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A Comparative Study on Mental Health and Aggression between Tribal's who Use and Don't Use Foot wears

Sandra Suresh¹, Shintu Tomy², Sandra Liz Denny³, Pooja Babu⁴ and Shibymol C B⁵

ABSTRACT

The present study aim is to assess the level of aggression and mental health of tribal people who use and doesn't use footwears. The present study follows a descriptive design and, survey and interview method was used to collect the data. Purposive sampling technique was used to draw the sample from the population. A sample size of 38 tribal people, among them 20 were who use footwears, 18 who doesn't use footwears were selected as sample for the present study. The tools used to collect the data for the present study were Mental health scale, developed by Giressan and Sananda Raj (The splithalf reliability of the subscales varies between 0.73-0.89 and the test-retest reliability is also found to be significant and varied between 0.63-0.76 respectively. The validity coefficient of the scale is greater than 0.7) and Buss and Perry aggression scale, developed by Buss and Perry (The correlation among the four factors ranged from 0.38 to 0.49. The internal consistency ranges from 0.72 (verbal aggression) to 0.89 (total BPAQ score). Retest and reliability for the BPAQ over 9 weeks is also seen to be satisfactory). Non-parametric statistical techniques such as Spearman's rank correlation and Mann Whitney 'U' test were used for the analysis of data. Mean and standard deviation also were used for the analysis of the data. The mean and standard deviation of aggression in tribals who don't use footwears were found to be 87.05 and 77.56, for tribals who use footwears were found to be 11.478 and 5.008 respectively. When comparing the mean scores obtained by both the groups in aggression, it is inferred that the tribals who use footwears show high aggression than tribals who don't use footwears who don't use footwears.

Keywords: Mental Health, Aggression, Footwear

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INTRODUCTION

Going barefoot works by reawakening a light, natural stride in the body, through the feedback we get from our feet touching the ground. Going barefoot is like discovering a new fountain of youth. When our feet, knees, hips and backs are no longer in pain, we're more likely to be active again. You'll feel younger, your body will act as if you're younger, and you'll be stronger and more active than you've been in many years. Your mind will become sharper and your concentration better focused. Higher level of aggression may often lead to frustration and other problems. This may lead to self-harm or other destructive behaviour or they may end up at excelling at nothing. By going barefoot one begins to wake up new muscles, both for balance and support. The ancients believed that walking barefoot in the grass was the best cure for insomnia, and many people still swear by it today. You get to connect with Mother Nature all around. Feel the sunshine on your face; hear the wind in the trees. It's easier to connect to a higher power when you're in touch with Nature; it's easier to put things into perspective. The people in the olden days were stress free, mentally and physically healthy and possessed longer lifespan.

If we beneficially use some of our valuable time by walking barefoot touching soil instead of spending time in front of mass medias, we may improve our mental health and

hence become more nature friendly. Walking barefoot may reduce various mental illness such as depression, anxiety, fear etc.

A tribe is developmentally or historically, a social group existing before the development of, outside, states. Tribe is a people, who dependent on their land for their living, who are largely self-sufficient. It is perhaps the term most readily understood and used by the general public. They are not much integrated into the national society. Most of the tribal people of Kerala live in the forests and mountains of Western Ghats, bordering Karnataka and Tamil Nadu. Only a handful of families are living in the Mancheri hills of Nilambur forest division from where we collected the samples for the present study. We have chosen tribals of paniya category from Akampadam, Nilambur. The Paniya today are a scheduled tribe. The Paniya have historically worked as agricultural labourers.

Aggression is the intentional injury or harm to another person. This injury or harm can be either physical or psychological. There are two types of aggression: instrumental and emotional aggression. Injury or harm in which the goal is to obtain something of value is called instrumental aggression. Injury or harm that is carried out for the explicit goal of hurting someone is emotional aggression. Learning approaches to aggression suggest that aggression is based on prior learning. To understand aggressive behaviour we should look at the rewards and punishments found in an individual's environment. Social learning theory suggests that the primary mechanism for learning aggressive behaviour is direct reinforcement and punishment. Aggressive behaviour is different from aggressive feelings; people over behaviour do not always reflect their internal feelings. That is a person cannot express aggression though he can be angry inside.

Aggressive behavior may occur as a form of retaliation or may even occur without provocation. Aggression can take place on a number of different forms such as verbal communication through yelling at another individual or physically by engaging in some type

of physical violence. It can also take place on an indirect manner like teasing, bullying, spreading rumours, name calling, or ignoring someone. Aggression may accompany with other symptoms that are determined by the underlying disorder or illness. Ailments that influence behavior have psychological, cognitive, and physical symptoms. Some other signs and symptoms include: anxiety, moodiness, agitation, trouble with concentration and attention, hallucination, delusions etc. As per frustration- aggression theory, the perception that you are being prevented from obtaining a goal will increase the probability aggression. If the other person, to whom we feel angry, is stronger, the expression of anger is less likely to occur. According to Albert Bandura and his co-workers people observe the behaviour of models and the subsequent consequences of that behaviour. If the consequences are positive, the behaviour is likely to be imitated when observers find themselves in a similar situation. The theory sees aggression not as inevitable, but rather as a learned response that can be understood in terms of rewards and punishments.

Mental health includes our emotional, psychological and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. There are biological factors such as genes or brain chemistry, life experiences, such as trauma or abuse, family history of mental health problems that contribute to the mental health problems. Positive mental health and wellness allows people to realize their full potential, work productively and cope up with the stresses of life. Mental health is a term used to describe either a level of cognitive or emotional well being or an absence of a mental disorder. From perspectives of the discipline of positive psychology or holism mental health may include an individual's ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience.

Mental health is an expression of our emotions and signifies a successful adaptation to a range of demands. Mental health improves the quality of life. When we are free of depression, excessive stress, and anxiety and worry addictions and other psychological problems, we can live our lives to the fullest. Mental health also strengthens and supports our ability to have healthy relationships, make good life choices, maintain physical health and well-being discover and grow toward to our potential and handle the natural ups and downs of life.

In a study, Jahoda (1958) reviewed the literature on the concept of mental health and found that the recurring themes in these definitions were (1) attitude to self, (2) degree of growth, development and self- actualisation, (3) integration, (4) autonomy, (5) perception of reality, and (6) mastery of the environment.

Levinson takes a socio-cultural view when he says that, mental health is primarily dependent upon the way the person feels about self, others and the world particularly in reference to his own place in it.

In a study, Amann, Evans, & Strumpf (2001), conducted a study entitled as” Mental Health Correlates of Aggression in Nursing Home Residents With Dementia” aimed to examine the influence of (a) the resident characteristics of depression, communication, and cognition and (b) behavior management strategies on aggression in a group of older nursing home residents (N = 405) with evidence of dementia. The result reveals that impaired communication is associated with all forms of aggression, depression with physical aggression, and disorientation with verbal aggression.

In a study, James Gross and Muñoz (1995), conducted a study entitled as “Emotion Regulation and Mental Health” aimed to examine whether emotion regulation is an essential (and traditionally underemphasized) feature of mental health. The result reveals the role of emotion regulation in the broader context of public mental health.

In a study, Jordan, Campbell, & Follingstad (2010), in their study” Violence and Women's Mental Health: The Impact of Physical, Sexual, and Psychological Aggression”, aimed to define violence against women in its variant forms and examines the literature on the mental health effects associated with these abuse experiences. The result of the study was that the mental health system's response to the complex needs of women suffering battering, rape, stalking, and psychological aggression.

In a study, Follingstad (2008), conducted a study on “The Impact of Psychological Aggression on Women’s Mental Health and Behavior: The Status of the Field” investigated the potential effects of psychological aggression in terms of mental health disorders/symptoms, physical manifestations, personality traits, increases in physical and psychological aggression, and relationship changes and cessation. The result was that psychological abuse produces major personality and affective shifts in the recipient.

Objectives

- To find out the relationship between mental health and aggression among tribals who don't use footwears.
- To find out the relationship between mental health and aggression among tribals who use footwears.
- To find the significant difference in mental health between tribals who don't use and use footwears.
- To find the significant difference in aggression between tribal who don't use and use footwear.

METHOD

The process used to collect information and data for the purpose of making business decisions. The methodology may include publication research, interviews, surveys and other

research techniques, and could include both present and historical information. The present study follows descriptive research design. Survey and interview method was used to collect data from the sample.

Research Design

The present study follows a descriptive research design, survey and interview method were used for collection of data.

Participants

A total of 38 tribals were selected for the present study among them 18 tribals who doesn't use footwears and 20 tribals who use footwears.

Inclusion Criteria

Only tribal people were included.

Male as well as female tribes of age group 30 to 70 were included in the present study.

Tribals from Ambumala colony of Akambadam were included in the study.

Exclusion Criteria

Tribals below the age of 25 were excluded.

Tribals above the age of 70 were also excluded.

People other than tribals were excluded

Instruments

The present study made use of two instruments mainly

Mental health inventory(P. Gireesh&Dr. H. Sam Sadananda Raj ,1988)

This scale was developed by Gireesan and Sananda Raj in 1988.The scale consists of 72 items consisted of 6 sub variables, namely, attitude towards self, self-actualization, integration, autonomy, perception reality and environmental mastery.

The split-half reliability of the subscale varies between 0.73-0.89 and the test-retest reliability is also found to be significant and varied between 0.63-0.76 respectively. Concurrent validity of 0.7 had been established for this inventory.

Buss and Perry aggression scale

Buss and Perry (1992) developed the aggression questionnaire to assess aggressiveness as a personality trait. The scale consists of 29 brief statements (e.g., Once in a while can't control my urge to strike another person.) The scale intended to measure four aspects of aggression namely, physical aggression (9 items), verbal aggression (5 items), anger (7 items), and hostility (8 items).

The correlation among the four factors ranged from 0.38 to 0.49. The internal consistency ranges from 0.72 (Verbal Aggression) to 0.89 (total BPAQ score). Retest reliability for the BPAQ over nine weeks is also seen to be satisfactory.

HYPOTHESIS

H1: There will be a relationship between mental health and aggression among tribals who don't use footwears

H2: There will be a relationship between mental health and aggression among tribals who use footwears

H3: There will be a significant difference in mental health between tribals who don't use and use footwears

H4: There will be a significant difference in aggression between tribal who don't use and use footwear

Procedures for Data Collection

We have selected 38 tribal people from Ambumala colony of Akambadam, Malappuram district. Among them 18 were tribals who don't use footwears and 20 were

those who use footwears. The inventories provided were scored according to the scoring procedure for each inventory and the total score of each were taken for the analysis.

Statistical Tests Used

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

RESULTS

Objective 1: To find out the relationship between mental health and aggression among tribals who don't use footwears.

Hypothesis 1: There will be a relationship between mental health and aggression among tribals who don't use footwears.

Table 1

shows spearman rank correlation between mental health and aggression among tribals who don't use footwears

| Group | Variables | r-value | Significance |
|-----------|---------------|---------|--------------|
| Don't use | Aggression | .376 | .102 |
| | Mental health | | |

From Table 1, it is understood that correlation coefficient between mental health and aggression among tribals who don't use footwears was found to be .376 ($r = .376$) and the level of significance was 0.102 which shows no correlation between two variables studied.

Hence the hypothesis "there will be a relationship between mental health and aggression among tribals who don't use footwears" is rejected.

Objective 2: To find out the relationship between mental health and aggression among tribals who use footwears.

Hypothesis 2: There will be a relationship between mental health and aggression among tribals who use footwears.

| Group | Variables | r-value | Significance |
|-------|---------------|---------|--------------|
| Uses | Aggression | -.108 | .670 |
| | Mental health | | |

Table 2: shows spearman rank correlation between mental health and aggression among tribals who use footwears.

From Table 2, it is understood that correlation coefficient between mental health and aggression among tribals who use footwears was found to be -0.108 ($r = -0.108$) and the level of significance was 0.670 which shows no correlation between two variables studied.

Hence the hypothesis “there will be a relationship between mental health and aggression among tribals who use footwears “ is rejected.

Objective 3: To find the significant difference in mental health between tribals who don't use and use footwears.

Hypothesis 3: There will be a significant difference in mental health between tribals who don't use and use footwears.

Table 3

shows Mann Whitney U in mental health between tribals who don't use and use footwears

| Variables | Groups | N | Mean rank | SD | Sum of squares | Mann Whitney U | Sis (2 –tailed) |
|---------------|-----------------------------------|----|-----------|--------|----------------|----------------|-----------------|
| Mental health | Tribal's who don't use foot wears | 18 | 19.44 | 13.703 | 350.00 | -.029 | .977 |
| | Tribal's who use footwear | 20 | 19.55 | .506 | 391.00 | | |
| | Total | 38 | | | | | |

From Table 3, it can be seen that the mean rank of mental health between tribal who don't use and use footwear were found to be 19.44 and 19.55 and the sum of squares of mental health between tribals who don't use and use footwears were 350 and 391 respectively.

Mann Whitney U value and the level of significance were -0.029 and 0.977 respectively which was not significant. It indicates that there is no significant difference in mental health between tribals who don't use and use footwears.

Hence the hypothesis "there will be significant difference in mental health between tribals who don't use and use footwears" is rejected.

Objective 4: To find the significant difference in aggression between tribal who don't use and use footwear.

Hypothesis 4: There will be a significant difference between tribal who don't use and use footwear.

Table 4

Shows Mann Whitney U in aggression between tribal who don't use and use footwear

| Variables | Groups | N | Mean rank | SD | Sum of squares | Mann Whitney U | Sis (2 – tailed) |
|------------|-----------------------------------|----|-----------|--------|----------------|----------------|-------------------|
| Aggression | Tribal's who don't use foot wears | 18 | 13.39 | 10.112 | 241.00 | -3.223 | .001 |
| | Tribal's who use footwear | 20 | 25.00 | .506 | 500.00 | | |
| | Total | 38 | | | | | |

From the Table 4 it is clear that the mean rank of aggression between tribals who don't use and use footwears are found to be 13.39 and 25.00, and the sum of squares of aggression between tribal who don't use and use footwear were found to be 241.00 and 500.00 respectively.

Mann Whitney U vale and the level of significance were found to be -3.223 and 0.001 respectively which was significant. It indicates that there is significant difference in aggression between tribal who don't use and use footwear.

Hence the hypothesis “there will be a significant difference in aggression between tribal who don't use and use footwear” was accepted.

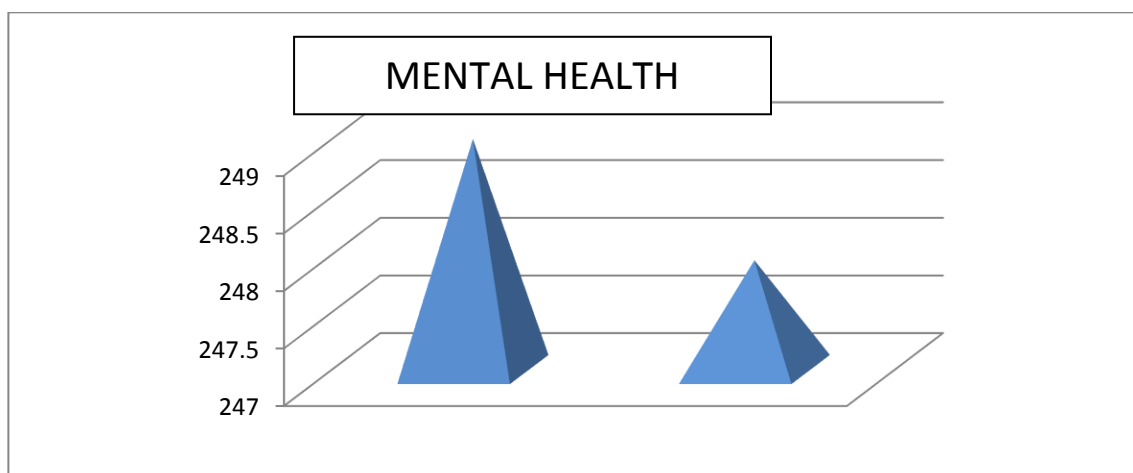


Figure 1: Shows the mean scores on mental health of tribals who don't use and use footwears

The mean and standard deviation of mental health in tribals who don't use footwears were found to be 249.00 and 12.889 and that of tribals who use footwears were 247.95 and 14.713 respectively. When comparing the mean scores obtained by both groups in mental health, it is inferred that tribals who don't use footwears show slight high mental health than tribals who use footwears. The results are shown graphically too.

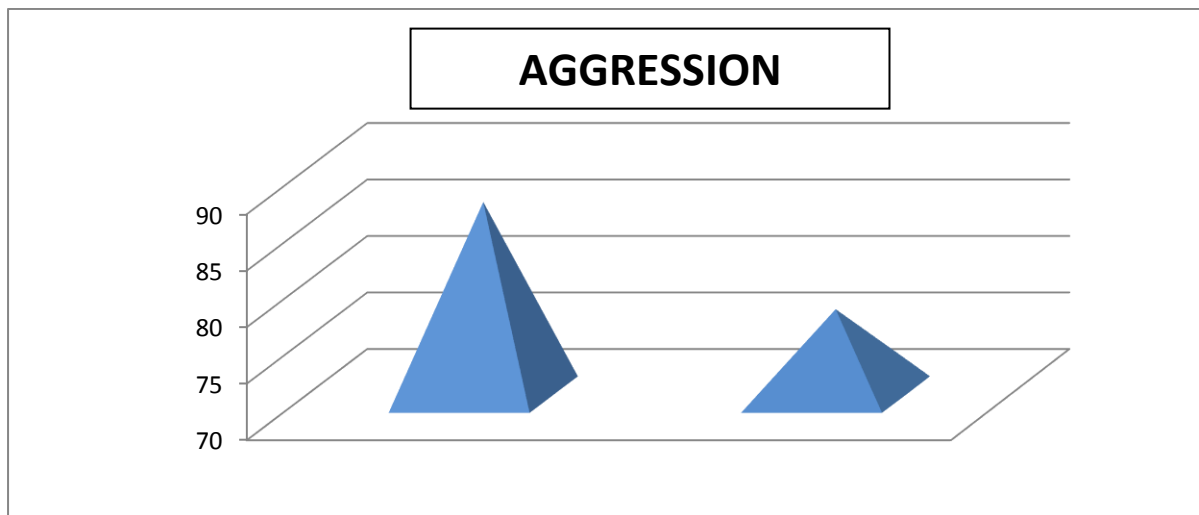


Figure 2: Shows the mean scores on aggression of tribals who don't use and use footwears

The mean and standard deviation of aggression in tribals who don't use footwears were found to be 87.05 and 77.56, for tribals who use footwears were found to be 11.478 and 5.008 respectively. When comparing the mean scores obtained by both the groups in aggression, it is inferred that the tribals who use footwears show high aggression than tribals who don't use footwears. The results are shown graphically too.

DISCUSSION

When we compare the mean scores on mental health of the two groups studied, the tribals who don't use footwears got a slight higher score than tribal's who use footwears. And

when we compare the mean scores on aggression of the two groups studied, the tribals who use footwears got a higher score than those who don't use footwears. The high mean score in aggression of tribal can be linked with their habit of wearing footwear's. By going barefoot, one begins to wake up new muscles, both for balance and support. Going barefoot enhances tactile sensation. Our sense of touch, or tactile sensation, is mediated by cutaneousmechanic receptors located in our skin. Going barefoot helps in increasing muscle tone, balance, healing injuries etc. Going barefoot not only wakes up long-dormant muscles of the feet and legs, but gets more blood flow to the feet and legs to get them going. This increased blood flow means less aches and pains, less varicose veins, and warmer feet and legs in the winter. All these reasons may have resulted in the decreased aggression among tribals those who don't use footwears. Our participants in study also shows a slight difference in their mental health which may be related to these reasons. It was found that there exists a slight difference in mental health between tribals those who use and don't use footwears. Tribals who don't use foot wears exhibit higher mental health. At the same time there is a significant difference in aggression, and tribals who use footwears are more aggressive than those who don't use.

MAJOR FINDINGS

From the study it was found that,

- There is no relationship between mental health and aggression among tribals those who use footwears
- There is no relationship between mental health and aggression among tribals those who don't use footwears
- There is no significant difference in mental health among tribals who use and don't use footwears

- There is significant difference in aggression among tribals who use and don't use footwears

CONCLUSION

There exists a slight difference in mental health between the two population. Tribals who don't use footwears exhibit higher mental health. There is a significant difference in aggression, and tribals who use footwears are more aggressive than those who don't use.

There is no correlation between the two variables.

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A Study of Mental Health among Urban and Rural College Going Students

Ramesh D. Waghmare*

ABSTRACT

Mental health is a concept that refers to a human individual's emotional and psychological well-being. Merriam-Webster defines mental health as "A state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life. The purpose research attempted to study the Area of residence between mental healths. To study by research seared variables in gender and mental health sub factor. The sample has 100 college students in each 50 Urban students (25 Male and 25 Female students) and 50 Rural students (25 Male and 25 Female college students). The scale was used for data collection mental health battery by Arun Kumar Singh and Alpana Sen Gupta (2005). Sample design was used and data were analysis by Mean, SD and 'F' values. Results show that 1) There is no significant difference between Urban and Rural college students on demotion Emotional stability.2) Rural Students high Overall Adjustment than Urban Students.3) Urban Students high Autonomy than Rural Students.4) Urban Students high Security- Insecurity than Rural Students.5) Urban Students high Self-Concept than Rural Students.6) There is no significant difference between Urban and rural college students with Mental Health dimension on Intelligence.7) Urban Students high Mental Health than Rural Students.

Keywords: *Mental Health, Emotional stability, Adjustment, Self-concept, Autonomy, Intelligence*

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INTRODUCTION

The Concept of mental health is as old as human beings. In recent years' clinical psychologists as well as educationists have started giving proper attention the study of mental health. However, in India, relatively very few works have been conducted. Mental health is an emotional and psychological well-being in which individual is able to use his or her cognitive and emotional capabilities; function in society and meets the ordinary demands of everyday life. Mental health is defined as the capacity to feel, think and act in ways that enhance one's ability to enjoy life and deal with challenges. Expressed differently, mental health refers to various capacities including the ability to: understand oneself and one's life; relate to other people and respond to one's environment, experience pleasure and enjoyment; handle stress and withstand discomfort; evaluate challenges and problems; pursue goals and interests; and explore choices and make decisions. The WHO defines mental health as "a state of well being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community" Mentally healthy individuals have three main characteristics: (1) they feel comfortable about themselves, i.e., they accept their shortcomings, neither underestimate nor overestimate their own abilities, and have a reasonable level of self respect; (2) they are considerate towards others and establish relationships that are gratifying and lasting, trust others and takes responsibility for his fellow men and the actions of self; and (3) mentally healthy individuals are able to meet the demands of life and find solutions for problems they face, make decisions thoughtfully, and set reasonable goals for themselves. Good mental health is characterized by a person's ability to fulfill a number of key functions and activities including: the ability to learn; the ability to feel, express and manage a range of positive and negative emotions; the ability to form and

maintain good relationships with others; and, the ability to cope with and manage change and uncertainty.

Dimensions of Mental Health

- adjustment
- Emotional Stability
- Overall Autonomy
- Security-Insecurity
- Self-Concept
- Intelligence

REVIEW OF LITERATURE

In a study, Nandana (2001) results revealed that female students were found to have better mental health than male students. Students in urban, rural and ashram schools had similar mental health; whereas female students had better mental health than male students in rural schools. Sharma (2006) in her study compared all the six dimensions of mental health between male and female adolescents. No significant difference was found in emotional stability, over-all adjustment, autonomy, and security-insecurity, self-concept, and intelligence measures of mental health between male and females' adolescents as well as between those belonging to urban and rural areas.

Need and Significance

The present study examines the importance of Mental Health among college students. The experience of positive emotions helps the resilient individuals in their ability to recover

stress effectively in his/her daily life. This study helps to understand the process of Mental Health in the development of an individual. Mental Health is also determined by the complex interactions between individual characteristics, social and economic factors and the physical environment. This study is an attempt to understand the process of resilience and psychological wellbeing in development among college students.

The present study is justified on the grounds that it is the first plan of its kind, and designed to explore the compare of Mental Health of the College Students of rural and urban areas. The present study will provide an insight to the parents to deal effectively with their children so that they will be able to develop an understanding of the importance of mental health. This understanding will also assist the Students to create a more affectionate, harmonious, warm and democratic emotional atmosphere in inculcating good study habits at school and also proper training and guidance may be given to the children accordingly, the basis of the findings of the study, may help the students to modify their behavior with regard to mental health related problems for both areas. Educational administrators, curriculum planners, counselors and guidance workers may also be benefitted by the results of this study. The information yielded by this work may be of great practical use for the purpose of training program of teachers and guidance personals.

METHOD

Statement of the problem

To Study of Mental Health among Urban and Rural College Going Students”.

Objectives

To examine the of Mental Health among Urban and Rural College Going Students.

Participants

The present study sample 100 was selected from college students of Jalna district in Maharashtra. The effective sample consisted of 100 subjects out of which 50 Urban students (25 Male and 25 Female students) and 50 Rural students (25 Male and 25 Female students). Stratified random sampling method was employed to select the unit of sample. The subject selected in this sample will be used in the age group of 18 years to 21 years (Mean-19.22 and SD- 2.10) and Ratio 1:1. Thus total sample includes as shown in the following table.

| | | Gender | | |
|-------------------|--------------|---------------|---------------|--------------|
| | | Male | Female | Total |
| Area of residence | Urban | 25 | 25 | 50 |
| | Rural | 25 | 25 | 50 |
| | Total | 50 | 50 | 100 |

Hypotheses

There is no significant difference between Urban and Rural College Going Students with Mental Health dimension on Emotional stability, Overall adjustment, Autonomy, Security- Insecurity, Self-concept, Intelligence.

Research Design

Simple research design used in the present study

Variables of the Study

| Variable | Type of variable | Sub. variable | Name of variable |
|--------------------------|-------------------------|----------------------|-------------------------|
| Area of residence | Independent | 02 | 1) Urban |
| | | | 2) Rural |

| | | | |
|----------------------|-----------|----|-------------------------|
| Mental Health | Dependent | 06 | 1) Emotional stability |
| | | | 2) Over all Adjustment |
| | | | 3) Autonomy |
| | | | 4) Security- Insecurity |
| | | | 5) Self-Concept |
| | | | 6) Intelligence. |

Instruments

| Aspect | Name of the Test | Author |
|---------------|------------------------------|--------------------------------------|
| Mental Health | Mental health battery (2005) | Arun Kumar Singh Alpana Sen Gupta |

Mental health battery (2005)

In the study the investigator employed English version of Mental Health Battery which was developed and validated by Arun Kumar Singh and Alpana Sen Gupta (2005). (Original Hindi version translated by Mrs. Gulnaz in English version). MHB intends to assess the status of mental health of persons in the age range of 13 to 22 years. As it is a battery of six tests. There are set of 130 items in the MHB with six dimensions- emotional stability (ES), over all adjustment (OA), Autonomy (AY), security – Insecurity (SI), self -concept (SC) and Intelligence (IG). Reliability of various dimensions of the battery varied across 0.72 to 0.87. It also has high level of concurrent and constructs validity.

Procedures of data collection

The following research methodology was used in the present study. The primary information was gathered by giving personal information from to each to each student. The students were called in a small group of 10 to 15 students. To fill the inventories subjects

were given general instructions belongs to each scale. The students provided the Mental Health Battery.

Data analysis

The data were analyzed as follows.

The Mean and SD with graphical representation for Area of residence (Urban and Rural College Students) on Mental Health 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 Mental Health.

RESULTS AND DISCUSSION

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

Table 1

Show the mean, SD and F value of Emotional stability and Area of residence

| Area of residence | Mean | SD | N | DF | Mean Difference | F | Sign |
|-------------------|-------|------|----|----|-----------------|------|------|
| Urban Students | 9.90 | 2.92 | 50 | | 0.68 | 2.11 | NS |
| Rural Students | 10.26 | 2.38 | 50 | | | | |

98

(Critical value of "F" with df 99 at 0.01 = 3.94 and at 0.05 = 6.90)

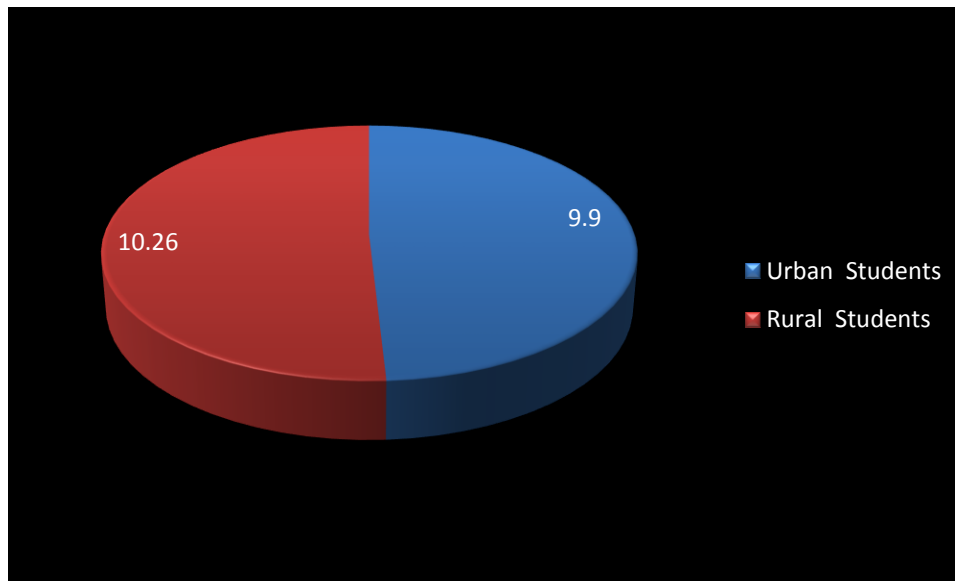


Figure 01

Illustration of the table 1 and Figure 01 indicated that the mean value of two classified group seems to differ from each other on Emotional stability. The mean and SD value obtained by the Urban college students 9.90, SD 2.92 and Rural College students was 10.26, SD 2.38, but on the basis of mean observation it would that mean difference 0.68. Both group 'F' ratio was 2.11 at a glance those Rural college student shows minor high score than Urban college students.

In the present study was hypothesis related Emotional stability and Area of residence. It was "There is no significant difference between Urban and Rural college students on demotion Emotional stability. Area of residence effect represent the Emotional stability was significant (F- 22.97, 1 and 99, P- NS). This is no significant 0.01 and 0.05 levels because they obtained 'F' value are low than table values at 0.01 and 0.05. In the present study was found that Urban and Rural college students not differ from Emotional stability. There is no significant difference between Urban and Rural college students on demotion Emotional stability.

Table 2

Show the mean, SD and F value of Overall Adjustment and Area of residence

| Area of residence | Mean | SD | N | DF | Mean Difference | F | Sign |
|-------------------|-------|------|----|----|-----------------|------|------|
| Urban Students | 22.70 | 4.26 | 50 | | 1.50 | 4.96 | 0.05 |
| Rural Students | 24.20 | 3.30 | 50 | 98 | | | |

(Critical value of “F” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90)

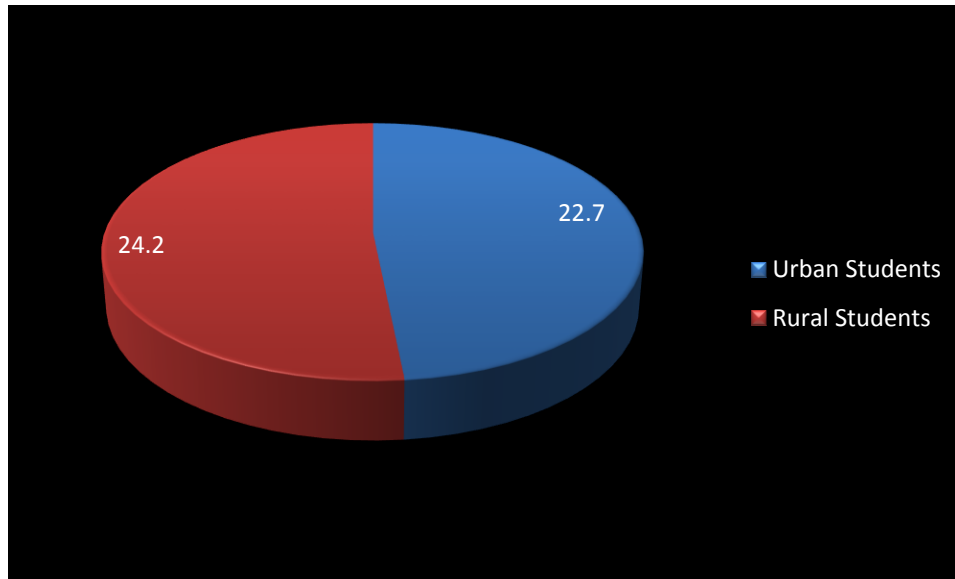


Figure 2

Illustration of the table 2 and Figure 2 indicated that the mean value of two classified group seems to differ from each other on Overall Adjustment. The mean and SD value obtained by the Urban college students 22.70, SD 4.26 and Rural College students was 24.20, SD 3.30, but on the basis of mean observation it would that mean difference 1.50. Both group ‘F’ ratio was 4.96 at a glance those Rural college student shows high score than Urban college students.

In the present study was hypothesis related Overall Adjustment and Area of residence. It was “There is no significant difference between Urban and Rural college students on demotion Overall Adjustment. Area of residence effect represent the Overall Adjustment was significant (F- 4.96, 1 and 99, P- 0.05). This is significant 0.05 levels because they

obtained 'F' value is high than table values at 0.05. In the present study was found that Urban and Rural college students differ from Overall Adjustment. Rural Students high overall Adjustment than Urban Students.

Table 3

Show the mean, SD and F value of Autonomy and Area of residence

| Area of residence | Mean | SD | N | DF | Mean Difference | F | Sign |
|-------------------|-------|------|----|----|-----------------|-------|------|
| Urban Students | 10.90 | 1.91 | 50 | | 1.48 | 19.58 | 0.01 |
| Rural Students | 9.42 | 2.28 | 50 | 98 | | | |

(Critical value of "F" with df 99 at 0.01 = 3.94 and at 0.05 = 6.90)

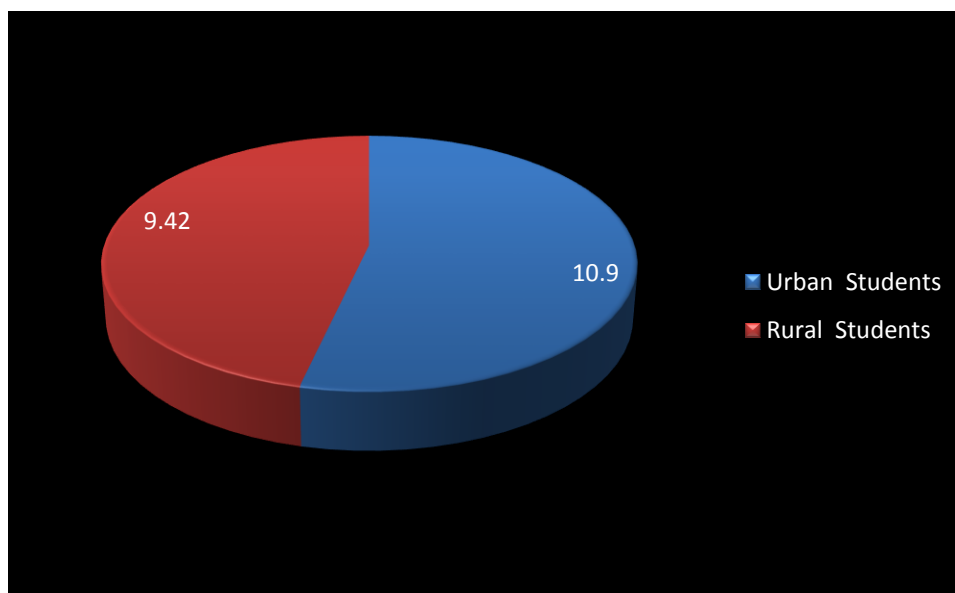


Figure 3

Illustration of the table 3 and Figure 3 indicated that the mean value of two classified group seems to differ from each other on Autonomy. The mean and SD value obtained by the Urban college students 10.90, SD 1.91 and Rural College students was 9.42, SD 2.28, but on the basis of mean observation it would that mean difference 1.48. Both group 'F' ratio was 19.58 at a glance those Urban college student shows high score than Rural college students.

In the present study was hypothesis related Autonomy and Area of residence. It was “There is no significant difference between Urban and Rural college students on demotion Autonomy. Area of residence effect represent the Autonomy was significant (F- 19.58, 1 and 99, 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 Autonomy. The findings of the not supported the hypothesis, they are hypothesis rejected the present study. Urban Students High Autonomy than Rural Students.

Table 4

Show the mean, SD and F value of Security- Insecurity and Area of residence

| Area of residence | Mean | SD | N | DF | Mean Difference | F | Sign |
|-------------------|-------|------|----|----|-----------------|-------|------|
| Urban Students | 12.34 | 1.64 | 50 | | 2.34 | 47.73 | 0.01 |
| Rural Students | 10.00 | 2.13 | 50 | 98 | | | |

(Critical value of “f” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90)

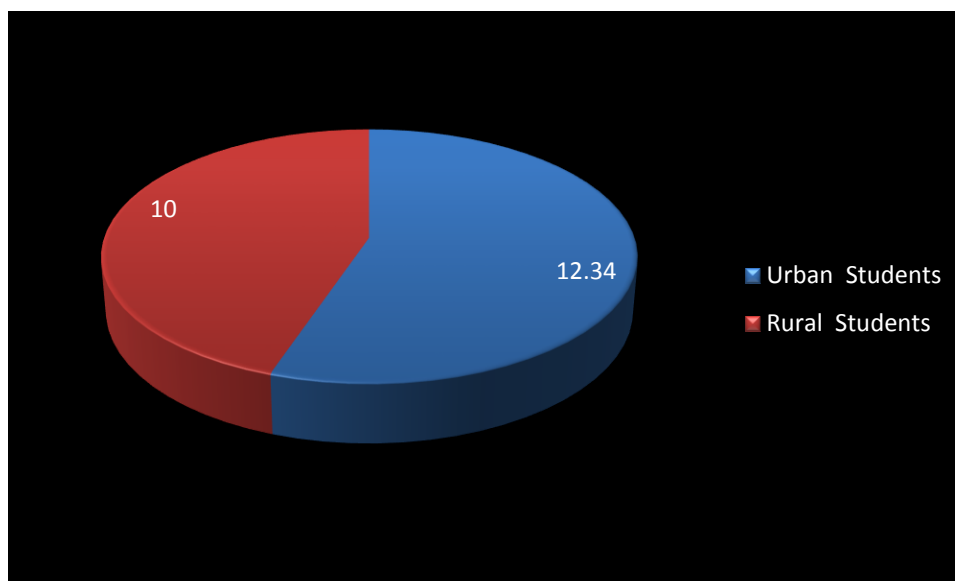


Figure 4

Illustration of the table 4 and Figure 4 indicated that the mean value of two classified group seems to differ from each other on Security- Insecurity. The mean and SD value obtained by the Urban college students 12.34, SD 1.64 and Rural College students was 10.00, SD 2.13, but on the basis of mean observation it would that mean difference 2.34. Both group 'F' ratio was 47.73 at a glance those Urban college student shows high score than Rural college students.

In the present study was hypothesis related Security- Insecurity and Area of residence. It was "There is no significant difference between Urban and Rural college students on demotion Security- Insecurity. Area of residence effect represent the Security- Insecurity was significant (F- 47.73, 1and 99, 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 Security- Insecurity. The findings of the not supported the hypothesis, they are hypothesis rejected the present study. Urban Students high Security- Insecurity than Rural Students.

Table 5

Show the mean, SD and F value of Self-Concept and Area of residence

| Area of residence | Mean | SD | N | DF | Mean Difference | F | Sign |
|-------------------|-------|------|----|----|-----------------|-------|------|
| Urban Students | 10.92 | 1.95 | 50 | | 1.28 | 10.60 | 0.01 |
| Rural Students | 9.64 | 2.29 | 50 | 98 | | | |

(Critical value of "F" with df 99 at 0.01 = 3.94 and at 0.05 = 6.90)

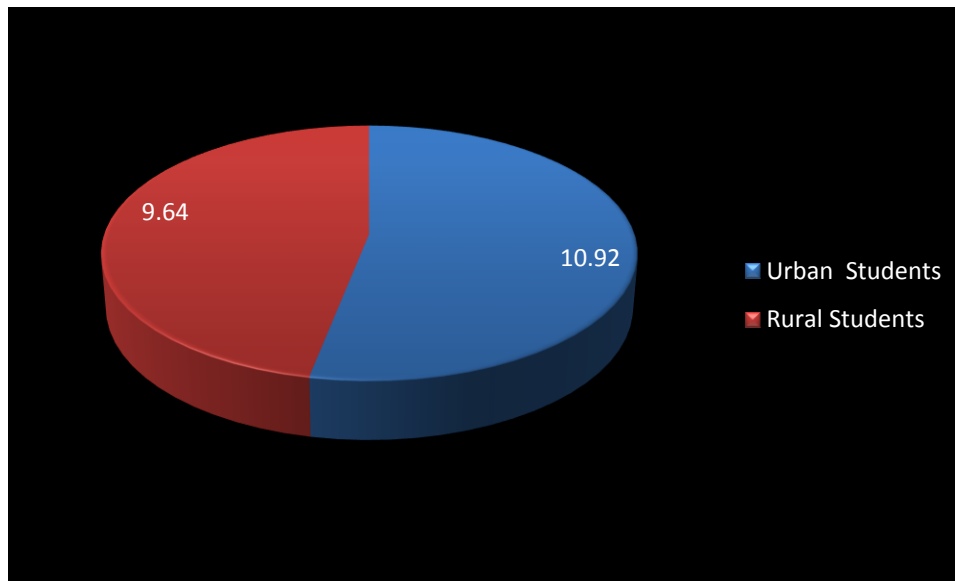


Figure 5

Illustration of the table 5 and Figure 5 indicated that the mean value of two classified group seems to differ from each other on Self-Concept. The mean and SD value obtained by the Urban college students 10.92, SD 1.95 and Rural College students was 9.64, SD 2.29, but on the basis of mean observation it would that mean difference 1.28. Both group 'F' ratio was 10.60 at a glance those Urban college student shows high score than Rural college students.

In the present study was hypothesis related Self-Concept and Area of residence. It was "There is no significant difference between Urban and Rural college students on demotion Self-Concept. Area of residence effect represent the Self-Concept was significant (F- 10.64, 1 and 99, 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 Self-Concept. The findings of the not supported the hypothesis, they are hypothesis rejected the present study. Urban Students high Self-Concept than Rural Students.

Table 6

Show the mean, SD and F value of Intelligence and Area of residence

| Area of residence | Mean | SD | N | DF | Mean Difference | F | Sign |
|-------------------|-------|------|----|----|-----------------|------|------|
| Urban Students | 21.94 | 2.28 | 50 | | 0.02 | 0.20 | NS |
| Rural Students | 21.92 | 2.19 | 50 | 98 | | | |

(Critical value of ‘F’ with df 99 at 0.01 = 3.94 and at 0.05 = 6.90)

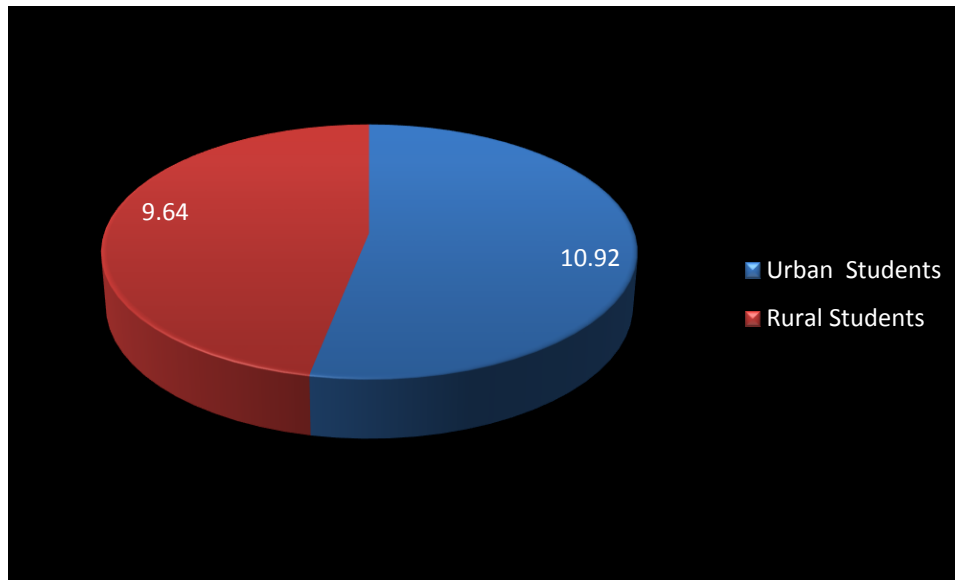


Figure 6

Illustration of the table 6 and Figure 6 indicated that the mean value of two classified group seems to differ from each other on Intelligence. The mean and SD value obtained by the Urban college students 21.94, SD 2.28 and Rural College students was 21.92, SD 2.19, but on the basis of mean observation it would that mean difference 0.02. Both group ‘F’ ratio was 0.20 at a glance those Urban college student shows minor high score than Rural college students.

In the present study was hypothesis related Intelligence and Area of residence. It was “There is no significant difference between Urban and Rural college students on demotion Intelligence. Area of residence effect represent the Intelligence was not significant (F- 0.20, 1 and 99, P-NS). This is not significant 0.01 and 0.05 levels because they obtained ‘F’ value are low than table values at 0.01 and 0.05. In the present study was found that Urban and Rural college students not differ from Intelligence. The findings of the supported the

hypothesis, they are hypothesis Accepted the present study. There is no significant difference between Urban and rural college students with Mental Health dimension on Intelligence.

Table 7

Show the mean, SD and F value of Mental Health and Area of residence

| Area of residence | Mean | SD | N | DF | Mean Difference | F | Sign |
|-------------------|-------|------|----|----|-----------------|------|------|
| Urban Students | 86.52 | 6.65 | 50 | | 2.95 | 5.36 | 0.05 |
| Rural Students | 85.90 | 6.02 | 50 | 98 | | | |

(Critical value of “F” with df 99 at 0.01 = 3.94 and at 0.05 = 6.90)

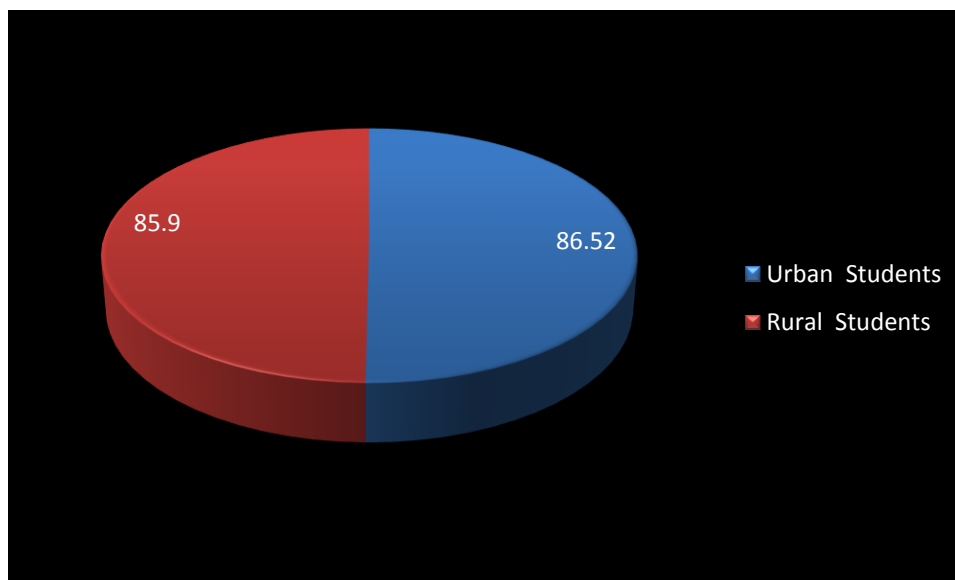


Figure 7

Illustration of the table 7 and Figure 7 indicated that the mean value of two classified group seems to differ from each other on Mental Health. The mean and SD value obtained by the Urban college students 86.52, SD 6.65 and Rural College students was 85.90, SD 6.02, but on the basis of mean observation it would that mean difference 2.95. Both group ‘F’ ratio was 5.36 at a glance those Urban college student shows high score than Rural college students.

In the present study was hypothesis related Mental Health and Area of residence. It was “There is no significant differences between Urban and Rural college students on Mental Health. Area of residence effect represent the Intelligence was significant (F- 5.36, 1 and 99, P-0.01 and 0.05 level). This is significant 0.05 levels because they obtained ‘F’ value are high than table values at 0.05. In the present study was found that Urban and Rural college students differ from Mental Health. The findings of the not supported the hypothesis, they are hypothesis rejected the present study. Urban Students high Mental Health than Rural Students.

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

- There is no significant difference between Urban and Rural college students on demotion Emotional stability
- Rural Students High Overall Adjustment than Urban Students
- Urban Students High Autonomy than Rural Students
- Urban Students High Security- Insecurity than Rural Students
- Urban Students High Self-Concept than Rural Students

- There is no significant difference between Urban and rural college students with Mental Health dimension on Intelligence
- Urban Students High Mental Health than Rural Students

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Affection towards Violent Media and Aggressive Attitude among Secondary Level Students (15-17 years) in Islamabad and Rawalpindi Mixed Method Approach

Zooni Ashfaq*

ABSTRACT

The purpose of the present study was to contribute to the state of the research by predicting and comparing attitudes about aggression among adolescent boys and girls on the basis of their exposure to media violence. The study used a mixed method approach utilizing survey method and interview method. Two hundred adolescent boys and girls aged 15-17 were selected from seven schools located in capital city Islamabad. The quantitative data was collected using four instruments: the Informed Consent, Demographic Performa, Media Violence Affection scale, and Aggressive Attitude Scale. The results indicated after applying complex statistical measures that ($\Delta R^2 = .48$, $F = 21.05$, $P < .000$) boys develop more affection towards media violence and ultimately exhibit greater aggression as compared to girls, as well as media violence is 48% contributing factor in initiating and extending violence among both genders. Qualitative data revealed through cluster and percentage analysis of interview responses, also verified that adolescents have affection towards media violence and ultimately exhibit greater aggression.

Keywords: *Aggression, Affection, Media, Violence*

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INTRODUCTION

Aggression, violence, brutality, resentment and hostility are the major worldwide concerns of this century and most common today in all segments of societies which is affecting social life enormously. People are now frequently reading or hearing about street violence cases, squad battles, shooting cases, bombings and actually become sufferers of such proceedings. These actions are the most tremendous instances of the aggression and violence which takes place every day. Recent studies indicate that adolescents are the major contributors of violence and violent crime increase, often involving with guns, and that they are largely involve in rape cases, robbery proceedings and assaults at two to three times niche the rate of adults (Finkelhor & Dziuba-Leafheiman, 1994).

Violent and aggressive behaviors and anticipated attitudes in people are documented to be associated to a large quantity of physiological, psychological (emotional), domestic, social and cultural reasons. The learning environment to which the child of this era is exposed to is also considered as contributing to the augment of unsociable and antisocial attitudes and feelings (Berkowitz, 2001).

In recent times, investigators and professors bring into being the thought that “attitude toward real life violence and aggression play a causative role in the translation of aggressive feelings into aggressive behavior” (Huckel & Hanson, 2003).

Hence, attitudes may have a significant influence on behavioral conduct, especially on violent and brutal actions, because if there is aggressive attitude than the outcome will be aggressive behavior (Kraus, 1995). One of the noteworthy and important changes in our social environment in the twenty first century is the advent and explosion of mass media.

Physical and non-physical harm that causes pain, injury or fear is violence. In general the violence shown on the media either it is printed or electronic is the media violence. Not surprisingly, people blamed the amount of violence in entertainment media for the apparent increase in the

aggression rate in the children. The vast majority of the research has found a positive relationship between viewing of valences and aggressive behavior.

Although the tendency has been to assume that television violence is the antecedent to aggressive behavior, i.e. the cause of the behavior, a number of studies have found that although we have a correlation between violence viewing and aggressive antisocial behavior, aggressive people may actually be seeking out violent material (Bryant, 1989; Black & Bevan, 2001; Gunter, 1983).

The media that children are exposed to are broader than television alone. There is almost no research on the effects of violence portrayed in newspapers or books on children, and very little on the effects of films (either shown in theatres or shown in the home on VCRs) and video games. But in general it is the research on television that has served as the model for how exposure to violence in the media affects children. This is probably because watching television is such a high frequency event for children and because violence is portrayed on television as occurring much more frequently than it is encountered in everyday life (Houseman, 1986).

One key study that showed the connection between media violence and real violence conducted by Eron (1992). He followed a group of young people for 22 years and found that those who watched more television at age eight were more likely, at age 30, to have committed more serious crimes, to be more aggressive when drinking, and to punish their children more harshly than other, other researchers have repeated Eron's study and found similar results throughout the United States and other countries as well (Eron, 1992).

Researchers showed growing evidence that children interacted and exposed with media in a very meaningful way, specifically interpreting the emotional messages, and exposure of media starts from very young age in child's life because of societal settings in 21st century (Susan, 2004).

Objectives of Study

- The chief objectives of this study are as follow:

- To explore covert cognitive and attitudinal consequences as a result of violent media affection among the schoolboys and schoolgirls aged 15 - 17
- To determine relationship between affection toward violent media and attitudes concerning aggression
- To find out the gender differences among students regarding affection towards media violence
- To investigate the gender differences among students regarding impact of violent media on their attitude.

METHOD

Hypotheses

1. Violent media affection and aggressive attitudes will be positively correlated.
2. Boys will be more affectionate towards media violence as compared to girls.
3. Boys are more aggressive as compared to girls.
4. Boys will be more affectionate towards violent media and ultimately exhibit more aggressive attitude as compared to girls.

Instruments

In this study 4- point Likert scales are used as the quantitative method of data collection. Likert is a psychometric scale often utilized in questionnaire forms, and is the most frequently utilized scale in survey studies as well. For qualitative analysis unstructured interview consisting of 3 verbally asked questions are used. The qualitative data will be collected by using three instruments:

The Demographic Information Performa

In this “Age”, “Gender”, “Grade in Schools”, “Siblings”, “Monthly income” and “Parent’s education level” has been included.

The Media Violence Affection scale

It is a 4- point rating scale consisting of 9 items to measure the violent media affection and possible scores will range from 9 to 36, with higher scores. It has four subscales labeled as “*Very Much*,” “*Much*”, “*Not Very Much*”, and “*Not at All*”, and it is developed by M. Salleh Bin Hassan.

Reliabilities test of the instruments were developed by using the Cronbach’s Coefficient Alpha check. A pilot study has been conducted by M. Salleh Bin Hassan for reliability ordeal of instrument in 2009. Results of the pilot study revealed that Cronbach’s alpha was 0.75 for the Affection towards Media Violence Scale. The results showed a satisfactory rank of internal reliability for entire indexes. In conclusion, instrument credited as valid.

Aggressive Attitude Scale

It contains 29 items scale divided by factor analyses into four correlated subscales: Physical Aggression (9 Items), Verbal Aggression (6 Items), Anger (7 Items) and Hostility (7 items) These four subscales, offer more differentiated coverage of the tripartite model of aggression and represent the affective and cognitive components, adequately. It is a Likert type rating scale “*Strongly Agree*”, “*Agree*”, “*Disagree*” and “*Strongly Disagree*” and possible scores will range from 28 to 135, with higher scores indicates more tendencies toward aggression developed in 1992 by Buss and Perry.

Buss and Perry (1992) reported that all the factors were Interco related beyond chance. Verbal and Physical Aggression were closely related but only moderately correlated with Hostility. Anger correlated strongly with the other three factors.

Internal Constituency and Reliability: The internal consistency of the four factors and the total score was evaluated by the alpha coefficient. The alphas were as follows: Physical Aggression, .85; Verbal Aggression, .72; Anger, .83; and Hostility, .77

(Total =.89).

The Alpha for the total score indicated considerable internal consistency.

The test-retest correlations were as follow: Physical Aggression, .80; Verbal Aggression, .76; Anger, .72; and Hostility, .72 (total score =.80). These coefficients suggest adequate stability over time (Buss & Perry, 1992).

Research Design

A mixed method approach is felt as the ideal method and was used for this study. This is because the literature review has evidently exposed that this phenomena can be studied through qualitative and quantitative method, and mixed method approach is extensively used in the field of research and it is a modern technique for better analysis of media and their effects on the society. Furthermore, a research design with quantitative measures and qualitative analysis was more pertinent to the purpose of the present study which was to compare and forecast violence related attitudes and concealed cognitive side among adolescent boys and girls on the basis of their experience and exposure to media violence.

Specifically, for quantitative assessment study used a survey research design method that allowed the insertion of a large number of sample (respondents) while taking into account several intervening variables, and for qualitative analysis unstructured interview method was used. This has numerous strengths that make it more proficient for intercultural studies. This provided the cognitive outcome and exposed attitudinal side of participants also it helped to contest the numeric and quantitative responses of participants with verbal outcomes so that any malingering and lie effects were elucidated.

Participants

A sample of 200 students aged 15 to 17 were selected by using convenient sampling technique for this research. This age range was selected because according to Erick Ericson this is the age of adolescents when the child decides a set behavioral pattern for himself and continue it throughout the entire life. Another reason is that literature evidenced that previous researchers had focused on children in their learning age, but this research is specifically encountering the adolescent population.

The sample of 200 participants was selected because data was collected from schools and from schools the adolescent students were approachable, another cause is that large sample makes study results generalizable.

Since the numbers of students in chosen schools were equal. Distribution of the questionnaires was based on the proportion of number of schoolboys and girls in each school to the whole population of students. Therefore, 15 to 20 questionnaires have been distributed in different schools equally for boys and girls.

The decision to target both genders can be described by the actuality that adolescent boys are considered as the key audience of action movies and shows with sky-scraping levels of violence throughout the literature, so the present study aimed at assessing adolescents attitudinal side of both genders towards violence on the basis of exposure to media's violence, and for this, preference of the sample of the study was reasonable. The location of this study was schools in Islamabad and Rawalpindi.

Procedure

Present research has been conducted on affection towards media violence and aggressive attitude of adolescents and in this research different students from schools of were selected.

At first step the scales Aggressive Attitude Scale (AAS) and Media Violence Affection Scale (MVA), were translated by professors and lecturers of National Institute of Psychology NIP Islamabad, and bilingual experts of National Language Authority and Pakistan Academy of Letters, than rechecked by M. Phil students of Preston University.

At second step a pilot study was conducted with the 10 percent sample of selected participants. In this pilot study 20 students were selected, 10 of them were boys and other 10 were girls. Both questionnaires were administered on them and after that unstructured interview process was started with them individually.

Pilot study was conducted in order to make certainty about the befitting of the questionnaires and the interview format. Pilot study enabled researcher to conclude that this mixed method approach will be suitable for prospective participants.

At third stage, for conducting original research 200 students had been selected (20 boys and 20 girls from each school) Data was collected by using the scales Aggressive Attitude and Violent Media Affection scale developed by Muhammad Salleh Bin Hassan and Buss, mixed method design was used in which quantitative method was a survey for the collection of the data from the sample, and qualitative method was unstructured interview with all the participants. An informed consent had been used to get the permission from the concerned schools.

The survey was conducted in the classroom location. Before conducting the survey the researcher introduced herself and purpose and significance of this study than in context to built rapport with participants, it was informed to the boys and girls that their participation is absolutely anonymous, voluntary, and confidential and participants were given assurance and assertion that they can ask questions if they face with any difficulty. A chocolate of dairy milk had been given by researcher as an incentive to the participants after completing questionnaires and interview.

Commitments of reporting about results have been made by researcher to the authorities of the schools and the results have been sent to committers, and researcher was careful about not creating any deception to participants and school staff for research purpose.

At forth stage results had been analyzed by using SPSS (*Multiple Hierarchical Regression Analysis and other complex measuring tools*) in which higher mean scores indicated more aggression as a result of media violence and more affection towards media among both genders, and regression score indicated the contributing percentage of media violence in exhibition of aggressive attitude among adolescents.

RESULTS

Quantitative Results

Below are the results which are shown in tables

Table 1

Reliability Coefficients of Aggressive Attitude Scale 29 items and Media Violence Affection Scale 9 items (N=200)

| Reliability | | |
|--------------------|----------|----------|
| Scale | α | N. items |
| AAS | 0.89 | 29 |
| MVA | 0.91 | 9 |

Table 1 indicates the reliability values of both scales. Aggressive Attitude Scale (AAS) is accepted at reliability coefficient 0.89 and Media Violence Affection (MVA) scale is reliable with alpha value 0.91 thus these both scales are proved highly reliable for selected population.

Table 2

Mean, Standard Deviation and t Values for Gender on Media Violence Affection Scale (N=200)

| | Gender | Mean | S.D | t-values | p-values |
|---------------------------------|---------------|-------------|------------|-----------------|-----------------|
| Media Violence Affection | Boys | 29.1900 | 9.91550 | 5.64 | .000 |
| | Girls | 21.3200 | 9.79990 | | |

Table 2 shows the comparison between boys and girls tendencies towards media violence affection. According to this table it is found that boys have high scores on this scales which are statistically being narrated that boys are more affectionate towards media violence as compared to girls.

The calculated value ($t = 5.64$) is showing that second hypothesis of the research is being accepted at (0.000) level of significance.

Table 3

Mean, Standard Deviation and t Values for Gender on Aggressive Attitude Scale (N=200)

| | Gender | Mean | S.D | t-values | p-values |
|----------------------------------|---------------|-------------|------------|-----------------|-----------------|
| Aggressive Attitude Scale | Boys | 95.5600 | 23.96096 | 3.20 | .002 |
| | Girls | 87.4300 | 25.15939 | | |

Table 3 shows the comparison between both genders and their tendencies towards aggressive attitude. According to this table it is found that boys have high scores on this scale which are statistically being narrated that boys exhibit more aggressive attitude as compared to girls.

Table 4

Zero-Order Correlation between Aggressive Attitude Scale and Media Violence Affection (N=200)

| | Media Violence Affection | p-value |
|----------------------------------|---------------------------------|----------------|
| Aggressive Attitude Scale | .69 | 0.00 |

Table 4 shows the correlation value .69 which indicates that there is a positive correlation between affection towards media violence (MVA) and aggressive attitude (AAS).

Table 4

Summary of Hierarchical Regression Analysis predicting Adolescents Aggression from Background Variables, Media Violence Affection, Gender and their Interaction (Standardized Beta Coefficients) (N= 200)

Affection towards Media Violence and Aggression

| Predictors | ΔR^2 | β | F-value |
|--------------------------------------|--------------|---------|----------|
| Step 1 | -.022 | 69.50 | .386 |
| Control Variables ^a | | | |
| Step 2 | .48*** | | 21.05*** |
| Media Violence Affection | | 1.71*** | |
| Gender | | 1.39 | |
| Step 3 | .48*** | | 18.95*** |
| Media Violence Affection x Gender | | -.248 | |

Note: ^aControl variables included age, gender, parents education, socioeconomic status, siblings, birth order and schools.

*** $p < .000$; ** $< .01$; * $< .05$

Table 4 is showing the regression analysis for all variables. Adjusted value for R2 at step 2 is showing that there is 48.6% contribution of independent variable affection towards media violence at significance level (0.000) in playing a significant role for development of aggressive attitudes.

While looking at the other independent variables such as school either government or private, birth order, siblings, socio economic status, parents education and gender either male or female, the calculated value for these variables evidenced that these variables did not play any role in initiating and exhibiting aggressive attitude.

QUALITATIVE RESULTS

Qualitative analysis was also done in order to explore view points of selected sample and for this purpose interviews were conducted, it was also done in order to eliminate the malingering and lie or carelessness effect.

Three questions were asked in unstructured interview and clusters were made from response patterns also percentage analysis was done in the process of content analysis.

Below are the questions and figures showing the clusters and response percentages.

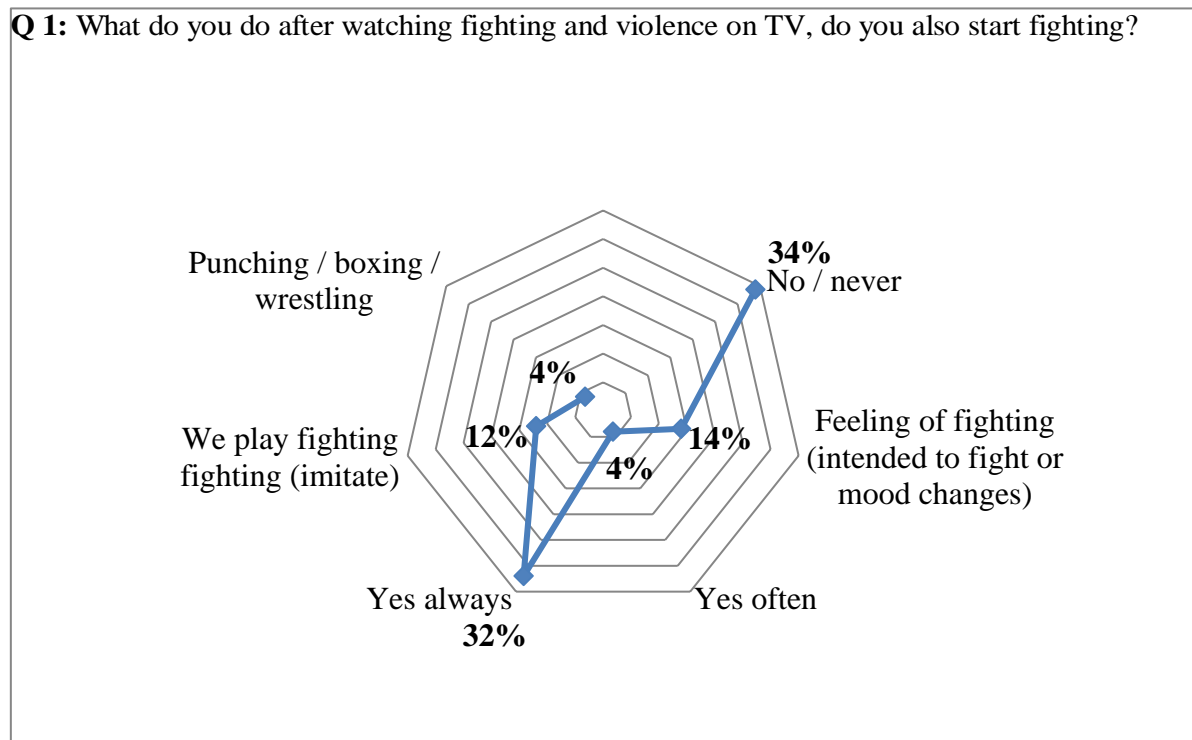


Figure 1

Figure 1 presented that the higher percentage is of the category “yes always” which indicated that 36 percent of the population used to do fighting or violent acts after watching violent media content. 14 percent of people feels their mood change and aggression initiation.

Q: 2 What do you feel after watching violence acts on TV ETC?

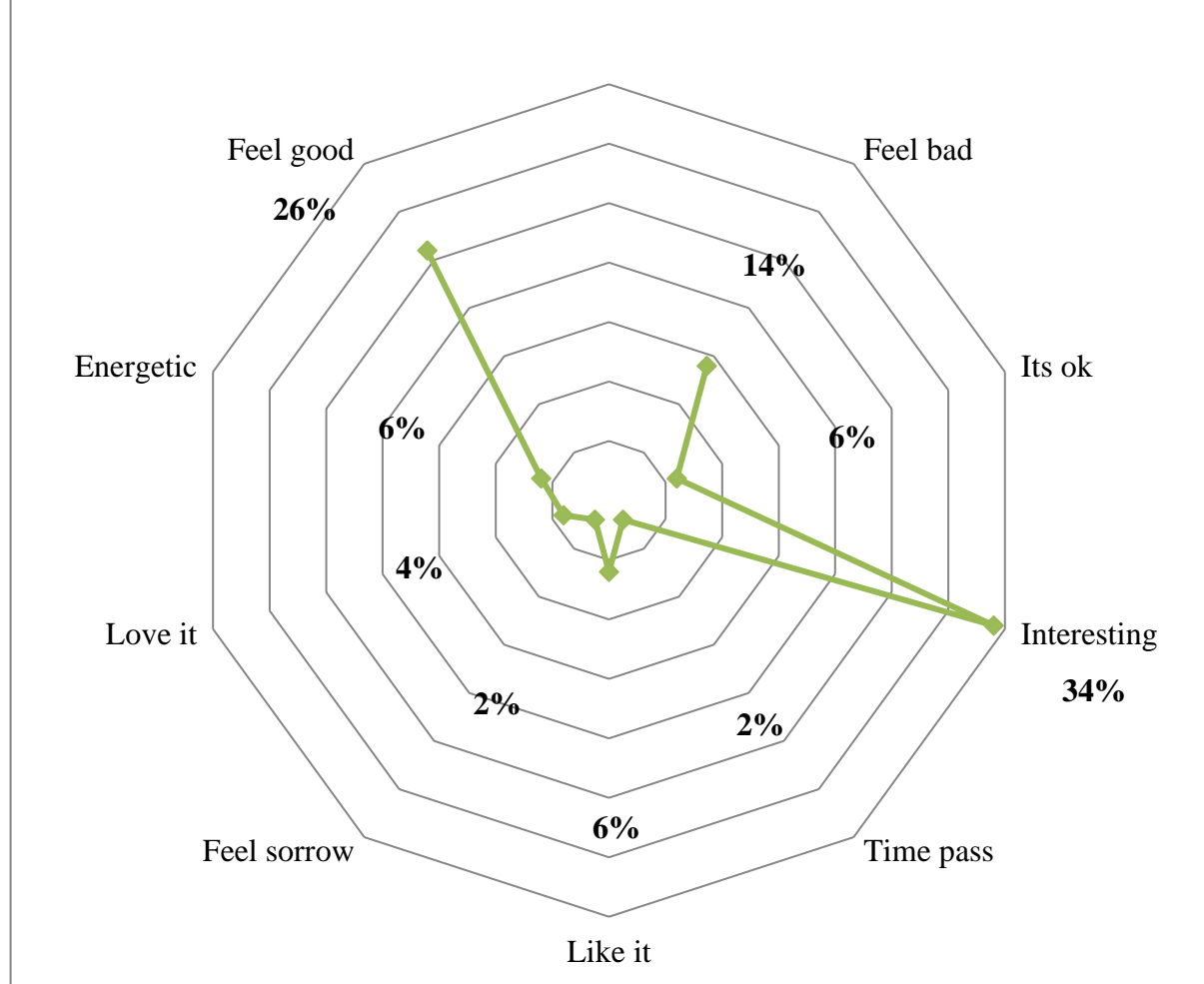


Figure 2

Figure 2 shows that about 34 percent of adolescents are developing interest and feels the violent content interesting to watch, which on the other hand indicates that they are developing likeness and affection towards media and 26 percent of people feels enjoying and good while watching violent content through media. Only 2 percent of adolescents feels sorrow or take media violence as negative.

Q : 3 Would you like to watch violent intended programs?

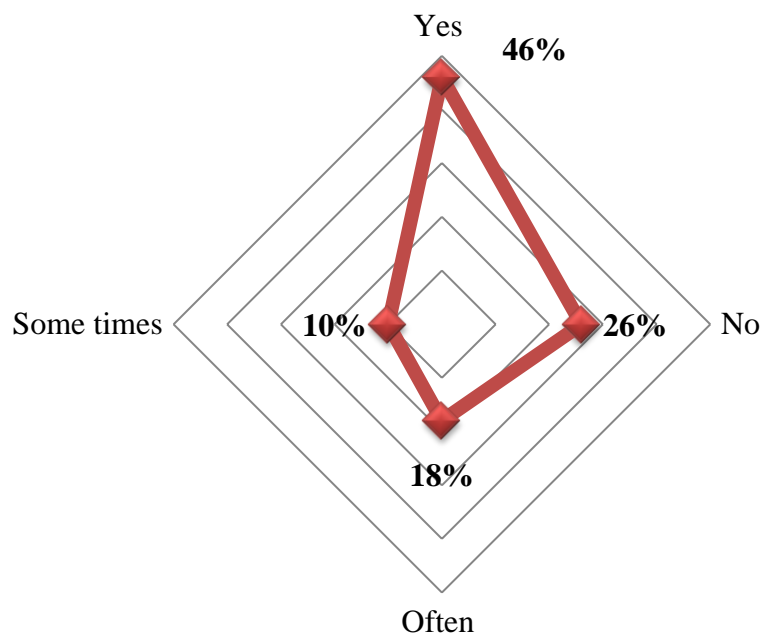


Figure 3

Figure 3 shows that on third question, about 46 percents of participants responded as “yes” they like to view the violence on media and 18 percents of people do like to watch violence often.

These percentages are very important in understanding the covert attitudinal side of developing likeness towards the violence and ultimately the outcome is exhibition of aggressive attitude.

DISCUSSION

This research has presented compelling evidence that short-term exposure to media violence stimulates more aggressive and violent behavior in the young viewer immediately and that long-term exposure leads to the acquisition of social cognitions (scripts, world schemas, attitudes, and beliefs) that increase the risk of aggressive and violent behavior in the observers of media violence beyond childhood.

However, after synthesizing literature and theoretical evidences one valid remaining question was, that whether the size of this effect is large enough that one should consider it a public health threat?? Present research has given the answer that “yes”, as results proved that, the media violence is now liked by youth as they are becoming affectionate of violence and as a consequence they develops the aggressive attitude. Research bases this answer on two calculations:

First, according to the former tentative statement of this research which was the higher the media violence display, the higher will be the aggressive attitude is proved by the value of correlation 0.69 which indicates that there is the positive association between these two variables. When the display of violence through media is increased it ultimately develops and initiates the aggressive attitude, and when causative analysis is done by using hierarchical multiple regression test, evaluated that media violence is 48 % contributing factor of initiating and developing attitudinal changes and in exhibition of aggression in youth.

Second, research results evidenced about other hypothesis that male have more tendencies of affection towards media violence and ultimately they have more aggressive attitude. Mean value of male on 29.1 indicates that it is higher than mean value of female which is 21.3 on media violence affection scale which means that boys are more affectionate towards media violence. Same is the case with aggressive attitude on which mean value of male participants is 95.5 and female is 87.4 which indicate that boys have more aggressive attitude than girls.

The overall pattern of research numerical and connotative findings indicates a positive association between media violence and aggressive attitudes. The preponderance of evidence from many research studies over two decades shows that the violence portrayed on media influences the attitudes and behavior of children who watch it.

Furthermore, most of the scientific evidence reveals a relationship between media violence and aggressive behavior. While few would say that there is absolute proof that watching violence on media caused aggressive behavior, the overall cumulative weight of all the studies gives credence to the position that they are positively related.

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Gender Identity Politics

Komal Sharma* and Ishita Bharadwaj**

ABSTRACT

This paper aims to understand Identity Politics with respect to Gender in Indian Society. It is a multidimensional issue which is deeply embedded in the socio-political cultural setting of India and it is, by literature, identified as a major tacit constraint towards the development process globally. Data from the employed women of India has been used in order to estimate gender dynamics. To conduct the narrative research, qualitative data has been analyzed. The research reveals some profound understanding into the nuances of collective group identification and how these groups are perceived by out-group members. The study is limited with respect to sample size, further direction and detailed research will potentially yield meaningful policies addressing gender politics for developing these communities for national development.

Keywords: *Gender identity, Politics, Indian Society*

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INTRODUCTION

State of The Art

Identity politics is the politics in which people engage when they mobilize on the basis of, and when they define their experiences, their political problems, and their aims in terms of the good of identity-groups. Historically, identity politics grew out of the experience of identity-based oppression: the experience of inequalities in resources and opportunities that people encountered as members of particular identity groups. According to the Combahee River Collective, the black feminist lesbian organization that published the famous Combahee River Collective Statement in the late 1970s, —focusing upon our own oppression is embodied in the concept of identity politics. We believe that the most profound and potentially most radical politics come directly out of our own identity. Identity politics is conceptually distinct, then, from a liberal politics organized on the basis of individual interests and preferences. When political theory treats identity politics, it focuses specifically on analytic, normative and political questions, asking how the state should treat identity groups and/or the claims that people advance in their name. Although the impetus for the political theory debate on identity was the rise of the so-called new social movements of the late twentieth century, the focus of the key thinkers who launched the debate was —cultural minorities, that is, groups that demand from the majority society what Charles Taylor, following Hegel, termed -recognition. Taylor’s thinking about cultural minorities informed his strong multiculturalist claim that states should recognize (some) identity-groups, by granting them special rights, privileges, and legal exemptions, with a view to enabling collective goals, for example, preserving the integrity of minority linguistic communities.

“Identity” is more than simply a personal possession that is only meaningful in terms of how groups are represented in politics or boardrooms. Identity is a marker of how

resources and opportunities are distributed in our society. People who belong to groups that have been historically discriminated against, and that continue to face systemic inequality, know that identity determines advantages and disadvantages, with both economic and social consequences.

Identity politics are generally understood as the formation of a group of people who have come together on the basis of a shared identity (race, gender, class, sexual orientation) to form a foundation for political action. As an example, identities organized around gender address women's oppression as women. In this way, identity becomes a way of bringing folks together to address a problem and find a solution. Another example of identity politics is The Black Lives Matter movement that emerged following the death of Trayvon Martin. This movement addresses a problem (police violence against Black people) and searches for a solution. In these ways, identity politics are good and productive of political action.

One problem associated with identity politics could be the unwavering emphasis on experience. In order for one to be considered a legitimate member of some political coalitions one must have been harmed in some direct way by the system that is being challenged. One must understand, experientially, what it feels like to live on the periphery – on the other side of privilege. Because of this standpoint, the message of identity politics sometimes excludes people who might want to work for the same political project thus making the pursuit of justice more difficult.

In addition, Julia Kristeva says that identity politics and political correctness are both totalitarian. I wouldn't go that far, but I do think we ought to be careful about how much we are willing to invest in the stability of identity categories for political gain. This is the thing Judith Butler (strategic provisionally) and Wendy Brown (wounded attachments) warn us about. Brown, in particular, claims that identity politics reiterate the terms of liberal discourse

in the fiction of a universal community – creating an “I” that stands in opposition and disenfranchisement from the exclusive “we.” For her, when we politicize our own exclusion we merely reinstall a humanist idea that is specifically white, middle-class, and masculine. Further, she believes that politicized identities require this ideal and that this identity is always in reaction to power as opposed to action against it. Identity then achieves its moral superiority by reproaching power as evil and becomes invested in its own impotence. I tend to side (however cautiously) with this critique while still affirming the good intentions of social justice movements.

The study of the politics of identity is a cross-cutting research area that draws faculty from a number of other areas of the discipline. Faculty and students interested in identity examine it as both cause and effect, studying the ways in which race, ethnicity, class, gender, sexual orientation, religion, and other politically relevant factors shape political behavior and attitudes. It explores the ways in which identities are constituted, and what this means for politics.

The late 20th century saw a rise in identity politics as social injustice and inequality became widely acknowledged. The large political and social movements led to the notion that individuals are more prone to poverty, violence and marginalization based on ethnicity, gender and other social divisions. Identity politics involves embracing these divisions as an essential part of identity, which means the identity of a single person is necessarily politicized by the social categories to which he belongs.

Identity politics are widely criticized because they often involve the assumption that an entire group has the same needs and interests. The fact that Barack Obama won 95 percent of the black vote in the 2008 presidential election has been criticized from several different angles. The idea that black voters supported Obama regardless of his politics is largely

unsubstantiated, as Democratic presidential candidates have won the majority of black votes in virtually every election. However, identity politics could have been responsible for a smaller degree of his support among the black community.

The positive side of identity politics is that they are often rational. For example, the assumption that a female politician would support the interests of women is statistically accurate. In addition, support for political causes that empower a social community usually benefit the individual. An example would be the advancement of gay rights, which could benefit an individual who identified with that social division in a variety of ways.

FIVE THESIS ON IDENTITY POLITICS

Richard d. Parker; Harvard Journal of Law & Public Policy [Vol. 29]

All politics is identity politics. Political activity is-and, at its best, is-animated by efforts to define and defend who I am, or we are, or you are, or hope to be, or hope to be seen to be.1 By extension, it is motivated by our imagination of what is or ought to be mine or ours or yours. It is not only about self- government. Nor does it always involve much in the way of public debate. What structures it, often beneath the surface, is the always unfinished enterprise of self- construction and self- presentation. Well known tendency to “essentialism.” The academic fashion is to treat this as just an “idea”—the idea that individuals sharing a particular trait (such as race or gender) are essentially the same, share the same identity, in myriad other respects. As such, right- thinking (which is to say left thinking) professors are against it. But it is not just an idea. It is an embedded practice. It is embedded in the practice of elites who seek to establish and maintain a position as “spokesmen” or “advocates for” one or another “affinity group.” And it is embedded in the practice of some rank and file “members” of such groups who, by means of group opinion,

seek to keep other “members” in line. No doubt, such practices can be rationalized as a necessary girding for battle in the wider political arena. But the effect is to truncate that conflict, erecting walls that keep some in, some out—calcifying the arteries of democratic politics.

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Identities Matter: Identity Politics, Coalition: Possibilities, and Feminist Organizing

Erica Townsend-Bell

New Social Movement and Social Construction / Post Modernism theories support attention to the creation of identity through the construction of boundaries, e.g. the question of who we are. NSM theory considers this a goal and outcome within itself. SC/PM theory considers this question important for a discussion of how groups deploy their identity. NSM and SC/PM theories also imply, explicitly or implicitly, that ideology (or worldview) has a great deal to do with how identity is deployed; specifically, how identity politics impact coalition politics. These two parts – boundary construction, and ideology – the practice or deployment of identity politics. Finally, structural-political theories emphasize the political context; particularly the changing nature of available political opportunities, and how groups interpret those political opportunities. These theories equate identity deployment with available political opportunities and frames.

Introduction: Dynamic Perspectives of Identity Politics (Art Leete, 2012)

Contemporary approaches to identity treat the concept as flexible and continually changing due to unstable political, social and ideological environment and the inner development of local communities (Turner 2006; Bazin & Selim 2006; Bennett 2007). Recent theories interpret identity as discourse (Bhabha 2000; Chun 2005; Doja 2006; Gannon

2006), plastic, variable, complex, reflexive (Cohen 1995; Ortner 2005; Luhrmann 2006), multi-local, contemporary (Marcus 1998; Portis-Winner 2002), close to the native point of view (Geertz 2001 [1973]; Marcus & Fischer 1999) and subjective (Derrida 2000). In many cases people may choose the group to which they belong. Simultaneously, however, the political leadership of a state directs the shaping of particular conceptions of the self-image. Developing an alternative identity to such state-provided unanimity by smaller ethnic communities is considered to be a general process by Arjun Appadurai: Throughout the world, faced with the activities of states that are concerned with encompassing their ethnic diversities into fixed and closed sets of cultural categories to which individuals are often assigned forcibly, many groups are consciously mobilizing themselves according to identitarian criteria. (Appadurai 1997: 15) Appadurai also points out that there is a lack of clarity on how the descriptions of the identities created for local ethnic communities in the official ideological discourse are supposed to be connected to specific people or groups (Appadurai 1997: 14). Contemporary research emphasises the need to consider the multiplicity of nationality and regionality, and to intertwine its approaches to culture with political, economic and social problems (Balzer & Petro & Robertson 2001: 219).

Indian Context

Book- Social Movements and Politics in India, Gullybaba Publishing House Private Limited, Unit 17- Identity Politics in India

Identity Politics has become a prominent subject in the Indian politics in the past few years. Rise of low castes, religious identities, linguistic groups and ethnic conflicts have contributed to the significance of identity politics in India. The discourse on Identity, many scholars feel, is distinctly a modern phenomenon. Craig Calhoun aptly describes the situation when he argues that it is in the modern times we encounter intensified efforts at consolidating

individual and categorical identities and reinforce self-sameness. This is primarily a modern phenomenon because some scholars feel that emphasis on identity based on a central organizing principle of ethnicity, religion, language, gender, sexual preferences, or caste positions, etc, are a sort of “compelling remedy for anonymity” in an otherwise impersonal modern world. It is thus said to be a “pattern of belonging, a search for comfort, an approach to community.” However, the complex social changes and the imbrications of various forces, factors and events in this modern world have rendered such production and recognition of identities problematic. This is to say that any search for an ‘authentic self or identity’ is not an innocent and unannounced possibility; it involves negotiating other, often overlapping and contested, heterodox or multiple ‘selves’. Cascardi succinctly elucidates this by observing, “the modern subject is defined by its insertion into a series of separate value-spheres, each one of which tends to exclude or attempts to assert its priority over the rest”, thereby rendering identity-schemes problematic.

Nonetheless, the concerns with individual and collective identity that simultaneously seeks to emphasize differences and attempt to establish commonality with others similarly distinguished, have become a universal venture. We find identity politics of various hues abound in India, the most spectacular however, are those based on language, religion, caste, ethnicity or tribal identity. But having said this it would be wrong on our part to assume that each of these identity markers operate autonomously, independent of the overlapping influence of the other makers. In other words, a homogenous linguistic group may be divided by caste affiliations that may be sub-divided by religious orientations or all may be subsumed under a broader ethnic claim.

METHOD AND DISCUSSION

Research Objective

To assess the need of gender identity politics in India surveying female working professionals.

Blueprint of the study

Surveyed several women for the discrimination they have faced at work due to their gender orientation. Interpreted the responses and derived the result.

Responses

Have you faced any kind of discrimination, or negative judgment of your skills at work? If yes, support it with instances.

| Sr. No. | Name | Age | Working Sector | Profession | Responses* |
|---------|----------------------|-----|-----------------------------|----------------|------------|
| 1 | Tejaswini | 22 | Construction and Technology | Architecture | Yes |
| 2 | Judith S. | 24 | Sports Industry | | Yes |
| 3 | Palak | 25 | Education | Counsellor | No |
| 4 | Neha Sardar | 22 | Financial Services | Tax executive | Yes |
| 5 | Kriti Baghel | 23 | Event Mgt. | Facilitator | Yes |
| 6 | Reshmi Varma | 22 | Banking | Senior Officer | No |
| 7 | Anupriya Chokhani | 25 | Education | Lecturer | No |
| 8. | Diyajyoti Basumatary | 24 | Corporate | | Yes |

*Elaborate instances in appendix (available on request)

Interpretation

62.5% women have experienced discrimination at their work. Their profiles show that they work in a sector which is comparatively male-dominated.

General Theme

Lack of trust with females' abilities- Most of the responses reflected a sense their employer had with their abilities to handle tasks even when they feel they have right skills and caliber the demands of the work.

It was interesting to see, women who denied any discrimination at work belonged to preferred sector for women which is Education and Banking.

RESULTS AND CONCLUSION

Considering the limitations of this research, identity politics has been emerged from the data's qualitative responses.

Conclusion

If gender and cultural minorities suffer disproportionately under the existing policy, then they stand to gain disproportionately from meaningful social reform. But as long as our society falls short of equity on the diversity issues, there will be many who see no point in giving ground for the sake of party unity. If diversity is important to you politically, it is probably because it serves as a baseline or threshold for the fulfillment of your other political interests, all the way up to the constitutional guarantee of equal protection of the law.

Women's issues have been labelled "identity politics" for decades in order to belittle the feminist cause as politically unsubstantial/unimportant. In fact, the term first became

prominent in American academia during its anti-Marxist '80s in order to describe women as a fragmented group of individuals, rather than a class of persons with common class interests. No matter how male politicians, leftists, and academics try to minimize our movement, writing women's oppression off as frivolous, we know feminism is about much more than "identity" — this is a global political uprising.

Identity matters for political life, neither because it expresses who people really are—that is, some deep truth about the (authentic) self—nor because one's ascribed identity in its canonical form is the necessary context for autonomy and other liberal goods. Instead, identity matters politically because people are so very often dominated along identitarian lines. Recognition is rarely adequate to challenge such identity-based domination. Instead, constructivist-democratic alternative recommends that states promote nondomination, in the form of inclusive and egalitarian political contests over the identities at the heart of identity politics. There be identity in politics but not identity politics which leaves me with the belief that identity politics for women if used in a systematic manner keeping in mind its drawbacks, can be rewarding and satisfying for the women who put hard work.

Insightful Reflection

Identity politics is used by the groups to transform negative scripts into powerful tools of self-image, now these communities' identities have been hardened by the in-group essentialism which denies them internal dialogically within their closure which has now become their oppression. In this context, I used to wonder why India does not do away with the caste based reservation policy already which I vehemently was against for, now I am forced to see it in a way that it has become part of their identity and their oppression has been turned into a politicized power with which they essentially identify themselves with. Till the time a part of identity is oppressed, way to seek power for it would be politically.

With this understanding I believe women in India do need gender identity politics but at the same time it should be done away within a set period of time, not by politicians or, government but women themselves. It should be seen as transformation and recognition rather than agenda else, it will keep on prevailing and become uncalled identity which happened with Hillary Clinton in US election, she had other agendas too but her presence as presidential candidate was seen as identity politics only because she was not a male candidate and reproached for the same.

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Role of Nostalgia on ameliorates Psychological Resilience via cultivating Self-continuity among prisoners

Athira Santhosh*

ABSTRACT

The present study titled as “Role of Nostalgia on ameliorate Psychological Resilience via cultivating Self-continuity among prisoners”. Nostalgia is the Sentimental travelling towards the past to bolster continuity in life. Self-continuity is the sense that one retains continuity and identity through time, despite changes in appearance, personality, desires and the like. Psychological Resilience is the ability to bounce back quickly in the face of adversities. The study was carried out with 200 prisoners from various central prisons. Batcho Nostalgia Inventory (Batcho, 1985), Self Continuity Index (Sedikides et al., 2014) and Brief Resilience Scale (Smith et al., 2008) were used for collecting responses from the participants. Result indicated that Self-continuity serves as a mediator to the relationship between Nostalgia and Psychological Resilience ($\beta=.07$). Nostalgia is a self-relevant, predominantly positive, and social emotion that is experienced by everyone and can serve vital psychological functions. It is a strong enabler of Self-continuity ($r =.36^{**}$). This study is important in demonstrating that the Nostalgia is a psychological resource to cope adaptively at times of crisis, it enhancing the sense of Self-continuity may be a beneficial means of helping prisoners quickly bounce back from the misfortunes happened in their life.

Keywords: *Nostalgia, Mindfulness, Self-Continuity, Psychological Resilience.*

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INTRODUCTION

The word “nostalgia” comes from two Greek roots, *nostos* meaning “return home” and *algia* “longing.” I would define it as a longing for a home that no longer exists or has never existed. Nostalgia is a sentiment of loss and displacement, but it is also a romance with one’s own fantasy. Nostalgic love can only survive in a long-distance relationship. A cinematic image of nostalgia is a double exposure, or a superimposition of two images—of home and abroad, of past and present, of dream and everyday life. The moment we try to force it into a single image, it breaks the frame or burns the surface. The word “nostalgia,” in spite of its Greek roots, did not originate in ancient Greece. “Nostalgia” is only pseudo-Greek, or nostalgically Greek. The word was coined by the ambitious Swiss student Johannes Hofer in his medical dissertation in 1688. (Hofer also suggested *nosomania* and *philopatridomania* to describe the same symptoms; luckily, these failed to enter common parlance.) Contrary to our intuition, “nostalgia” came from medicine, not from poetry or politics. It would not occur to us to demand a prescription for nostalgia. Yet in the seventeenth century, nostalgia was considered to be a curable disease, akin to a severe common cold. Swiss doctors believed that opium, leeches, and a journey to the Swiss Alps would take care of nostalgic symptoms. Among the first victims of the newly diagnosed disease were various displaced people of the seventeenth century: freedom-loving students from the Republic of Berne studying in Basel, domestic help and servants working in France and Germany, and Swiss soldiers fighting abroad. The epidemic of nostalgia was accompanied by an even more dangerous epidemic of “feigned nostalgia,” particularly among soldiers tired of serving abroad.

Sense of Self- Continuity

Self-continuity is the sense that one retains continuity and identity through time, despite changes in appearance, personality, desires and the like (Lampinen, Odegard & Leding, 2004). A sense of self-continuity is crucial to learning, taking responsibility and planning future action (Sani, 2008). It can be shaken by life events that bring radical change, such as unemployment or death of a loved one. But ultimately it functions as a “backbone of the self” (Sadeh & Karniol, 2012), giving stability amidst life’s changes. It is always there and we live by it, rarely giving it a second thought. Of course I will still stay ‘me’ throughout my life.

Psychological Resilience

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences. Research has shown that resilience is ordinary, not extraordinary. People commonly demonstrate resilience.

METHOD

Objectives

- a) To assess the role of nostalgia among prisoners.
- b) To understand the impact of self-continuity among prisoners.
- c) To assess whether nostalgia leads to psychological resilience through cultivating a sense of self-continuity among prisoners.

Hypothesis

Based on review of literature the following hypotheses are formulated for analysing the role of Nostalgia & Mindfulness to develop Psychological Resilience via cultivating Sense of Self-continuity among Prisoners.

H₁: There will be positive relationship between Nostalgia & Psychological Resilience.

H₂: There will be a positive relationship between Nostalgia & Self-continuity.

H₃: There will be a positive relationship between Self-continuity & Psychological Resilience.

H₄: Self-continuity will mediate the relationship between nostalgia and psychological resilience.

Procedure

Prior permission was obtained from the superintendent of police before the data collection. Because of the privacy and confidentiality concerns, permission was not obtained for collecting demographic variables of the prisoners. Four self-report measures are used in current study for measuring the nostalgia, mindfulness, self-continuity and psychological resilience of the prisoners. All questionnaires are translated into the regional language of the participants. And questionnaires were containing the study variables were distributed to the participants and data were collected from the male prisoners. Participants, who were neither forced/threatened nor bribed into participation, all are well-informed about the purpose of the research. Also informed consent was obtained from all the participants before filling the questionnaires. Nostalgia of the prisoners was measured using Batch Nostalgia Inventory (1985), Self Continuity Index (Sedikides et al.,) cast off to measure self-continuity of the prisoners and finally Brief Resilience Scale (Smith et al.,) used to measure Psychological Resilience among the participants. The study used inferential statistics like correlation and

meditational analysis for analyzing the data. SPSS version 20 and AMOS version 20 were used.

RESULTS

Table 1

Mean, Standard deviation, Correlation and Reliability Coefficient of the variables

| Variables | Mean | SD | N | s | p |
|------------------|-------------|-----------|----------|----------|----------|
| N | 5.94 | 1.49 | (.88) | | |
| M | 2.54 | 0.42 | 0.07 | | |
| S | 3.56 | 0.82 | .36** | (.62) | |
| P | 3.14 | 0.41 | .25** | .32** | (.73) |

N= 200,

P **<.01 level of significance

Note: N=Nostalgia, M=Mindfulness, S=Self-continuity, P= Psychological Resilience.

Table shows the mean, standard deviation, correlation and reliability coefficient of the study variables such as nostalgia, self-continuity and psychological resilience. Result shows that the mean values of nostalgia, self-continuity and psychological resilience are 5.94, 3.56 and 3.14 respectively. Figure 2 represents the graphical representation of the mean distribution of the study variables. Standard deviations are 1.49, 0.82 and 0.41 respectively for all the four variables.

The correlation results are presented in this matrix such that, there was a strong, positive correlation between nostalgia and self-continuity, which was statistically significant ($r = .36^{**}$). Similarly, Nostalgia and psychological Resilience were showing statistically significant positive correlation ($r = .25^{**}$). Finally Self-continuity also have significant positive correlation with psychological Resilience ($r = .32^{**}$), these results indicates that hypotheses H₁, H₂ and H₃ are accepted.

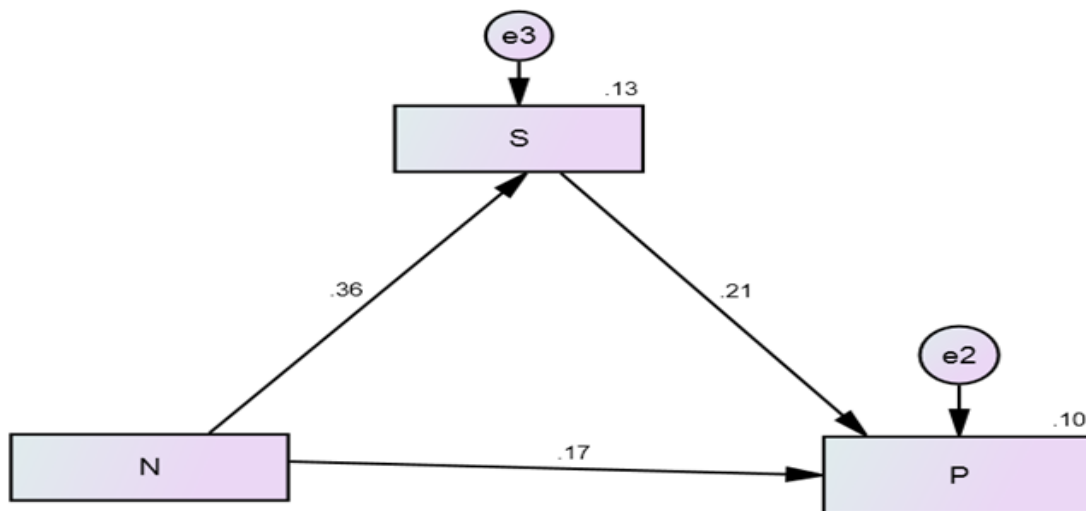


Figure 1 -Final mediation model

Table 2

Path analysis estimates of the model

| Model path | β | SE | C.R | p |
|------------|---------|-----|-------|------|
| N → P | .17 | .02 | .2.38 | .001 |
| N → S | .36 | .04 | 5.38 | .017 |
| S → P | .21 | .04 | 2.89 | .004 |

β = standardized regression coefficient, SE= Standard Error, C.R= Critical Ratio, p= significance level.

Table 2 shows the path analysis estimates of the variables using Amos Version 20. The result indicates that the direct effect of the independent variable nostalgia on the dependent variable psychological resilience is .17, which is significant at 0.01 levels. Similarly the direct path between nostalgia and self continuity (β =.36) and self continuity and psychological resilience were (β =.21), were also significant at .05 and .01 levels respectively.

Table 3

Bootstrap analysis of the statistical significance of direct and indirect effect

| Relationship | β | P |
|-----------------|---------|-----|
| Direct | | |
| N → P | .17 | .02 |
| Indirect | | |
| N → S → P | .07 | .06 |

$\chi^2 = 12.58$ DF = 3 $\chi^2/DF = 3.15$ P = .02 GFI = .93 NFI = .93 AGFI = .90 CFI = .92
RMSEA = .08

Table 3 represents the bootstrap analysis of the statistical significance of the direct and indirect effect. The result indicates that, the direct effect of nostalgia on psychological resilience is significant at .05 levels and standardized regression coefficient is .17. The indirect effect, that is, when self-continuity is added as a mediator, the regression coefficient reduced ($\beta=.07$) and it is not significant ($p=.06$). So the result indicating that self-continuity is fully mediating the relationship between nostalgia and psychological resilience. Therefore the hypothesis H6 was accepted here. Figure 3 is the diagrammatic representation of the final mediation model.

DISCUSSION

The correlation analysis is the foundation key in understanding the more complex statistical techniques (Goodwin & Leech, 2006); therefore, before stepping forward towards main analysis, correlation analysis was computed in order to check the trend of relationship between all variables used in current study such as, Nostalgia, Mindfulness, Self-continuity and Psychological Resilience. Pearson's correlation coefficients (Table 2) showed that there were strong and positive statistically significant relationships among nostalgia & sense of self-continuity and nostalgia & psychological resilience and self-continuity & psychological resilience. This means that, increase or decrease in the level of one variable is strongly

correlated with increase or decrease in other variables, so the hypotheses H₁, H₂ and H₃ are accepted.

Path analysis estimates of the model (table 3) displays the strong direct relationship between Nostalgia & Self-continuity, Nostalgia & Psychological Resilience and Self-continuity & Psychological Resilience. Bootstrap analysis of the statistical significance of direct and indirect effect of the correlated variables (table 4) displays that the direct relationship between nostalgia & resilience become insignificant when self-continuity is added as a mediator. That means the sense of self-continuity is fully mediating the relationship between nostalgia and psychological resilience. So, Nostalgia develops Psychological Resilience via cultivating a sense of Self-continuity among the Prisoners. Calvino (1985) says that a person's life consists of a collection of events, the last of which could also change the meaning of the whole, not because it counts more than the previous ones but because once they are included in a life, events are arranged in an order that is not chronological but, rather, corresponds to an inner architecture. That means remembering the Personal Past will forge self-Continuity and this self-continuity the “backbone of the self” will help to attain resilience a quality that helps to quickly bounce back from the tragedies or misfortunes happened in people’s life.

CONCLUSION

Findings

1. There is a positive relationship between nostalgia, self-continuity and psychological resilience.
2. Self-continuity mediates the relationship between nostalgia and psychological resilience.

Implications

This study findings have implications for social psychology, personality psychology, clinical psychology, health psychology, and developmental psychology.

- From a social psychology perspective, nostalgia is evoked as a coping strategy among prisoners in the face of social exclusion (Williams, 2001) or acculturative stress (Sedikides, Wildschut, Routledge, Arndt, & Zhou, in press).
- From a personality psychology perspective, the prisoners with higher levels of nostalgia, greater sense of self-continuity, would experience higher levels of psychological resilience when they face various problems in their whole life.
- From a clinical psychology perspective, nostalgia may be considered a tool in cognitive therapy (Salmela-Aro & Nurmi, 1996) and a type of relaxation technique.
- From a health psychology perspective, nostalgia might serve a protective role for physical health, especially in the presence of chronic distress (i.e., self-discontinuity, low resilience, mental health problem, adjustment problem) in the same manner as personal control, sense of meaning, and optimism do (Taylor, Kemeny, Reed, Bower, & Gruenewald, 2000), according to recent studies, the mental illness rate in prisoners is three times higher than in the general population.
- Finally, from a developmental psychology perspective, nostalgia might be implemented as a technique to help children, adolescents, and the elderly to develop resilience through cultivating a sense of self-continuity among them.

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Research Article on Language Development in Monolinguals and Bilingual People

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ABSTRACT

The present article addresses the fundamental developmental differences between monolingualism and bilingualism, as outlined in the literature. It takes into account research using qualitative and quantitative methodologies and reviews the advantages and possible disadvantages of bilingualism in preschool children. It then moves on to biliteracies in early childhood education. The questions addressed are: Will the early learning of a second language delay a child's language development? What effect does bilingualism have on the development of phonemic awareness, and does that have an impact on reading development? Do bilingual children have an advantage over monolingual children? What happens when a child with language impairment is called upon to develop two languages? What are some challenges regarding the acquisition of biliteracies? The present article concludes with recommendations for physicians who counsel bilingual families regarding early childhood literacy promotion and development.

Keywords: *Bilingual advantage, Bilingualism, Biliteracies, Family literacies, Multiple literacies*

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INTRODUCTION

Language is the use of an organized means of combining words in order to communicate. It makes it possible for us to communicate with those around us. It also makes it possible to think about things and processes we currently cannot see, hear or feel, touch or smell. The language is a system of symbols and rules that enable us to communicate. Even so, not all communication is through language. When we define language we have to be careful not to exclude symbols, gestures or motions. If we exclude these, then we are denying the language of the deaf community.

The study of detailed study of language is dealt by the special discipline of language that is known as Linguistics. Psycholinguistics is the psychology of our language as it interacts with the human mind. It considers both production and comprehension of language. There are at least six properties that are distinctive of language, the use of an organized means of combining words in order to communicate. Specifically, the language is:

Communicative: language permits us to communicate with one another that share our language.

Arbitrary symbolic: language creates an arbitrary relationship between a symbol and its referent-an idea, a process or a relationship.

Regularly structured: language has regular structure; only particular sequence of symbols has meaning.

Structured at multiple levels: the structure of language can be analyzed at multiple levels

Generative, productive: despite having the limits of structure, language users can produce novel utterances; the possibilities for generating new utterances are virtually limitless.

Dynamic: language constantly evolves.

Language can be defined as verbal, physical, biologically innate, and a basic form of communication. Behaviourists often define language, as a learned behaviour involving a stimulus and response. Language is the most important aspect in the life of all beings. We use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfil our wants and needs, as well as to establish rules and maintain our culture. Language involves verbal comprehension- the ability to comprehend written and spoken linguistic input. It also involves verbal fluency-the ability to produce the linguistic output.

Basic Concept

The processes involved in language:

In speech perception, listeners must overcome the influence of overlapping of phonemes on the acoustic structure of the speech signal. Categorical perception is the phenomenon in which listeners perceive continuously varying speech sounds as distinct categories. It lends support to the notion that speech is perceived via specialised processes.

The motor theory of speech perception attempts to explain

The learning perspective

The learning perspective argues that children imitate what they see and hear, and that children learn from punishment and reinforcement. The main theorist associated with the learning perspective is B.F Skinner. Skinner argued that adults shape the speech of children by reinforcing the babbling of infants that sound most like words.

The nativist perspective

The nativist perspective argues that human are biologically programmed to gain knowledge. The main theorist associated with this perspective is Noam Chomsky. He proposed that all humans have a language acquisition device (LAD). The LAD contains knowledge of grammatical rules common to all languages. The LAD also allows children to understand the rules of whatever language they are listening to. Chomsky also developed the concepts of transformational grammar, surface structure and deep structure. Transformational grammar is grammar that transforms a sentence. Surface structures are words that are actually written. Deep structure is the underlying message or meaning of the sentence.

Interactionist theory

Interactionists argue that language development is both biological and social. Interactionists argue that learning language learning is influenced by the desire of children to communicate with others. The Interactionists argue, “Children are born with a powerful brain that matures slowly and predisposes them to acquire new understandings that they are motivated to share with others”. The main theorist associated with Interactionist theory is Lev Vygotsky. Interactionists focus on Vygotsky’s model of collaborative learning. Collaborative learning is the idea that conversations with older people can help children both cognitively and linguistically.

Four main aspects of Language

Phonology: Is the study of sounds in a language. It involves the rules about the structure and sequence of speech sounds. **Phoneme:** the basic unit of sound.

Semantics: Is the study of the meaning of language. **Morpheme:** smallest unit of sound to carry meaning. It consists of vocabulary and how concepts are expressed through words.

Syntax: Is the study of the structure of language and how words can be formed to create grammatically correct sentences. It is the rules in which words are arranged into sentences.

Pragmatics: Is the study of the use of language, deals with the intentions behind the utterances. It involves the rules for appropriate and effective communication. Pragmatics involves three skills:

- Using language for greeting, demanding etc.
- Changing language for talking differently depending on whom it is you are talking to

Following rules such as turn taking, staying on topic

Bilingualism

If a speaker is fluent in two languages, then they are said to be bilingual. The commonly held image of a bilingual person is of someone brought up in a culture where they are exposed to two languages from birth. It is not necessary for them to be equally fluent in both languages, but at least they should be very competent in the second one. More rarely, some people are trilingual, or even multilingual. There are some parts of the world where bilingualism is quite common for example: India itself. By convention, the language learned first is called L1 and the language learned second is called L2. This is not a perfect nomenclature, however, because sometimes L1 and L2 are learned simultaneously, and sometimes the language that is learned first turns out to be the secondary language of use in later life. In an early attempt to understand what is happening in bilingualism, Weinreich (1953) proposed

Categories of bilingualism

- Simultaneous bilingualism: L1 and L2 learned at the same time

- Early sequential bilingualism; L1 learned first, but L2 learned relatively early in childhood
- Late bilingualism: L2 learned later, in adolescence or after

There are three types of bilingualism depending on the way in which the two languages are learned. The ideal representation is called compound bilingualism. Here the labels in the two different languages are jointly connected to a common concept. This totally integrated arrangement can only arise when equal prominence is given to each language in early childhood. In co-ordinate bilingualism there are parallel sets of word concept pairs, and the second language is connected to a new conceptual structure, even though this overlaps with the first. This situation arises when the learning situation for the second language is less ideal than for the first. The case where the second language develops sometime after the first so that it is entirely parasitic on the first language is known as subordinate bilingualism. However, it is not at all easy to distinguish between these categories in practice, and it is not clear that order of acquisition is quite so fundamental as Weinreich originally considered (Bialystok & Hakuta, 1994). A better distinction is to be made between simultaneous (L1 and L2 learned about the same time), early sequential (L1 learned first but L2 learned relatively early, in childhood), and late (in adolescence onwards) bilingualism. Early sequential bilinguals form the largest group world-wide and the number is increasing, particularly in countries with large immigration rates.

There has always been a large debate regarding whether or not bilingualism is truly beneficial to children. Parents of children often view learning a second language throughout elementary and high school education beneficial to the child. Another perspective dictates that the second language will just confuse the child and prevent them from mastering their primary language. Studies have shown that American bilingual children have greater cognitive flexibility, better perceptual skills and tend to be divergent thinkers than

monolingual children between the ages of five to ten. Better executive functioning skills are likely because bilingual children have to choose one language to speak while actively suppressing the other. This builds stronger selective attention and cognitive flexibility because these skills are being exercised more. In addition, bilingual children have a better understanding of universal language concepts, such as grammar, because these concepts are applied in multiple languages.

Lexical memory

It refers to our ability to remember the words for morphemes - the vocabulary - of a language. Lexical memory is stable over time, new words are acquired and some old words are probably forgotten throughout over lives, but this flow in and out is only a small ripple on our core system of memories that is normally acquired during the first decade of life and retained through persistent use until the moment of death. The system of verbal memories is indeed a system not a mere accumulation of unrelated facts and definitions.

Priming

It is the implicit memory effect in which exposure to a stimulus influences response to a later stimulus, it is a technique in psychology used to train a person's memory both in positive and negative ways.

In the assessment of implicit memory, the advantage conferred by prior exposure to a word or situation. (American Psychology Association, 2000).

Review of literature

Semantic shift in Bilingualism (Susan, M. Ervin)

In this study a method of prediction of bilingual colour terminology is proposed, on the basis of a simple theory of verbal mediation. The material is presented both as a text of an extension of this theory, and as an explanation for the phenomenon of semantic interference, or shift in the meaning of terms under the influence of the second language. Procedure: the colours were presented in random order but with no colours adjacent in the Hue sequence in immediate sequence in testing were tested in the Navaho and let during the same day in english. They were told to talk as if they were naming the colour to a friend. The result showed that we bang with the assumption that vocabulary in the two bilingual groups would be comparable and that the difference would be due to overall response strength differences between Navaho and english in the two groups. This assumption was mistaken. There was evidence that english vocabulary becomes richer in colour terms, with a significant relation between the language dominance score and the probability of using such terms as levander and violet, ($p < .005$ by t-test) which have lower frequency in english then purple.

Learning a language can improve mental agility

A study recently published in the journal Cognition, by Thomas Bak, Mariana Vega-Mendoza, and Antonella Sorace, demonstrated that learning a second language could improve a person's mental agility, at any age. The study involved 200 students where the researchers assessed their mental alertness, such as the production of different words and concentration on certain sounds. There was a comparison made between first year students, who had just started to learn a language, and fourth year students, who were more proficient in the language. The results from the study demonstrated that students who learned a second language were better at switching their attention to filter information. The researchers believe that the study confirms the cognitive benefits of learning and language learning.

Studies comparing Swedish-Finnish bilingual children and Swedish monolingual children

Between the ages of five to seven have also shown that the bilingual children have a smaller vocabulary than monolingual children. In another study throughout America, elementary school English-monolingual children performed better in mathematics and reading activities than their non-English-dominant bilingual and non-English monolingual peers from kindergarten to grade five. Learning two languages simultaneously can be beneficial or a hindrance to a child's language and intellectual development. Further research is necessary to continue to shed light on this debate.

In addition to the study of bilingualism in children, similar research is being conducted in adults. Research findings show that although bilingual benefits are muted in middle adulthood, they are more profound in older age when those who develop dementia experience onset about 4.5 years later in bilingual subjects. The increased attention control, inhibition, and conflict resolution developed from bilingualism may be accountable for the later onset of dementia.

METHOD

Objective

To study the bilingual's reaction time for recognizing words for pure and mix types of words using semantic and linguistic relations.

Hypothesis

- Responses to the mixed pairs were significantly slower than responses to the pure pairs.

- Shorter reaction time occurred when the words were semantically associated than when they were unassociated.

Design

To begin the study of this experiment, a session of brainstorming took place in my mind. Then I decided that Hindi and English words would be used and it will be arranged as Pure and Mixed words. Both Pure and Mixed words will have two conditions each i.e. Associated and Un-associated pairs. As a result, the study has four conditions. A pilot study was conducted before data collection.

Samples

The sample in the study consisted of 64 young adults falling in the age group of 18-25 years of age. The sample mainly belongs to the Delhi NCR region and predominantly middle class.

Tools

A Power Point Presentation was used to present 24 different pair of words which were arranged randomly. The time taken to see each slide was noted down in the presentation itself. A notebook and pen was also kept ready to mark the recall time of the words presented.

Procedure

The participants were called in. They are placed to sit on a chair with a laptop in front of them. They were made to read the instructions and the slide was presented once they were ready. The time taken to shift from one slide to the next slide was noted down in the presentation itself. After the presentation, three pairs of words were taken out from each condition. The researcher then asked the participants to recall the words that are paired with

the words that are asked. The time taken to recall the words were noted down using stopwatch from mobile phones.

Instructions

Instructions were provided to the participants in the slide itself. The participants were asked if there was any doubt, and once everything was made clear to the participants, the slide or words were shown.

Data analysis

In the experiment, there were four conditions -

- Pure associated
- Mixed associated
- Pure unassociated
- Mixed unassociated

The total number of word pairs was 24. The sample size was 64 and it was a dependent sample design. The participants were matched on age and proficiency level of both the languages i.e., Hindi and English. Each participant was exposed to 24 word pairs slides.

| |
|----------------|
| RESULTS |
|----------------|

Table 1*Mean Scores*

| Stimulus type | Mean |
|--------------------|-------|
| Pure associated | 17.78 |
| Pure unassociated | 27.65 |
| Mixed associated | 25.05 |
| Mixed unassociated | 39.59 |

Table 2

Stimulus types, t value and critical ration at 0.01 and 0.05 level

| Stimulus type | t-value | Critical value (0.05 level) | Critical value (0.01 level) |
|---------------|---------|-----------------------------|-----------------------------|
| Pure | 6.43 | 1.671 | 2.390 |
| Mixed | 23.66 | 1.671 | 2.390 |
| Associated | 4.02 | 1.671 | 2.390 |
| Unassociated | 29.58 | 1.671 | 2.390 |

To test our hypothesis, we conducted a one tailed t-test on the group data.

Pure (Associated and Unassociated) word-pairs

Within pure category, there were two groups of word-pairs, namely, pure associated and pure unassociated. The mean value for pure associated was found to be 17.78 while the mean value for pure unassociated was 27.65.

The results showed that for pure word-pairs the 't' obtained were 6.43. The critical value of 't' at 0.05 significance level is found to be +1.671 while at 0.01 level of significance the critical value of 't' was found to be +2.390. The degree of freedom in both the cases was 63.

Mixed (Associated and Unassociated) word-pairs

For mixed associated word-pairs the mean value was 25.05 while the mean value for the mixed unassociated word-pairs was 39.59. The 't' obtained were 23.66. The critical value of 't' at 0.05 significance level is found to be +1.671 while at 0.01 level of significance the critical value of 't' was found to be +2.390. The degree of freedom in both the cases was 63.

- There is significance difference between the means of pure associated and pure unassociated word pairs at 0.05 and 0.01 level of significance.
- There is significance difference between the means of mixed associated and mixed unassociated word pairs at 0.05 and 0.01 level of significance.

Since the t-value falls in the area of rejection and there is significant difference between the means in all the conditions. Hence, our hypothesis is accepted.

Dependent t test was calculated for the reading time taken by participants in Pure (associated and unassociated) condition, Mixed (associated and unassociated) condition, Associated (pure and mixed) condition, and Unassociated (pure and mixed) condition. The mean time taken for all the conditions was also calculated.

For degree of freedom 63, t critical value was 1.671 at 0.05 level of significance and 2.390 at 0.01 level of significance.

Table 3

Shows condition, Mean Time, T value and results

| Condition | Mean Time | t Value | Result |
|--|------------------|----------------|---|
| Pure (associated and unassociated) | 22.905 | 6.43 | Rejected at .05 and .01 level of significance |
| Mixed (associated and unassociated) | 34.505 | 23.66 | Rejected at .05 and .01 level of significance |
| Associated (pure and mixed) | 23.86 | 4.02 | Rejected at .05 and .01 level of significance |
| Unassociated (pure and mixed) | 33.55 | 29.58 | Rejected at .05 and .01 level of significance |

Interpretation

The objective of the practical was to study the bilingual's reaction time for recognizing words for pure and mix types of words using semantic and linguistic relations. There were two hypotheses. The first one was that the responses to the mixed pairs were significantly slower than responses to the pure pairs. And the second hypothesis was that the shorter reaction time occurred when the words were semantically associated than when they were unassociated. In this study Hindi and English words were used and it was arranged as Pure and Mixed words. Both Pure and Mixed words had two conditions each i.e. Associated and Unassociated pairs. The total number of word pairs was 24. The sample size was 64.

The mean was calculated for four conditions. The mean for pure associated condition was 17.78minutes, for pure unassociated it was 27.65minutes, for mixed associated it was 25.05minutes and fir mixed associated condition it was 39.59minutes. Further t values for the pure, mixed, associated and unassociated were 6.43, 23.66, 4.02 and 29.58 which is significant at the both 0.005 level and 0.001 level. Thus our both hypotheses were proven that the responses to the mixed pairs were significantly slower than responses to the pure pairs and the shorter reaction time occurred when the words were semantically associated than when they were unassociated.

DISCUSSION AND CONCLUSION

The first hypothesis was proved; the participant's response to mix pair was significantly slower than responses to pure pairs. The average mean time for pure words was 22.905 minutes which was less than the time taken average of 34.505 minutes which showed significant difference. In a study, subjects were asked to read purely French and English passage, and it was shown that subjects took longer time to read mixed passages compared to reading passages composed of only language. This result would mean that bilinguals switch from one set of mechanism to another set in processing different languages. A switch required longer time. (kolers,1968; Mac Namara&Kushnir, 1971).

The second hypothesis was to analyse the time reaction occurring i.e “shorter reading time” when the words were semantically associated than when they were unassociated. The average mean time to see the associated words was 23.86 minutes wherewas the average mean time taken to see the unassociated words was 33.55 which shows significant difference. This result can be supported with the experiment methods of lexical-decisions task with pairs of English words and non-words reveals number of facts about recognition and processes.

For example, when two words are presented from the same language. It has been found the responses to associated words are faster than responses to unassociated words (Mayer & Schvaneldt, 1971, Meyer &Schvaneldt 1971 & Rudy, 1971,1974)

Conclusion

It was found that people take more time to respond to mixed pairs than to pure pairs and also take less time to read the words when they are semantically associated than when they are unassociated.

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Dewaele, Multilingualism, Empathy and Multicompetence

To Assess the Emotional Intelligence [EI] of the Nursing Students with a View to Distribute Pamphlet on Emotional Management

S. Jasmin Debora¹, S. Sathya Prasad², P. Shyam Prasad³, A. Prasanthi⁴, I. Jaya Spandana⁵, and M. Lidiya⁶

ABSTRACT

Nursing students are required to manage numerous clinical situations, adapt to the different teaching styles and expectations of instructors, work independently towards objectives, and manage conflicts. In addition, some aspects of academic work may be considered highly stressful, such as taking exams and practicing nursing procedures in health care settings. These situations require high levels of emotional management. Nursing students are expected to appreciate the patients' emotions, and use cognitive information to assess patients' needs, and then demonstrate emotional interventions that convey caring, and empathy toward patients and their families. Professionalism, performance, and nursing intuition are EI attributes identified by practicing nurses as essential to provide quality care to their patient. Nursing students should arguably have these characteristics upon graduation. So, the researcher intended to assess the emotional intelligence of the nursing students at NRI college of nursing, chinakakani, Guntur, with a view to distribute pamphlet on emotional management

A Quantitative research approach was selected to achieve the objectives of the study. Two hundred thirty-two nursing students were selected by using purposive sampling technique and data were gathered by using structured questionnaire to collect socio-demographic characteristics and SSEIT [Schutte Self-report Emotional Intelligence Test] tool to gather information regarding Emotional Intelligence among nursing students. The data were analyzed by using descriptive (frequency percentages, mean and standard deviation) and inferential statistics (chi-square. & ANOVA).

The results revealed that obtained mean (\bar{X}) and standard deviation (SD) Of emotional intelligence among the Nursing students were $\bar{X}=37.5 \pm 5.73$ [perception of emotions]; $\bar{X}=36.27 \pm 4.24$ [managing of others emotions]; $\bar{X}=28.60 \pm 2.12$ [managing others emotion] and $\bar{X} = 23.22 \pm 5.65$ [utilization of emotions] respectively. There was a significant association between emotional intelligence of nursing students with their selected socio-demographic data. ANOVA- The sum of squares between groups was 4319.91 at $df = 5$ with mean squares 863.98 and sum of squares within the group was 50670.71 at $df = 226$ with mean squares 224.20.

The study concluded that nursing students at NRI College of nursing had adequate emotional intelligence. The student's EI was slightly high in final years compared to first year students.

Keywords: *Emotional Intelligence, Emotional Management, Adequate, Nursing Students*

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INTRODUCTION

Emotions provide people with valuable information about themselves and how they relate to others. Emotions are meaningful to education. They drive attention, which drives learning and memory. Studies state that negative feelings can form negative attitude towards learning. Emotions can distort perceptions, lead to false interpretations of events and can undermine the will to persist.

Emotional intelligence [E.I] is much more complex and integrative than acknowledging affective components with in a learning environment. Emotions trigger cognitive activities and direct actions. Researchers noted that, individual experiences and environment factors may lead to changes in learning style preferences. These experiences an environmental factor may be directly (or) indirectly related to an individual emotions and feelings, thereby creating a critical role for emotions in learning.

Emotional intelligence has the following common components or factors, perceiving, understanding, using and managing emotions. Perceiving as well as utilizing and managing emotions is essential to everyday practice for people in different career management professionals, executives, doctors, advocates, and even students. Healthcare as a whole is not provided by an individual, but as a team, as a responsible member of the health care team, the nurse is expected to successfully manage both themselves as well as the rest of the team members in order to succeed as effective care provider therefore, there has been a shift from individuals' achievement to team achievement.

It is widely confirmed that one's level of emotional intelligence is highly correlated with his/her future success and happiness. Hence, one's ability to perceive and manage emotions is more important than his/her intelligent coefficient(IQ). EI has been found to account for 80% of the factors in one's success.

Nursing is a profession strongly associated with individuals health, and defined by some sorts of clinical nursing care including interpersonal and inter-group communications as well as other various activities, as a result of growing complexity of the healthcare environment , and increasing expectations of clients in today's competitive healthcare marketplace nursing graduates must not only be competent in technical and critical thinking skills, but also be equipped to manage "soft" skills which have been identified as emotional intelligence (EI) skills

Nursing students are required to manage numerous clinical situations, adapt to the different teaching styles and expectations of instructors, work independently towards objectives, and manage conflicts. In addition, some aspects of academic work may be considered highly stressful, such as taking exams and practicing nursing procedures in health care settings. These situations require high levels of emotional management

Nursing students are expected to appreciate the patients' emotions, and use cognitive information to assess patients' needs, and then demonstrate emotional interventions that convey caring, and empathy toward patients and their families. Professionalism, performance, and nursing intuition are EI attributes identified by practicing nurses as essential to provide quality care to their patient. Nursing students should arguably have these characteristics upon graduation Furthermore, the development of emotional intelligence in new nurses may be one strategy among others to reduce the incidence of work place incivility as well as to enhance relations with challenging patients, and ultimate improve job retention and satisfaction.

Some researchers suggest that the nurses with higher EI display strong self-awareness and high levels of interpersonal skills; they are empathetic and adaptable; and they're more likely to connect easily with patients and meet their psychological needs. Thus, these abilities can contribute to a higher-job performance.

METHOD

Objectives

- To assess the emotional intelligence among nursing students.
- To develop and distribute a pamphlet on emotional management.
- To determine the association between the emotional intelligence of nursing students with their selected socio-demographic data
- To determine the difference of variance between the E.I of nursing students in various courses

The study estimates the emotional intelligence and its association with the selected variables and variance between groups. Hence the following hypotheses are examined.

Hypothesis

H₁: Significant association will be there between the emotional intelligence with their selected socio-demographic variables

H₂: significant difference of variance will be there between emotional intelligence among nursing students in various groups.

Research Approach

The researcher assessed the Emotional Intelligence among Nursing students by adopting quantitative research approach; as it is a formal and systematic process for gathering information about the world.

Research Design

Research design for the present study was non-experimental descriptive survey design, because it helps to observe, describe and document aspects or situation.

Setting of The Study

The study was conducted in NRI College of Nursing, Chinakakani, Guntur District, Andhra Pradesh. Considering the convenience, feasibility, availability of subjects, co-operation from management and formal permission was obtained from the Principal to conduct the study.

Population

The accessible population for the present study was nursing students between the ages 17-35 years who are studying at NRI College of Nursing, Chinakakani, Guntur District, Andhra Pradesh and the conform designated inclusion or exclusion criteria

Sample and Sampling Technique

The sample for the present study were nursing students with age between 17-35 years, studying at NRI college of nursing, chinakakani, Guntur, A.P. The design employed was non probability sampling design, and the purposive sampling technique with handpick sampling method was adopted to gather 232 subjects.

Criteria for Selection of Sample

Inclusion Criteria: The study included nursing students, who are

- male and female
- between the ages 17-35 years studying at NRICON
- willing to participate in the study
- available at the time of data collection

Exclusion Criteria: The study excluded Nursing students, who are

- transgender
- with age below 17 and above 35 years
- not willing to participate in the study
- not available at the time of data collection

- Not studying at NRICON

Description of Tool and Procedure

Part A

Consists of structured questionnaire to collect the socio-demographic items; it had components such as Age, Gender, Marital status, Education of father, Education of Mother, Nursing programme, Current academic year, Academic Excellence, Religion, Type of Family, family income per month, Habits, Hobbies, Place of Residence, Co-curricular Activities, Leadership for the class.

Part B

Consists of standardized tool (i.e.), Schutte Self-report Emotional Intelligence Test [SSEIT] to assess the emotional intelligence of Nursing Students.

SSEIT contains total 33 questions. The entire questionnaire is divided into 4 components, such as

- Perception of emotions
- Managing own emotions
- Managing of others emotions
- Utilization of emotions

These questions are answered under the following classification 1.Strongly Disagree 2. Disagree 3. Neither Disagree nor Agree 4.Agree 5.Strongly Agree, Each question is scored out of 5 marks and the total score of the scale is 165.This 165 score is divided into Inadequate Emotional Intelligence (33-99) and Adequate Emotional Intelligence (100-165), for statistical representation.

Validity of the pamphlet: The pamphlet was validated by five subject experts and others were incorporated into the pamphlet by the researcher.

Collection of Data

A written permission was obtained from the authorities (Principal) and an informed consent was taken from the respondents and confidentiality was assured, to get the co-operation from the subjects throughout the study. The researcher collected the data from Nursing students by administering SSEIT to assess the Emotional Intelligence of students from 22-08-2017 to 25-08-2017, by using Non Probability Purposive sampling technique, subjects were selected and The tool (SSEIT) was administered to obtain information and pamphlet on Emotional Management was distributed to the Participants and those who had inadequate EI were referred to clinical psychologists

RESULTS

Analysis and Interpretation

The study helped to arrive at the following conclusions which were statistically analyzed and interpreted. The data was analyzed by using Descriptive (frequency and percentages; mean and standard deviation) and inferential statistics (chi-square and Anova).

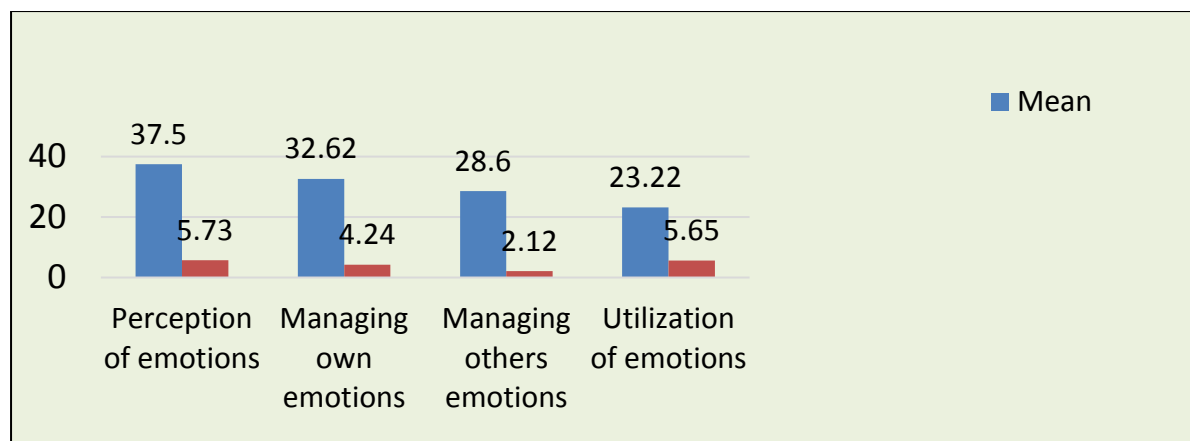


Figure 1: Mean and standard deviation for the E.I (SSEIT) scale components among Nursing students

The above depicted bar graph shows the obtained mean and standard deviation of Emotional Intelligence under different perspectives among the nursing students i.e, ($\bar{X}=37.5 \pm 5.73$ [perception of emotions] ; $\bar{X}=36.27 \pm 4.24$ [managing of others emotions]; $\bar{X}=28.60 \pm 2.12$ [managing others emotion] and $\bar{X} = 23.22 \pm 5.65$ [utilization of emotions] respectively. Indicating adequate Emotional Intelligence levels.

There was significant association between EI among Nursing students with their Age (7.23 at $p>0.05$), Education of father (9.19 at $p<0.005$), Current Academic year (2.1 at $p>0.05$), Academic Excellence (4.72 at $p <0.05$), Religion (7.65 at $p <0.05$), Type of family 1.5 at $p<0.05$), Leadership for the class (1.18 at $p>0.05$). Thus, The researcher accepted Research Hypothesis H_1 and Rejected null hypothesis H_{01} . There was no significant association between the level of EI among Nursing students with their Gender, Marital Status, Education of Mother, Nursing Programme, Family Income per month, Place of Residence, co-curricular activities. Thus, The Researcher accepted the null Hypothesis H_{01} and rejected research hypothesis H_1 .

Table 1

Analysis of variance between the Emotional Intelligence Among nursing students in various courses (N=232)

| Variables | Sum of squares | Df | Mean of squares | F-Ratio |
|-------------------|----------------|-----|-----------------|---------|
| Between the group | 4319.91 | 5 | 863.98 | 3.85 |
| Within the group | 50670.71 | 226 | 224.20 | |
| Total | 54990.62 | 231 | - | |

The given table describes the variance between the E.I of nursing students in various nursing courses. The sum of squares between groups was 4319.91 at $df = 5$, with mean

squares 863.98 and sum of squares within the group was 50670.71 at $df = 226$, with mean squares 224.20. The obtained f -value was 3.85 which is greater than the table value indicating significant variance between the E.I of nursing students in various courses; It Indicates that, there was significant difference of variance between the level of EI among nursing students of various courses.

Hence, the researcher accepted the research hypothesis (H2) and rejected null hypothesis (H02)

DISCUSSION

Out of 232 nursing students majority 163 (69.3%) were between age 17-21 years; 141 (60.8%) were females; 205 (88.4%) were unmarried; 55(23.7%) participants fathers had secondary education; 65 (8.0%) participants mothers had primary education; 204 (87.9%) were under graduate students; 78 (33.5%) were from first years; 122 (52.6%) had academic excellence of 65-74%; 120 (51.7%) were Hindus; 187(80.6%) were with Nuclear family; 101 (43.5%) were with income of Rs.5000 – 15000/- per month; 134 (57.8%) were day scholar; 170 (73.3%) were active in participating Co-curricular activities and 162 (69.8%) had leadership for the class. A Cross-sectional descriptive study was conducted at Government medical colleges in Delhi to identify factors affecting emotional intelligence. Two hundred postgraduates were selected as sample by the random sampling technique. The majority of students 164(82%) were in the age group of 25-28years, with the mean age of the study participants being 26 years. Almost 70% (139) of the postgraduate students were male. Most of the participants were single/unmarried 173(86.5%) while the rest were married 27(13.5%). A major proportion of the study participants stayed away from home in rented accommodations 99(49.5%) or hostelers 52(26%). The rest of the students either stayed with family 44(22%) or with local guardians 5(2.5%).

There was significant association between the level of EI among nursing students with their Age, Education of father, Current Academic year, Academic Excellence, Religion, Type of family, Leadership for the class. A Comparative study was conducted at Tanta University (EGYPT) and Riyadh (Saudi Arabia) to compare the nursing student's emotional intelligence skills. Based on the results of the study, it can be concluded that emotional intelligence of Tanta students showed significant association with mothers education and family income ($p=0.004$ and $p=0.034$ respectively)

The obtained f- value was 3.85 in the present study which is greater than the table value indicating significant variance between the EI of nursing students in various courses indicating that there was significant difference of variance between the EI of nursing student in various courses. A Cross-sectional descriptive study was conducted at the Faculty of Nursing, Alexandria University to assess the level of EI among baccalaureate students. Max-Mini mean \pm SD is 20.26 ± 1.46 . $F=0.212$ and $p=0.888$. It was concluded that baccalaureate students at the Faculty of Nursing Alexandria University had moderate levels of emotional intelligence.

CONCLUSION

It was concluded that nursing students at NRI College of nursing had high level of emotional intelligence in Perception of emotions, managing own emotions, Managing others emotions & Utilization of emotions. The student's level of EI was slightly increased in final year compared to first year students.

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