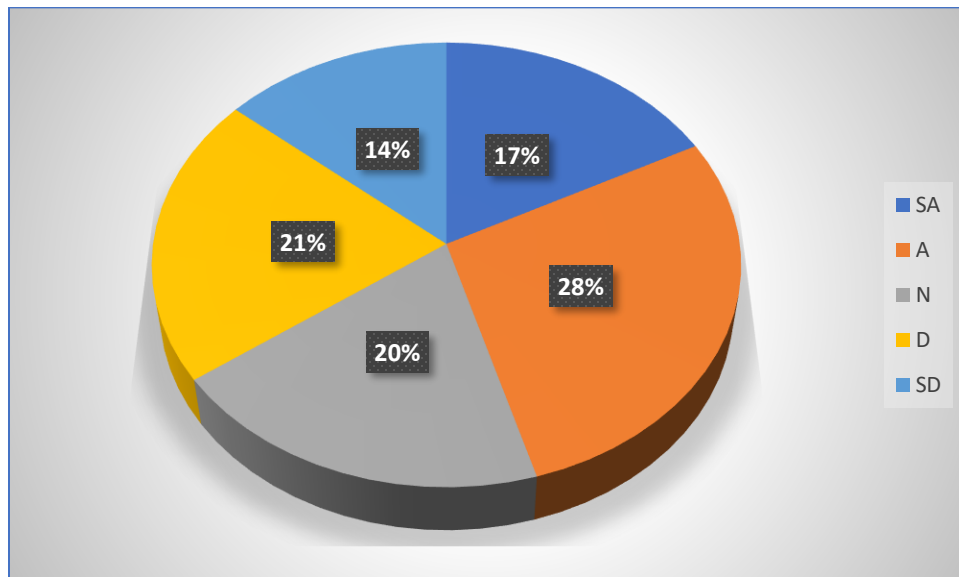
SD: 14.82%

**Table 6. I have enough emotional stability to overcome difficulties of day to day life without becoming anxious, nervous, tense and upset**

<b>Opinions</b>	<b>Respondents</b>	<b>% of respondents</b>
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<b>SA</b>	69	17.34
<b>A</b>	112	28.14
<b>N</b>	78	19.60
<b>D</b>	84	21.10
<b>SD</b>	55	13.82
<b>Total</b>	<b>398</b>	<b>100</b>

Source: Primary Data, Survey



**Figure 6. I have enough emotional stability to overcome difficulties of day to day life without becoming anxious, nervous, tense and upset**

From the above table & figure, the percentage of respondents were:

SA: 17.34%

A: 28.14%

N: 19.60%

D: 21.10%

SD: 13.82%

### Testing of Hypothesis:

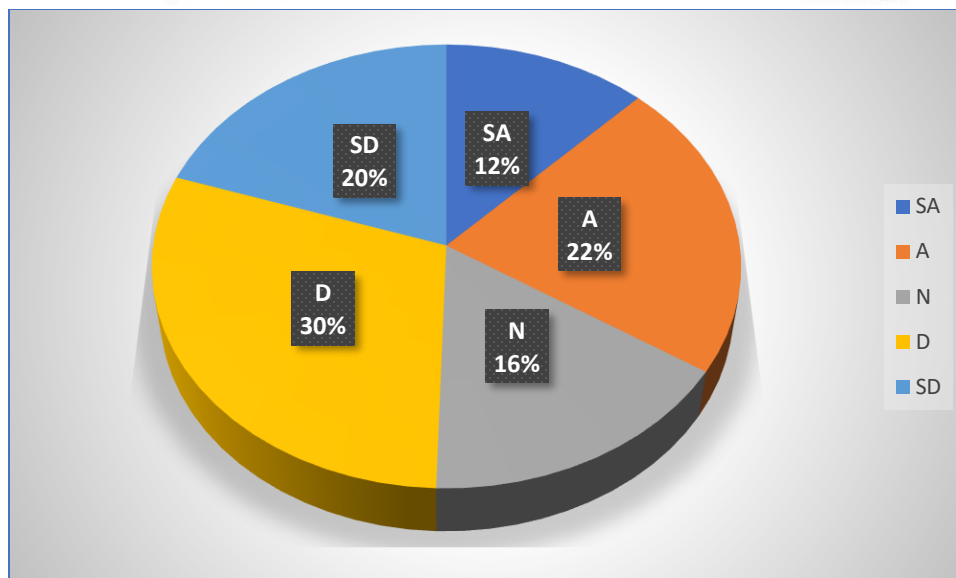
So, from the above discussion it can be stated that “Hypothesis 2 (H<sub>2</sub>): It is hypothesized that the critical thinking’s effect on college students correlated to the mental health” has been accepted.

### PART C: CRITICAL THINKING’S EFFECT ON COLLEGE STUDENTS FOR EMOTIONAL DEVELOPMENT SCALE

**Table 7. My mind produce remarkable advances in the development of my emotional maturity**

Opinions	Respondents	% of respondents
SA	49	12.31
A	87	21.86
N	65	16.33
D	118	29.65
SD	79	19.85
<b>Total</b>	<b>398</b>	<b>100</b>

Source: Primary Data, Survey



**Figure 7. My mind produce remarkable advances in the development of my emotional maturity**

From the above table & figure, the percentage of respondents were:

SA: 12.31%

A: 21.86%

N: 16.33%

D: 29.65%

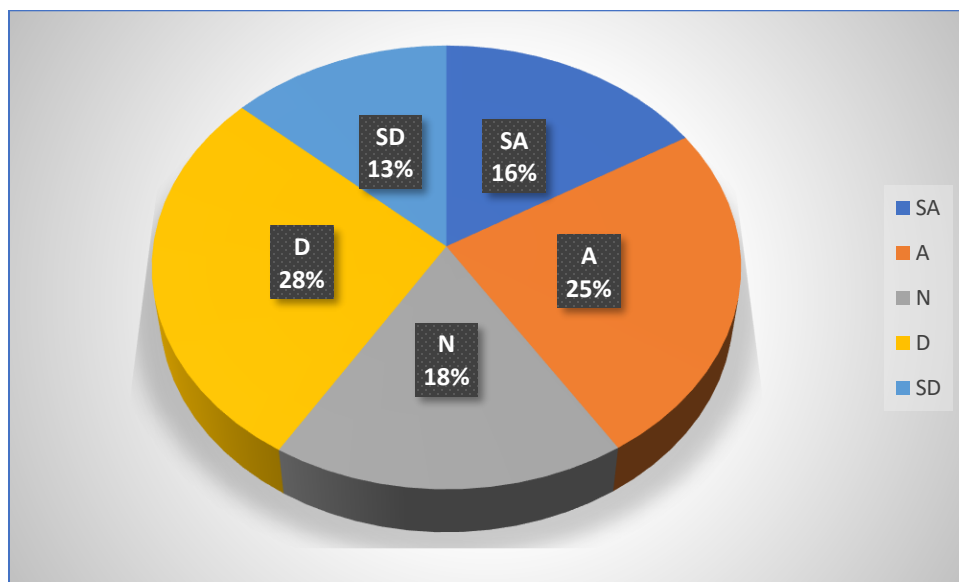
SD: 19.85%

**Table 8. My mind produce remarkable advances in the development of my moral understanding**

Opinions	Respondents	% of respondents
SA	65	16.33
A	98	24.62

<b>N</b>	71	17.83
<b>D</b>	111	27.88
<b>SD</b>	53	13.32
<b>Total</b>	<b>398</b>	<b>100</b>

Source: Primary Data, Survey



**Figure 8. My mind produce remarkable advances in the development of my moral understanding**

From the above table & figure, the percentage of respondents were:

SA: 16.33%

A: 24.62%

N: 17.83%

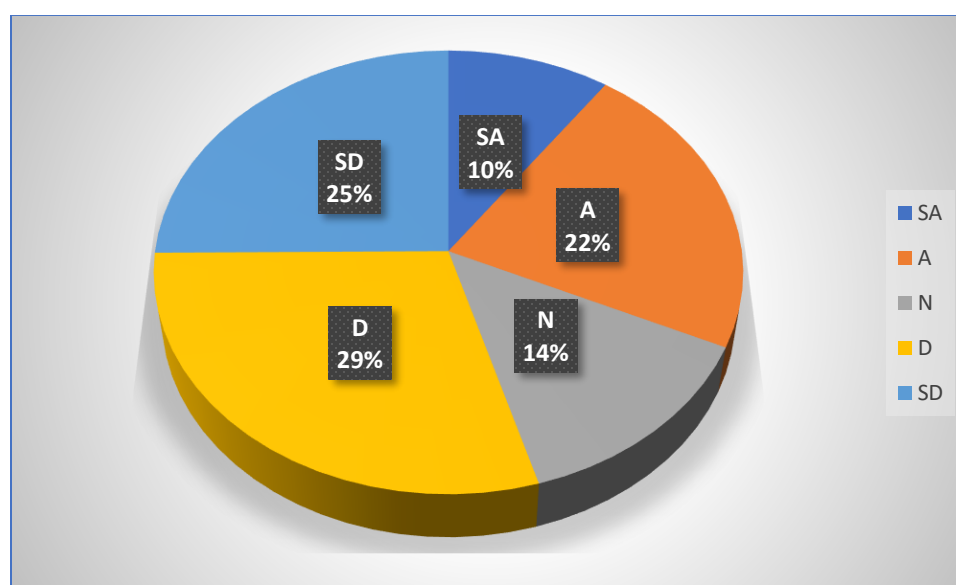
D: 27.88%

SD: 13.82%

**Table 9. My mind produce remarkable advances in the development of my gender awareness**

Opinions	Respondents	% of respondents
SA	39	9.80
A	88	22.11
N	54	13.57
D	117	29.40
SD	100	25.12
<b>Total</b>	<b>398</b>	<b>100</b>

Source: Primary Data, Survey



**Figure 9. My mind produce remarkable advances in the development of my gender awareness**

From the above table & figure, the percentage of respondents were:

SA: 9.80%

A: 22.11%

N: 13.57%

D: 29.40%

SD: 25.12%

### **Testing of Hypothesis:**

**So, from the above discussion it can be stated that “Hypothesis 3 (H<sub>3</sub>): It is hypothesized that the critical thinking’s effect on college students correlated to the emotional development” has been accepted.**

### **CONCLUSION:**

College students should possess the ability to think critically, seek evidence to back their viewpoints, and maintain a suspicious attitude towards the accuracy of information provided by their teachers or peers. Many governments have acknowledged the importance of developing students' CT as a primary goal of education. CT fosters students' development of independent, constructive, creative, and productive thinking skills. Additionally, it empowers individuals to broaden their viewpoints. On the other hand, college students are more likely to excel in their future careers when they exhibit a high level of critical thinking abilities. College students should develop the ability to absorb knowledge, solve problems, and accept other perspectives in order to enhance their critical thinking aptitude.

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