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<b>S. NO.</b>	<b>ORIGINAL ARTICLES</b>	<b>PAGE NO.</b>
1	A Study of Modernization among Urban and Rural College Going Students by Ramesh D. Waghmare	5 - 18
2	A Study on Emotional Disturbance among College Students in Government Degree College, Kathua District by Esther Bloria	19 - 26
3	Depression and its ill - Effects on the General Population by Deepali Dinesh Kamat	27 - 36
4	Effects of Alcoholism on the Adolescents in the State of Goa by Pandurang Aloorkar	37 - 45
5	Effects of Meditation (Sahaja Yoga) in Maintaining Psycho-Somatic Health by Komal Sharma and Suneet Varma	46 - 66
6	Implementation of inclusive education in selected districts of Kerala: an evaluation by Maryam Tayyibal, NajiyaGafoor, FathimathuThafseela, Gopikrishna M. S., and Shibymol C. B.	67 - 80
7	Investigating the Role of Resilience and Well-Being in Identity Diffusion among Adolescents by Tarika Sharma	81 - 96
8	Purpose in Life: A Study of Students' perspective on how relationships influence their purpose in life by Priyank Sharma	97 - 112
9	Differential Personality Traits of the Students Possessing Stress In Relation to Socio-Economic Status and Sex by Swati Suri	113 - 120
10	Creativity and Perfectionism among Higher Secondary School Students by Agnes Mary Xavier, Malavika R and Shibymol C B	121 - 134
11	Manuscript Preparation	135
12	Little about Phonix Intervention Centre	136
13	Upcoming events at Phonix	137-138

## A Study of Modernization among Urban and Rural College Going Students

Ramesh D. Waghmare\*

### ABSTRACT

The study was undertaken to study the Modernization of male and female college students of district Jalna (M.S.). The sample of the study consisted 400 college students (200 male students and 200 female students). Sample was randomly selected from Difference College of Jalna District. Modernization scale by Singh, R. S., Tripathi, A. N., and Lal, Ramji was used for data collection. The collected data was statistically treated by using mean, SD and one way ANOVA. The findings of the study revealed that Urban College Going Students have significantly high Socio-Religions, Marriage, Position of Women, Education, and Modernization than the rural College Going Students.

**Keywords:** *Gender, Modernization, Socio-Religions, Marriage, Position of Women, Education.*

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## INTRODUCTION

Modernization is a process of socio-cultural transformation. It is a thorough going process of change involving values, norms, institutions and structures. Political dimensions of modernization involves creation of a modern nation state and the development of key institutions political parties, bureaucratic structures, legislative bodies and a system of elections based on universal franchise and secret ballot. Cultural modernization involves adherence to nationalistic ideology, belief in equality, freedom and humanism, a rational and scientific outlook.

Modernization can be described as the process of development in almost every aspect of human life i.e. scientific, technological, economic, environmental, educational and social fields. Modernization has two major aspects, firstly there is a system of thought and values with reference to which an individual directs or orients his activities and secondly, a system of institutions through which he carries out his activities. Both the aspects influence the behavior of an individual with respect to his self- esteem and social system. According to modernization is part of psychology. In this modernization refers to a model of an evolutionary transition from a pre-modern or traditional to a modern society. In the social evolutionism theories that modernization to the processes of the spread of education modernization is reliable sources of modernity. In this way of sociological critical theory modernization is linked to overarching process of rationalization. When the social society of the individual becomes that much more important of the fundamental unit of social society. Modernization has been prepared by one of the developing city of the evolution. And other society can develop from traditionalism to modernity and that those that make this transition follow similar paths. According to the social theorist of modernization can be seem as processes and as offensives. Modernization is part of the social psychology. Education is the means that boosts up the pace of mankind movement towards development. It is the only way available for the society to transmit its valuable possessions from one generation to the other. Every society has its own

accumulated knowledge, skills and a composite culture which it wants to generate in future generation and the task is completed through education.

## REVIEW OF LITERATURE

### **Modernization**

In a study, Trupti (2015) indicated that there was significant difference of the rural and urban adolescence on the modernization. Chaudhari (2012) explored significant difference in the attitude of male and female B.Ed. students. Learners belonging to urban areas were significantly higher in their attitude towards modernization than their counterparts living in rural areas. Singh (2001) this study revealed that the male teachers of govt. and private school in urban areas were found to be more modern than teachers in rural areas. Mahmoudi (2012) this study found that rural and urban students were also not differing significantly in their attitude towards modernization.

### **Statement of the problem**

To study the Modernization among Urban and Rural college going Students

### **Objectives**

The following are main objectives of the present study

To examine the Modernization among Urban and Rural college going Students

### **Hypotheses**

There is no significant difference between Urban and Rural college going Students dimension on Modernization. (Socio-Religions, Religion, marriage position of women and Education)

## METHOD

### Sample

The present study sample go was selected from Art's college students of Jalna district in Maharashtra. To select the sample Gender in which students study of Art's College Students were considered as per independent variable taken in this research stratified random sampling method was employed to select the unit of sample. Total sample of present study 400 college students, in which 200 were Urban Students and 200 Rural students. The subject selected in this sample was age group of 18-21 year (Mean = 20.26, SD =3.25) Non-Probability purposive sampling was used.

### Research Design

Simple research design used in the present study

**Table 1**

*Variables of the Study*

Variable	Type of variable	Sub. variable	Name of variable
Area of Residence	Independent	2	1) Urban 2) Rural
Modernization	Dependent	04	1) Socio-Religions 2) Marriage 3) Position of Women 4) Education



**Table 2***Instruments used in the study*

<b>Aspect</b>	<b>Name of the Test</b>	<b>Author</b>
Modernization	Modernization scale	Singh, R.S., Tripathi, A.N. Lal, Ramji

**Modernization scale**

This scale is made by Singh, R.S., Tripathi, A.N. and Lal, Ramji. This scale consists 32 items. Measures attitude towards social change, religion, marriage, position of women and education. It is standardized on college students.

**Procedures of data collection**

For the present study 400 sample was used and two instruments were administered individuals as well as a small group will be adopted. The subjects were called in a small group of 21-25 subjects and there seating arrangements, was made in a classroom. Following the instructions and procedure suggested by the author of the test. Tests were administered and a field copy of each test was collected. Following the same procedure the whole data was collected.

**Data analysis**

The data were analyzed as follows:-

The Mean and SD with graphical representation for Gender (Male and Female College Students) on Modernization was analyzed. A simple design was selected to adequate of statistical analysis of ANOVA in order to examine the roll of main as well as subsequently on students Modernization.

## RESULTS AND DISCUSSION

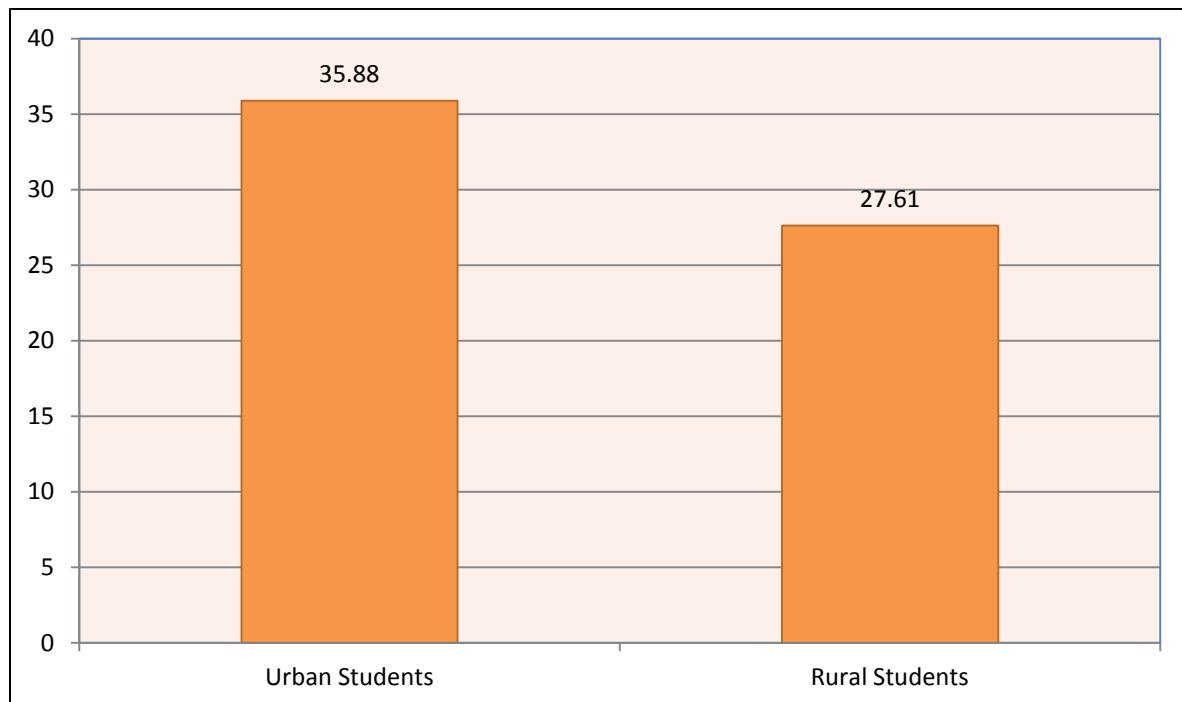
The analysis of data interpretation and discussion of the results are presented below.

**Table 3**

*Mean, SD and F Value of Area of Residence and Socio-Religions*

Area of Residence	Mean	SD	N	DF	F Value	Sign.
Urban Students	35.88	3.82	200	398	368.23	0.01
Rural Students	27.61	4.88	200			

(Critical value of "F" with df 399 at 0.01 = 3.86 and at 0.05 = 6.70)



**Figure 1: Mean scores of Urban Students and Rural Students of Area of Residence and Socio-Religions**

Observation of the table 3 and Figure 1 indicated that the mean value of two classified group seems to differ from each other on Socio-Religions. The mean and SD value obtained by the Urban college students 35.88, SD 3.82 and Rural college students was 27.61, SD 4.88, Both group 'F' ratio was 368.23 at a glance those Urban college students shows high score than Rural college students.

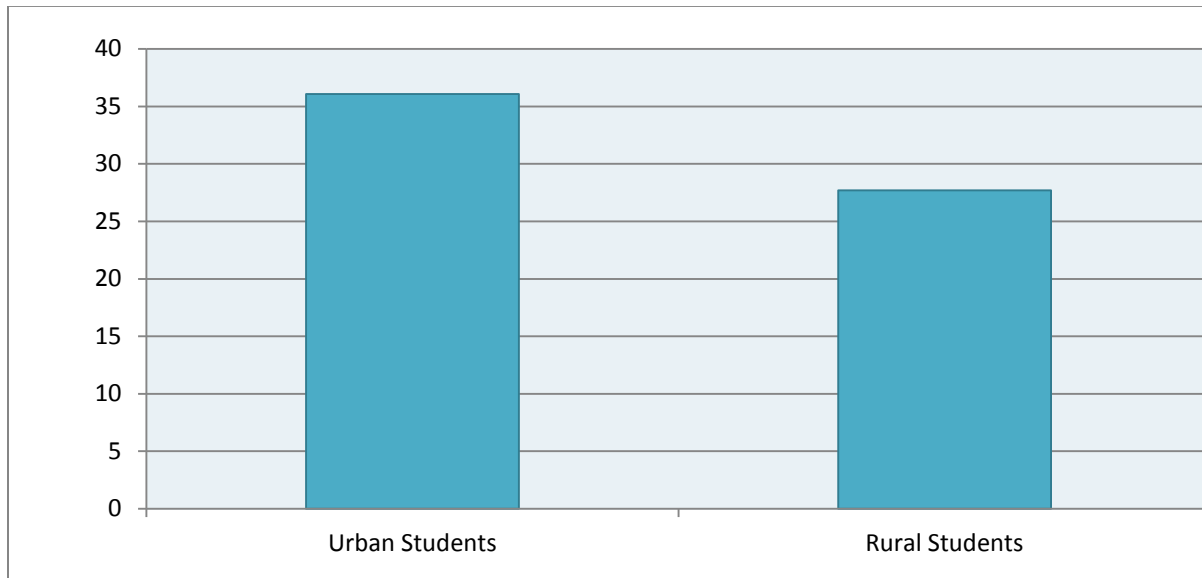
In the present study was first hypothesis related Socio-Religions and Area of Residence. It was "There is no significant difference between Urban and Rural college students on demotion Socio-Religions. Area of Residence effect represent the Socio-Religions was significant (F- 368.23, 1 and 399, P- 0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained 'F' value are high than table values at 0.01 and 0.05. In the present study was found that Urban and Rural college students differ from Socio-Religions. And it means that urban college students have significantly high Socio-Religions than Rural college students. The findings of the supported the first hypothesis, they are first hypothesis rejected the present study.

#### **Table 4**

*Mean, SD and F Value of Area of Residence and Marriage*

<b>Area of Residence</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>DF</b>	<b>F Value</b>	<b>Sign.</b>
Urban Students	36.09	3.63	200	198	399.90	0.01
Rural Students	27.70	4.77	200			

(Critical value of "F" with df 399 at 0.01 = 3.86 and at 0.05 = 6.70)



**Figure 2: Mean scores of Urban Students and Rural Students of Area of Area of Residence and Marriage**

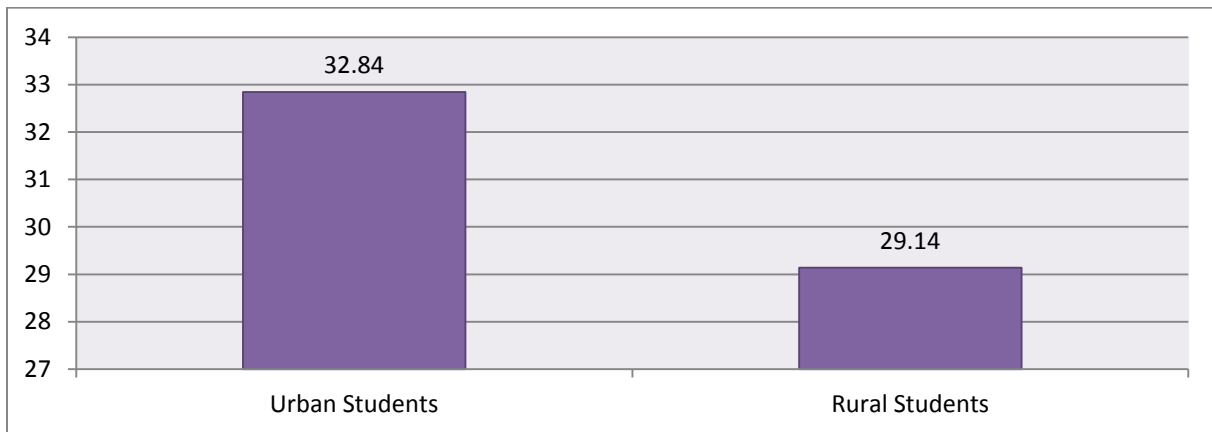
Observation of the table 4 and Figure 2 indicated that the mean value of two classified group seems to differ from each other on Marriage. The mean and SD value obtained by the Urban college students 36.09, SD 3.63 and Rural college students was 27.70, SD 4.77, Both group 'F' ratio was 399.90 at a glance those Urban college students shows high score than Rural college students.

In the present study was second hypothesis related Marriage and Area of Residence. It was "There is no significant difference between Urban and Rural college students on demotion Marriage. Area of Residence effect represent the Marriage was significant (F- 399.90, 1 and 399, P- 0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained 'F' value are high than table values at 0.01 and 0.05. In the present study was found that Urban and Rural college students differ from Marriage. And it means that urban college students have significantly high Marriage than Rural college students. The findings of the supported the second hypothesis, they are second hypothesis rejected the present study.

**Table 5***Mean, SD and F Value of Area of Residence and Position of Women*

Area of Residence	Mean	SD	N	DF	F Value	Sign.
Urban Students	32.84	5.60	200	398	41.60	0.01
Rural Students	29.14	6.04	200			

(Critical value of “F” with df 399 at 0.01 = 3.86 and at 0.05 = 6.70)

**Figure 3: Mean scores of Urban Students and Rural Students of Area of Residence and Position of Women**

Observation of the table 5 and Figure 3 indicated that the mean value of two classified group seems to differ from each other on Position of Women. The mean and SD value obtained by the Urban college students 32.84, SD 5.60 and Rural college students was 29.14, SD 6.04, Both group ‘F’ ratio was 41.60 at a glance those Urban college students shows high score than Rural college students.

In the present study was third hypothesis related Position of Women and Area of Residence. It was “There is no significant difference between Urban and Rural college students on demotion Position of Women. Area of Residence effect represent the Position of Women was significant (F- 41.60, 1and 399, P- 0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained ‘F’ value are high than table values at 0.01 and 0.05. In the present study was found that Urban and

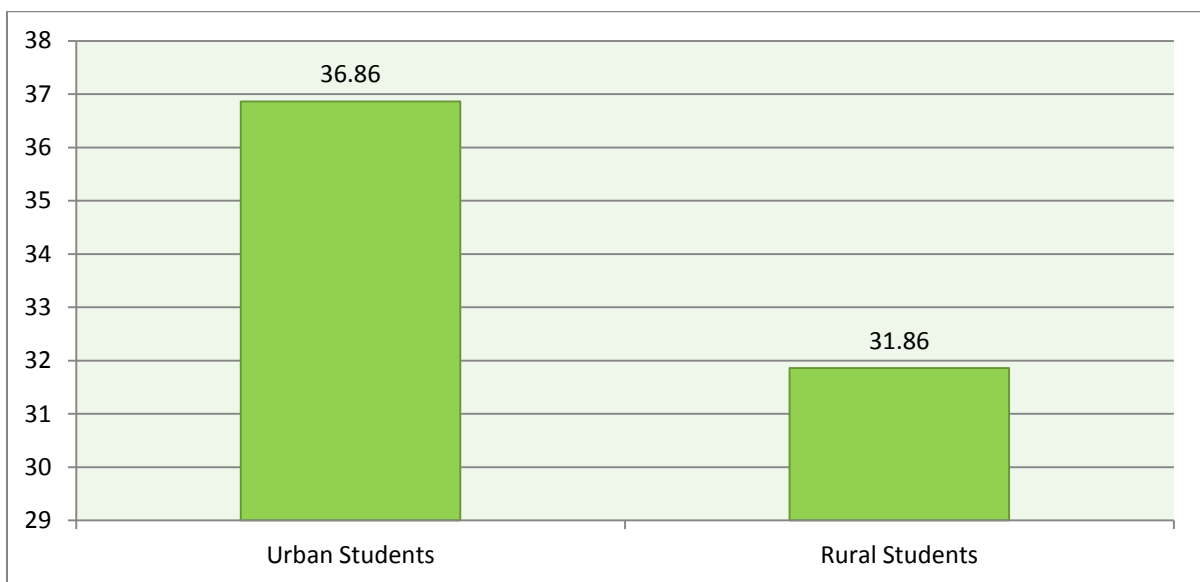
Rural college students differ from Position of Women. And it means that urban college students have significantly high Position of Women than Rural college students. The findings of the supported the third hypothesis, they are third hypothesis rejected the present study.

**Table 6**

*Mean, SD and F Value of Area of Residence and Education*

Area of Residence	Mean	SD	N	DF	F Value	Sign.
Urban Students	36.86	3.59	200	198	119.96	0.01
Rural Students	31.86	5.61	200			

(Critical value of "F" with df 399 at 0.01 = 3.86 and at 0.05 = 6.70)



**Figure 4: Mean scores of Urban Students and Rural Students of Area of Residence and Education**

Observation of the table 6 and Figure 4 indicated that the mean value of two classified group seems to differ from each other on Education. The mean and SD value obtained by the Urban college students 36.86, SD 3.59 and Rural college students was 31.86, SD 5.61, Both group 'F'

ratio was 119.96 at a glance those Urban college students shows high score than Rural college students.

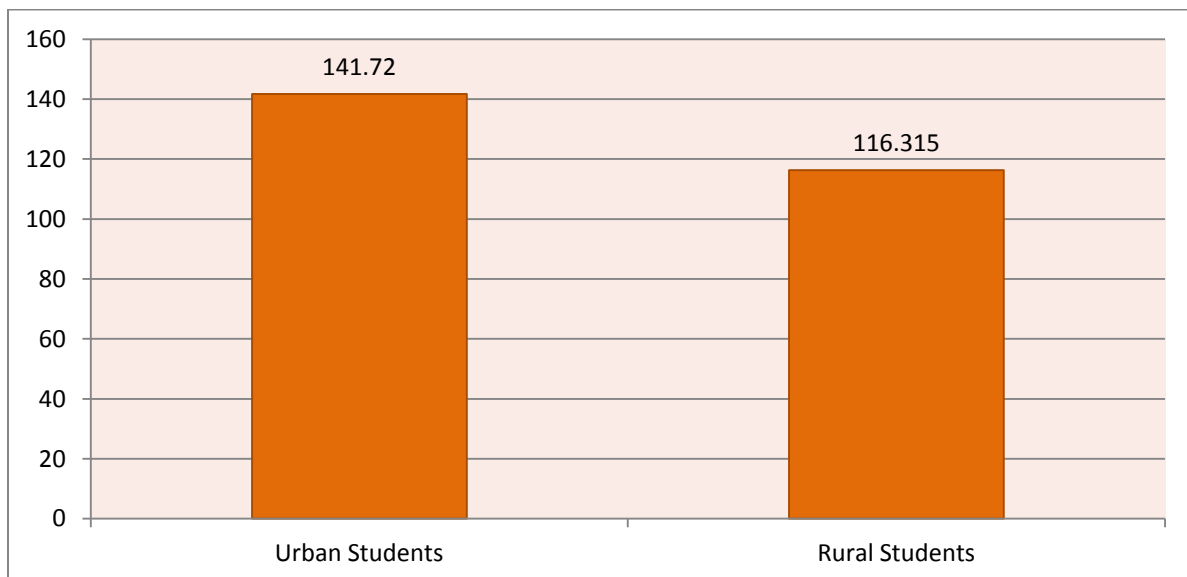
In the present study was fourth hypothesis related Education and Area of Residence. It was “There is no significant difference between Urban and Rural college students on demotion Education. Area of Residence effect represent the Education was significant (F- 119.96, 1and 399, P- 0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained ‘F’ value are high than table values at 0.01 and 0.05. In the present study was found that Urban and Rural college students differ from Education. And it means that urban college students have significantly high Education than Rural college students. The findings of the supported the fourth hypothesis, they are fourth hypothesis rejected the present study.

**Table 7**

*Mean, SD and F Value of Area of Residence on Modernization*

Area of Residence	Mean	SD	N	DF	F Value	Sign.
Urban Students	141.72	9.31	200	198	583.14	0.01
Rural Students	116.315	12.07	200			

(Critical value of “F” with df 399 at 0.01 = 3.86 and at 0.05 = 6.70)



***Figure 5: Mean scores of Urban Students and Rural Students of Area of Residence on Modernization***

Observation of the table 7 and Figure 5 indicated that the mean value of two classified group seems to differ from each other on Modernization. The mean and SD value obtained by the Urban college students 141.72, SD 9.31 and Rural college students was 116.31, SD 12.07, Both group 'F' ratio was 583.14 at a glance those Urban college students shows high score than Rural college students.

In the present study was fifth hypothesis related Modernization and Area of Residence. It was "There is no significant difference between Urban and Rural college students on demotion Modernization. Area of Residence effect represent the Modernization was significant (F- 583.14, 1 and 399, P- 0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained 'F' value are high than table values at 0.01 and 0.05. In the present study was found that Urban and Rural college students differ from Modernization. And it means that urban college students have significantly high Modernization than Rural college students. The findings of the supported the fifth hypothesis, they are fifth hypothesis rejected the present study.

**Delimitations of the study**

- The finding of the study is based on very sample.
- The sample was restricted to Jalna Dist. in Maharashtra.
- The study was restricted to only B.A. arts college students (arts facility) only.
- The study was restricted students are only 18-21 years only.



## CONCLUSION

- 1) Urban College Going Students have significantly high Socio-Religions than the rural College Going Students.
- 2) Urban College Going have significantly high Marriage than the rural College Going Students
- 3) Urban College Going Students have significantly high Marriage than the rural College Going Students.
- 4) Urban College Going Students have significantly high Education than the rural College Going Students.
- 5) Urban College Going Students have significantly high Modernization than the rural College Going Students.

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## **A Study on Emotional Disturbance among College Students in Government Degree College, Kathua District**

Esther Bloria\*

### **ABSTRACT**

Emotional disturbance among college students has been getting a lot of attention recently. Today's students concerns of academic performance, fewer job prospects after graduation which can lead to stress and depressive episodes in college students. The very fact is that to cope with their emotional pain like stress and depression develop problems such as substance abuse and participate in risky sexual behaviours. The cross sectional study was conducted on 126 students to assess the emotional disturbance such as depression, anxiety and stress among college going students in government Degree College, kathua district. The Depression Anxiety Stress Scales (DASS 21) was used to assess the emotional disturbance such as depression, anxiety and stress. Results: The prevalence of depression 42.0%, anxiety 52.3% and stress 74.6 % respectively, stress level is higher than depression and anxiety among the student's respondents. The majorities' students were Mild depression 41.5% and the majority student's respondent were Moderate level of anxiety 42.4% and stress 38.2. Conclusion: Students in college undergo a tough phase handling emotional disturbance, the present study proven that college students existing high rate emotional disturbance such as depression, anxiety and stress. There is a need for greater attention to intervene emotional disturbance among college students to improve their quality of life.

**Keywords:** *Emotional disturbance, Depression, anxiety, stress, college students, Government Degree College*

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## INTRODUCTION

College students today experience high levels of stress in many areas of life (Your Daily Self-program 22 April 2012). This is an important domain for further research and an effective channel of intervention for college mental health professionals. Study schedules, especially in colleges, are very demanding. The act of balancing a busy life along with education causes stress and depression. Limited stress is beneficial and can lead to excellent performance. Yet, uncontrolled stress can lead to exhaustion, depression and several other illnesses. In fact, college students are prone to episodic stress. This happens when exams are around the corner. Stress and depression also occur when getting ready for a presentation or an interview. Several students contemplate or commit suicide. Student life is a changeover period. They do a course thinking it will enable them to do or have something that they want, such as increased job opportunities or enhanced enjoyment of life. Studying is part of a process of change and, sometimes, change can cause a lot of anxiety.

Studies have noted depression among college students as a risk factor for impaired scholastic performance. Studies report that stress related disorders are under diagnosed which can lead to higher chance of psychiatric disorders which will have serious effects on their careers and social life (Ko, Kua, and Fones (1999); Tyssen, Vaglum, and Gronvold, Ekeberg (2001).

College students are subjected to various stressors such as academic, social or time management problems, it is necessary for the educators and mental health providers to have interventions to reduce anxiety and improve the quality of mental health education (Vitaliano, Russo, Carr & Heerwagen, 1984).

## METHOD

The cross sectional study was conducted in Government Degree College Kathua district, Jammu. Participants were 126 students who were attending B.A, B.Sc, and B.Com final year and willing to participate in the study were included in the study from final year students.

The socio-demographic characteristics of the participants were obtained; the gathered information was about the religion, age and gender.

The Depression Anxiety Stress Scales (DASS) by Lovibond and Lovibond, a 21-item self-reported measure was used to assess depression, anxiety and stress. Items on the DASS are rated on 4-point Likert - type, ranging from 0 (Did not apply to me at all) to 3 (Applied to me very much, or most of the time). Each of the three scales contains 7 items from 21- item. Subjects are asked to circle a 0-3 number indicating how much each statement applied to him/her in the last week. Scores for depression, anxiety and stress are calculated by adding the scores for the relevant items. Each subscale is divided into normal, mild, moderate, severe and extremely severe.

Analysis of the data was done using percentages and using version 11.5 of the Statistical Package for Social Sciences software package (SPSS Inc., Chicago, IL). Statistical tests like Chi-square was used and a *P* value <0.05 was taken as statistically significant.

<b>RESULTS</b>
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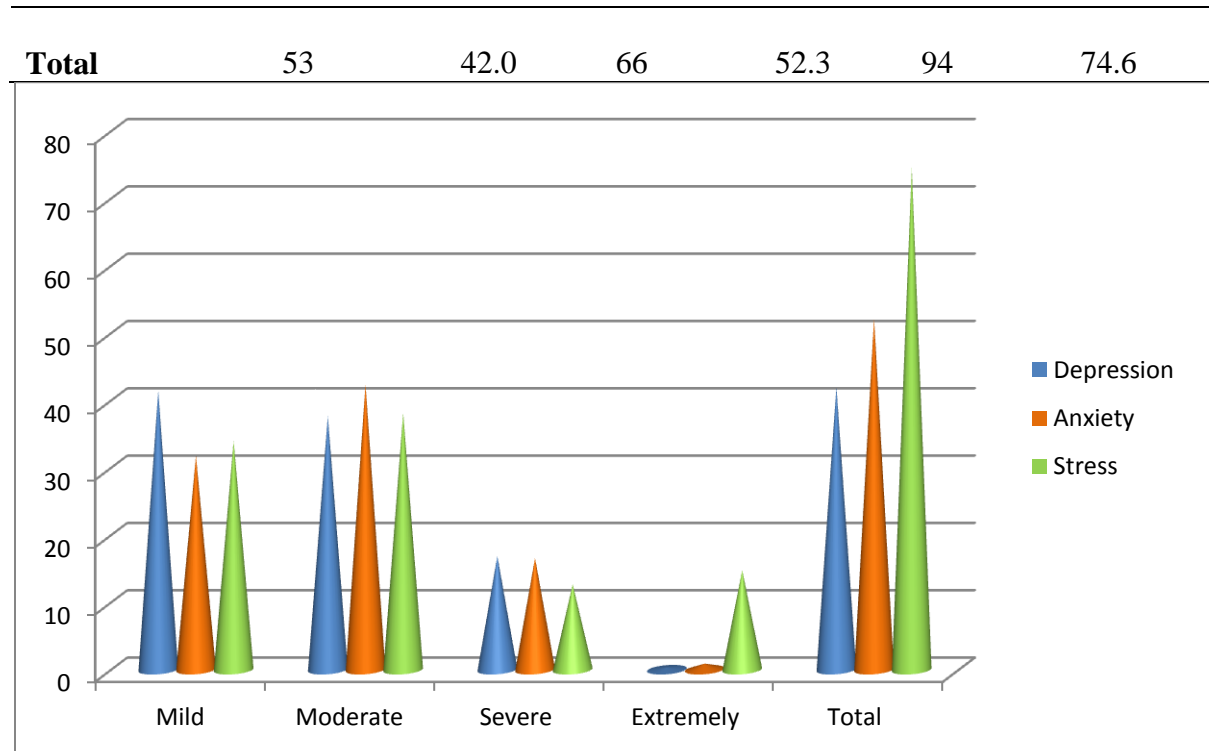
**Table 1***Socio- demographic profile of the participants (N – 126)*

	Frequency	Percentages	
<b>Religion</b>	<b>Hindu</b>	81	64.2
	<b>Muslim</b>	32	25.3
	<b>Other</b>	13	10.3
<b>Age Group</b>	<b>18- 20 age</b>	21	16.6
	<b>21 – 22 age</b>	75	59.5
	<b>23 above</b>	30	23.8
<b>Sex</b>	<b>Boys</b>	49	38.8
	<b>Girls</b>	75	59.5

The respondents according to religion majority % of the respondents belong to Hindu, the mean age of the respondents was 21 -22 ages and the majority of the respondents were Girls.

**Table 2***The severity of Emotional Disturbance*

	Depression		Anxiety		Stress	
	Number	%	Number	%	Number	%
<b>Mild</b>	22	41.5 %	21	31.8	32	34.0
<b>Moderate</b>	20	37.7	28	42.4	36	38.2
<b>Severe</b>	9	16.9	11	16.6	12	12.7
<b>Extremely</b>	2	0.37	6	0.9	14	14.8



**Figure 1: The prevalence of depression, anxiety and stress**

Illustration of figure 1: The prevalence of depression, anxiety and stress among the government degree final year students was depression 42.0%, anxiety 52.3% and stress 74.6 % respectively, stress level is higher than depression and anxiety among the students respondents. The majorities' students were Mild depression 41.5% and the majority student's respondent were Moderate level of anxiety 42.4% and stress 38.2.

## DISCUSSION

In this study among 126 college students participants depression 42.0%, anxiety 52.3% and stress 74.6 % respectively, stress level is higher than depression and anxiety among the student's respondents. The majorities' students were Mild depression 41.5% and the majority student's respondent were Moderate level of anxiety 42.4% and stress 38.2. The same study by Nair MK, Paul MK, John R also reported the prevalence of mild depression to be 6.8% and severe depression as 2% which supported the present finding. Other previous finding by Shamsuddin, Fadzil, Wan, ,

Azhar, Omar, Muhammad, *et al.* (2013) the percentages are 37.2%, 63.0%, and 23.7% for depression, anxiety and stress and by Narayan Mutalik, Shankar Moni, Choudhari, Govind Bhogale level of anxiety was more than depression followed by stress.

Emotional disturbances among college students require attention from health care providers to provide proper psycho education or counseling for college students in order to cope with their every day emotional disturbance symptoms of depression, anxiety and stress, it is importance of early consultations and follow-up. A study done by Vredenburg *et al* (2015) have found that college-student depression, though mild in severity but considered as a serious problem.

Another study by Poornima Bhola, Vidya Sathyanarayanan, Rekha, Sheila, Tinku (2016) Students from a pre-university college in Bangalore, with 10% of the sample at risk, with both internalizing (emotional) and externalizing (conduct) manifestations as prominent and with 9% at risk for emotional symptoms, 13% for conduct problems, 12.6% for hyperactivity/inattention and 9.4% for peer problems

American Psychological Association conducted a survey by the Association for University and College Counseling Centre Director in 2013, depression 36.4%, anxiety 41.6% of college students experienced some level of depression and anxiety. Anxiety is the top presenting concern among college students (41.6 percent), followed by depression (36.4 percent) and relationship problems (35.8 percent). They also report that 21 percent of counseling centre students present with severe mental health concerns, while another 40 percent present with mild mental health concerns.

## CONCLUSION

The present study proven that high rate emotional disturbance such as depression, anxiety and stress is among the college students. There is a need for greater attention to intervene emotional disturbance among college students to improve their quality of life. According to the study emotional disturbance is the number one reason students drop out of college and is a gateway



issue like substance abuse, sexual behaviour, if left untreated, could lead to other symptoms or even suicide.

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## Depression and its ill - Effects on the General Population

Deepali Dinesh Kamat\*

### ABSTRACT

Depression is more than just a low mood – it's a serious condition that affects your physical and mental health. Depression is an extremely complex disease. No one knows exactly what causes it, but it can occur for a variety of reasons. Some people experience depression during a serious medical illness. Others may have depression with life changes such as a move or the death of a loved one. Still others have a family history of depression. Those who do may experience depression and feel overwhelmed with sadness and loneliness for no known reason. Depression is caused due to variety of factors such as abuse, certain medication, death of a loved one, genetics, major life events etc. Untreated clinical depression is a serious problem. Untreated depression increases the chance of risky behaviors such as drug or alcohol addiction. It also can ruin relationships, cause problems at work, and make it difficult to overcome serious illnesses.

**Keywords:** *Depression, mental health, medications, abuse*

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## INTRODUCTION

While we all feel sad, moody or low from time to time, some people experience these feelings intensely, for long periods of time (weeks, months or even years) and sometimes without any apparent reason. Depression is more than just a low mood – it's a serious condition that affects your physical and mental health. Depression is a mental health disorder. It is a mood disorder characterized by persistently low mood and a feeling of sadness and loss of interest. Depression is a persistent problem, not a passing one.

According to the Centers for Disease Control and Prevention (CDC), 7.6% of people over the age of 12 have depression in any 2 week period. According to the World Health Organization (WHO), depression is the most common illness worldwide and the leading cause of disability.

## TYPES OF DEPRESSION

It's normal to feel down once in a while, but if one is sad most of the time and it affects their daily life, they may have clinical depression. It's a condition one can treat with medicine, talking to a therapist, and making changes to their lifestyle. There are many different types of depression. Events in one's life can cause some, and chemical changes in brain cause others.

Following are the types of depression:

### Major Depression

The doctor might diagnose a person with major depression if he has five or more of these symptoms on most days for 2 weeks or longer. At least one of the symptoms must be a depressed mood or loss of interest in activities.

Some of these symptoms need to be present:

- Loss of interest or pleasure in your activities
- Weight loss or gain
- Trouble getting to sleep or feeling sleepy during the day
- Feelings restless and agitated, or else very sluggish and slowed down physically or mentally
- Being tired and without energy
- Feeling worthless or guilty
- Trouble concentrating or making decisions
- Thoughts of suicide

### **Persistent Depressive Disorder**

If you have depression that lasts for 2 years or longer, it's called persistent depressive disorder. This term is used to describe two conditions previously known as dysthymia (low-grade persistent depression symptoms such as:

- Change in your appetite (not eating enough or overeating)
- Sleep too much or too little
- Lack of energy, or fatigue
- Low self-esteem
- Trouble concentrating or making decisions
- Feel hopeless

### **Bipolar Depression**

Someone with bipolar disorder, which is also sometimes called manic depression, has mood episodes that range from extremes of high energy with an "up" mood to low "depressive" periods.

When the person is in the low phase, he will show the symptoms of major depression. Medication can help bring ones mood swings under control.

### **Seasonal Affective Disorder (Sad)**

Seasonal affective disorder is a period of major depression that most often happens during the winter months, when the days grow short and one get less and less sunlight. It typically goes away in the spring and summer.

### **Psychotic Depression**

People with psychotic depression have the symptoms of major depression along with "psychotic" symptoms, such as:

- Hallucination (seeing or hearing things that aren't there)
- Delusions (false beliefs)
- Paranoia (wrongly believing that others are trying to harm.

### **Atypical Depression**

This type is different than the persistent sadness of typical depression. It is considered to be a "specifier" that describes a pattern of depressive symptoms. If you have atypical depression, a positive event can temporarily improve your mood.

Other symptoms of atypical depression include:

- Increased appetite
- Sleeping more than usual
- Feeling of heaviness in your arms and legs

### **EFFECTS OF DEPRESSION**

Untreated clinical depression is a serious problem. Untreated depression increases the chance of risky behaviors such as drug or alcohol addiction. It also can ruin relationships, cause problems at work, and make it difficult to overcome serious illnesses.

Clinical depression, also known as major depression, is an illness that involves the body, mood, and thoughts. Clinical depression affects the way you eat and sleep. It affects the way you feel about yourself and those around you. It even affects your thoughts. People who are depressed cannot simply “pull themselves together” and be cured. Without proper treatment, including antidepressants and/or psychotherapy, untreated clinical depression can last for weeks, months, or years. Appropriate treatment, however, can help most people with depression.

### **Effects of untreated clinical depression on physical health**

There is mounting evidence that clinical depression takes a serious toll on physical health. The most recent studies exploring health and major depression have looked at patients with stroke or coronary artery disease. Results have shown that people with major depression who are recovering from strokes or heart attacks have a more difficult time making health care choices. They also find it more difficult to follow their doctor's instructions and to cope with the challenges their illness presents. Another study found that patients with major depression have a higher risk of death in the first few months after a heart attack.

### **Effects of depression on Sleep**

One of the most telling symptoms of clinical depression is a change in sleep patterns. Though the most common problem is insomnia (difficulty getting adequate sleep), people sometimes feel an increased need for sleep and experience excessive energy loss. Lack of sleep can cause some of the same symptoms as depression -- extreme tiredness, loss of energy, and difficulty concentrating or making decisions. Common signs of insomnia include:

- Sleep that never feels like "enough"
- Trouble falling asleep
- Trouble going back to sleep after waking up during the night
- Waking up at all hours of the night
- Waking up before the alarm clock goes off

### **Effects of untreated depression and drug abuse**

Alcohol and drug abuse are common among people with clinical depression. They're especially common among teens and among young and middle-age males. It is very important to encourage these people to get help, because they are more likely to attempt suicide. Signs of drug and alcohol abuse include:

- Inability to maintain personal relationships
- Secretive alcohol use
- Self-pity
- Tremors
- Unexplained memory loss
- Unwillingness to talk about drugs or alcohol

Those who suffer depression and abuse drugs or alcohol may need very specialized treatment. **Effects of depression and gender differences**

Men who have untreated clinical depression may exhibit more anger, frustration, and violent behavior than women. In addition, men with untreated depression may take dangerous risks such as reckless driving and having unsafe sex. Men are not aware that physical symptoms, such as headaches, digestive disorders and chronic pain, can be symptoms of depression.

### **Depression and Suicide**



Depression carries a high risk of suicide. This is the worst but very real outcome of untreated or under-treated depression. Most people who suffer from clinical depression do not attempt suicide. But according to the National Institute of Mental Health (NIMH) more than 90% of people who die from suicide have depression and other mental disorders, or a substance abuse disorder. Men commit almost 75% of suicides, even though twice as many women attempt it.

The elderly experience more depression and suicide than one might think. Forty percent of all suicide victims are adults over the age of 60. Older adults suffer more frequently from depression because of the frequent loss of loved ones and friends as they age. They also experience more chronic illnesses, more major life changes like retirement, and the transition into assisted living or nursing care.

Warning signs of suicide include:

- Talking, writing, or thinking about killing or hurting oneself or threatening to do so
- Depression (deep sadness, loss of interest, trouble sleeping and eating) that gets worse
- Having a "death wish;" tempting fate by taking risks that could lead to death -- for example, driving through red lights
- Losing interest in things one used to care about
- Making comments about being hopeless, helpless, or worthless
- Putting affairs in order, tying up loose ends, or changing a will
- Saying things like "it would be better if I wasn't here" or "I want out"
- A sudden switch from being very sad to being very calm or appearing to be happy

## SCREENING TEST FOR DEPRESSION

### **Beck Depression Inventory**

The Beck Depression Inventory (BDI) is the most widely used self-rating scale, developed in 1961 by Aaron Beck based on symptoms he observed to be common among depressed patients.

The BDI consists of 21 items of emotional, behavioral, and somatic symptoms that takes 5-10 minute

### **Major Depression Inventory**

The Major Depression Inventory (MDI) is a self-rating scale used for the diagnosis or measurement of depression, according to both DSM-IV major depression and ICD-10 moderate to severe depression criteria to administer.

### **Hamilton Depression Rating Scale**

The Hamilton Depression Rating Scale is the most widely used interview scale, developed in 1960 to measure severity of depression in an inpatient population. The scale takes 20-30 minutes to administer.

## **TREATMENT FOR DEPRESSION**

There's no one proven way that people recover from depression, and it's different for everyone. However, there are a range of effective treatments and health professionals who can help you on the road to recovery.

### **Cognitive Behavior Therapy (CBT)**

CBT is a structured psychological treatment which recognizes that the way we think (cognition) and act (behavior) affects the way we feel. CBT is one of the most effective treatments for depression, and has been found to be useful for a wide range of ages, including children, adolescents, adults and older people. CBT involves working with a professional (therapist) to identify thought and behavior patterns that are either making you more likely to become depressed, or stopping you from getting better when you're experiencing depression.

It works to change your thoughts and behavior by teaching you to think rationally about common difficulties, helping you to shift negative or unhelpful thought patterns and reactions to a more realistic, positive and problem-solving approach.

### **Interpersonal therapy (IPT)**

IPT is a structured psychological therapy that focuses on problems in personal relationships and the skills needed to deal with these. IPT is based on the idea that relationship problems can have a significant effect on someone experiencing depression, and can even contribute to the cause. IPT helps you recognize patterns in your relationships that make you more vulnerable to depression. Identifying these patterns means you can focus on improving relationships, coping with grief and finding new ways to get along with others.

### **Behavior therapy**

While behavior therapy is a major component of cognitive behavior therapy (CBT), unlike CBT it doesn't attempt to change beliefs and attitudes. Instead it focuses on encouraging activities that are rewarding, pleasant or satisfying, aiming to reverse the patterns of avoidance, withdrawal and inactivity that make depression worse.

### **Medications**

If one is experiencing moderate to severe depression, the doctor may prescribe antidepressant medication, along with psychological treatments. Antidepressants are sometimes prescribed when other treatments have not been successful or when psychological treatments aren't possible due to the severity of the condition or a lack of access to the treatment. People with more severe forms of depression (bipolar disorder and psychosis) generally need to be treated with medication. This may include one or a combination of mood stabilizers, anti-psychotic drugs and antidepressants. Making a decision about which antidepressant is best for each individual can be complex. The decision is made in consultation with the doctor, after careful assessment and consideration. Important factors include one's age, symptoms, other medications and, if female, whether you are pregnant or breastfeeding.

## CONCLUSION

It's normal to feel down once in a while, but if you're sad most of the time and it affects your daily life, you may have clinical depression. It's a condition you can treat with medicine, talking to a therapist, and changes to your lifestyle. More than 80% of people with clinical depression can be successfully treated with early recognition, intervention, and support. Depression affects almost 19 million people each year, including a large portion of the working population. People with untreated depression can usually get to work. But once there, they may be irritable, fatigued, and have difficulty concentrating. Untreated depression makes it difficult for employees to work well. Most people do best with depression treatment using psychotherapy, medications, or a combination of both.

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## Effects of Alcoholism on the Adolescents in the State of Goa

Pandurang Aloorkar\*

### ABSTRACT

Alcohol is the substance abused most frequently by adolescents, followed by marijuana and tobacco. More adolescents drink alcohol than smoke cigarettes or use marijuana. Illicit drug use, which includes the abuse of illegal drugs, is something many adolescents engage in occasionally and a few do regularly. Adolescents who use drinking as a method of coping are more likely to suffer from depression, and can bring on heavy drinking, which is itself predictive of suicidal behaviour. The occurrence of risk-taking behaviors increases in adolescence and the possibility of injury increases even more when alcohol is also involved. Many adolescents start trying tobacco products at a young age, so prevention efforts in schools, in communities and in homes, can help and should begin early.

**Keywords:** *Alcohol, adolescents, marijuana, prevention*

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## INTRODUCTION

The idea of adolescence can be traced way back to Rousseau, the 18th century classic who glorified and romanticized the innocence and educational potential of youths' "salad days". Adolescence marks a period of rapid change in an individual as he moves from childhood to adulthood. These changes are not only biological but also psychological, emotional and social. Adolescence is a stage of turmoil and turbulence of stress and storm (Hall, 1904) which involves development in various areas and demands corresponding adjustments. The process of experimentation and exploration may include the use of recreational substances such as alcohol, cannabis and other illegal recreational drugs. Adolescents may try on different personas in order to explore their own personality and belief system. Substance use increases in adolescence as smoking, drinking and other drugs become a way to appear mature while fitting in with peers (Johnston et al., 1988).

### **STAGES OF ADOLESCENCE**

Adolescence as a stage of life does not begin on a particular day in a particular year after birth. It is the critical stage of development, typically defined in terms of other time periods, such as the period between childhood and adulthood. From another perspective, we might say that adolescence begins at puberty and ends when the individual assumes adult responsibilities. The reason that adolescence is so difficult to define is that it is not a period at all, but rather it is the transition from childhood to adulthood. The whole adolescence period can be divided into early, middle and late adolescence.

#### **Early Adolescence**

It is that part of adolescence where in young individual makes their first attempt to leave the dependent, secure role of a child and to establish themselves as unique individual, independent of their parents. It is marked by rapid physical growth and maturation. Early adolescence is also a

period of intense conformity to peers. During this period, the young teen is focused on himself or herself, as the teen is experiencing novel changes and trying to move slowly away from the parents.

### **Middle Adolescence**

It is marked by the emergence of new thinking skills. The intellectual world of the young is suddenly greatly expanded. The adolescent's energies are directed at preparing for adult roles and making preliminary decisions regarding vocational goals. During this period, they might be the victims of delinquent behaviour, wherein young people are oriented towards what is right and proper. They are also developing a sense of behavioral maturity and learning to control their impulses. During this time, they may focus on their acceptability by opposite sex peers.

### **Late Adolescence**

This stage is marked by the final preparation for adult roles. Young people try to crystallize their vocational goals and establish a sense of personal identity. Their need for personal approval is diminished and they are largely independent of their parents. Children during the mid or late adolescence period are concerned with the problems relating to college grades, ability to graduate, studying effectively, selecting a career etc. The social and personal problems at this stage relate to shyness, feeling of inferiority, social sensitivity, making friends, lack of leadership ability and lacking skills in sports. Many general problems that adolescents face are found in colleges and universities.

## **OVERVIEW OF ADDICTION**

An over-indulgence of anything, even something as pure as water, can intoxicate (Criss, 2016). Lot of research has demonstrated that the age when adolescents first start using alcohol, tobacco and other illicit drugs, is a predictor of later alcohol and drug problems. More than 40% of youth who start drinking at age 14 or younger, develop alcohol dependence, compared with 10% of youth who begin drinking at age 20 or older. Tobacco use, particularly among girls, is a powerful predictor of future use of other drugs. For males, alcohol use can be a gateway to other drugs

resulting in addiction (Ericson 2001). From the early times, herbs, leaves and plants have been use to heal and control diseases (Fareo, 2012). A substance that could bring about a change in the biological function through its chemical actions is referred as drugs (Okoye, 2001). It is also considered as a substance that modifies perceptions, cognition, mood, behaviour and general body functions (Balogun, 2006). Thus, they could be considered as chemical modifiers of the living tissues that could bring about physiological and behavioral changes in an individual (Nnachi, 2007).

## **TYPES OF ADDICTIONS**

### **Smoking**

Smoking addiction begins when the individual becomes nicotine dependence occurs through smoking cigarettes. Cigarettes and other forms of tobacco including cigars, pipe tobacco, snuff, and chewing tobacco contain the addictive drug nicotine. Smoking nicotine is extremely addictive. Tobacco use is the leading preventable cause of disease, disability, and death. Smoking nicotine is marked by the repeated, compulsive seeking or use of a substance despite its harmful effects and unwanted consequences. Nicotine is the known addictive substance in tobacco, and researchers are looking for other substances that may also contribute to tobacco dependence. Whenever a smoker tries to quit, him or her experiences withdrawal symptoms including irritability, attention difficulties, sleep disturbances, increased appetite, and powerful cravings for tobacco. Treatments can help smokers manage these symptoms and improve the likelihood of successfully quitting.

### **Alcoholism**

Alcoholism is a serious medical disease with signs and symptoms that vary depending on the amount and frequency of consumption. Progressing use of alcohol have significant impact on the lives of users and their families. Alcohol addiction can show itself in a variety of ways. The severity, frequency of use, or type of alcohol consumed varies from one person to the next. Some may drink heavily all day, while others binge drink for a period and then stay sober until their next bender. The various physical signs of alcohol overconsumption and intoxication are slurred or



incoherent speech, Poor balance and clumsiness, delayed reflexes, stomach pains, vomiting or nausea, loss of consciousness or blacking-out. They lose control over the amount of consumption once they begin drinking. Some of the signs include no attention to family life as well as professional obligations. Increase in expressions of anger or other emotions, especially in inappropriate settings. Insomnia and at times it may be followed by oversleeping. Alcohol dependence indicates that the user has made obtaining and consuming alcohol a predominant focus of one's life. A person can die as a direct result of alcohol withdrawal. Generally, medical detoxification is needed to safely discontinue heavy drinking. Untreated alcoholism can also cause ulcers, diabetes complications, sexual problems, birth defects, bone loss, vision problems, increased cancer risk and suppressed immune function.

### **Drug Abuse**

Addiction is a complex disorder characterized by compulsive drug use. People experiment with drugs for many different reasons. Many first try drugs out of curiosity, to have a good time, because friends are doing it, or in an effort to improve athletic performance or ease another problem, such as stress, anxiety, or depression. Treatment approaches that are tailored to each patient's drug abuse patterns and any concurrent medical, psychiatric, and social problems can lead to sustained recovery and a life without drugs. Recognizing that there is a problem is the first step to recovery. The myth that overcoming addiction is simply a matter of will power, you can stop using drugs if you really want, is not true at all. If the person really wants to change then the person should freely and willingly try to seek help. Support is essential to addiction recovery. This support can come from family members, close friends, therapists or counselors, other recovering addicts, healthcare providers and people from one's faith community.

## **TYPES OF DEPENDENCE**

One way to differentiate the types of addiction is to consider two categories of dependence. Addictions often have both physical and psychological components.

### **Physical Dependence**

It is defined by the appearance of characteristic withdrawal symptoms when the drug is suddenly discontinued. Opiates, cocaine, barbiturates, hallucinogens, benzodiazepines, barbiturates, alcohol, nicotine and a variety of more modern synthetic drugs are all well known for their ability to induce physical dependence and addiction. For example, some alcoholics reported that they exhibited alcoholic tendencies from the moment of first intoxication, while most people can drink socially without ever becoming addicted. Because of this variation, some people hypothesize that physical dependency and addiction are in large part genetically moderated.

### **Psychological Dependence**

It is a person's need to use a drug or engage in behaviour out of desire for the effects it produces, rather than to relieve withdrawal symptoms. Instead of an actual physiological dependence on a drug, such as heroin, psychological addiction usually develops out of habits that relieve symptoms of loneliness, anxiety, depression and feelings of worthlessness. Psychological addiction is also involved in both drug addiction and alcoholism since many addicts believe that they gain benefit from the use of the substance. They may believe that the alcohol or other drug improves their ability to socialize, helps them handle pressure and allows them to feel superior to others in that they can handle extreme intoxication, or that drinking allows them to fit into their peer group. These effects all contribute to a person's impression of the beneficial effects of the drug and alcohol in his/her life and may result in a denial of the negative effects.

## **EFFECTS OF ALCOHOLISM ON ADOLESCENTS**

### **Increase risk of accidental and violent injury**

- The occurrence of risk-taking behaviors increases in adolescence and the possibility of injury increases even more when alcohol is also involved.
- Alcohol consumption in young adults is associated with physical injury, risky sexual behaviour, adverse behavioral patterns and academic failure.
- Adolescents are also more likely to get involved in a fight when they drink alcohol, compared with when they were sober.

### **Mental health problems including depression, self-harm and suicide**

- Alcohol use increases the risk for a range of mental health and social problems in young adults.
- The nature of the relationship between alcohol use and mental health in adolescence is somewhat reciprocal.
- Young people with poor mental health are more likely to initiate alcohol use in adolescents, and report drinking frequently. They are also more likely to drink with the intent to get drunk.
- Alcohol use may contribute to poor mental health.
- Adolescents who use drinking as a method of coping are more likely to suffer from depression, and can bring on heavy drinking, which is itself predictive of suicidal behaviour.

## **TREATMENT**

Teaching them to believe that treatment is the only solution to their problem makes them realize that they cannot solve problems on their own. It reinforces dependency. By telling them that addiction is all-or-nothing brainwashes them into believing that they can never be anything other than sick. By making them realize that they are powerless, enable them to act powerless. Teaching them that they are physically different from normal people gives them permission to act irresponsibly when they consume too many drugs or too much alcohol.

Research has proved successful results of many different treatments; however, high relapse rates are still typical across all classes of drug abuse (Hunt et al., 1971; Marlatt & Gordon, 1985). Usually the recovery processes are not inclusive enough and confine themselves to mere physical attendance for the purpose of detoxification, neglecting the important factors such as life skills, social, cultural, economic, environmental and family factors. Since after detoxification the addicts return to their family and society, however we cannot expect a perfect quit without considering these factors carefully (Ghorbanhosseini, 1990).

## CONCLUSION

Each of us has an important role to play in the prevention and reduction of underage drinking through our individual and collective efforts. There is evidence that people who begin drinking at an early age may have problems with alcohol later in life. Research also has shown that adolescence is a time when remarkable changes are taking place in the brain. Just how alcohol use impacts this development or whether these developmental changes influence alcohol use is unknown. It also is unclear how gender differences may influence the way that alcohol affects the developing adolescent brain and other body systems. School-based programs may need to be combined with extracurricular, family, and policy strategies that help change the overall social and cultural environment in which young people live to create sustained decreases in consumption and alcohol-related problems among youth.

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## Effects of Meditation (Sahaja Yoga) in Maintaining Psycho-Somatic Health

Komal Sharma\* and Suneet Varma\*\*

### ABSTRACT

Sahaja Yoga meditation based on Kundalini awakening and aims at achieving holistic health care for people. Aim is to evaluate the effect of Sahaja Yoga meditation on the lifestyle of people and evidence to support its benefit in curing physiological and psychological ailments by methods of interview and online survey (n=25) . The major themes were drawn for the results. In conclusion the Results of the present study suggest that Sahaja Yoga is helpful in the maintenance of physical and emotional self.

**Keywords:** *Sahaja Yoga, Meditation, Consciousness, Psycho-Somatic Health*

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## INTERLOCUTION

To descriptively elaborate about how Sahaja Yoga links spirituality, psychology and science; thereby, understanding the importance of Kundalini and chakras in healing of psychosomatic, as well as physical ailments with the understanding of Indian psychology. A spiritual technique founded by Nirmala Srivastava, more widely known as Shree Mataji Nirmala Devi by her followers, who are called Sahaja yogis. According to the movement, Sahaja Yoga is the state of self-realization produced by Kundalini Awakening and is accompanied by the experience of thoughtless awareness or mental silence. Sahaja Yoga is not the movement, but also the technique the movement teaches and the state of awareness achieved by the technique. It teaches the belief that self-realisation through kundalini awakening is a transformation which results in a more moral, united, integrated and balanced personality.

### History

Sahaja Yoga started in India and England (where Nirmala Srivastava moved in 1974) and there are now Sahaja Yoga centres in almost 100 countries world-wide. She charged no money, insisting that her lesson was a birth right which should be freely available to all.

‘There can be no peace in the world until there is peace within’, she said.

Sahaja in Sanskrit has two components: saha meaning ‘with’ and ja meaning ‘born’. A power (kundalini) that is born with you which can be awakened spontaneously, without effort.

In Buddhism, Sahaja as innate’ and defines it as “denoting the natural presence of enlightenment or purity.’ Yoga means union or yoking and refers to spiritual path or a state of spiritual absorption. The term ‘Sahaja Yog’ goes back at least to 15<sup>th</sup> century Indian mystic Kabir, and also been used to refer Surat Shabd Yoga.

In 2000, the term 'Sahaja Yoga' was trademarked in the United States by Vishwa Nirmala Dharm. More on Sahaja Yoga: Srivastava lived most of her life in utter humility and at the early stages of the inception of Sahaja Yoga she herself took care of the finance which went into spreading the awareness. She has received accolades round the world for her work some of them being in Italy in 1986, Russia 1989, New York 1994, Romania and China in 1995, London in 1997 and USA, 105<sup>th</sup> Congress, 1997 and 106<sup>th</sup> Congress in 2000. She was also nominated for Nobel Peace Prize in 1996.

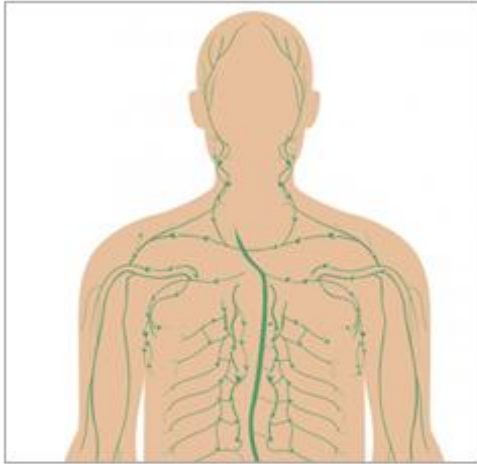
Sudhir Kakar wrote in his book *Shamans, Mystics and Doctors*, "Essentially, Mataji's model of the human psyche is comprised of the traditional tantric and hatha yoga notions of the subtle body, with its 'nerves' and 'centers,' and fuelled by a pervasive 'subtle energy' that courses through both the human and the divine, through the body and the cosmos. Mataji's contributions to this ancient model are not strikingly original: as a former medical student she has sought to give it a scientific, neurological veneer; as a former faith healer, she has elaborated upon those aspects of the model that are concerned with sickness and health; as someone born into an Indian Christian family she has tried to introduce notions of traditional Christian morality into an otherwise amoral Hindu view of the psych.

### **Subtle System on which Sahaja Yoga operates**

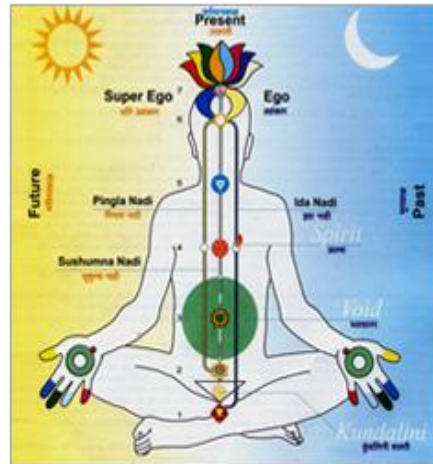
The subtle system represented below is also called the tree of life in many other spiritual traditions. It is closely linked to our nervous system, which it keeps in balance, and after Realizations, it actually enables us to feel the state of our energy channels and our chakras. Indeed, we can detect the subtle system functioning within us due to the presence of a cool breeze, a prickling sensation or sometimes heat on particular parts of our hands or on top of our heads. A cool breeze felt equally on the fingers and the palms of both hands indicates that our inner being is balanced and in good condition. As the subtle system is the cause and the support of our nervous



system, it acts at every level of our being, spiritually to begin with, then physically, mentally and emotionally. Once this mechanism is awakened and gradually mastered by practicing Sahaja Yoga, it becomes a marvelous instrument in developing the personality, allowing us to integrate consciously and of our own free will, the Creation from which we came.



The nervous system provides us with information about our physical, emotional and mental being. It reproduces the exact state of our subtle and spiritual being.



Only the Kundalini has the power to awaken the subtle system, which can actually be felt on your hands, once it is awakened. Every energy center (represented here by a colour on each finger) can be felt and decoded.

#### Front View of Sacrum Bone:



#### Side View of Sacrum Bone:



**Here are the different parts of our subtle system**

- The 3 energy channels
- The 7 chakras

- The Kundalini

The Kundalini within us resides in the triangular Sacrum bone situated at the base of the spine. Once this extraordinary energy is awakened, it rises up along the spine inside the spinal cord, and passes through all the chakras in our subtle system before opening the "Sahasrara", the last centre on top of our heads. This is how we achieve Yoga or Union with the Spirit within us and thus we become one with the omnipresent power of God.

The Spirit is the reflection of Almighty God, whereas the Kundalini is the reflection of the power of His Desire within us. She is the Primordial Mother, known as the Adi Shakti in the Indian tradition and the Holy Ghost in the Christian tradition. By crossing the fontanel bone (the little fountain) on top of our heads, the Kundalini actualizes Self Realisation, our second birth or baptism. When that happens, we are distinctly aware of a cool breeze on the palms of our hands and on top of our heads. This is the very same wind of the Holy Ghost that Christ's disciples felt at Pentecost. Before this experience, the Kundalini is dormant, and so only virtual. Once it is awakened and Self Realisation is established in us, it enables the breath of God to become reality.

The Greeks referred to this energy as "Pneuma", Islam speaks of "Rûh", and Christ called it "The Holy Spirit". In Jewish mysticism it was known as "Shekkina" and long time before that, the Sumerians worshipped the Mother Goddess Inanna, who gives spiritual birth and the sacred breath. Several thousands of years ago, "Chaitanya" and "the Self", translated as "Divine Vibrations" in Sahaja Yoga, were already alluded to in India. Therefore, the knowledge of the existence of these vibrations is not something new; it has merely been lost or distorted over the ages.

Sahaja Yoga believes that the chakras can be balanced by awakening the kundalini in the sacrum bone, which is conceived of as normally dormant 'mother' energy. Nirmala Srivastava has said that the kundalini is the reflection within us of the Holy Spirit or Adi (Primordial) Shakti. She has said that kundalini "is the desire of God... and the desire of God is

the Shakti" and that yoga is impossible without kundalini awakening. As the kundalini rises through these centres, the qualities of the chakras are said to begin manifesting spontaneously. Most illnesses are said to be a result of damage to the chakras, and kundalini is said to repair them.

According to Sahaja Yoga, once the sahasrara (topmost) chakra is pierced by the kundalini, a person will feel a cool breeze on top of their head and/or on their hands. The chakras and nadis are believed by Sahaja Yoga to have associated places on the hands. Sensations of heat or coolness in the hands, head and/or body are used to make purported diagnoses of imbalances in the different chakras and nadis. These sensations (referred to as 'vibrations') are interpreted in Sahaja Yoga as indicating Self-Realization or an "encounter with Reality." The vibrations sensed are believed to be an objective divine energy that can even be caught on camera.

A Sahaja Yoga belief is that upon self-realization, the practitioner may also experience thoughtless awareness

According to author [David V. Barrett](#), "Shri Mataji neither charged for her lectures nor for her ability to give Self Realization, nor does one have to become a member of this organisation. She insisted that one cannot pay for enlightenment.

## TECHNIQUES

All the methods are not self-formulated. They have long history, understanding and importance to them not only spiritually but also, scientifically proven. Nirmala Srivastava herself studied medicine at Christian Medical College, Ludhiana and Balakram Medical College, Lahore. She also had worked extensively in her younger years with Gandhi ji for the Indian Independence.

There are several useful cleansing techniques which are effective in removing blockages in our subtle body when practiced on a regular basis. This involves natural elements in the form of candle flame, camphor flame, the earth and salt water.

### **Earth**

- Sitting on the ground, hold the left hand out palm up and the right palm down on the ground. Request the Mother Earth to please cleanse you.

### **Water**

- Foot Soaking may be practiced in a river, lake, or ocean. Stand in the water, and go into meditation, and respectfully request the sea to cleanse you.

### **Fire**

- Candle treatment: sit for meditation with the left hand upwards towards the photo. Rotate the candle clock-wise circles on the left-side chakras. Use the fire element only on the left side chakras. Take great care.
- Look through the candle flame at Shri Mataji's photograph, first with the left eye, then with the right eye, then with both eyes.

### **Air**

- Inhale slowly and hold your breath for a few seconds. Exhale and breath normally. Inhale slowly and hold your breath with attention on heart. Exhale and breathe normally.
- Tilt your head back. Look at the sky and let your gaze travel onwards without focusing. Close the eyes and raise your attention to the sky - feel its majesty. Place your attention on your breath and fell the affinity with the sky.

### **Ice Pack**

There is a quick relief for those who find it difficult to maintain thoughtlessness during meditation. Very often it is found that unwanted thoughts are the result of an over-active liver. Actually the Swadisthana Chakra has difficulty looking after the liver, when a person uses his/her energy thinking faculty too much. A 'hot' liver in Sahaja terms can be remedied by placing an ice pack or other cold pack on the liver on the right side of your body during the meditation. You will find this an amazing effective method of improving the meditation in these circumstances.

### METHOD OF RESEARCH

Mix of online surveys and personal interviews were analysed focusing on the experiences. Person was free to answer the difference in the personal life after Sahaja Yoga, also if s/he has any perspective on why Sahaja Yoga work the way it does. There was no particular domain of sex and nationality or, any age bar. Common themes were reflected from both research methods as they were thoroughly assessed and inferences were drawn.

#### Some of the response

- I have felt a very positive change in my overall well-being and my outlook towards life. The knowledge that we all are spiritual beings residing in our bodies for a temporary period is very liberating. To be able to experience the connection with the Universal Consciousness is a blessing of Shri Mataji upon us. It helps in better decision making in every aspect of your life be it relationships or financial issues. The inner voice becomes so strong that you don't care what the world feels about you or your actions. Jai shree mataji.
- Jai Shri Mata Ji "\*\*\*\*\* is my first experience of the problem of sciatica me when I come, I was comfortable," Mr. mother Realisation I was pleased when the regular meditation to ease the symptoms of sciatica Sahaja Yoga \*\*\* 100% cure pain has been good to my

confidence level, which now also have to work it has to be Easy to Nirmala, mother of Mr. vibrations are quickly finding out the good and bad, Aksperianses naturally live life because I serve the everyday needs a new app from Sahaja Yoga Meditation practice is regular, and the Sahaja Yoga meditation we do Introspection Large Atmsatkrne large properties and Same person who is Mr. mother's grace all functions are Vithut Mention, Sahaja Yoga today is the grand total, spontaneous meditation and do your life tension free grace of Shri Mata JiShazi children always remain humble prayer that I have lotus feet of ShriShri Mata Ji.

- I went to a place no old anger I am a peaceful man waiting for me everything ready for me even though I think that children are more respectful distressed situation ends in a way no difficulties JSM does not leave the darts.
- I came in sahajyoga in Feb 2013, since then lots of good positive things happened in life. Before sahaj lots of thought were coming in mind I have to do this I have to do that & so many worldly things. But now I am pretty much controlled with that & sometimes no thoughts at all, you get relaxed in that state u feel what is really peace every day people are talking about peace but they don't have any idea what the peace is! Physically also I improved I had lower back pain just where the 2nd chakra is placed now almost there is no pain. My joints also used to pain in the morning but now the pain are gone. Sleeping is improved I just sleep like little baby. When you not bothered much about worldly things you know someone is there to take care of all the worries then why should you bothered so much.. Emotionally also pretty much in control being away from family ( my job on ship) I sometimes used to get much emotional but now I am not that too much emotional. Rather I am happy person. All the works done on time. life is changed completely less visits to doctors. In last three years I only went 1-2 times to family physician for minor cough. That's it nothing else. You must experience it once & do meditation only for 30 minutes in

morning & 30 minutes in evening for minimum 2-3 months & you can make out you are self how you are life changes. All start seeing differences from day one. Only thing you have to do it genuinely. That's it.

- By the grace of HH Shri Mataji Shri NIRMALA DEVI JI, Sahaja Yoga, greatly enhanced my physical, mental, emotional & spiritual capabilities.

## RESULTS

Major Themes	Awareness	Kundalini	Cure of Ailments	Satisfaction
Sub-themes	Consciousness Thoughtlessness Difference between good and bad	Relisation Vibration	Sciatica cured Less distress Joint pain Lower back pin Relaxed body Sleep improved	Better decision making Strong inner voice Emotionally balanced

## INFERENCE

The study provided much evidence that with regular practice of Sahaja Yoga provided much desired peace of mind. Many scientific studies reveal that a lot of physical ailments occur due to stress. I believe since Sahaja Yoga helped in developing a calm self, it automatically curbed a lot many stress-borne diseases. The major theme Kundalini which awakens and provides thoughtless awareness releases a person from distress and provides relaxation and satisfaction.

## UNDERSTANDING

Illnesses and ailments arise due to imbalances of the subtle energy system. Through Sahaja Yoga, one awakens the dormant primordial energy Kundalini and it starts enlightening the subtle energy centers (chakras) within you. You can then heal, correct, balance and nourish the subtle

energy centers (chakras) through simple cleansing techniques taught in Sahaja Yoga. As you become more centered and balanced, your state of health improves and you become more immune to illnesses.

As Nirmala Srivastava Herself says, “Once you are properly established, you don't have to worry about your health at all.” The health benefits of Sahaja Yoga have been documented by medical doctors and psychologists, and confirmed by clinical studies and research. Many have also cured themselves of ailments such as high blood pressure, asthma, epilepsy, diabetes, cancer etc.

### RESEARCHER REFLECTION

It is important to work therapeutically to provide healing for people therefore requires a respect for spiritual aspirations as well as an astute psychological insight that will neither minimize psychological problems nor withdraw from them in fear. It as well needs an inclination towards the belief that higher conscious is where we all fall into.

As the saying goes: God (or, higher conscious) already had a purpose of our life even before we had a plan for it.

There is nothing in our beautiful nature which is without a purpose; From Trees to Oceans, everything has a role, which abides to the law of nature. Likewise we humans need a strong acknowledgement from our awareness to connect with the higher conscious so we can listen to the innate voice which was born with us in our soul that would guide us through.

Animals are highly instinctual, their actions are guided by innate motives but with humans it is in conflict with intelligence and we have become so obsessed with it as intelligence pairs with our ego that makes our instincts go weak and drive us to the forces which we do not need for our growth, and sometimes they hamper too.



Healing may refer to regaining physical health with the balance of several other things in life which keeps us satisfied and mentally sound. There are many ways to go about it, ranging from Western scientific medicine to alternative herbal and holistic methods. One can be physically healthy but not necessarily have peace of mind which creates a precarious lifestyle. Also, I've seen many persons, for example, who practice meditation or yoga on a daily basis and who still have insecure lives filled with troubled, unstable relationships such people use spiritual life as a trophy in their boasting showcase. I don't mean to say, spiritual people don't hit their life on the rock but what I mean is they know how to sail through the gigantic waves, and they acknowledge that this knowledge is not an owned property but a blessed awareness. The base of meditation is to start with oneself and thereby, create an aura around. This person not only lights up the inner self but also spark a little flame towards the truth in people as s/he meets anyone through the walk of life. We use different pixel cameras for better pictures, astonishingly with higher pixels, any random picture becomes awe-inspiring; same is with our mind, as we saw beautiful seeds into its soil, we ought to make a picturesque view.

As U.S. has acknowledged the benefits of Yoga and Mindfulness in a human life, we suddenly see a huge crowd towards it and also, eminent personalities branding it. With this purpose, the idea of meditation seems to just improve us 'from others' but the true practitioner knows that every man has a journey of his own and there is no common ground where you will compete the other. Due to this mislead notion, people tend to practice it but sadly, do not bring about the change, rather transformation as meditation is to not grow our ego from making us better and intellectual than others rather, making us lose our egoistic self in order to submit to the higher order of consciousness while realizing the value of self-consciousness which keeps us grounded in modesty yet aware of our worth.

“The intelligent people are the ones so intelligent that they don’t even need or want to look ‘intelligent’ anymore” - Criss Jami.

In ancient times we used to read stars and moon, the clouds and rains. Everything that came from nature was our messenger from the God. But as we stepped on moon, we believed we were boundless which is true but we lost our humility therefore, giving physical self so importance that we lost our messengers, or probably, we lost our capability to receive messages (‘Omens’ in the book *ALCHEMIST* by Paulo Coelho). Interestingly, humans today, even after growing so technologically wish to travel somewhere close to nature, as our basic instincts know how crucial it is. Contradictorily, we want to grow hi-tech but stay close to nature.

Given a thought, today everyone relies on technology but very few know what it really is, in antiquated times all was known to us as we were a part of nature and everything was connected through us and not by us.

Mental health doesn’t come from outside of the self, or by someone else’s effort. It cannot be “bought”.

You can wear stones, and you can light your house with all the aromatic candles in the world, but it won’t save you from the demons in your head which are systematically making you dysfunctional and why does this happen at all? As we voluntarily open the doors by the virtue of Ignorance.

One has to be facing the wounds upright with valor to find its origin and then designing the road to recovery. If a certain way works for a certain person, does not mean it will necessarily work for other, chances are it will never since the sources of the wounds, circumstances and consequences of the wounds constitute the thought process which builds a pathway for recovery

and it is highly unlikely that everything is similar. Therefore, we never can eat someone's food, we have to prepare for our own self by, you're right, standing in face with the problem.

It's not an easy process. It's a painful process, very painful, in fact, that many will do just about anything to avoid it that is what we call ignorance. And that's why, in order to be truly healed, you have to face your inner vulnerability of everything which is not beautiful, charming, pleasurable without hiding behind defenses such as alcohol, cigarettes, drugs, food, gambling, sex, sports, television and what makes people give up on it? There is no assurance about how long will it take. There are only two words which have to go hand-in-hand, Patience and Courage, either without the other is a fail. Hold onto faithfully, it will lead to the healing.

Often happens, when everything seems perfect, absolutely right, life knocks you down; you just wipe the dust of your face and question if "This 'seemingly perfection' could hit me so low, then what's the truth", you go about hunting in the world, the new trend is 'traveling', to the mountains and water springs, to the nature but, the answers which you are looking about yourself is in YOU. People who are tired of looking around, finally, set on a self-exploration, but they also attempt to avoid certain embarrassing aspects of their private, inner lives with the Self too, as we have attached certain qualities with our personalities which makes us hard to accept the Real us which sadly, is not as flattering. In order to impress the world, we become what think we 'should'... Slowly leaving our true self behind and never becoming what we 'must'. We do not want to be disgusted by the ugliness lurking in the shadows of our personalities.

And, above all, they start feeling that they are not deserving of the true love. Since very childhood we start fantasizing true love that never disappoints or, dies but in reality when we start seeking it, we end up concluding that idea of love is distorted. I think, it surely is, not the part of it being unconditional and beyond all, but the idea that such a wonderful divinity will come from us humans who spend more than half of our lives in ignorance of self.

Sant Kabirji said: 'There Is only one true love, him (God)'.

We have to acknowledge those "intense negative feelings" (that is, feelings of victimization, hatred, and anger) which we feel for the self and accept it. It will, firstly, make you aware; secondly, when you would be harming yourself again, you will be alarmed with your inner voice which you have developed by staying connected to it. Else, you will never get to the place of experiencing true love.

When we accept all the harm we have been doing to our soul, only then we would be able to feel worthy of receiving true love from the almighty which will further help us to go deeper in the hearts and get rid of narcissistic selfishness.

"We can only know God well when we know our sin. And those who have known God without knowing their wretchedness have not glorified Him but have glorified themselves" - Blaise Pascal

To state metaphorically, we start by giving up all the anchors (ego) and hoping for HIS love to save us, that feeling of liberation unveils the pure nature of our soul which then connects to the God. We use this love as Rope to climb up to the truth of true beauty.

"Your visions will become clear only when you can look into your own heart. Who looks outside, dreams; who looks inside, awakes." - Carl Jung

It is a deeper level of healing, a spiritual level. In fact, this aspect of healing points directly to the fact that true spirituality must have a psychological component, genuine spirituality calls a person into a deep psychological change.

As stated above, we ordinarily think of love to come from a person, This Love does not come from another person, it has to be absorbed. Love is not about romance and pleasure of which we expect it to be. Mystics have known that for ages. It is the spiritual pleasure for the soul. True

love is a matter of seeking God more than anything else, more even than your own life. And to live in true love means to do God's will

Novelist C.S. Lewis quoted, "There are two kinds of people: those who say to God, 'Thy will be done,' and those to whom God says, 'All right, then, have it your way.'"

We are stuck wondering what is that God wishes, many would tell you to have a connection with spiritual consciousness, and a part of it is true. Spirituality is a part of us when we acknowledge that it is naturally imbibed in us. We don't have to pursue it for our desires to be accomplished, for being on the positive side of the world, or just to appear 'spiritual'. Goodies everything about purity. Pure love, pure intentions and pure heart because it is only then a piece of God in us will rise to bask in the ever-pervading glory of God.

"God is a community of persons and He has created you in His image, not as an isolated individual, but as a person whom He has invited to a communal life with Himself and with the whole human family" - Michel Quoist.

The Gift of intelligence and consciousness to the human beings is the greatest realisation of the power which God entrusted us with. He shared a part of awareness with us. We are the only beings blessed with this present and we are acting so small. Cosmic world travels through us.

God, does not mean, some imaginable entity. It is a realization of something greater than our imagination is guiding us which is submission to higher consciousness.

We talk about freewill, but this freewill is given to us by God himself to see what we seek out of it. Animals don't have freewill, they are also beings of this nature, and they are just instinctual; they do as what comes naturally to them but we are blinded by our intelligence and temptations which steer us to the road we frequently drive on, thereby making the road of spirituality, less travelled by.

When we choose upon not doing actions which seem God-willing only because we have a free-will, well, we are falling for the temptation of the devils-will by justifying that we are just practicing our free-will.

To put it in other words, actions are often black or white (clarity), but they start appearing to us grey (illusion) when we keep on choosing black and pondering why nothing seems white.

As dark is the absence of light, cold is absence of heat, likewise hate is absence of love. When we devoid ourselves of true love, we place a void which is then filled by hatred. True love has nothing to hate. To do God's will essentially means to turn completely away from sin-that is, our functional narcissism. It means to die to yourself otherwise; you will be serving nothing but your own narcissistic desires. God can be a subject of curiosity but never of doubt.

“In faith there is enough light for those who want to believe and enough shadow for those who don't.” - Blaise Pascal (1623-62)

“I don't have to believe there is God, I know God exists” - Carl Jung

When two people are in love, or a new friendship, love dominates but, as misled sense of power spreads, there are conflicts and doubts. This never happens in our relation to God. He is epitome of love and strength; He can forgive those who are not even apologetic.

“Where love rules, there is no will to power, and where power predominates, love is lacking. The one is the shadow of the other” - Carl Jung (1875-1961).

When we put ourselves at bay, there are certain changes that rise in us naturally; we tend to love God more than anything or anyone in this world. The call for our duties is superior to any worldly responsibility. We understand that within every human being resides a God therefore we treat other's soul with reverence and forgiveness comes easily to us. We become less aggressive as nothing we hold close to our ego as we have already submitted everything to the giver himself and

do not try to compete with others at every step since we know the love of God to his children is like an ocean we can never soak. We conduct all of our interpersonal relationships with all the honesty we have as we have already given up our pride and don't wish to compete with anyone which makes us live our life by not making others into mere objects for our personal pleasure.

To be able to continue worldly tasks without narcissism is not a cake walk initially, falling for baits time and again, but still focusing on the person you know you are. Not falling for shortcuts where one has to sell a part of a soul, and continuing to walk on the road so long that the horizon is also not its end. Shortcuts will get one just the satisfaction of accomplishing the journey, on the other hand, the actual road meant for you would have lessons meant for the personal growth which one will miss out upon then completing the journey would be inconsequential. No matter how far one can go with shortcuts, they will have to comeback when they realize the worth of the journey was never grasped in first place.

It simply means that you willingly surrender all your worldly defenses against your essential vulnerability in order to face that vulnerability with no protection other than true love.

True spirituality expressed in religion—that is, faithful service to God through devout worship—requires setting aside the pride we take in the psychological “self,” overcoming the defenses we use to protect our pride, and surrendering to a profound absorption in divine love that calls us to treat others with kindness, patience, and forgiveness. It's not an easy process, and it doesn't work by magic—that is, simply by claiming to believe in something.

Unfortunately, there are many persons who don't want to do the hard work of self-denial. So, sad to say, they take up superficial religious sentiments as an unconscious way to hide their own fears of abandonment and loneliness, not to cleanse their hearts and souls of all that is unholy.

If the pursuit is not pious and, deep inside some part of them holds a darkness that they are afraid to acknowledge, leave alone accept, it finds a way to seep out through disobedience, through terrorism, or through acts violating social peace.

In this vast universe, being spiritual gives a strong validation to life's existence, imperatively humans. In the book, *The Celestial Prophecies*, it says that after connecting to the energy we start coming across random encounters which we probably would term as coincidences and finally, learn to derive meaning from them because they were just not merely by chance.

The events of life flows through our life in a subtle surprise to which we cannot even react because often the reaction also entails and gives reason of the event to the other people witnessing it, but the tacit flow through us is exclusively planned for an individual to which we just silently smile in awe.

I sometimes wonder being a part of nature, in other words, a well thought creation of nature, we often long to see more of nature, we never are contained. Does a polar bear crave to see a Mango Tree because there are none in polar caps? Does Lion wishes to ski in the mountains? To the best of my interpretation, I think not. But, what is it about a curious Human mind which builds all the infrastructure and luxury to make a zone where they have to work minimal and then, trek 30 miles to experience home, again? Are we using our conscious intelligence wisely and responsibly?

The point I wish to derive you to is, in my vision, humans were to be born on earth only when the Nature could sustain a life like ours, then why can't we make use of only one thing which we are preciously entitled to and makes us different from other life on earth; consciousness.

Time and again, great minds have shed light on the importance of consciousness in human life and the realisation of this awareness. We try, by all means (example: drugs, alcohol), to run away from realities which is sometimes difficult for human self to withstand, but isn't this the only



reality we created so happily to bring us prosperity?

I don't say that we should stop progressing but I am just questioning that the notion of globalization linked with progress is really bringing humans any good.

Jonas Salk said- "If all the insects were to disappear from the Earth, within 50 years all life on earth would end. If all human beings disappeared from the Earth, within 50 years all form of life would flourish."

I would reiterate again, are we heading right? Or, is what we know about development is all messed up? Probably, nature already has sufficient to manage our basic needs and we have higher purpose to pay attention to and address it. Does it not feel liberating when we try to assume, We are a bird flying through the sky and swaying with the wind, letting lose everything which restrains and flying with our bodies light and no cell phones in hand or thoughts in mind.

We are a dolphin leaping through the ocean with our skin feeling the coldness of water when we jump out from the oceans and again fall back into the dense.

We are a lion so calm and yet, can kill in a second, so natural, only we do it with our words. Like an ant, crocodile or even a dinosaur, whether they are mild, or dangerous they all have a nature of their own blending with the cosmos. Do we humans know our true nature? I believe since every individual is gifted with their own consciousness, everyone has a purpose and responsibility of identifying their beautiful self.

Words inscribed on Hayes Hall tower bells -"All truth is one. In this light, may science and religion endeavor here for steady evolution of mankind, from darkness to light, from narrowness to broadmindedness, from prejudice to tolerance. It is the voice of life which calls us to come and learn."

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## Implementation of inclusive education in selected districts of Kerala: an evaluation

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### ABSTRACT

The aim of the study is to evaluate the implementation of inclusive education in selected districts of Kerala. The present study is a qualitative cum quantitative research. Purposive sampling method was used to draw the sample from the population. A sample size of 100 people, (50 care takers and 50 teachers of the students with different disabilities), were selected as the sample for the present study. Descriptive statistics was used for the analysis of data. Results and discussions will follows. The major findings are that the parents are unaware of the rights and other benefits of their children and also the concerned authorities fail to regulate their duties properly. It is also noted that the teachers doesn't have a job security as they work on contract basis.

**Keyword:** *Inclusive education, evaluation, Descriptive statistics, Implementation*

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## INTRODUCTION

Although the Gurukul system followed before the colonization has no documentation about students with disabilities in their system, the system is seemingly inclusive. Archaeologists discovered evidence of inclusion of people with disabilities in India from 2000 or more years ago in the form of adapted toys made accessible for children with disabilities. The small pieces of evidence are the part of the Gurukul system of education. When the country was under the control of colonial powers, new methods were introduced in the education system i.e., western model of classes where the normal children with developmental disabilities to receive on education was the first issue to mobilize the community living movement in the 1950s. At the time, it was the community believed that children with developmental disabilities could not learn. The Government, therefore, accepted no responsibility for their education. Parents of children with developmental disabilities, understanding the potential of their sons and daughters to learn and grow, responded by creating their own schools in places like church basements and private homes.

In 1995, parents created a provincial organization, which eventually grew in to the BC Association for Community Living, and now inclusion BC. Ever since, families have steadily advocated for changes in government laws and policies so that their children with disabilities would have the same right to be educated as other school-aged children.

Government slowly accepted responsibility for funding parent-run schools and eventually agreed that not just funding, but public schooling, should be available to children with disabilities. Although the first educational programs developed by school boards were segregated, they successfully laid the groundwork for parents and others to call for the inclusion of children in general education classes. The move to inclusive education throughout BC came in the late 1980s. Now, however, reduced funding for public education threatens to erode the gains that have been made in inclusive education.

## **Inclusive education and International Human Rights instrument**

Children's right to inclusive education is widely recognized in International Human Rights Law. All relevant international Human Right to Education without discrimination on any grounds, including gender, disability ethnic background and other aspects of identity.

The most widely ratified human rights instrument worldwide is the UN Convention on the Rights of Child, which is increasingly taken as the setting the standards for all issues relating to children. The most recently adopted instrument is the UN Convention on the rights of persons with disabilities, which exactly states that education for disabled children should be inclusive. These and other key treaties supporting children's right to inclusive education are binding on the states which have ratified them.

Children's right to inclusive education is widely recognized in the international human rights law. The UN Convention for the rights of child had adopted the instrument on the education of children with disabilities. Here, an effort is made to evaluate extend of efficacy and efficiency of implementation of inclusive education for the children with disabilities in selected districts of Kerala. It has been generally assumed that the lack of systematic studies in this area dilute the understanding of expected outcome. So similar studies are significant to verify the optimization of expected outcomes results of the efforts initiated in the field of

### **Key Conventions**

- UN Convention on the Rights of Persons with disabilities (2006)
- International convention on the protection of the rights of all migrant workers and their members of family (1990)
- UN convention on the rights of a child (1989)
- UN convention on the elimination of all forms of discrimination against women (1979)

- International convention on economic, social and cultural rights (1966)
- International convention on the elimination of all forms of racial discrimination (1965)
- UNESCO convention against discrimination in education(1960)

All the governments in the region have ratified the convention on the rights of child CRC, a holistic human rights treaty addressing the social, economic, cultural, civil, and political and protection of the rights of the children. It emphasises the right to education on the basis of opportunity and the broad aims of education in the terms of promoting the fullest possible development of the child.

Article 2 of the CRC introduces, for the first time in the international human rights treaty, an explicit obligation on governments to assure the realization of all rights to every child without discrimination, including on the grounds of disabilities. In addition article 23 of CRC specifically addresses the rights of children with disabilities to assistance to ensure that they are able to access education in the manner that promotes their social inclusion. The committee on the rights of a child, in a General Comment on children with disabilities, has further stressed that inclusive education must be the goal of educating children with disabilities.

Inclusive education implies all young learners, young people with or without disability being able to learn together through access to common pre-schools and schools with an appropriate network of support services.

Inclusive education means that all students attend and are welcomed by their neighborhood school in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of life of the school. Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

## **Benefits**

Allows children to:

- Develop individual strengths and gifts, with high and appropriate expectations of each child.
- Work on the individual goals while participating in the life of the classroom with other students of their own age.
- Involve their parents in their education and in the activities of their local schools.
- Foster the school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.
- Develop friendship with a wide variety of other children, each with their own individual needs and abilities.
- Positively affect their school and community to appreciate diversity and inclusion on broader level.

### **Beneficiaries**

- Children with locomotive disabilities
- Partially sighted children
- Mentally handicapped children but educable (IQ = 50-70)
- Children with hearing disabilities
- Children with multiple disabilities

### **Description of Key Terms**

Inclusive education: It means that all students are attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

International human rights : Human Rights are the rights inherent to all human beings, regardless of gender, nationality, place of residency, sex, ethnicity, religion, colour or and other categorization. Thus, human rights are non-discriminatory, meaning that all human beings are entitled to them and cannot be excluded from them.

CRC: The United Nations Convention on the Rights of the Child (commonly abbreviated as CRC, CROC, UNCRC) is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children.

General Comment: a treaty body's (committee of independent experts appointed to monitor the implementation) interpretation of the content of human rights provisions, on thematic issues or its methods of work. General comments often seek to clarify the reporting duties of State parties with respect to certain provisions and suggest approaches to implementing treaty provisions also called "general recommendation".

## **Objectives**

To evaluate the implementation of inclusive education in selected districts of Kerala among high school students

## **METHOD**

## **Research Question**

How effective the implementation of various schemes of Government and special activities initiated in the schools as a part of inclusive education?

## **Design of the Study**

The present study is a qualitative cum quantitative research

## **Participants**



50 resource teachers and 50 parents of students under inclusive education system were selected as the sample.

### Sampling Technique Used

Purposive sampling technique was used to draw the samples from the population.

### Instruments Used

Self-prepared structured interview schedule, survey and interview method were used for the collection of data from the sample selected for the present study.

### Stastical Techniques Used

Descriptive statistics (frequency) was used for the analysis of data in the present study.

## RESULTS AND DISCUSSION

**Table 1**

*Representing the data from Thrissur district*

<b>Thrissur</b>		<b>Response</b>					
<b>Sl.</b>	<b>Questions</b>	<b>Teachers</b>			<b>Parents</b>		
		<b>Yes</b>	<b>No</b>	<b>Depends</b>	<b>Yes</b>	<b>No</b>	<b>Depends</b>
1	Schemes	12 (Delayed)			12 (Delayed)		
2	Special Activities	11	1		11	1	
3	Training	12					
4	Awareness Class	12			12		
5	Basic Infrastructure	12			12		
6	General Teachers Support	3		9			
7	Extra Effort	12			12		
8	Improvement	10		2	12		
9	Resource Room	11	1				
10	Opinion About ie	12			12		

The above table represents the data collected from Thrissur district. Out of 12 teachers and parents interviewed, all of them responded positively. Even though they get the schemes, it is delayed. The special activities are promoted by the teachers but one school from the selected

school lack to provide support for special activities. Training and awareness classes are attained. The support from general teachers depends on their attitude. All the resource teachers take extra effort to improve the skills of students. The students show better improvement. One school lack resource room. All teachers and parents support inclusive education.

**Table 2**

*Representing data from Malappuram district*

<b>Malappuram</b>							
<b>Sl.</b>	<b>Questions</b>	<b>Response</b>					
		<b>Teachers</b>			<b>Parents</b>		
		<b>Yes</b>	<b>No</b>	<b>Depends</b>	<b>Yes</b>	<b>No</b>	<b>Depends</b>
1	Schemes	13 (Delayed)			13 (Delayed)		
2	Special Activities	11		2	11		2
3	Training	13					
4	Awareness Class	13			13		
5	Resource Room	8	5				
6	Basic Infrastructure	9	4		9	4	
7	General Teachers Support	10		3			
8	Extra Effort	13			13		
9	Improvement	11		2	12		1
10	Opinion About ie	13			13		

The above table represents Malappuram district. Out of 13 teachers and parents interviewed, all of them responded positively. Even though they get the schemes, it is delayed. The special activities are promoted by the teachers but 2 schools from the selected school lack to provide support for special activities. Training and awareness classes are attained. The support from general teachers depends on their attitude. All the resource teachers take extra effort to improve the skills of students. The students show better improvement. 5 schools lack resource room. All teachers and parents support inclusive education.

**Table 3**

*Representing the data from Wayanad district*

<b>Wayanad</b>		<b>Response</b>					
		<b>Teachers</b>			<b>parents</b>		
<b>Sl. Questions</b>		<b>Yes</b>	<b>No</b>	<b>Depends</b>	<b>Yes</b>	<b>No</b>	<b>Depends</b>
1	Schemes	13 (delayed)			13 (delayed)		
2	Special Activities	11		2	11		2
3	Training	13					
4	Awareness Class	13			10		3
5	Resource Room	10	3				
6	Basic Infrastructure	8	5		8	5	
7	General Teachers Support	13					
8	Extra Effort	13			13		
9	Improvement	11		2	11		2
10	Opinion About ie	13			11		2

The given table is the representation of Wayanad district. Out of 13 teachers and parents interviewed, all of them responded positively. Even though they get the schemes, it is delayed. The special activities are promoted by the teachers but 2 schools from the selected school lack to provide support for special activities. Training and awareness classes are attained. The support from general teachers depends on their attitude. All the resource teachers take extra effort to improve the skills of students. The students show better improvement while two students' improvement depends. 3 schools lack resource room. All teachers and parents support inclusive education.

**Table 4***Representing the data from Calicut district*

<b>Calicut</b>		<b>Response</b>					
<b>Sl.</b>	<b>Questions</b>	<b>Teachers</b>			<b>Parents</b>		
		<b>Yes</b>	<b>No</b>	<b>Depends</b>	<b>Yes</b>	<b>No</b>	<b>Depends</b>
1	Schemes	12 (delayed)			12 (delayed)		
2	Special Activities	10	2		10	2	
3	Training	12					
4	Awareness Class	12			12		
5	Resource Room	2	8				
6	Basic Infrastructure	9	3		9	3	
7	General Teachers Support	12					
8	Extra Effort	12			12		
9	Improvement	10		2	10		2
10	Opinion About ie	11		1	12		

The above table represents the data of Calicut district. . Out of 12 teachers and parents interviewed, all of them responded positively. Even though they get the schemes, it is delayed. The special activities are promoted by the teachers but 2 schools from the selected school lack to provide support for special activities. Training and awareness classes are attained. The support from general teachers depends on their attitude. All the resource teachers take extra effort to improve the skills of students. The students show better improvement while improvement of 2 students' depends. 8 schools lack resource room. All teachers and parents support inclusive education.

From the present results, the schemes and allowances are delayed for the high school students and also the scholarships have been reduced into half. The equipment's are supplied a year or later. Most of the schools provide a space for improving their skills by supporting them to participate in the state level competitions. In Malappuram, few schools lack fund to promote special activities. In the case of resource teachers, periodical training sections have been provided for them till last year but in contrary Wayanad only started to get on this year. The resource

teachers maintain a regular based contact with the parents and also provide the necessary awareness classes for the parents. In Malappuram, only some schools provide the resource room for these students which resembles the condition of Calicut district. Wayanad lacks the adapted infrastructures for these students while Thrissur district schools provide a good environment with resource room and adapted infrastructures. General teachers extend their support for targeted groups but it depends upon the attitude i.e., there are few who still hesitate to support. Extra efforts are incorporated by the resource teachers such as providing remedial classes and preparing the other peer students to support these disabled students. While considering their improvement, it is clear that there is a cognitive development which helps in their social interaction and personality. Resource teacher's support inclusive education as they noted that it can improve the social interaction through which the personality and behaviour is modified. Even though they appreciate the inclusive education method, in severe cases they recommend the special education method itself.

### **Major Findings**

- Most of the parents of differently abled children are not aware of this mode of education system and its benefits. They come to know about this system of education only when their doctors/consultants suggest it.
- Even though parents are aware about the schemes from the government, they are not aware of the rights regarding children with disability thus when denied they never raise their voice against it.
- Even though the government implements the system, the duties are not regulated properly. Through which it is clearly visible that these students are denied from their fundamental rights by others (society, concerned authorities, family etc.).
- The teachers are not permanent in their job as they work on contract basis. They need to be renewing their contract each year.

### **Suggestions for improving the inclusive education from Participants**

A resource teacher should be only assigned to a single school and also should make their job permanent as according to present situation they work on a contract basis. Teachers don't get any special training for improving the vocational skills of these special students. Training given for resource teachers should also be provided to the general teachers as it can make their environment much smoother. Care takers are to be appointed in necessary cases. On the other hand students with extreme disability should be provided with special schools itself as it can give them the needed attention. All schools which follow inclusive education should have a resource room. The government institutions concerning the inclusive education should be more responsible in providing their schemes, scholarships, allowances etc. The facilities available in each school are not enough for their overall development. An awareness programs are to be organized among the society to change their attitude towards the students with disabilities and resource teachers. For the proper development of the students, the parents can form associations within the Panchayat level and conduct activities with the help of resource teachers.

### **Suggestions from Researchers**

- Parents should be aware of both the schemes as well as the rights regarding children with disability.
- Teachers should be provided with proper guidance on the updates related to development of targeted students.
- The parents should erase their narrow thoughts and send their child to schools.
- Government institutions should show more responsibility in the field of inclusive education.
- The teachers should be provided with the training to handle the children with disabilities rather than specializing in a single area.

- Periodical motivational sessions for students are necessary to improve their confidence level.
- A platform should be made for the students to learn a particular vocational task completely rather than learning just a part of it.
- Community based rehabilitation could be helpful for the person with disability in order to improve their quality of life.

### **What Should Be Eliminated**

- Attitude of the society towards the inclusive education system and to the children with disabilities.
- The bias or discrimination faced by the resource teachers, children with disabilities and their care takers.
- The negligence of concerned authorities for the development of the targeted group.
- The office works given to the resource teachers needed to be removed because they are specialized to manage the children with disabilities when they needed.
- The misunderstandings of concerned authorities.

### **Limitations of the Study**

- The lack of cooperation from concerned authorities because of prejudices and misunderstandings might led to exclude a main district ok Kerala.
- The secondary materials were not enough thus the references were less.
- Due to the time limitations, study was restricted to the high school students and also restricted to only 4 districts.

### **Implications of Study**

We can improve the relationship between general teachers and resource teachers and so their functional efficiency can be enhanced to take care of targeted group. Methods can be

implemented to reduce the executional gaps in the various government schemes in the inclusive education. The different meals and measures can be introduced to increase job security and motivational level of resource teachers. A quantitative study in a wider circle with appropriate sampling method can be done. Also an experimental or impact study can be done further.

## CONCLUSION

When we analyse the result of the study as a whole we can conclude that the concerned authorities have to take much initiatives in uplifting the person with disabilities. Even though schemes and policies exist for them, the benefits are either delayed or not been provided. If the concerned authorities are providing them with the proper facilities, then we can say that the inclusive education will be a good choice.

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## Investigating the Role of Resilience and Well-Being in Identity Diffusion among Adolescents

Tarika Sharma\*

### ABSTRACT

Individuals with a diffused status are reluctant or incapable to make commitments and do not explore vigorously to establish their ego identity. It is the least developmentally mature and adaptive ego status of the four ego identity statuses given by Marcia. It results in a loss of capacity for self-definition and commitment to values, goals, or relationships, and a painful sense of incoherence. Identity development is significantly influenced by psychological and social dynamics experienced during an individual's lifetime, most notably during adolescence. The present study aimed at investigating the role of resilience and well-being among diffused adolescents. A sample of 500 adolescents of 11<sup>th</sup> and 12<sup>th</sup> class from English medium co-educational schools of Jaipur city was selected through purposive sampling technique for the screening purpose. From among them 110 adolescents identified as diffused were selected for further investigation comprised of 50 boys and 60 girls. A correlation design was used. Participants completed the Revised Version of the Extended Objective Measure of Ego Identity Status (EOMEIS-2) by Bennion and Adams (1986), Resilience Quotient Assessment (Russell Consulting, Inc, 2006) and psychological Well-Being Scale (Clarke et. al., 2001). The results of the study revealed that identity diffusion significantly negatively correlates with resilience and psychological well-being. The findings would help the psychologists, counselors, clinical psychologists, etc. for prevention of identity related major disorders and psychopathology from the ground level.

**Keywords:** *Identity, exploration, commitment, identity status, identity diffusion, crises, resilience, well-being.*

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## INTRODUCTION

The development of a stable and coherent identity is considered a central developmental task during adolescence (Erikson, 1968). Adolescence is as the best decade of life during which the functions of every sense undergo reconstruction brought on by physiological factors. As their bodies, minds, and societal roles are changing and developing, adolescents are expected to figure out who they are and what they want from life. In essence, they start forming their identity. A well-developed identity gives on a sense of one's strengths and individual's uniqueness. This formation of personal goals, values, and beliefs is influenced by the various contexts in which adolescents develop, such as within families, schools, and peer groups. Marcia (1966) defined individual differences in identity formation along the dimensions of exploration and commitment. Exploration refers to the questioning and weighing of various alternatives or possible selves and a problem-solving behavior concerning various identity domains to form a more coherent sense of self. Commitment is a personal investment in an ego identity and participation in important actions aimed at providing one with the sense of direction and purpose in life. Within the identity status paradigm, self-reported commitment and exploration are used to define four identity statuses: achievement (high commitment/high exploration), moratorium (low commitment/high exploration), foreclosure (high commitment/low exploration) and diffusion (low commitment/low exploration).

Individuals with a diffused status are reluctant or incapable to make commitments and do not explore vigorously to establish their ego identity. It is the least developmentally mature and adaptive ego status of the four ego identity statuses. Also individuals with a diffused identity are described as dealing with their problems by avoidance (Marcia, 1980, 2002). Identity diffusion is characterized by terms such as fragmentation, boundary confusion, and lack of cohesion in the subjective experience of self. They are also associated with low self-esteem, low levels of

autonomy, high levels of neuroticism, identity distress, hopelessness, antisocial attitudes, and behavioral problems (Kroger & Marcia, 2011; Kaplan & Flum, 2010; Laghi et al., 2013; Phillips & Pittman, 2007). It is distinguished from the typical identity crisis of adolescents, in that adolescents, although involved in intense conflicts and confused about the attitudes of significant others to themselves, have a clear sense of the issues and their conflicting nature and are able to describe their own personality as well as the significant others with whom they enter into conflict in an appropriate, realistic and integrated way (Kernberg, 1985).

On the cognitive domain, diffused individuals have low levels of conscientiousness, procrastination, intuitive or dependent styles of decision making or show an absence of systematic approaches to solving problems (Blustein & Phillips, 1990; Clancy & Dollinger, 1993; Selles, Markstrom- Adams, & Adams, 1994). On the interpersonal domain, diffused individuals perceive the behavior of their caretakers as distant or rejecting with low levels of attachment and likely to be isolated or stereotyped in their styles of intimacy with others (Orlofsky, Marcia, & Lesser, 1973; Campbell, Adams, & Dobson, 1984; Josselson, 1987). Identity diffusion is a core element of the “borderline personality organization” (Kernberg, 1985) and is viewed as the basis for subsequent personality pathology, leading to a broad spectrum of maladaptive and dysfunctional behaviors (Marcia, 2006). Individuals who remain diffused beyond early or middle adolescence are prone to drug abuse, risky sexual behavior, and academic failure (Jones and Hartmann, 1988, 1989).

Identity development is significantly influenced by the environmental and psychological dynamics experienced during an individual’s lifetime, most notably during adolescence. Resilience refers to the concept that even in situations of multiple risks to an individual’s development, there are certain qualities within the individual or his/her environment that allows him/her to deal with these risks and thrive in spite of them (Engle et.al, 1996). The process of identity development takes place as an individual learns to cope with new challenges and adopts values through which he/she is able to

navigate through life and become an established part of his or her social environment. By the time an individual has reached adulthood, s/he will have developed his or her general framework for interacting with the environment and coping with stress.

Many researches were obtained linking identity with resilience where resilience was further associated with vulnerability including psychological distress, depression, and anxiety; and mental health mental health. The more an adolescent enjoys mental health and resilience the sooner he or she achieves identity. Otherwise, a state of diffusion (perturbed) will occur. The adolescents who enjoy advanced identity possess a higher sense of self-esteem, and abstract thinking, and higher similarity between their real self and ideal self. They are also more advanced independent, more resilient and more tolerant against problems and difficulties. While on the other side adolescents with diffused identity status have a lower self-esteem and a less developed moral reasoning. They shoulder their responsibility with difficulty. They are impulsive having irregular thinking. They are also more susceptible to taking drugs. Their individual relationships are often perfunctory and occasional although, they generally disagree to their parent's life- styles; they are unable to invent an approach of their own. Psychological health and vulnerability indices are influenced by different levels of resilience through self-esteem, personal competence and tenacity, tolerance of negative affect, control, and spirituality (Marcia 1966, Dyer & Guinness 1996 & Banijamali, 1995; Berzonsky and Kuk, 2000; Cramer, 2000; Muzzafari, 2008; Haddadi & Besharat, 2010; Papy, Khagevand & Nasab, 2014).

Since the inception of the ego identity status paradigm (Marcia, 1966), an extensive body of research literature has emerged indicating that the reflective consideration of identity alternatives prior to forming personally meaningful commitments is associated with more successful psychological development and more effective psychological functioning. Correspondingly, those individuals who have not formed personally meaningful identity commitments during the stage of

emerging adulthood appear to be delayed with respect to development across a variety of psychological dimensions and to function less effectively. Well-being is a dynamic process, which involves the striving for balance and integration in one's life, and refining skills, rethinking previous beliefs and stances towards issues as appropriate. Ryan and Deci (2000, 2001) suggests that humans have three basic psychological needs; competence, autonomy, and relatedness. The satisfaction of these needs lead to both subjective well-being (increased pleasure and happiness) and psychological well-being. Psychological well-being refers to a sense of mastery over one's life tasks, e.g., satisfying relationships, a comfortable school or work environment (Ryff & Singer, 2008).

The association between identity formation and well-being has been studied primarily among adolescents. Earlier studies on identity status in relation to well-being was done by taking variables like anxiety, worry, positive and negative effect, depression and loneliness. It is well known that aforementioned variables adversely affect the wellbeing of an individual. An extensive review of the relationship between the identity statuses and psychological well-being in adolescence was conducted by Meeus et.al. (1999), whose findings accentuated the importance of identity commitment which was associated with personal well-being measures. It was found that achievement is related to high psychological well-being while Diffused reported to have low psychological well-being. Adolescent's experimentation with different identity issues, or commitment to life tasks after going through an exploratory period is associated with higher well-being; whereas lack of concern about one's life tasks or premature commitment to them without self-exploration accompanies lesser well-being. Diffusion has been reported to accompany lower well-being, low self-esteem and debilitating emotional states to psychopathology (Cramer, 2000; Tung & Sandhu, 2004; 2007; Waterman, 2007; Liao & Cheng, 2011; Cakir, 2014)

## METHOD

## **Objectives**

- To examine the relationship of resilience with identity diffusion among adolescents
- To examine the relationship of well-being with identity diffusion among adolescents

## **Hypotheses**

- There would be a significant relationship between resilience and identity diffusion among adolescents.
- There would be a significant relationship between well-being and identity diffusion among adolescents.

## **Research design**

A correlational design was used for the purpose of present study.

## **Sample**

The sample size comprised of 500 students of class 11th and 12th of English medium co-educational schools in Jaipur. Non probability purposive sampling technique was used in the study. Age limit of the sample was from 15- 19 years. First the students were given suitable measure for measuring their identity status for the screening. Out of which, 110 students identified as having diffused identity status were selected for further study comprising of 50 boys and 60 girls.

## **Tools**

### **Demographic Questionnaire**

Demographic information of the participants regarding name, age, gender, class, faculty, socio-economic status and educational status of the family, details of any physical illness, etc. was collected.

### **The Revised Version of the Extended Objective Measure of Ego Identity Status (EOMEIS-2)**

The revised version of the Extended Objective Measure of Ego Identity Status (EOMEIS-2) by Bennion & Adams (1986) is a 64 item scale that evaluates identity in terms of Marcia's (1980) stages of identity development. Participants indicated on a six-point Likert type scale the degree to which they agreed or disagreed with each of the 64 statements. An overall score for identity diffusion, foreclosure, moratorium and achievement was obtained for each participant by taking the total score of the sixteen questions that related to each identity status. Two questions were asked for each of the following: occupation, politics, religion, friendship, recreation, philosophy, and dating and sex roles, for each identity status. Cronbach's alpha scores were .58 to .80, with test-retest yielding scores of .63 to .83 (Bennion & Adams, 1986). The content validity showed 94 percent agreement across nine judges (Bennion & Adams, 1986) on a study of college students. An identity status can be assigned by the use of cut off scores, thus a person can be assigned or rated as achiever, foreclosure, in moratorium or diffused.

### **Resilience Quotient Assessment**

The Resilience Quotient (RQ) assessment developed and copyrighted by Russell Consulting, Inc in 2006. It consists of 32 statements to which the individual responds using a 6-point scale. It assesses the resilience on eight dimensions as well as total resilience. The reliability of the RQ assessment was calculated by analyzing the variance across variables for internal consistency of the scale. This generated a Cronbach's alpha value of .90. A Cronbach's alpha was also generated for each of the RQ dimensions. Validity of resilience quotient assessment was supported by further factor analysis studies revealing its suitability with some changes in items on the adolescents and young adults.

### **Psychological Well-Being Scale**

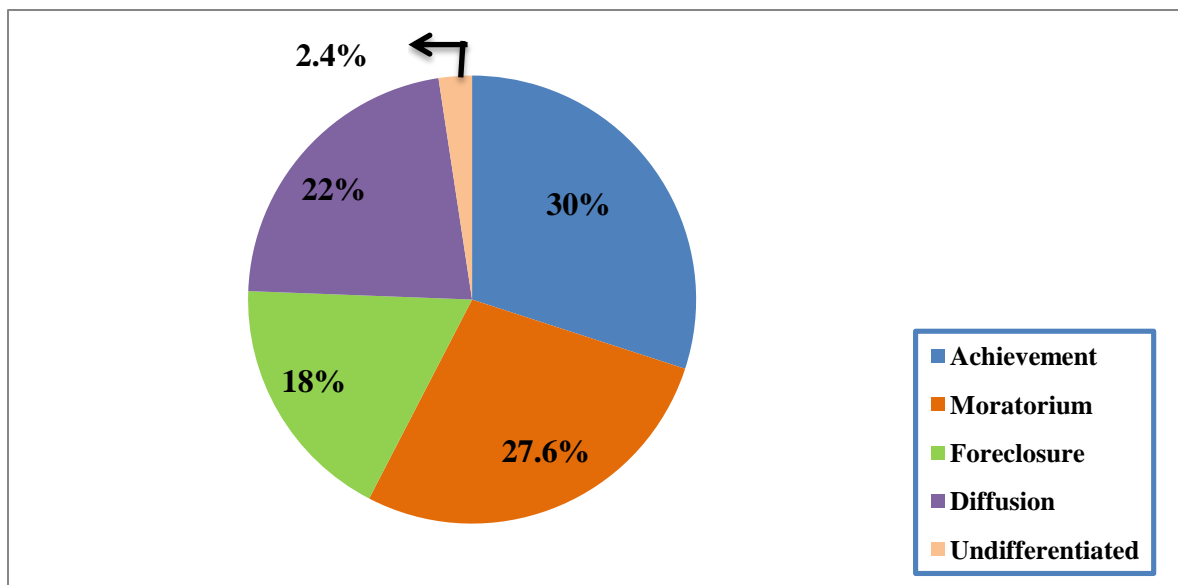
PWB was operationalized with a short version (18 items, 3 for each construct) of Ryff's Measure of Psychological Well-being by Clarke et. al. (2001). The instrument comprises 18 items

using a 6-point Likert scale (1 = *strongly disagree*, 6 = *strongly agree*).As in Sheldon and Lyubomirsky's (2006) study, a total PWB score was calculated by adding all 6 constructs (Cronbach's  $\alpha = .85$ ).

## Procedure

The present study was divided into two phases. First the test of identity status was administered to the sample of 500 adolescents for screening purpose. The cut off marks for each status was calculated as per the identity status rule book and the adolescents were assigned to statuses accordingly. Adolescents who were identified as diffused (N =110) were selected for further investigation comprised of 50 boys and 60 girls.

## RESULTS



**Figure 1:** Pie- graph showing distribution of sample in relation to Identity Status (N=500)

## Table 1

*Descriptive Statistics Mean and Standard Deviation of the variables studied (N=110)*



<b>Variables</b>	<b>Mean</b>	<b>SD</b>
Identity Diffusion	61.22	4.63
Resilience Quotient	95.75	9.81
Psychological Well-being	46.02	8.54

**Table 2**

*Correlation coefficients between identity diffusion and variables taken for the present study (N=110)*

<b>Variables</b>	<b>Identity Diffusion</b>
<b>Resilience quotient</b>	<b>-.21*</b>
<b>Psychological Well-being</b>	<b>-.26**</b>

\* Correlation is significant at the 0.05 level (2-tailed).

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

Table 2 revealed result of the bi-variate analysis suggests that Identity Diffusion is significantly negatively correlated with resilience ( $r = -.21, <0.05$ ). This means that adolescents with low resilience tend to have Diffused Identity status as compared to high resilient adolescents. The above table depicts that Identity Diffusion is negatively correlated with psychological well-being ( $r = -.23, <0.01$ ). It implies that adolescents with poor well-being tend to fall in the status of identity diffusion.

## DISCUSSION

The present study made an attempt to examine the relationship of resilience and well-being among diffused adolescents. Findings revealed that identity diffusion significantly correlates with both the variable. Results revealed that resilience is significantly negatively correlates with identity

diffusion. Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress such as family and relationships problems, serious health problems or workplace and financial stressors. Thus it can be concluded that adolescents with poor resilience are more prone to above mentioned problems. A number of researchers have depicted high correlation between identity diffusion and resilience, mental health, higher levels of anxiety or depression, self-esteem, etc. (Cramer, 2000; Berzonsky&Kuk, 2002; Muzaffari; 2008; Rahiminejad (2013).

The result of correlational analysis indicated a significant negative correlation between psychological well-being and identity diffusion. The exploration of a variety of possibilities increases the likelihood to identify resolutions to identity issues consistent with personal talents and needs but also to yield greater information about benefits and costs of possible alternatives. The adolescents are more likely to succeed pursuing such self-congruent and informed commitments and, finally, to enjoy higher levels of well-being (Waterman, 2007). Diffused identity status is not considered healthy because it indicates a poor personal capacity to adapt to environment. A number of investigations shed light on the relationship between identity diffusion and well-being (Marcia, 1989; Meeus, 1996; Hofer, Kartner, Chasiotis, Busch, & Kiessling, 2007). Diffusion has been reported to accompany lower well-being ranging from debilitating emotional states to psychopathology. They also advised that a clear sense of long self and direction in life, along with commitment to self-chosen goals and values helps adolescents to achieve life satisfaction and adjustment, while the lacking of all these is threatening to their mental health. The results of the present study are in agreement with the findings of other researchers (Jeyakumar, 2001; Tung & Sandhu, 2004, 2007, 2012; Rayya, 2006, Liao & Cheng 2012; Cakir, 2014).

## CONCLUSION

The present study indicates that the lower level of resilience and poor psychological well-being leads to identity diffusion in adolescents. Further, inability to cope with stress and lower self-esteem resulting from poor well-being leads to stress or anxiety also. The findings of the study will assist the school counselors for designing of specific programs included in the curriculum to resolve issues related to career, interpersonal relation, ideologies, well-being, personality development, resilience building, decision making, etc. The findings unravel the role of psycho-social factors in depth which could prove of assistance to psychologists/ clinical psychologists, etc. for prevention of identity related major disorders and psychopathology from the ground level. The results provided a direction develop advance therapies to guide public policy for improvement of the lives of adolescent at risk or suffering identity crisis. The clinical psychologists/therapists can develop certain interventions programs by modifying traditional therapies to resolve the issues of adolescents.

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## **Purpose in Life: A Study of Students' perspective on how relationships influence their purpose in life**

Priyank Sharma\*

### **ABSTRACT**

The research explores the perspective of students in understanding the importance of having a purpose in life. In this increased time of academic stress, it has been difficult for the students to assess and work on their own selves to figure out their deepest interest and passion in life. The research attempts to know the reasons for a student to consider a purpose important or not. The research aimed at finding out the extent of influence of factors related to relationships like self, parents, teachers, school counselor, peer group, other family members etc. on the purpose in life of a student. Intervention strategies are also suggested based on the findings of the research.

*Keywords: purpose, relationships, students, parents, teachers*

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## INTRODUCTION

Every human being at some point in life questions himself/herself that what is the purpose of this life? We all must have faced a crossroad in our life where we are unable to figure out what we should do in life? What is in our best interest? Where we want this life to lead to?

All these and many other questions start striking an individual's mind as soon as he/she reaches adolescence. Erikson rightly points out Adolescence as an age of Identity vs. Role Confusion. For a student who is struggling to get marks and pass in all subjects, it is difficult to know what his/her true interest or passion is. The inability of the education system to encourage a student to figure out his interest and passion in life is visible. The students go about doing studies without understanding the need for studying. They are not provided with the larger picture of life. A student is judged only on the basis of the marks one secured. There are no parameters to measure a student's non-academic capabilities. Even if a student performs in any non-academic event, he/she is not encouraged to pursue a career in the same. Such is the plight of our education system. This study attempts to figure out whether a student understands the importance of a purpose in life and the relationship factors which are influencing a student's purpose in life.

### **What is a purpose?**

According to Oxford dictionary, a purpose is: "the reason for which something is done". A purpose is something which gives meaning to one's life. There are a lot of studies which have shown how purpose in life has contributed to positive well being of the students. If a student has a purpose, it helps him/her to lead a better life. It helps the student to have a positive view about life and remain self motivated.

Purpose in life is like a compass which directs our life; it directs our decisions in most instances of our lives. When life is purpose driven, resilience and coping with stress is high

(McKnight, Kashdan 2009). The Purpose in life denotes the intrinsic and approval motivation the extrinsic motivation that drives the actions in our lives. Purpose in life had greater influence over autonomic nervous system functioning and psychological stress coping, compared to approval motivation (Ishida, Okada 2011).

According to Damon (2008) that how students require schools which make them educated and not just a literate. Schools should be able to air their imaginations and help them to discover their passion in life. Students should be able to identify for themselves what they wish to become and where they want to reach. With the advancement of technology and increase in the academic stress it has become a neglected factor that students should be able to reason with their passion and interests.

In this study, I try to understand whether students understand the importance of a purpose in life. Do they consider having a purpose's vitality in one's life? With the advancement of technology and increase in the academic stress it would be interesting to figure out a student's focus on figuring out his/her passion or interest in life.

Also, research shall analyze the perception of students as to why do they think it is important to have a purpose in life and the factors related to the relationships of a student which influence student's purpose.

### **Relationship Factors influencing Purpose of a student**

Students are largely advised and expected to be good in academics. The stress increases as not everyone is able to handle the pressure of studies. A student's passion may be different from the parents' expectations. A student may choose to be a non-academician. But it is difficult for a student to choose a path other than academics.

In the midst of the race of marks, a student is unable to understand the importance of figuring out his/her purpose in life. And even if he/she does there are so many factors which influence a student's purpose. It becomes complicated for a student to take decisions because different views give different perceptions.

Young people's purpose in life can be classified into eight categories. The categories are relationships, belief, expression, existential-hedonistic, understanding, service, obtaining and growth (Vogler, Ebersole 1983).

A student, especially in the adolescence has so many relationships to deal with. All kinds of relationships like with parents, teachers, school counsellor, peer groups, relatives and one's self influence a student's purpose in life.

The study attempts to figure out what relationship factors contribute to the shaping of a student's Purpose in life mostly and what contribute the least.

### **The Setting**

In rural parts of the country, there are economic constraints. Related factors add on to the stress on the students. That is why; for this study a private school, Maria's Public school, in urban setting i.e. Guwahati is selected. Students are provided with good infrastructure and facilities in this school. The school also takes care of the recreational facilities of the students. The students in the school are exposed to various art forms and games. The students have ample resources to decide upon their lives. Since, students in the school should be able to figure their purpose and reason with their lives, the study is conducted in an affluent school.

The research is done with the high school students. Students, at least in this age, have to take start taking some important decisions in life. The students should have an idea about their purpose of life

in this age. Their development in life can be related to the kind of importance they give to their purpose in life.

In India, there have not been many researches this area. Therefore, this research would act as a exploratory research in order to open questions and discussions for the need of more researches in this area.

### **Maria Public School**

Maria Public School was founded by Mrs. Nellie Ahmed Tanweer on 18<sup>th</sup> of August 1988. The school is one of the few integrated schools in Guwahati where students who are differently abled also find a place to learn and prosper. The school has an exquisite infrastructure with well maintained classrooms, canteen, equipped library, clean lavatories, separate sick room and a playground. The students are given ample opportunities along with the existing experienced faculties in the field of music, taekwondo, dance, drama and arts. The school boasts not only of its academic excellence but also the emphatic achievements by its students in non-academic arena.

## **METHOD**

### **Rationale of the Study**

In India, there is a lot of focus put on students' career choices, career shifts, factors affecting career choices and the role of self, parents, teachers, peer group, school or career counsellors etc. on influencing the students' career choices. All these indeed play a vital role in a students' life. However, primarily creating awareness among students regarding the importance of developing a purpose in life is largely a neglected area.

In most parts of our country unlike western countries, society does not allow a child to think on its own; he/she is mostly spoon-fed in all decisions of life starting from studies, career to life

partners. A student who gets high percentage in high school is liable to join science stream, no focus given on helping the student to determine his interest area and then select a stream. Similarly, the career choice of a student after 12<sup>th</sup> standard is society and salary based. A doctor's kid is going to become a doctor even if it means paying large sum as donation for the admission. These kids mostly find themselves feeling uncomfortable when they realize that they have landed up in wrong places. At this moment owing to culture and economic backgrounds (especially middle class families), that is, kids rely on parent till too late and parents start relying on kids too early, they are mostly not in a position to be able to go back and start again and hence, they adjust and find happiness in whatever they do and how much ever they have.

There is lot of awareness being created among students regarding this matter and positive changes are taking place. But there is a need to accelerate the process which can be done only by developing a big picture of the extent of unawareness prevalent in the youths of India. There has been a very little research done in this area (Valles 2012). Hence it is suitably required to do a exploratory research for understanding the extent of the students who are unable to develop a purpose in life. Also factors which are responsible for influencing the purpose need to be explored. The involvement of self in these factors can be identified.

A heterogeneous sample (in terms of gender, parents' educational qualification etc.) of students will be taken care of to be part of the survey. In Indian context, it takes time for a child to ascertain his goals of life as he/she starts thinking independently quite late. Students of 10<sup>th</sup> standard are at the verge of their lives when they have to make certain key decisions related to their career in their life. It is at this point that an adolescent should be able to reason with his/her life and should be able to identify his/her purpose in life.

The research is conducted in a private school in Guwahati. Since, Guwahati is a well established city of Assam, it is expected that students here would have ample amenities and the

results of the research in such city would carry great value. In addition to that, the school has good facilities for students to add to their positive mental being to develop a purpose in life.

The objective of the research is to identify whether students have a purpose in life and to explore reasons as to why some students may have a purpose in life. The research also tries to identify the relationship factors which contribute most and least in determining a student's purpose in life.

### **Research Design**

“A research design is a plan that explains the how, when and where data are to be collected and analyzed, the researcher must choose the most appropriate design to meet the aims and objectives of the study and should be suited so as to achieve an answer to the proposed research question” (Parahoo, 2006).

The research would be exploratory in nature. Statistical inferences would be made from the data collected. Extent of impact of various relationship factors which encourage students from realizing their purpose in life would be identified.

### **Sample Size**

A sample of 53 of high school students using simple random sampling was taken out of 120 students. The age of group of students lies in 15-16 years. In this age the student is in a phase of adolescence; according to Erikson a person goes through Identity crisis in this age. At this age, a student needs to make some crucial decisions of life and hence, their understanding of the purpose in their lives shall be vital to be studied.

### **Data Collection**

The data is collected through questionnaires. Both open and close ended questions were present in the questionnaire.

## **Plan of Analysis**

The importance of having a purpose in life for the respondents' is identified. The information about the reasons behind the purpose is gathered. Various relationship factors which encourage a student to have a purpose in life shall be mutually compared. A basic information about the student's age, sex and parents' educational qualification is gathered.

## **The Process**

The rapport with the students' was already built as the principal investigator had done internship in Maria's Public School. Students were explained the purpose of the survey and the brief description of the study were given to the students. An informed consent was taken from all the respondents. The respondents were told that information which they share shall be kept confidential. Their participation was kept voluntary and even if any of them wish to not answer any question the choice was left to them. 55 students were approached, out of which 2 denied to participate in the survey. Survey was conducted in the rest 53 respondents and data was collected.

## **Scope of the Research**

The research is reliable but not valid for generalization. Considering the fact that the study was conducted only in one school and all students belonged to family with parents having good educational qualifications makes it quite difficult to make any generalization. It may so happen that a student from a different school or lower economic background may be more or less aware about having an aim in life.

The research talks about only relationship factors which impact a student in deciding his/her purpose in life. There can be, certainly, a large number of factors which influence a student's purpose in life related to environment etc. but this research tries to explore relationship factors only.

## **Limitations of the Research**

- The study is explorative in nature and it cannot be generalized.



- Since the sample is very small, correlation could not be adjudged out among various factors.
- The topic of purpose in life is little abstract in nature and hence every student may not be comfortable to accept what he/she truly believes in.
- There are no measures taken to remove personal bias of the respondents.

## ANALYSIS AND DISCUSSION

The data collected is analyzed using MS EXCEL software of Microsoft. The software helps to create a larger picture of the data collected. Respondents' perspective on the importance of a purpose in life, reasons for importance, relationship factors contributing the most and the least to the purpose are analyzed.

### SECTION-I

In Section I, respondents were asked about the basic information related to sex, age and parents' educational qualification. Since the sampling method is simple random sampling, the basic information helped to ascertain the heterogeneity of the study.

#### **Sex Ratio**

The data was collected from 53 respondents; out of which 43% were male and 57% were female.

#### **Age**

The respondents belong to the age group of 15-16 years. 55% were of 15 years of age and rest 45% were 16 years old. Thus, all respondents are in their late adolescence and according to Erikson's stages of psychosocial development belonged to the identity crisis vs. role confusion stage.

### **Parents' Educational Qualification**

The education of a student is related to the education of the parents. Researches have shown how literacy of parents impacts the education of children. "Parents with the more education in their childhood are more involved with their kids than those who are not well educated. Parents with less education have more amount of unmanaged stress which deters them from having a healthy interaction with the child" (Sclafani 1988).

Most of the parents of the respondents have good educational qualification. None of the parents of the 53 respondents are illiterate. 47% of the fathers and 43% of the mothers are graduate. Next 34% of the fathers and 30% of mothers are post graduate. This clearly indicates that respondents' parents could contribute profusely in exposing the child to various areas of interest for deciding on their purpose in life.

### **SECTION-II**

This section talks about a respondent's purpose in life. The section gathers information regarding the importance of a purpose in a student's life and reasons for the importance. The section also asks respondents to ascertain the factors which are most and least influential for deciding their purpose in life.

#### **Importance of Purpose in Life**

Respondents were asked if they think having a purpose in life is important. 94% of the respondents said that it is important to have a purpose in life. None of the respondents believed that it is not important to have a purpose in life; however 6% of the respondents did not take a stand.

Most of the respondents' agreed to the fact that having a purpose in life is important. The literature also tells how a purpose in life helps student to develop a positive attitude towards life.

### **Why having a purpose in life important/not important?**

The study also attempts to determine the reasons because of which the respondents' considered it important to have a purpose in life. There were various reasons cited by the respondents.

This was an open ended question. The answers ranged from confidence, self courage, responsible, focused, proud, motivating, direction, happiness, satisfaction, success, security, respect, depression etc. Later, these answers were categorized into five categories i.e. Do not know, for self development, to be happy, to be successful and can lead to depression.

75% of the respondents considered a purpose in life important because it helps them become successful. 25% of respondents considered purpose in life important because it helps them be happy and 25% asserted the importance because it helped them in their self development. 4% of the respondents did not answer the question or were not sure what the reason is.

Interestingly, one of the respondents (2%) claimed that having a purpose in life can lead to depression. He/She told that if a person has a purpose in life and works his/her whole life to achieve the purpose but at last is unable to achieve it; in that case, the person might go into depression.

### **Respondents' surety regarding their purpose in life**

Respondents were asked whether they have a purpose in life. The study tries to understand a students' take on his/her purpose. Respondents' affirmativeness regarding their purpose in life is checked. Likert scale has been used for assessing the same.

41% of the respondents strongly agreed that they had a purpose in life. 34% of the respondents agreed that they have a purpose. 19% were not sure and 6% disagreed that they knew their purpose in life.

It is interesting to note that though 94% of the respondents agreed to the fact that it is important to have a purpose in life and none told that it is not important, still 25% of the respondents were not sure about their purpose in life.

### **Most Influencing relationship factors in determining purpose in life**

The study tries to figure out what are the factors related to relationship which have the biggest role in determining a student's purpose in life.

Various relationships of a student with his/her self, parents, teachers, peers, school counsellor, siblings, relatives etc have big role in shaping a student's purpose in life. These relationships impact may change over time but adolescence is the age of identity crisis; the impact of these factors is huge in this age. Multiple choice questions were asked to the respondents where they could choose more than one factor as the most influential.

It is observed that two major relationship factors influencing a student's purpose is self and the parents. 64% of the respondents ascertained that self is the most influential factor in shaping a student's purpose in life. 62% respondents chose parents as one of the most influential factor. 9% chose teachers, 17% chose peers, 8% chose the school counsellor, 15% chose siblings and 17% considered other family members as one of the most influencing relationship factors in determining a student's purpose in life.

It is interesting to note, how respondents do not consider the role of teachers and school counsellors as contributing to their purpose in life. Teachers are considered to be the one who

inculcates in a student a sense of meaning of life. But, the study denotes that teachers contribute considerably less to a student's purpose in life.

### **Least Influencing relationship factors**

The study attempts to figure out the relationship factors which contribute least to a student's purpose in life. The respondents were asked to convey the relationships which do not contribute much to their purpose.

The study shows that peer group contributes least to a student's purpose in life. The stage of adolescence is such that peer pressure is high and many students succumb to the peer pressure. It becomes difficult for the students to handle the peer pressure in this age. The contribution of the other family members is also very less.

Teachers and the School Counsellor are the next in the list of least contribution towards the purpose of a student. These are considered to be the anchors in students' life. The respondents' perspective that they contribute least to their purpose in life can be a point of concern and a food for more research to be carried out.

### **CONCLUSION AND SUGGESTION FOR INTERVENTION STRATEGIES**

The study explored the little world of a student's purpose in life. The study is able to reveal that most of the students are able to identify the importance of a purpose in their lives. Students are aware of the positive affects of a purpose in one's life.

It also showed that students are able to reason the significance of a purpose in life. It was interesting to note that one of the respondent asserted that purpose in life could lead to depression as a student may put lot of effort to achieve something but if he/she fails to achieve to achieve it depression may set in. Apart from that mostly student respondents associated purpose in life with success, happiness and self development.

Various relationship factors and their impact on a student's purpose in life were explored. It was interesting to find that students were largely self dependent on deciding for their purpose in life. Parents also played a crucial role for the students. Also, it was alarming to note that, from the students' perspective the contribution of teachers and school counsellor towards their purpose in life was very less. This finding can prove to be a stepping stone for further research to be carried out in this area.

### **The possible intervention strategies**

- A more extensive research in terms of population and sample would increase the efficiency of generalizing the research. Making the sample more heterogeneous by including students of different economic backgrounds like from government and private schools. Research at all levels of school i.e. primary, secondary, college etc.
- Making teachers and school counsellor more equipped and aware about the need for a purpose in a student's life and the role played them in shaping the same.
- Developing algorithm or modules for students to go through and to be able to figure out their interest or purpose in life.

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## Differential Personality Traits of the Students Possessing Stress In Relation to Socio-Economic Status and Sex

Swati Suri\*

### ABSTRACT

A trait refers to a characteristic that differs from person to person in relatively permanent and consistent way. An individual's personality is his unique pattern of traits. A trait is any distinguishable relatively enduring way in which one individual differ from another. Personality is a synthetic unity of all mental features and functions in their interplay. There are many obstacles and barriers, both personal and environmental; they may interface in peaceful living of the individual. Such obstacles place adjustment demands or stress on the individual. The term 'Stress' is used for describing a situation in which a person feels in conflict with and threatened beyond his capacity and expresses his emotional and physiological reactions to such situations. The study was designed with the following specific objectives a) To identify students who are prone to high and low stress, b) To study the effect of stress when different personality traits will be taken as dependent variables, c) To study the sex differences at different levels of stress and socio-economic status when 14 personality factors will be taken as dependent variables, d) To find out double and triple interactional effects when different personality traits will be taken as dependent variables. The tools were Stress inventory by Dr. Abha Rani Bisth (Almora), Socio-economic status scale by S. Jalota, R. N. Pandey, D. D. Kapoor and R.N. Singh (Modified version of P. Darshan), and 14 P. F. by R. B. Cattell (Adopted Version by S. D. Kapoor).

**Keywords:** Personality Traits, Stress, Socio-Economic Status, Sex

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- (A thesis entitled "violence against women and girls)

## INTRODUCTION

Today everyone is in stress whether one acknowledges it or not. It is also right that sometimes stress becomes such a part of life that stress is accessing its effect or not, one is never certain of it. It is again the stress, which is the root cause of all bitterness, disease and sickness of individuals and of the society. Stress can have its many manifestations. It can be due to the parent's attitude, children's attitude, teacher's attitude colleague's attitudes etc. It does not matter that to be in stress one requires such a person who is very close or otherwise. One individual can be in stress for a number of times in a day / month or year and the amount of stress also varies.

Stress is the process of adjusting to circumstances that disrupt or threaten to disrupt a person's equilibrium. The word stress is used in at least two different ways. First it is defined as a state of psychological upset or disequilibrium in the human being caused by frustration, conflicts, anxiety and other internal as well as external strain and pressures. WHAT TO DO? WHAT NOT TO DO? HOW TO DO? WHERE TO GO? Such questions which one is expected to act or behaves. In more serious conditions of the stress, the individual teaches a part where the physical processes are seriously affected, the mental process is confused and the emotional state in chaotic. In the second case, stress is regarded as a close stimulus, which thereafter an individual in some way and they cause disturbances in his behaviour. Stress is the factor or cause that leads to mal-adaptation and disorganization of the behaviour. A human life that was completely force of stress would be pretty dulls, but excess of stress can take a toll. There is no denying the fact that every person is unique in his or her thinking, reasoning and responding to particular situations and attitude towards the worldly things situations, circumstances events etc. The burning topic of individual differences has always remained the source of controversy that depends upon as the problem of helping the individuals and enabling them to lead constructive lives which they are capable of. Keeping the above urgencies in view, the investigator has undertaken the responsibility of finding out the

differential personality traits of the students possessing high stress and low stress in relation to socio-economic status and sex.

A survey of related literature reveals that notable study have been conducted by Selye, C.S Hall and G. Lindzey, P.E. Vernon, R. Stranger, Muroy, H.J. Eysenck, G.W. Allport, R.B. Cattall. But hardly any research study has been conducted on the present subject.

### **Objectives**

- To identify students who are prone to high and low stress
- To study the effect of stress when different personality traits will be taken as dependent variables
- To study the sex differences at different levels of stress and socio-economic status when 14 personality factors will be taken as dependent variables
- To find out double and triple interactional effects when different personality traits will be taken as dependent variables

### **Delimitations**

- To study was delimited with respect to its area, design, methodology, sample, tools and techniques employed for the investigation. Some of these are mentioned below:
- The investigation was confined to the school level (higher secondary classes) only.
- The present study was limited to the Lucknow province only.
- The data was only collected by students ranging between the age group of 14 to 15 years were selected on random basis.
- Studies of social determinants were limited to socio-economic status.
- The measurement of personality traits was limited only to these traits, the measurement of which is possible through Jr. Sr. Hr. Sec. Personality Questionnaire (14 P.F).

## METHOD

### Sample

The sample of 50 male and 50 female students were randomly chosen from the 9th and 10th classes of each selected school from the three districts of Lucknow Province viz. Lucknow, Kanpur, Shahjahanpur.

### Tool Used

- The following tools were decided to be used
- Stress inventory by Dr. Abha Rani Bisth (Almora)
- Socio-economic status scale by S. Jalota, R.N Pandey, D.D Kapoor and R.N. Singh (Modified version of P. Darshan).
- 14 P.F by R.B. Cattell (Adopted Version by S.D Kapoor)

### Description of the Procedure Adopted

The present study was conducted in four phases. Phase-I covered the identification of students possessing high and low stress. In the phase-II, the psychological tests viz. 14 P.F, by Cattell's (adopted version by S.D Kapoor) was administered to all the students.

In the phase-III, the identified cases on the basis of stress inventory were further bifurcated on the basis of SES (HSES & LSES) and Sex (Male & Female). Since SES and Sex are very important factors, which affect the personality development of the child, it was very essential to make these variables as an independent variable. In the phase-IV, the classified data was tabulated and used for the calculations of (ANOVA) taking both psychological as well as sociological factors into consideration.

### Statistical Techniques Applied

In this study, the investigator decided to arrive at meaningful results by using the following statistical techniques.

1. Percentile Values - P25 and P75 were computed for dichotomizing the students into two categories viz. students possessing high and low stress.
2. Mean values were also calculated for the purpose of studying the differences between the mean scores of different categories of students.
3. Analysis of variance – The investigator has applied three way (2x2x2) Analysis of variance in order to reduce the physical manipulation of the variation and progressively more complex variables can be investigated with a minimum alteration of natural settings in which they exist.

The interpretations have been done on the basis of statistical results obtained after the computations. Table 1 showing summary of complete Analysis of variance for the 2x2x2 Factorial Experiment for all the 14 traits of personality.

## RESULTS

**Table 1**

*Showing summary of complete analysis of variance for the 2x2x2 factorial experiment for all the 14 traits of personality*

<b>Dependent Variables</b>	<b>Stress</b>	<b>Socio-Economic Status</b>	<b>Sex</b>	<b>Stress x SES</b>	<b>Stress x Sex</b>	<b>SES x Sex</b>	<b>Stress x SES x Sex</b>
	A	B	C	AxB	AxC	BxC	AxBxC
<b>Factor A</b>							
Reserved Vs Outgoing	1.60	0.22	8.27*	0.06	0.37	1.57	3.42
<b>Factor B</b>							
Less Intelligent Vs More Intelligent	19.7*	14.8*	0.59	1.00	1.27	0.28	1.38
<b>Factor C</b>							
Affected by Feelings Vs	18.40*	13.80*	10.25*	0.58	3.30	1.15	1.62
<b>Factor D</b>							
Phlegmatic Vs Excitable	17.06*	15.65*	10.32*	1.38	3.28	0.68	1.42

<b>Factor E</b>							
Obedient Vs Assertive	0.97	14.7*	17.6*	2.82	3.35	0.30	0.07
<b>Factor F</b>							
Sober Vs Happy Go-	1.42	1.99	15.6*	0.65	0.35	1.40	0.60
<b>Factor G</b>							
Expedient Vs	2.20	2.18	0.01	0.35	3.62	2.08	0.01
<b>Factor H</b>							
Shy Vs Venturesome	19.9*	20.35*	1.20	3.22	0.70	2.02	1.22
<b>Factor I</b>							
Tough minded Vs Tender minded	0.80	0.25	6.55*	1.70	2.69	0.01	0.74
<b>Factor J</b>							
Vigorous Vs Doubting	18.11*	6.22*	0.35	2.59	2.22	0.75	0.70
<b>Factor Q1</b>							
Placid Vs Apprehensive	2.05	17.44*	0.65	2.61	1.70	3.45	0.70
<b>Factor Q2</b>							
Group Dependent Vs Self Sufficient	12.15*	13.44*	1.80	0.20	1.49	2.89	1.00
<b>Factor Q3</b>							
Undisciplined Vs Controlled	10.80*	5.70*	1.25	1.80	0.80	0.60	1.42
<b>Factor Q4</b>							
Relaxed Vs Tense	20.30*	14.70*	1.12	1.62	0.70	2.65	1.40

## CONCLUSION

- Students possessing high and low stress don't differ significantly from each other on factors 'A', 'E', 'F', 'G', 'I', 'Q1'.
- Students belonging to high and low SES don't differ significantly on traits 'A', 'F', 'G', 'I', etc.

- Male and female students when compared together differ significantly on traits A, C, D, E, F, I, etc.
- This reveals that when stress & SES, Stress & Sex as well as SES & Sex taken jointly, their Joint effect has nothing to do on the dependent variables i.e. factors A, B, C, D, E, F, G, H, I, J, Q1, Q2, Q3, Q4.
- Triple interactional effect 'A x B x C' (Stress, SES & Sex) which is insignificant even at .05 level of confidence on traits A to Q4. It reveals that when these variables are taken jointly, their joint effect has no impact on these dependent variables.

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## Creativity and Perfectionism among Higher Secondary School Students

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### ABSTRACT

This study aims to understand the relationship between creativity and perfectionism among higher secondary school students. 200 higher secondary school students were selected for the study. Test for Creative Thinking Abilities-short scale (Dr. C.B. Asha, 1995) and Multi-dimensional Perfectionism Scale (Frost et al., 1990) were used for the collection of data. Simple random sampling technique was used to draw the sample from the population. Parametric tests such as Karl Pearson Correlation and t-test were used for the analysis of data. Descriptive statistics (mean and standard deviation) was also used for the analysis. The results and implications are also discussed.

**Keywords:** Creativity, Perfectionism, Abilities

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## INTRODUCTION

Adolescence is a transitional stage of physical and psychological development that generally occurs from puberty to legal adulthood. It is a period of multiple transition involving education, training, employment and unemployment. Cognitive advances encompass both increase in knowledge and the ability to think abstractly and reason more affectively. It can also be a time of both disorientation and discovery. The development of creative capacity occurs primarily during the adolescent period. Although there are precursors to the development of creativity during earlier childhood, both the motivation and the capacity to create appear first in the adolescent period. Adolescence is a stage where rapid changes happen in creative thought processes. It is a phase of divergent thinking.

Creativity is the ability to apply the ordinary problem solving techniques in vast amount of knowledge. Creativity is the process of producing something that is both original and worthwhile or “characterized by originality and expressiveness and imaginative” (Csikszentmihalyi, 1999, 2000; Lubart and Mouchiroud, 2003; Runco, 1997, 2000; Sternberg and Lubart, 1996).

Engaging in creative types of fields and outlets helps generally to establish coherent identity during adolescence and beyond; the beginnings of a specific creative identity in adolescence are a necessary foundation for creative motivation and ability to create throughout life.

Creativity is commonly seen as a genius or gift that individuals possess but it is actually an ability that we all have and is related to expertise. What makes particular individuals seem particularly creative in their field is partly their obsessive effort within that field, partly the expertise that they have built up through years of effort and applications and partly. The environment within which they are working, creative thinking and insight is due to perseverance

and expertise: creative people work long and hard, studying the work of their predecessors and contemporaries to become experts in their field. What appears creative to others who are less expert is the result of applying ordinary problem solving strategies to extra ordinary knowledge (Weisberg, 1995). No one can be successfully creative own their own until they are in an environment which is both receptive to their ideas and stable enough to allow knowledge in a domain to accumulate (Csikszentmihalyi, 1988).

The popular techniques designed to enhance creativity are brainstorming (Osborn, 1957) and synectics (Gordon, 1961). Creativity is the process of doing or producing something novel out of the ordinary. The important factors for creativity are usually processes, product, person and place. Creativity requires divergent thinking rather than convergent thinking. It is the ability to produce more and it flourishes under the circumstances such as degree of autonomy and access to resource. Adolescence is the stage of learning phase of an individual.

Perfectionism is a form of irrational thinking and people with perfectionism set high standards for themselves and feel that what they do is never good enough. Perfectionists often become obsessed with rules, lists and work and may be unable to begin a task because he or she feels being unable to complete it perfectly. Another signs of perfectionism are an inability to relax and share thoughts and feelings, procrastination etc. A perfectionist can become very control in personal and professional relationships. Children and teenagers are often driven to be over achievers with school work as well as activities such as sports, school clubs, jobs and community service. This can cause an obsession with success. Perfectionism may ultimately interfere with their ability to achieve it (American academy of paediatrics, 2013). Perfectionism comes in different flavours, each associated with different kinds of problems. Some of those problems may be less severe than others but no form of perfectionism is completely problem free (Hewitt &Flett, 1990). As a personality trait which is characterized by a person's excessive need for excellence and setting high performance standard. It is accompanied by overly critical self-

evaluation and concerns regarding other's opinion. It has both positive and negative aspects. The positive aspects include motivation to reach particular goal. The negative aspects include attempts to achieve unattainable goals.

The striving for perfection in adolescent school students is associated with positive characteristics and adaptive outcomes and thus may form part of a healthy pursuit of excellence. Negative reactions to imperfection and perceived parental pressure to be perfect, however, are associated with negative characteristics and maladaptive outcomes and thus may undermine adolescents' motivation and well-being.

School age is an important time of a person's life to showcase their talents. It is also the time where most of the personality traits are also developed; studies have shown that people with high creativity level have some kind of peculiarities in their personalities. Perfectionists tend to set high standards for themselves and they strive to reach those standards. They cannot accept any less and they have a high self-blame tendency. Age between 17-18 years of age is the time where school children are most loaded with works. It is during this period they have to excel at everything either due to parental pressure or their mental state. Students tend to be more perfectionists in the tasks they do also more creative.

High level of perfectionism can often lead to frustration and other problems. Highly perfectionist people have trouble feeling when they reach the level they have set for themselves. This may lead to self-harm or other destructive behaviour or they may end up at excelling at nothing. A certain level of perfectionism can act as a catalyst for achievement but if it exceeds its limits, that is maladaptive. By assessing the level of perfectionism of school children, it is possible to train them to maintain an optimum level of perfectionism and also help them to reach their full potential.

Here are some theoretical aspects of the study. The main tenet of the psychoanalytic theory of creativity is that people become creative as a reaction to difficult circumstances and/or

repressed emotions. It argues that people regress from their surroundings prior situations become difficult or they go through a traumatic event people pull back from their surroundings. They then rely on their creative side to find a solution to the difficult situation or as an outlet for their now repressed emotions. Freud, Jung, Kris, Rank, Adler and Hammer are persons who strongly hold these view points.

As such feelings of inferiority also contribute to creativity. Those with feelings of inferiority are already in the regressed state and so use creativity as a way to feel superior and move forward. It theorizes that creativity wells from unconscious drives. As per Freud, creativity is how our pre-conscious and unconscious thoughts are able to materialize. Freud also argued that creativity is a natural defense we develop to guard against neurosis. It leads to the development of sources of entertainment and pleasure for the public. For the artist though it gives us an outlet for our fantasies and feelings, enabling us to get them out instead of allowing them to fester inside. We are able to condense and displace our feelings.

The humanistic theory of creativity states that environment is not a factor in creativity. This is because if the person is able to meet the six basic needs they can then choose to be creative. Creativity is central to our growth and learning processes and as such help us to advance ourselves within society. Adler argues that our main motivation for creativity is to compensate for a perceived physical or intellectual disability. Fear of death for example pushes us to create something that will outlive us thereby creating a sense of immortality.

Putting no humanistic perfectionism aside, perfectionist goods are components of an excellent human life. Historically, as noted above, perfectionists have related these goods to the development of human nature. For example, the development of rationality is often considered to be a perfectionist good because it is a capacity essential to human nature. Following Aristotle, a number of contemporary writers have sought to develop accounts of the human good along these lines (Hurka 1993, Foot 2003). We can use the term human nature perfectionism to refer

generally to accounts of the human good that relate perfectionist goods to the development of human nature. Other writers, however, have characterized perfectionism without any reference to human nature. John Rawls characterizes perfectionism as requiring the maximum “achievement of human excellence in art, science and culture” (Rawls 1971, 325). Derek Parfit characterizes perfectionism in terms of the achievement or realization of “the best things in life” (Parfit 1986). Here it is the existence of the objective goods, and not human nature, which is highlighted. Similarly, other writers have identified perfectionism with the realization of a specified list of objective goods (Finnis 1980, Griffin 1986, Arneson, 2000). We can use the term objective goods perfectionism to refer generally to accounts of the human good that identify perfectionist goods without relating them to the development of human nature.

Perfectionism must present an account of human nature. More precisely, they must give an account of the properties or capacities that are central to human nature and the development of which have value (Hurka 1993). By contrast, proponents of objective goods perfectionism must explain why some goods, and not others, are included. Objective goods perfectionists need not formulate an exhaustive list of these goods. They may believe such an undertaking to be misguided. But they should have something to say about what makes an alleged good an objective good, one worthy of pursuit (Sumner 1996, Sher 1997).

In a study, Miller, Lambart and Neumeister (2012) conducted a study entitled as “Parenting style, perfectionism and creativity in high ability and high achieving young adults” aims to explore the potential relationships among perceived parenting style, perfectionism, and creativity in a high-ability and high-achieving young adult population. The Findings suggested statistically significant relationship between creativity and gender, authoritarian parenting and socially prescribed perfectionism, authoritarian parenting and creativity and permissive parenting and creativity.

In a study, Wigert, Reiter-Palmon, Kaufman and Silvia (2012) conducted a study entitled as “Perfectionism: The good, the bad, and the creative” aims to the influence of adaptive and maladaptive perfectionism on creativity was examined. Overall, adaptive perfectionism was consistently, albeit weakly, related to creativity across various types of measures, whereas maladaptive perfectionism was not related to creativity.

In a study, Moghadam, Beheshtifar and Mazrae-Sefidi (2012) conducted a study entitled as “Relationship between employees’ perfectionism and their creativity” aims to study the relationship between perfectionism and creativity among the employees of Shahid Sadoghi University of Yazd. The findings showed that there is a meaningful correlation between positive perfectionism and creativity. In addition, there are meaningful correlations between positive perfectionism and the need for achievement, locus of control, encounters with ambiguous conditions, and creativity-related skills.

The study conducted by Wang, Yuen and Slaney (2008) entitled as “Perfectionism, depression, loneliness and life satisfaction; A study of high school students” aims to investigate the cross-cultural construct validity of perfectionism using the Chinese translation of the Almost Perfect Scale—Revised (APS-R; Slaney, Mobley, Trippi, Ashby, & Johnson, 1996) with 509 Chinese high school students from Hong Kong. The study revealed that adaptive perfectionist reported higher satisfaction with life scores and lower depression scores.

A study entitled as “Creativity and mental illness; prevalence rates in writers and their first degree relatives”(1987) aims the rates of mental illness were examined in 30 creative writers, 30 matched control subjects, and the first-degree relatives of both groups. The findings showed that the writers had a substantially higher rate of mental illness, predominantly affective disorder, with a tendency toward the bipolar subtype. There was also a higher prevalence of affective disorder and creativity in the writers' first-degree relatives, suggesting that these traits run together in families and could be genetically mediated.

### **Objectives of the study**

- To find out the relationship between creativity and perfectionism among males.
- To find out the relationship between creativity and perfectionism among females.
- To find out the significant difference in creativity between males and females.
- To find out the significant difference in perfectionism between males and females.

### **Hypothesis of the study**

H<sup>1</sup> There will be a relationship between creativity and perfectionism among males.

H<sup>2</sup> There will be a relationship between creativity and perfectionism among females.

H<sup>3</sup> There will be a significant difference between males and females in creativity.

H<sup>4</sup> There will be a significant difference between males and females in perfectionism.

## **METHOD**

The present study follows descriptive research design. Survey and interview method was used to collect the data from the sample.

### **Sample**

200 higher secondary school students from Wayanad district were selected as sample among them 100 students were boys and 100 were girls.

### **Tools used**

#### **Kaufman Domains of Creativity Scale**

Kaufman and colleagues (Kaufman, 2006; Kaufman, Cole, & Baer, 2009) developed the Creativity Domain Questionnaire (CDQ), which consisted of 56 different creative domains. This scale is a 50 item instrument that measure creative behaviours of people (Kaufman, 2012). Kaufman (2012) reported internal consistency reliabilities of .86, .86, .87, .86 and .83 for self/



every day, scholarly, performance, mechanic/ scientific and artistic as indicated by Cornbrash's alpha, respectively.

### **The Frost Multidimensional Perfectionism Scale (FMPS)**

The Frost Multidimensional perfectionism scale is a multidimensional self-report scale of perfectionism by Frost et al. It contains a total of 35 items. Cornbrash's Alpha of 0.90 for overall perfectionism measure was established. Concurrent validity with Burner's Perfectionism scale was also established.

### **Procedure of collection of data**

At first the investigators selected 200 higher secondary school students (100 males and 100 females) from Sacred Heart Higher Secondary School, Wayanad. The questionnaire was given to them and made them fill the inventories as accurately as possible. For the consolidation of the data, the inventories provided were scored according to the scoring procedure and the total score of each were taken for the analysis.

### **Statistical technique used**

Spearman Rank Correlation and Mann Whitney U test were used for the analysis of data and Descriptive statistics were also used to analyze the data.

## **RESULTS**

Objective 1: To find out the relationship between creativity and perfectionism among males.

Hypothesis 1: There will be a relationship between creativity and perfectionism among males.

### **Table 1**

*Shows spearman rank correlation between creativity and perfectionism among male adolescents*

<b>Group</b>	<b>Variable</b>	<b>r- value</b>	<b>Significance</b>
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Male adolescents	Creativity	.224*	.025
	Perfectionism		

---

\* Correlation is significant at the 0.05 level (2-tailed).

Illustration of table 1 it is understood that the correlation coefficient between creativity and perfectionism among males was found to be 0.224\* ( $r=0.224^*$ ) and the level of significance was 0.25 which shows a positive correlation between the two variables studied.

Hence hypothesis “there will be a relationship between creativity and perfectionism among male adolescents” is accepted.

Objective 2: To find out the relationship between creativity and perfectionism among females.

Hypothesis 2: There will be a relationship between creativity and perfectionism among females.

### **Table 2**

*Shows spearman rank correlation between creativity and perfectionism among female adolescents*

<b>Group</b>	<b>Variable</b>	<b>r- value</b>	<b>Significance</b>
Female adolescents	Creativity	-.009	.933
	Perfectionism		

Illustration of table 2 it is understood that correlation coefficient between creativity and perfectionism among females was found to be -0.009 ( $r=-0.009$ ) and the level of significance was 0.933 which shows no correlation between two variables studied.

Hence the hypothesis “there will be a relationship between creativity and perfectionism among female adolescents” is rejected.

Objective 3: To find the significant difference in creativity between males and females.

Hypothesis 3: There will be a significant difference between males and females in creativity.

### **Table 3**

*Shows Mann Whitney U in creativity between female and male adolescents*

Variables	Groups	N	Mean Rank	SD	Sum of Squares	Mann Whitney U	Sis (2-tailed)
Creativity	Male adolescents	100	156.9350	25.38212	9452.00		
	Females adolescents	100	1.5000	0.50125	10648.00	-1.461	0.144
	Total	200					

Illustration of table 3, it can be seen that the mean rank of creativity between males and females were found to be 156.93 and 0.50 and the sum of squares of creativity between Mann Whitney U value and the level of significance were -1.461 and 0.144 respectively which was not significant. It indicates that there is no significant difference in creativity between males and females.

Hence the hypothesis “there will be a significant difference between males and females in creativity” was rejected.

Objective 4: To find the significant difference in perfectionism between males and females.

Hypothesis 4: There will be a significant difference between males and females in perfectionism.

**Table 4**

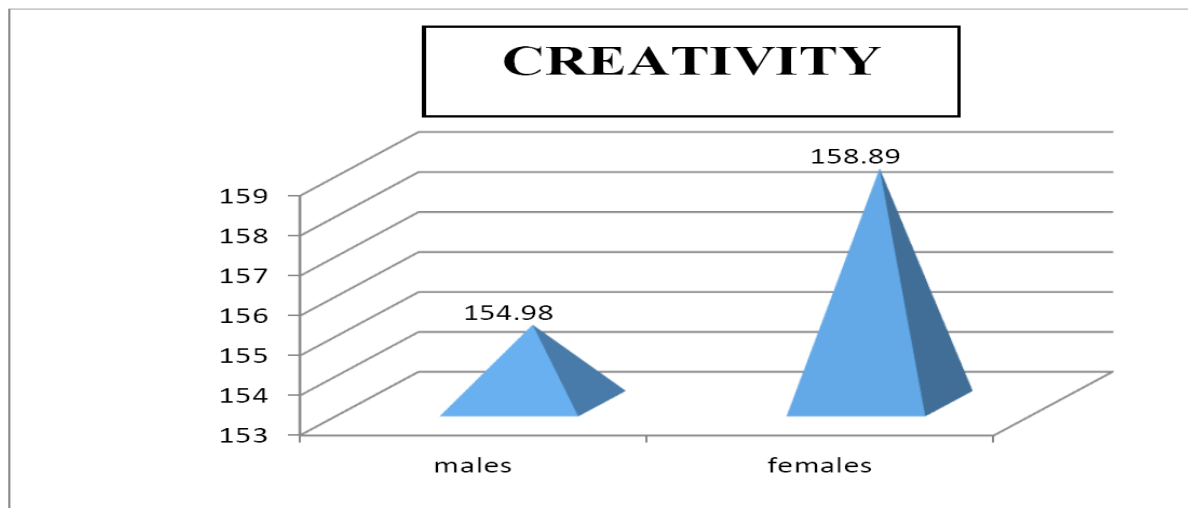
*Shows Mann Whitney U in perfectionism between male and female adolescents*

Variable	Group	N	Mean Rank	SD	Sum of Squares	Mann Whitney U	Sis (2-tailed)
Perfectionism	Males adolescents	100	90.8950	10.45997	9278.00		
	Female adolescents	100	1.5000	0.50125	10822.00	-1.888	0.059
	Total	200					

Illustration of table 4 it is clear that the mean rank of perfectionism between males and females are found to be 90.8950 and 1.5000, and the sum of squares of perfectionism between males and females were found to be 9278.00 and 10822.00 respectively. Mann Whitney U vale and the level of significance were found to be -1.888 and 0.059 respectively which was not significant. It indicates that there is no significant difference between perfectionism between males and females.

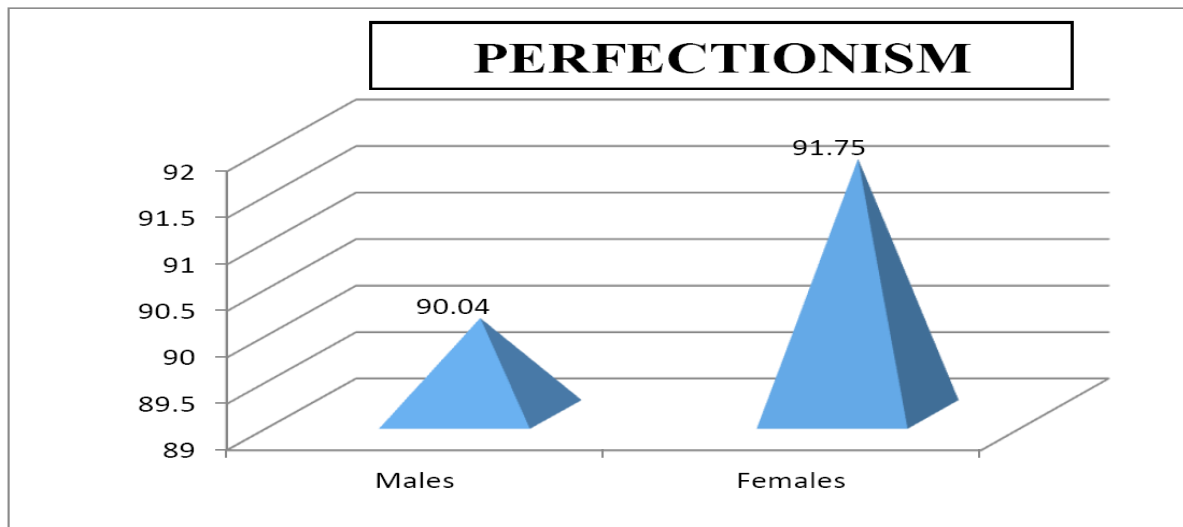
Hence the hypothesis “there will be a significant difference between males and females in perfectionism” was rejected.

### CREATIVITY AND PERFECTIONISM



**Figure 1:** Shows the mean scores on creativity of male and female adolescents.

The mean scores on creativity for male and female adolescents were found to be 154.9800 and 158.8900 respectively. When comparing the mean scores obtained by both groups in creativity, it is inferred that female adolescents show high creativity than male adolescents.



**Figure 2: Shows the mean scores on perfectionism of male**

The mean scores on perfectionism for male and female adolescents were found to be 90.0400 and 91.7500 respectively. When comparing the mean scores obtained by both the groups in perfectionism, it is inferred that the female adolescents show high perfectionism than males.

## DISCUSSION

Practice makes man perfect. Ancient times onwards we can see that woman's are more engaged in every activities. They are engaged in home management, some innovations rearing children, arts and divergent thinking etc and they are broke to be master in all these activities. Even some biological theory reveals (brain structure) a structure difference between male and female brain. A girl child grows faster during their pubertal age. And these rapid changes may have enhanced their neuronal functions related to creativity. This may be the reason for high score in creativity.

Likewise the perfectionism scores of females are also higher than male adolscents. Commonly it can be seen that male adolescent shows a temperament easy going. They seems to be less interested to do task with that much perfect when compared to female adolescents. This may be the reason for high score in perfectionism for females.

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Gibbons, S., S. Machin and D. Silva (2008): "Choice, Competition and Pupil Achievement", Journal of the European Economic Association, vol. 6(4), 912-947.

#### For Book/Chapter:

Pueschel, S.M., Sustrova, M. (1996). Psychiatric Disorders and Behavioural Concerns in Persons with Down 's syndrome. Down Syndrome Psychological and Psychobiological and Socio-Educational perspectives. Whurr Publishers Ltd, London, 179-189.

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