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S. NO.	ORIGINAL ARTICLES	PAGE NO.
1	Implementation of Rights of Persons with Disabilities Act, 2016 – Inclusive Education – Implementation Perspective by Madhu Ahuja	5 – 19
2	Psychoanalytical approach to understand the metaphysics behind the anatomy of lungs and use of Hypnotherapy and Affirmations in the treatment of Asthma: A case study by Dr. Amit Gosar	20 – 26
3	Successful Aging and Quality of Life Among Retired Older People by Tanya Sharma and Anindita Singh	27 – 40
4	OCEAN of FOMO- Correlation between Fear of Missing Out (FOMO), Personality and Social Media Engagement by Samreen Rehman, Sidhi Goyal, Sonali Tandon, Nainika Hira and Dr.Kanika Ahuja	41 – 58
5	Relationship between Internet Addiction & Mental Health on Adolescents by Dr. Ramesh D. Waghmare	59 – 67
6	A Study of Adjustment among Adolescents by Monica Sharma	68 – 75
7	A Comparative Study of Emotional Intelligence among Male and Female Students by Anjali Panditrao Pandit	76 – 87
8	A Study of Aggression among Male and Female Students by Sharda Vasanttrao Matsagar	88 – 94
9	A Study of self-concept among College Students by Narayan Ganapat Gavare	95 – 100
10	A Study of Self Esteem, Self Confidence and Achievement Motivation by Kedar Sominath Rahane	101 – 109
11	Manuscript Preparation	110
12	Publisher	111

Implementation of Rights of Persons with Disabilities Act, 2016 – Inclusive Education – Implementation Perspective

Madhu Ahuja*

ABSTRACT

The RPWD Act was enacted in December 2016. It promotes and protects the rights and dignity of people with disabilities in various aspects of life – educational, social, legal, economic, cultural and political. It applies to government, non government and private organizations. It has mandates and timelines for establishments to ensure accessibility of infrastructure and services. It has implementing mechanisms like Disability Commissioner’s Offices at the Centre and State level, District Committees, Boards and Committees for planning and monitoring the implementation of the Act, Special Courts at District level and so on. It has penalties in case of violation of any provisions of the Act. This paper discusses the implementation of this Act.

Keywords: *Persons with Disabilities, Inclusive Education, Rights*

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INTRODUCTION

As per census 2011, 1.23 crores persons with disability (Divyangjan) need some type of education to live independently. A study showed that, at present, only 20 lakhs children with special needs are studying in primary, secondary and special schools. India has signed many international declaration and treaties concerning rights of persons with disabilities. One of them is United Nations Convention on the Rights of Person with Disabilities (UNCRPD), which was signed and ratified by India in the year 2006. Article of 24 of the UNCRPD specifically states about the providing education to Children with Special Needs in inclusive system.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009¹, is a milestone in the path of education for all. The RTE Act mandates that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. The Act assured the education of disadvantaged groups including children with special needs by making provisions of 25% seats reserved in the neighbourhood school. The RTE Act 2009 guarantees free and compulsory education to only seven category of children with special needs, which was notified in the PWD Act, 1995.

After a gap of around 20 years, in compliance with the treaty signed with the UNCRPD, the India has passed the new “The Right of Persons with Disabilities (RPWD) Act, 2016²”. Prime Minister, Narendra Modi has termed this as a “landmark movement” that will contribute greatly to the welfare of our society’s specially-abled section. The silent features of the RPWD Act, 2016 are:

- ❖ Disability has been defined based on an evolving and dynamic concept.
- ❖ The types of disabilities have been increased from existing 7 to 21 and the Central Government will have the power to add more types of disabilities.
- ❖ Speech and Language Disability and Specific Learning Disability have been added for the first time. Acid Attack Victims have been included.
- ❖ The RPWD Act clearly mentioned about “Inclusive Education” and define as ‘a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities’.
- ❖ Every child with benchmark disability between the age group of 6 and 18 years shall have the right to free education.

Implementation of Inclusive Education under RPWD Act, 2016:

The Rights of Persons with Disabilities Act, 2016 has notified 21 types of disabilities and recommend educating the Children with Special Needs in inclusive set up. For execution of this Act, there is a need of essential infrastructure and sufficient man-power that can cater knowledge to the individuals as per their need. Good-looking school building, well-decorated Principal-room and fully air-conditioned reception does not count at all in school infrastructure. The keen principles of School Infrastructure mean overall requirement of the students, may be normal ones or CWSN, who study there and learn something. It counts neat and clean classrooms, sitting plan of the students in class-room, the furniture, the terrace area/verandah, where the people can take movements, wash-rooms, play-grounds etc.

Though different type of disabilities have different requirements. For easy understand, the research is divided into 4 broad categories, where the sub-category disabilities have more

or less same set of essential requirements needed. The teacher/special educator can modify it easily as per CWSN's requirements.

Physical or Locomotor Disability:

Physical disability is defined as “a limitation on a person's physical functioning, mobility, dexterity or stamina. In other words, a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both. These include:

- (a) “leprosy cured person” means a person who has been cured of leprosy but is suffering from loss of sensation in hands/feet; having visible deformity and paresis and extreme physical deformity.
- (b) “cerebral palsy” means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth;
- (c) “dwarfism” means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less;
- (d) “muscular dystrophy” means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterized by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue;
- (e) "acid attack victims" means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance.

Infrastructural requirements: Children suffering from physical disability have some type of deformity in easily movement but most of them have good intelligence level. They have potential to learn the rigid curriculum and easily adjust in the mainstream school. They can easily accommodate in the school by modifying the infrastructure of the school building. The changes in the infrastructure must be done as per the Harmonized Guidelines and Space standard for barrier free built environment for persons with disability and Elderly-persons³.

These are:

For wheel-chair users:

- (i) The school building has ramp and sensor-operated door at the entrance for wheel chair users.
- (ii) Minimum clear opening of the entrance door shall be 900mm. and it shall not be provided with a step that obstructs the passage of a wheel-chair user. Threshold shall not be raised more than 12 mm.
- (iii) The wheelchair body itself is about 650 mm wide. Allowing for the use of hands and arms outside the wheelchair, the passage must be as wide as 900 mm or more.

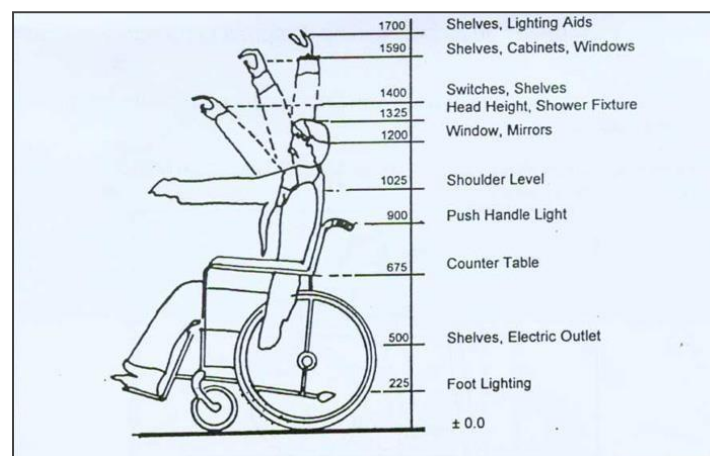


Figure-1: Typical Dimensions for Essential Uses within easy reach

- (iv) Special toilets with bigger doors and cabins for wheelchair users. The wash-basins are provided on low height for these children. Toilet floor shall have a non-slip surface without any difference. Guiding block near the entry should have a textural difference, (e.g. Diamon Tiles, Prima Regina Tiles, Undressed Granite) Light- weight PVC door shutter should be provided as a sliding door Provision of vertical & horizontal rail as 40 mm C.P. Steel Pipe.

For calipers/crutch users:

- (i) The minimum width of passage for crutch users is 900 mm.
- (ii) Finishes of floor surface with non slip floor material.
- (iii) Installation of handrail to support the body weight at the critical places e.g. staircase, toilet, ramp, passage with a change of level (800-850 mm).
- (iv) Extension of handrail on the flat landing at the top and bottom of the stairs (300 mm).
- (v) To prevent slipping off the cane or crutch from the side of the stairs or ramps (20 mm high lip on the exposed edge).

Academic requirements:

Apart from infrastructural requirement, class-room settings may be changed according to the needs of the individual, like, wheel-chair users may be accommodated near the corner-entrance and child suffering dwarfism may be accommodated in the front row of the class. The table and desk should be modified according to the height of the wheel-chair users/child suffered from dwarfism. All the teachers, staff members and peer groups should be trained in the simple skills so that they may help students with physical disability in proper use of calipers, crutches, orthosis and prosthesis, if any and also in transferring, pushing, locking

and unlocking of the wheel-chair. Special care is required to teach child suffering from Cerebral Palsy, he/she may be accommodating in class either (a) In spine (with no head control); (b) Side laying; (c) corner sitting; (d) side sitting; (e) long sitting or (f) High sitting or on CP chair.

Visual Impairment

Visual impairment includes : (a) "blindness" means a condition where a person has any of the following conditions, after best correction— (i) total absence of sight; or (ii) visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction; or (iii) limitation of the field of vision subtending an angle of less than 10 degree and (b) "low-vision" means a condition where a person has any of the following conditions, namely:— (i) visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or(ii) limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree.

Giving proper care and guidance, the students with visual impairment not only complete their education but can get Doctorate degree. Mr. Bharat Mishra, a visual impairment, who did his PhD in Political Science in the year 1968 from Magadh University, Patna⁴ when there was no technology at all. Although persons with visual impairment are unable to visualize the world, but through touching and hearing, they realize what is going in the world.

Infrastructural requirements:

- (i) Use of guiding blocks for persons with impaired vision to guide them within the buildings and facilities and outside the building.

- (ii) A barrier to warn blind or visually impaired persons should be provided under stairways or escalators.
- (iii) Installation of information board in Braille along with audible signages (announcements)
- (iv) Removal of any protruding objects and sufficient walking space for safe walking. For persons with low vision use of contrasting color arrangements.
- (v) The radial range of the white cane is a band 900 mm wide. Any obstacle above 600 mm cannot be detected by the white cane. If there are projections above this height, then the projections have to be reflected at the floor level in terms of level or textural differences.
- (vi) Persons with visual impairments find it easier to locate doors if there is a texture difference in the floor around the doorway from the rest of the flooring.
- (vii) A tactile layout plan of the building along with Braille and audio systems should be provided at the entrance for people with visual impairments.
- (viii) Warning blocks should be installed 300 mm before the beginning and 300 mm after the end of each flight of steps to aid people with visual impairments.

Academic requirements

Students with visual impairment (VI) can learn and understand through Braille system. The teacher should use original things and embossed pictures as Teaching Learning Materials for pre-primary section, as possible. The special educator can train the student in Braille system. Apart from the special educator, the general teachers must be trained in Braille. The student with VI must be accommodated near the teacher desk so that he/she can hear properly and low vision must be in front of the black-board. The mathematics can be taught using ABACUS, Tyler Frame, Geometry Kitetc. Assistive devices like Braille Slate,

Braille Scale, Computer Screen Magnification, Descriptive Video Services (DVS), OCR, Screen Reader and Braille Note-takers are very helpful in the studies of the students with visual impairment. Students with low-vision can be educated by using large-printed books, magnifier glass and using large letters on the black board.



Hearing Impairment

Hearing impairment (HI) comprised (a) "deaf" means persons having 70 DB hearing loss in speech frequencies in both ears; and (b) "hard of hearing" means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears. The students with hearing impaired have good memory and intelligence to adjust in a mainstream school with mere modification in infrastructure and teaching way.

Infrastructural requirement:

- (i) Provision of all necessary information on the 'information board' in an easy and understandable manner.
- (ii) Provision of 'illuminated signages' and 'layout diagrams of the building' to help the persons with HI to easily reach the desired place.
- (iii) Provision of illuminated signages should be provided at junctions of circulation routes and key destinations such as doorways, at reception point, at facilities such as library, Laboratories, drinking water facility & toilets etc.

Academic requirements: The students with hearing impaired can, basically, learn through visualization. Teacher may use diagram, pictorial chart, map or model etc. to teach them. Special Educator trains the students with HI in Sign language. Sign Language training must

be given to class teacher/subject teacher, with whom; they will spend most of their time. The class teacher/subject teacher may give commands in simple language and, subsequently, train the students on lip-reading. Assistive devices like Hearing Aids, Audio loops, Infrared Systems, Cochlear implants, Captioned Television and Live Speech Captioning etc. The examination should be taken in writing only.

Intellectual Disability

Intellectual disability, a condition characterized by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour which covers a range of every day, social and practical skills, including— (a) "specific learning disabilities" means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia; (b) "autism spectrum disorder" means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person's ability to communicate, understand relationships and relate to others, and is frequently associated with unusual or stereotypical rituals or behaviours. (c) Mental behavior or "mental illness" means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviour, capacity to recognise reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterised by sub-normality of intelligence.

Students with Intellectual Disability (earlier termed as Mental Retardation) have low IQ level with cognitive behavior problem, before 18 years of age. Students with mild MR

having IQ 50-69% and moderate MR having IQ 35-49% can easily get education in mainstream schools. Most of the autistic child has normal IQ and can lead in academic with special care and guidance. In “autism spectrum disorder”, there is total absence of ‘Theory of mind’, unable to socialize with another. The Specific Learning Disability mainly known as dyslexia (reading), dysgraphia (writing), dyscalculia (maths), dyspraxia and developmental aphasia. The alarming signs, like, trouble in learning the alphabet, issues with following directions, difficulty in transforming thoughts into written words and misreading or misunderstanding mathematics problems, etc. are all probable indicators of a Specific Learning Disability, which might have tended to appear in elementary classes in the school. The students with specific learning disabilities can face a number of educational challenges. They include: (a) difficulty in reading out loud; (b) poor reading comprehension; (c) struggling to write papers and essays; (d) trouble understanding mathematics problems and (e) difficulty holding a pencil, etc.

Infrastructural requirements: Though there are no specific infrastructural requirements for these types of disabilities, but modification in class-arrangement, furniture and Teacher Learning Material is must. The remedial class must be given in the Resource Room, a well-decorated, colourful and attractive room, where the CWSN feel free to do their work/task in their own manner.

Academic requirements: Education is captured by learning and memorizing and gathering information through communication with each other. It is true that the CWSN with Specific Learning Disability and Autism Spectrum Disorder are generally of average or above average intelligence, but, they are lack in communication/expressive skill. Similarly, the students with ID having presence of communication skills in some cases, although, their IQ level is less than 70. Special emphasis is given to educate and train these CWSN.

Following steps is essential for teaching the students with Intellectual Disability, Autism Spectrum Disorder and Special Learning Disability:-

- (i) **Assessment:** When the student first come in the school, the special educator take proper assessment of the child. This will help him/her to understand that what the child knows and what things to teach him/her. The special educator well-versed about the strength and weakness of the student. Different assessment tools are used for assessment of each disability. Like Basic MR, FACP and MDPS for Intellectual Disability; DSM-V, INDT-ASD (INCLEAN diagnostic tool used in India), ISAA (Indian Scale for Assessment of Autism) etc. for Autism Spectrum Disorder. Similarly DALI, JST [(Junior Screening Tool) for classes (1-2) (5 to 7 years)] and MST [(Middle Screening Tool) for classes (3-5) (8 to 10 years)], Wide Range Achievement Test⁵, Peabody Individual Achievement Test, Woodcock-Johnson Tests of Achievement, Schonnel Attainment Test, Curriculum Based Test is used for assessment of Special Learning Disability.
- (ii) **Individual Education Plan/Programme (IEP):** After making assessment, the special educator prepares Individual Education Plan for each student with special needs. The IEP is as important as the foundation pillar of the building. It works like GPS in the map system, which states where to go and by which means, you reach the desired destination. The IEP must be based on “Age appropriate and Need based”. It should clearly explain the best way that the student learns, the way or ways that the student shows his or her full potential, and how best to support and encourage his or her educational goals.
- (iii) **Teaching Strategy:** The Special educator/Resource Teacher make a lesson plan on the basis of IEP and make monthly/quarterly evaluation of the same. He/She can use

different teaching techniques like Chaining, Modeling, Shaping, Task Analysis, Prompting and Fading.

(iv) Class-room Management: Student with intellectual disability must be accommodated in small group consisting of 5-6 students of different abilities. The student with ASD, preferably, be accommodated in structural environment and his day- wise schedule is properly managed and implemented. To avoid any disturbance in the class, a ‘relax corner’ must be there for relaxing the student with ASD, after completion of given task. The students with special learning disability are accommodated near the teacher and with the active peer, which help him/her in study, if needed.

It is a well-established fact that each child is unique and has different ability. Even in a group, same age and same IQ level has unique ability to understand and grab new things. A teacher/special education alone cannot do much to train or educate the child perfectly without the support of parents, community and other professionals. For the holistic development of children with special needs (CWSN) either OH, CP, VI, HI or Intellectual impairment (Autism, Special Learning Disabled), an Inter-disciplinary team need to be formed, consisting of regular teacher, special educator, physiotherapist, psychologist, speech therapist and social worker must be there.

Objectives

The following are key objectives of the study :

1. To understand the term, ‘Physical or Locomotor Disability’; ‘Visual Impairment’; ‘Hearing Impairment’ and Intellectual Disability.
2. To define Physical or Locomotor Disability’; ‘Visual Impairment’; ‘Hearing Impairment’ and Intellectual Disability as per Right of Persons with Disability Act, 2016.

3. To explain the term ‘Specific Learning Disability’ covered under the Right to Persons with Disability Act.
4. To describe the Infrastructural Requirements and Academic Requirements of different disabilities.

Hypothesis

Whether the Right to Persons with Disabilities Act, 2016 attempts to fulfill all the requirements of the Children with Special Needs.

METHOD

The study is based on the primary and secondary data published in government documents. The researcher will apply both observation and analytical technique. The study will review the literature online and offline relating to the welfare of the persons with disabilities.

ANALYSIS

The hypothesis was not proved as there are lacunae in the implementation of Rights of Persons with Disabilities Act, 2016. There is an acute shortage of Special Educator Teachers, the basic requirements i.e. creation of Resource Room is not yet possible. The conditions of the ramp constructed so far were not good.

CONCLUSION

This paper very clearly discusses the implementation of **Rights of Persons with Disabilities Act, 2016**. It portrays the infrastructural requirements and assistive devices for various categories of disabilities. It even discusses the steps that are essential for teaching the

students with Disability. It discusses the assessment, Teaching Strategy and Class-room management for making disabled students a part of Inclusive Education.

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Psychoanalytical approach to understand the metaphysics behind the anatomy of lungs and use of Hypnotherapy and Affirmations in the treatment of Asthma: A case study

Dr. Amit Gosar*

ABSTRACT

This article elaborates a case study of an 8-year-old boy suffering from Asthma. The severity of the disease was very high and the boy had to take inhalation of antiasthma drug every day. Asthma being a psychosomatic disease, a psychological assessment of the client was done and after understanding the underlying psychological factors, the treatment was planned using hypnotherapy and affirmations. The case became a success story after the client got completely cured using these treatments.

Keywords: *Asthma; Hypnotherapy; Suggestion; Affirmations, Psychodynamics*

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INTRODUCTION

The Bronchial asthma is considered to be a psychosomatic disease. This disease gets triggered due to stress and has various stressors responsible for it. These stressors are responsible mainly for impacting the autonomous nervous system and the endocrine system of the patient.

When the person is exposed to any stressor, the natural response of the person's body will try to respond or to adapt to the stressful situation. A human body has an autonomic nervous system, which helps maintaining the homeostasis by secreting different hormones and neurotransmitters through the endocrine system.

“The autonomic nervous system (ANS) controls functions of the internal viscera, blood vessels throughout the body, effectors in the skin and glands, in fact all organs except voluntarily controlled striated muscle. Its purpose is to adjust these organs so that their activities are most favorable to their own functions and to the balance of activity of the whole body. To produce these outcomes, the ANS provides motor control of organs through three divisions – the sympathetic, parasympathetic, and enteric divisions. It receives input about the states of individual organs, and of the whole body, through autonomic visceral afferent neurons. It is directed through central nervous system nuclei that integrate sensory information and are also influenced by emotion” (J.B. Furness, in Encyclopedia of Neuroscience, 2009) As a living body, we try to maintain homeostasis through the endocrine system, the immune system, and the autonomic nervous System. If, however, we cannot sufficiently respond, homeostasis of our body will fail, and we will develop stress-related diseases. Various stressors are involved in the onset and process of bronchial asthma. It is one of the representative psychosomatic diseases of the respiratory system which is reported to be

related to psychosocial stressors. Therefore, we need to take a comprehensive psychosomatic approach to the physical and psychosocial aspects. A survey by Miyaoka *et al.* (1) revealed some cases in which doctors treating outpatients realized that the patients had some psychological problems. These patients were found to represent 56% of all the patients with bronchial asthma. A questionnaire survey of the asthmatic patients conducted by the Niigata Asthma Treatment Study Group showed that about 10% of the respondents answered that “Asthmatic attacks have a relationship with stress.”

CASE STUDY

Participant: Mr. A (Name is not disclosed to keep the identity confidential)

Material: No specific material was used

Case description: In the first session the history of the patient was taken. The father of the boy has Asthma and the boy was told by the father that it is a hereditary disease and hence the boy has all the chances to acquire it (classical conditioning). After this the boy had acquired this disease and it was concluded that the boy has an Allergy of dust. Hence, if the boy goes out of home without inhaling the antiasthma drug, he gets asthma attack (Stimulus Response). This has made the boy completely dependent on the inhaler.

During second session the investigation was further probed into the psychological conditioning of the boy and he was repetitively asked questions of how does he feels. The boy replied that he feels that he has the disease because of genetic factor. With that he feels that if he goes out without taking inhalation, since he has dust allergy, he will be having asthma attack. After taking inhalation when this boy goes down to friends, he can't play as effortlessly as other friends and to this he feels worthless.

Eclectic approach using Psychoanalytical and behavioral theories to understand the root cause of the problem:

Behavioristic approach:

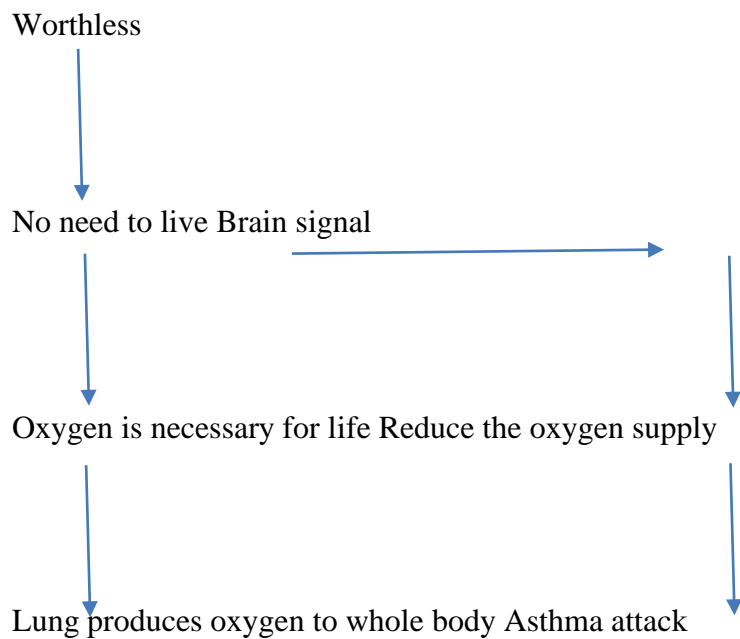
From the above case history and further probing, this was very clear that the classical conditioning was done by the father by saying the disease as a hereditary. The dust has acted as stimuli and the attack was the stimulus response.

Psychoanalytical approach:

By looking at the case through psychoanalytical approach, the physical symptoms are triggered by subconscious programming.

Theory of mind:

The sympathetic nervous system, which is controlled by the subconscious mind, mainly functions through fight – flight mechanism. The subconscious mind, like an iceberg inside the water, is much more powerful than the conscious mind. Hence when the boy was told about the disease being genetic and he has the chances of acquiring it, this suggestion got programmed into the subconscious mind. The dust always activated fight – flight mechanism. Since the boy felt worthless as compare to other normal friends, the subconscious cue of feeling worthless triggered the further chain reaction in following was.



Since boy was feeling worthless, the subconscious sympathetic system triggered the inessential for life. Since oxygen is required for life, the brain signaled the lungs to reduce the oxygen supply and the boy acquired the asthma.

Treatment:

The treatment was planned by taking eclectic approach to work on the subconscious cue using hypnotherapy and affirmations. The CBT was used using ABC model.

ABC model

Considering dust as an activating event and the asthma attack as a consequences, the treatment was greatly targeted to change the belief system of the boy. The boy was counselled and was made to understand that the disease has no genetic significance, which is evident as his brother doesn't have this disease. The health anxiety chart was given to the boy as a homework.

Hypnotherapy and affirmations:

The child was taken to a Trans using hypnotherapy. The anchoring was done with a situation where the boy was very relaxed, happy and secure with the parents. He was then asked to use this anchor always whenever he feels weak or a feeling of having asthma problem.

Affirmations were formulated in accordance with the boy and he was asked to repeat those 5 times daily for next 21 days. The example of one of the affirmations as given below.

“I am healthy, my lungs are expanding to the great efficiency and proving a large amount of oxygen to all my body parts.”

CONCLUSION

The boy got free after 21 days from inhaling the antiasthma medicines every day without having any asthma attack. The metaphysics of asthma disease is thus clearly indicating that the disease is a psychosomatic and is triggered by a mental subconscious stimulus. The functioning of the lungs is greatly associated with the emotion of the life and desire to lead a happy and healthy life. Ant incongruence in the life expectancy may lead to the psychosomatic disease of asthma.

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Successful Aging and Quality of Life among Retired Older People

Tanya Sharma* and Anindita Singh**

ABSTRACT

Successful aging refers to the physical, psychological and social wellbeing of individuals in old age. Substantial increase and life expectancy of older people in our society has posed a challenge to the quality of life this set of population has. Research has identified certain factors that may be predictive of healthy aging, such as their engagement with life, leisure activities, social, physical and cognitive functioning etc. The present investigation aimed at finding out the relationship between successful aging and different dimensions of their quality of life namely – Life overall, health, independence, control over life, psychological and emotional well-being , financial circumstances, social relations, home and neighborhood, leisure activity in a sample of 80 retired older people (40 males & 40 females) in the age range 58-65+ years, only those people were taken who had been working and are retired now. OPQOL-35(Bowling, 2007) was used to assess successful aging. Correlational analysis and t-test was used to analyse the data. No significant differences emerged among males and females on successful aging . Significant and positive relation emerged between successful aging and life overall QOL ($r=0.23$), social relationships ($r=0.39$), Independence, control over life, freedom($r=0.29$), psychological and emotional wellbeing ($r=0.44$) and leisure & activities ($r=0.29$) in the total sample. The result of the present investigation correlates the relevance of physical and mental health among elderly and its relationship with successful aging.

Keywords: *Successful aging, quality of life, elderly people, psychological and physical wellbeing*

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INTRODUCTION

Successfully aging does not solely lie in health and longevity of the individual it is much more beyond that-it is rooted in a broader definition of ‘the good life’ in later stages of life. The substantial increase in life expectancy at birth attained over the previous century, along with medical improvement, escalating health and social care costs and greater increase in population have led researchers and scientist’s interest in how to promote a healthier and prosper old age and how to age “successfully”. This term was first introduced in 1961, in a scientific literature by Robert. J. Havinghurst (Robert.J.Havinghurst,1961), where he stated that the science of gerontology has the practical objective of “adding life to the years” with the main aim of increasing satisfaction to the latter stages of an individual life.

Rowe and Kahn model of successful aging (Rowe and Kahn,1997) is one of the most applied and widely accepted models which viewed aging as a combination of mainly components: avoiding disease and disability, high cognitive and physical function, and engagement with life. Successfully aging as implied by Rowe and Kahn is, aging that is better than “usual aging”, which many see as lock-step decline in capacity and health.

Factors contributing to the successful aging of an individual are broadly categorized into physical, psychological and social factors. The most predictive factor that determines aging well was the absence of cigarettes and alcohol abuse (Vailiant & Mukamal 2001).

Psychological factors are also predictive of an individual successful aging. Low rates of depression and high rates of resilience are identified as an important determinant of aging successfully. Research has also found that people who believe that they have a purpose in life

is also an indication of healthy aging. (Hill & Turiano, 2014) (Pietrzakm, Tsai, Kirwin& Southwick,2014).

Social factors also contribute to the healthy aging of an individual. The most cited factor is a happy marriage for an individual to age successfully. The more an individual has social support and social contracts; he/she is more likely to age well. Higher education has also been identified as a predictor of aging well. People with higher level of education, particularly college degrees are more successful with their aging as education often cited as a protective factor against psychological decline, but it also allows individual access to resources due to well paid jobs. (Vailiant& Mukalam,2001) (Yaffe, Fioco, Lindquist etal.2009).

Quality of life is basically an individual's positive and negative features of life. It focuses upon the individual's basic necessities such as satisfied mental and physical health, financial, control, freedom and safe environment. It has 8 domains namely life overall, health, social relationship, independence, control over life and freedom, home and neighbourhood, psychological and emotional wellbeing, financial circumstances and leisure activities.

Life overall –It means how happy or satisfied an individual is with one's own life and how optimistic the individual is regarding the future.

Health – The individual has ample physical energy and his physical health does not restrict him from looking after himself or his home.

Social relationships –The individual is socially active and has people who would help him if the need be. They have people who give them love and affection.

Independence, control over life and freedom –The individual is physically, mentally and financially independent and has freedom and control over important things in life.

Home and neighbourhood–The individual feels safe and welcomed where ever they live. They and a friendly and warm relationship with the locals there.

Psychological and emotional wellbeing – The individual is emotionally strong and is not disheartened very easily. They take life as it comes and makes the most out of it.

Financial circumstances –The individual is financially stable and secure. They have enough money to sustain themselves and pay for their basic necessities.

Leisure and activities – The individual has hobbies that they enjoy doing and want to stay involved with things that give them a role in life.

The world's population is rapidly aging. The number of people aged 60 and older will supposedly rise from 900 million to 2 billion between 2015 and 2050 (moving from 12% to 22% of the total global population). Therefore it is important to study the aspects/factors that hinder the successful aging of this population and to find out interventions that can be of help to them in their need for a meaningful and purposeful life. With the present study we would like to direct the attention of people towards the factors that contribute to an individual's successful aging and how with active alteration in certain domains of quality of life we can provide better living and stimulating environment to one third population of the world.

REVIEW OF LITERATURE

1. Successful aging, life satisfaction and generativity in later life.

Fisher (1995) explored understanding of successful aging and life satisfaction using Open-ended survey questionnaire. The findings suggest that generativity contributes to successful aging and developmental task in later life.

2. Psychological approach to successful aging predicts future quality of life in older adults.

Bowling (2011) aimed to investigate whether baseline biological, psychological and social approaches to successful aging predicted QoL. The findings through multiple regression analysis the relative predictive ability of each approach, only the psychological approach (optimism) retained significance.

3. Quality of life in older ages.

Blane et al (2008) did a narrative review of literature related to quality of life in older ages are different from the general population. The findings suggested that elderly people evaluate their quality of life positively on the basis of social contacts, dependency, and health. Therefore, improvement of quality of life should be included among the goals of clinical management.

4. Relationship of Activity and Social support to the functional health of older adults.

Everard et al (2000), to assess the relationship between active engagement with life and functioning in older people. The results showed that maintenance of low-demand leisure activities was associated with lower physical health score and higher mental health score.

5. Successful aging and developmental adaptation of oldest-old adults.

Cho (2011) examined if oldest-old adults are successfully aged or not and what predictors associated with psychological well-being. The result suggests that physical health impairment and social resources had significant direct effect on psychological well-being.

6. The meaning of “Aging in Place” to older people.

Wiles et al (2011) investigated how older people understand the meaning of “aging in place” a term widely used in aging policy and research but unexplored with older people themselves. The results suggest that older people want choices about where and how they age in place. “Aging in place” seen as an advantage in terms of a sense of attachment and connection, feelings of security and familiarity in relation to both home and community.

7. Trajectories of life satisfaction and their predictors among Korean older adults.

Lim et al (2013) aimed to identify life satisfaction trajectories in older adults and the characteristics of individuals who experience them. The result suggested high trajectory individuals more frequently had higher education, financial security, good physical, health and good mental health than those in the stable, but less satisfied groups.

8. The association between social support and physical activity in older adults: a systematic review.

Smith et al (2017) systematically reviewed if social support is positively associated with physical activity. The result suggests that there is a positive association between social support and physical activity levels in older adults.

9. Quality of life at older ages: socioeconomic circumstances predict quality of life.

Netuveli et al (2006) investigated whether socioeconomic circumstances predict quality of life among old age people. They found that having poor financial circumstance had a very high effect on lowering quality of life.

10. The public life of older people neighbourhoods and networks.

A study by Gardner (2008) examined how neighbourhoods and networks shape the experience of healthy aging. The finding revealed that neighbourhoods are an important place of aging that have an impact on well-being of older people.

11. Neighbourhood support and aging-in-place preference among low income elderly Chinese city dwellers.

Lum et al (2014) investigated that preference for aging in place and its contributing neighbourhood factors among low income Chinese elderly in a metropolitan city. The findings showed that majority of low income elderly person prefer to age in place even if their health and functioning has deteriorated beyond Independent living.

METHOD

Hypothesis

It is expected that there will be a significant correlation between domains of quality of life and successful aging.

The following scales were used for the current investigation:

1. Older People's Quality Of Life Questionnaire (OPQOL-35) (A.Bowling,2007)

The questionnaire is a new 32 to 35 item QoL measure. It has 5 point Likert scale from Strongly agree to Strongly disagree with 32 or 35 items, representing life overall (4 items), health (4 items), social relationship and participation (7 items in QoL follow upsurvey, 8 items in Omnibus survey), Independence, control over life, freedom (5 items) area: home and neighborhood (4 items), psychological and emotional well-being (4 items), financial circumstances (4 items) and religious/culture (2 items asked in Omnibus survey only). Items are scored with reverse coding of positive responses, so that higher scores equal higher QoL : the scale ranges are 35 (QoL so bad could not be worse) to 175 (QoL so good could not be better) and correspondingly 32 to 160 in the QoL follow up survey.

2. Successful aging scale (SAS) (Reker, 2009)

Successful aging scale is a 14 item scale using 7 point Likert scale that measures successful aging. Measurements consist of items that reflect the unique characteristics of model by Rowe and Kahn, Baltes and Baltes, Schulz and Heckhausen and Ryff.

SAMPLE

The sample for the current investigation consists of 80 old age people (40 males and 40 females) in the age range of 58-60+ years, only those people were taken who had been working and are now retired. After the data has been collected the statistical technique that were used was t-ratio and correlation between OPQOL-35 and successful aging. The significance of the results was checked at 0.05 and 0.01 levels of significance.

RESULTS

Table 1*Show the correlation between following variables***Correlations**

		Life overall	Health	Social relationship	Independence	Home and Neighbourhood	Psychological and emotional well-being	Financial circumstances	Leisure activities	Successful aging
Life overall	Pearson correlation	1	.267*	.341**	.296**	.102	.425**	.062	.163	.233*
Health	Pearson correlation	.267*	1	.143	.331**	.006	.075	-.037	.022	-.023
Social relationship	Pearson correlation	.341**	.143	1	.310**	.512**	.552**	.093	.314**	.387*
Independence, control over life, freedom	Pearson correlation	.296**	.331**	.310**	1	.232*	.629**	.365**	.261*	.287*
Home and neighbourhood	Pearson correlation	.102	.006	.512**	.232*	1	.481**	.376**	.198	.114
Psychological and emotional well-being	Pearson correlation	.425**	.075	.552**	.629**	.481**	1	.353**	.296**	.444*
Financial circumstances	Pearson correlation	.062	-.037	.093	.365**	.376**	.353**	1	.248*	.073
Leisure activity	Pearson correlation	.163	.022	.314**	.261*	.198	.296**	.248*	1	.293*
Successful aging	Pearson correlation	.233*	-.023	.387**	.287**	.114	.444**	.073	.293**	1

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

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

Table 2*Shows the Mean, SD and t-Ratio*

<i>Descriptive statistics</i>			
	Mean	Std. Deviation	N
Life overall	14.7000	1.78176	80
Health	13.5875	2.10300	80
Social relationship	19.3125	3.21623	80
Independence, control over life, freedom	14.0125	2.33571	80
Home and neighborhood	16.8250	2.43277	80
Psychological and emotional well-being	15.0000	2.57544	80
Financial circumstances	14.7000	2.73931	80
Leisure activity	22.4375	3.12541	80
Successful aging	69.8000	12.70244	80

DISCUSSION

The correlation between successful aging and life overall came out to be +0.23. This value came out to be statistically significant at 0.05 level. Prior research is consistent with the findings. A study conducted by Mehec (2003) examined relationship between activities and well-being, where well-being was measured in terms of life satisfaction and happiness. The findings suggested that active engagement in social and physical activity was related to greater happiness and better functioning.

The correlation between successful aging and social relations came out to be +0.39. This value came out to be statistically significant at 0.01 level. Research in this area done by Chen and Feeley (2013) examined the relationship between social relationship and well-being by using structural equation modeling found that well-being increases with good level of social support.

The correlation between leisure activities and successful aging came out to be +0.29. This value came out to be statistically significant at 0.01 level. Researchers have found that 5types of leisure activities i.e. mental, social, physical, productive and recreational were examined to assess the effect of participation on health status. Results indicated that not only mental activities like writing and reading were the most popular leisure activities, but they also enhanced well-being the most. (Pillard-Borg and colleagues, 2009).

The correlation between psychological and emotional wellbeing and successful aging came out to be .44. This value is significant at .01 level. Study conducted by Jeste and Depp, 2012 examined relationship between optimism, resilience key to happiness in old age, where they found that individuals who are physically and psychologically healthy as well as educated are more driven towards optimism and resilience and tend to have better and higher psychological and emotional wellbeing.

The correlation between independence, control over life and freedom and successful aging came out to be .287. This value is significant at .01 level. A study conducted by Halaweh, Willen (2015) on physical activity and health related quality of life among community dwelling elderly found that there is a strong association between higher level of physical activity and dimensions of quality of life such as happiness, control over one's life.

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OCEAN of FOMO- Correlation between Fear of Missing Out (FOMO), Personality and Social Media Engagement

Samreen Rehman*, Sidhi Goyal*, Sonali Tandon*, Nainika Hira* and Dr.Kanika Ahuja**

ABSTRACT

Background. Social media has become a worldwide phenomenon. Opportunities of reconnecting with old friends, getting news updates and fulfilling your potential are just a few clicks away. The present study endeavours to make sense of a related experience, Fear Of Missing Out (FOMO), by linking it to degree of social media engagement and Big Five Personality Traits.

Methods. The sample consisted of 146 participants from 16-22 years of age (94 females and 52 males). FOMO and personality were measured using FOMO scale developed by Przybylskiet et. al (2013) and NEO - Five Factor Inventory³ (NEO-FFI3, 2004), respectively.

Results. The t-test revealed FOMO to be greater in those who used social media more. The personality dimensions of neuroticism, openness and conscientiousness were significantly correlated to FOMO, while extraversion and agreeableness were not correlated.

Conclusions. The findings of the paper reveal how a cycle of FOMO and social media engagement, mediated by personality traits, is created. FOMO invokes young adults to use more social media and using social media leads to more FOMO.

Keywords: FOMO, Personality, Social media engagement, Smart phone, Well-being

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INTRODUCTION

The Aligarh Muslim University and the Indian Council of Social Science Research (ICSSR) conducted a study on Smartphone Dependency among college students which revealed college students in India check their smart phones more than 150 times in a day. The Project Director, Mohammed Naved Khan, reported that 76% of them used smart phone for other reasons such as accessing social media like WhatsApp, Facebook and YouTube, and using Google (College students in India check smartphones over 150 times a day: Study, 2018). Though only 20% of the Indian population uses social media, as of 2017 (Only 25% of Indian adults use Internet, 80% don't use social media: Pew Research, 2018), Facebook alone has 251 million Indian users which constitute 11% of global Facebook audience (Senegal Internet Usage and Telecommunications, 2018).

The definition of Social Media Sites given by Boyd & Ellison (2007) summarises its key components- “web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system” (p.211). With ever rising statistics of social media usage, many researches have addressed the potential impacts of social media on psychological well-being (Study: The FOMO gender gap, 2015). One of them is Fear of Missing Out (FOMO). Przybylski et. al. (2013), defined FOMO as “a pervasive apprehension that others might be having rewarding experiences from which one is absent”. It is characterized by “the desire to stay continually connected with what others are doing” (p. 1841). Since these social networking sites (SNS) have suitable technical and social infrastructure in the form of wall posts, stories, and personal messages, it becomes convenient for users to stay connected with their contacts, build new relationships, seek interest-based content and view events in real-time. FOMO is

experienced when there is lack of interaction with the significant others or when the individual isn't up-to-date about others activities. Constant checking of the social networking sites, emails and other applications projects FOMO, abstaining from which creates restlessness in the individual.

FOMO appears to be prevalent across cultures. Vaidya, Jaiganesh and Krishnan found a significant association between FOMO and problematic internet usage (PIU), with 56% of Indian adolescents having both FOMO and PIU (2015, p.99). Higher frequency of social media usage among the population with more free-time has been linked to greater FOMO in French population as well (Michot, Blancot & Munoz, 2016, p.2). The same study also found age to be negatively correlated to FOMO, which means FOMO and social media usage was higher in the younger individuals.

As FOMO is felt the most when one is engaged in a binding activity such as studying or working than when interacting socially, it is evident that FOMO is bound to have detrimental effects on daily functioning due to increased stress and fatigue (Milyavskaya, 2018, p.15). When it comes to depressive symptoms, social media engagement could set off a loop of negative consequences. For example, using multiple social media platforms results in negative moods and emotions (Primack et. al., 2017, p.4), they inturn, strive to keep with the social world and fear missing out. Moreover, there has been indication of physical symptoms of FOMO in the past body of literature. FOMO can activate the social monitoring systems which help maintain social bonds vital to psychological well-being. This activation can results in physical symptoms like social pain and somatic difficulties like sicknesses and sleepiness. (Baker, Krieger, & LeRoy, 2016, p.276).

From the standpoint of the Self-Determination Theory (SDT), FOMO could be a result of thwarting of the relatedness need (Przybylski et. al., 2013, p.1847). Relatedness refers to “the desire to feel connected to others—to love and care, and to be loved and cared for” (Deci & Ryan, 2008, p.231). Low need satisfaction prompt social media engagement, thereby increasing FOMO vulnerability.

Personality is one of the factors making the experience of FOMO exclusive to each individual. The Five-Factor of Personality classifies personality into five dimensions: neuroticism, extraversion, openness, agreeableness and conscientiousness. Presence of a particular dimension at a high level is likely to indicate their involvement or non- involvement with social media. Zuniga et. al. (2017) examined the relationship between these Big Five personality traits and social media usage across 20 countries. Their findings suggested that extraverts tend to use more of social media due to characteristics like warmth and excitement-seeking. In contrast, the neuroticism was negatively related with social media usage (p.5450). Therefore, it can be reasoned that personality and FOMO are linked to each other. This reasoning has been supported by previous researches with extraversion and agreeableness being positively correlated to FOMO and neuroticism being negatively correlated (Liftiah, Dahriyanto & Tresnawati, 2016, p.133).

The 168 million social network users in India are estimated to double up in 2019 (India: number of social network users 2022 | Statistic, 2017). This gives rise to the various mental and physical health concerns attached to social media usage. Given the dearth of research in the field of FOMO in Indian context, present study attempts to gauge the

existence of FOMO in Indian population in relation to personality and social media engagement.

Hypothesis

Based on the rationale of the present study, the following hypotheses were formulated:

1. The college students using social media for more than 4 hours will have a significantly higher fear of missing out as compared to students who use social media for less than four hours.
2. There will be a significant relationship between neuroticism, extraversion, openness and fear of missing out.

METHOD

Participants

The data was collected from a sample of 151 young adults (aged 16-21 years, average age of 18.8 years) through Google forms. The sampling was done using convenience sampling technique. Out of these, 5 participants were dropped for not coinciding the age criteria and validity check. Thus, the sample was reduced to 146 participants (52 males and 94 females). All the participants belonged to upper socio-economic status with Indian nationality.

Design

The design of the study is descriptive in nature aiming to explain a phenomenon related to social media amongst young adolescent. The correlational design attempts to understand the nature of relationship between personality types and FOMO. The study also tries to explore the correlation between social media usage and FOMO.

Measures

Revised FOMO Questionnaire. A revised FOMO questionnaire consisting of 10 items is used to assess FOMO. This scale was developed by Przybylski et. al. in 2013. The scale demonstrates a good internal consistency of 0.90 and is reliable to assess participants with varied range of FOMO on a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree) (Przybylski et. al. 2013, p.1847).

NEO -FFI (3rd edition). The NEO-FFI Personality Inventory, a measure of the five factor model of personality, consists of 60 items that are evaluated on a 5-point Likert Scale ranging from strongly disagree (1) to strongly agree (5). Convergent validity with self-report measures was high, ranging from 0.44 to 0.80 and the stated internal consistencies were N=.79, E=.79, O=.80, A=.75, C=.83 (Costa and McCrae, 2003, p.594).

The social media engagement of participants was computed by asking the participant's per day usage of social media on the scale of less than 2 hours, 2-4 hours, 4-6 hours and more than 8 hours.

Procedure

Two standardised questionnaires were administered on all participants in an online survey: Neo Five-Factor Inventory (2004) and revised FOMO questionnaire (2013). Data for the study was collected in time period between September-October, 2018. Few questions about participants' demographic details and preferred social media sites were asked in the beginning of the survey. Scores for both the questionnaires were calculated individually. For hypothesis 1, t-test of FOMO scores was calculated for participants using social media for less and more than 4 hours. For hypothesis 2, correlation was found out between each personality type and FOMO using Excel 2007.

RESULTS

The data was analysed using descriptive statistics. Correlations and t test were used to arrive at a conclusion. For statistical analysis of hypothesis 1, social media engagement was divided into two categories:

1. Less than 4 hours
2. More than 4 hours

Mean and SD of these two categories was found and t difference was calculated.

Table 1*Social media usage and its impact on fear of missing out*

Social Media Usage	Fear of Missing Out		t difference	P value	
	N	Mean			SD
Less than 4 hours	76	29.923	6.818	-1.851	0.033154*
More than 4 hours	62	32.375	5.980		

*(P<0.05)

Table 1 presents a comparison of social media usage and FOMO. As it is evident from the table, there is a significant difference between social media usage and its impact on FOMO. As the average score on FOMO is more when the social media involvement is more than four hours, as compared to the same obtained when social media involvement is less than four hours, suggesting that FOMO increases with increase in social media involvement. Thus, hypothesis 1 is accepted.

For hypothesis 2, Mean and SD of all the five personality traits that is neuroticism, extraversion, openness, agreeableness and conscientiousness was calculated. Then, each personality trait was correlated to fear of missing out.

Table 2

Correlation of variables with FOMO

	FOMO	P Value	
Neuroticism	0.5014	0.00000137	P<0.05
Extraversion	-0.03888	0.641	P>0.05
Openness	-0.26493	0.0000124	P<0.05
Agreeableness	-0.16032	0.0532	P>0.05
Conscientiousness	-0.27841	0.0000748	P<0.05

Correlation between Neuroticism personality trait and FOMO. The table shows the positive correlation between neuroticism personality trait and FOMO. As the p-value is less than 0.05, the correlation between these two variables is significant.

Correlation between Extraversion personality trait and FOMO. Table 2 shows a statistically insignificant relationship between the between extraversion and FOMO since the p-value is less than 0.05.

The correlation between Openness personality trait and FOMO. As the p-value is less 0.05, relationship is statistically significant. A correlation is 0.26493 means that there is negative relationship between openness and FOMO.

The correlation between Agreeableness and FOMO is statistically insignificant since the p-value is more than 0.05.

Correlation between Conscientiousness personality trait and FOMO. The relationship between conscientiousness and FOMO exists, with a value of -0.27841, denoting a negative relationship between the two variables.

Hypothesis 2 stating that is there is a relationship between personality neuroticism, extraversion, openness and FOMO is partially accepted. The hypothesis that there would be a significant relationship between extraversion and FOMO is rejected and a new dimension is found to be related to FOMO and that's conscientiousness.

DISCUSSION

The current study aimed at discerning the relationship between FOMO and Big Five Personality Traits and impact of social media engagement level on FOMO. A revised FOMO questionnaire and Neuroticism Extraversion Openness- Five Factor Inventory 3 (NEO-FFI) were used to assess FOMO and assess personality, respectively. The sample included 146 participants (52 males and 94 females). The descriptive and correlational

design attempted to understand the nature of relationship between personality types and FOMO and it also explored the correlation between social media usage and FOMO.

The present study found support for Hypothesis 1. Students who use social media for more than 4 hours experience significantly higher fear of missing out as compared to those who use it for less than 4 hours. Social media acts as constant reminder of the activities of others. Therefore, increased social media usage is likely to impact the experience of FOMO. The concept of choice paralysis, wherein multiple choices are damaging to decision-making, provides an explanation for these results. By reminding people of the alternative options of how they can spend their time, social media induces feelings of regret (Milyavskaya, March 2018, p.27).

With features like notifications, the repetitive checking of phones becomes more profound with the individual being logged into more than one social media platform, as is the case of the sample in the present study. This suggests that FOMO can also serve as basis for obsessive behaviour of continuous checking and posting (Stead and Bibby, 2017, p.8), a negative influence on psychological well-being.

For Hypothesis 2, present study's results are in line with other studies which also found significant correlations between personality and FOMO, although the direction of it differed (Liftiah, L. Dahriyanto and F. Tresnawati, 2016; Stead and Bibby, 2017; Webb, 2016). The personality dimensions of neuroticism, openness and conscientiousness were significantly correlated to FOMO, while extraversion and agreeableness were not correlated.

With a correlation coefficient of 0.5014, Neuroticism is positively correlated to FOMO. Individuals high on Neuroticism are unable to control their impulses and indulge in self-pitying. These characteristics tempt them into phone checking and self-pitying makes them nervous and to defy this they would indulge in social one-upmanship, i.e. making oneself feel better by disapproving others (Stead and Bibby, 2017, p.9).

Openness was found to be negatively correlated with FOMO with a coefficient of -0.264. Features of individuals scoring high on openness are open-mindedness, creativeness and preference for variety, which makes them less prone to FOMO as Openness to Experience has been linked to happiness, positive affect, and quality of life (Steel, Schmidt and Shultz, 2008, p.145).

Conscientiousness was the third dimension to be significantly correlated to FOMO. The correlation coefficient of -0.274 implies that the higher the conscientiousness, the lower will be the fear of missing out. This result has been supported by Stead and Bibby (2017) who also stated that individuals with high level of conscientiousness scored low on Problematic Internet Usage (PIU), thereby reducing their susceptibility to FOMO (p.8). This is perhaps due to presence of qualities of hard-working, self-discipline and perseverance which enable such individuals to regulate and guide their behaviour towards positive psychological well-being.

The dimensions of Agreeableness and Extraversion were not statistically correlated to FOMO. Although this is in disagreement to the handful of researches linking FOMO to personality (Liftiah, Dahriyanto & Tresnawati, 2016; Stead & Bibby, 2017), a potential reason for FOMO being unrelated to Agreeableness is that this dimension predicts the

informational use of social media (i.e. use of social media to obtain information) more consistently than its use for social interaction (i.e. use of social media to interact with others) and news use (Zuñiga et. al., 2017, p.545). Moreover, a survey conducted by Bhardwaj, Avasthi & Goundar (2017) noted that 25% of Indians used social media for staying informed (p.49). Extraverts, meanwhile, do not consider SNSs to be the main source of socialization and hence, are not intrinsically motivated to engage in social media. So even though they may post on Facebook for rewards of staying connected and preventing on missing out, the imbalance created in the autonomy and competency needs are filled in through other socializing options like face-to-face interactions, not just SNSs (Kessler, 2013, p.26).

The present study identifies personality and social media as potential mediators of FOMO and visa-versa. It is relevant not only for the young Indian individual but also for the significant others, family, friends, relatives and the like. Interestingly, a solution to damaging social media usage emerges from self-help mobile applications which helps the individual to regulate their unnecessary social media usage by tracking the time spent on social media, locking or turning phone off after a fixed time limit, etc. (Swar & Hameed, 2017, p.144). Long term implications of the issue can also be suggested such as transformation Indian culture. Bhardwaj, Avasthi & Goundar (2017) have, indeed, reported use of social media for voicing opinions (approx. 33%), an aspect of extraversion which is limited in Indian culture (p.49).

Limitations and Directions for Future Research

Due to limited time frame within which the study was conducted, the data was collected through Google forms. The present study had a limited sample which was collected through non-probability sampling technique. The sample consists of mostly young, educated,

urban adults. This makes the sample less representative which further reduces the generalizability of the findings. Moreover, due to extensiveness of the questionnaire circulated, participants lacked readiness to fill it and found it exhausting which could have affected their answers. In addition, the gender ratio of the study was not balanced. Being a self-report measure, the possibility of social desirability cannot be eliminated.

Nevertheless, these limitations open avenues for future research. This study focuses on FOMO with respect to social media usage only; therefore, other types of FOMOs such as organisational, fashion-related, news-related, health-related can also be explored. In future, the study can be extended by finding causal relationship between FOMO and other variable like social media addiction, substance-abuse, gender differences and life adjustment using experimental and focus group methods of research.

CONCLUSION

The purpose of the study was to find out the relationship between personality types and fear of missing out and to find the difference in social media engagement and FOMO. The study found out that three personality traits are correlated with FOMO and they are neuroticism, openness and conscientiousness. Another finding of the study is that people who engage in social media for more than four hours experience more fear of missing out as compared to people who use social media for less than four hours. The findings of the study can be extensively used in organisational setup while selecting candidate for different job profiles. People high on neuroticism and low on openness and conscientiousness should be avoided as these personality traits are most likely to experience FOMO. The study opens

avenues for further research about the nature of content that creates FOMO and which age group experience fear of missing out the most.

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Relationship between Internet Addiction & Mental Health on Adolescents.

Dr.Ramesh D. Waghmare*

ABSTRACT

The Purpose of was to find out the relationship of Internet Addiction & Mental Health on Adolescents. The present study sample go was selected from Jalna city from Jalna district in Maharashtra. Total sample of present study 100 Adolescents, in which 50 were Internet Addiction (25 Male and 25 Female Adolescents) and 50 Non Internet Addiction (25 Male and 25 Female Adolescents) Adolescents. The subject selected in this sample will be used in the age group of 18 years to 21 years (Mean – 19.76, SD- 1.20). The data was collected by using the Internet addiction, Young's IAT (1998) and mental health inventory developed by Dr. A. K. Srivastava and Jagadish, S. (1983). the data was analysed by using descriptive Statistics and parsons Product Moment Correlation technique. Results show that there is Negative relationship between Internet Addiction and Mental Health on Adolescents. And there is Positive relationship between Non Internet Addiction and Mental Health on Adolescents.

Key words –. *Internet Addiction, Non Internet Addiction, Mental Health.*

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INTRODUCTION

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. According to WHO (World Health Organization), defined mental health is "A state of well-being in which the individual realizes his or her ownabilities, can cope with the normal stresses of life, can work productively and fruitfully, andis able to make a contribution to his or her community".

Mental health is 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.

Internet Addiction has even been championed as an actual disorder, notably by psychologists Kimberly Young, and David Greenfield. However, at this time the true nature of Internet Addiction is not yet determined. Internet Addiction Disorder is the term first proposed by Dr. Ivan Goldberg for pathological, compulsive Internet usage. Internet Addiction Disorder is said that it is closest to pathological gambling. This is because some Internet users cannot control themselves when they should access or disconnect the internet. Many medical doctors and psychologists attempt to elucidate Internet Addiction Disorder. These explanations consist of psychodynamic and personality, sociocultural, behavioural and biomedical explanations. Not with standing, Ferris (2002) points out that during this time the term Internet Addiction Disorder is still difficult to define. Not all can perfectly elucidate any addiction and some are better than the others at explaining Internet Addiction Disorder. Sofar, researchers can only focus on defining the symptoms that lead into Internet addiction.

The Internet has become a worldwide phenomenon used by children and adults for a variety of reasons. It is a convenient way of retrieving information, conducting business transactions and connecting with others. Unfortunately, some individuals develop an addiction to the Internet, which can be difficult to overcome.

REVIEW OF LITERATURE

Park, Min Hee ; Jeon, Hae Ok, (2013) this study found that There were significant differences in health behaviour, mental health and internet addiction. Oh, Hyun-Ei, Sim, Mi-Jung , Oh, Hyo-Sook (2010), there was a strong relationship between subjects Mental Health, level of depression and Internet addiction. As depression worsens, Internet addiction also becomes stronger. Lawrence T. L., Zi-Wen P.(2010) this study found that No significant relationship between pathological use of the Internet on the mental health, including anxiety and depression, of the Internet. Nayanika Singh, K. C. Barmola (2015), this study found that that there was a significant effect of internet addiction on academic performance and mental health of students/adolescents. Dr. Neeta Sharma, Km. Anu (2015) this study found that that greater use of Internet leads to decrease the mental health and Adjustment level among college students. Hence Internet addiction and mental health and Adjustment are closely related. Nastizai (2009) showed a relationship between Internet addiction and general health. Taking into account the reversed scoring of general health, it can be assumed that as the individual's addiction to Internet increases, his general health would decrease. Shahbazzadegan (2011), Kim and et al (2006), Ko, Yen, Yen, Chen & Chen (2012) has shown that there is a positive relationship between internet addiction and mental health. Kunimura and Thomas (2000) show that there is a significant relationship between mental health and internet addiction.

Statement of the Problem

“Relationship between Internet Addiction & Mental Health on Adolescents.”

Objectives

- To study the relationship between Internet Addiction & Mental Health of adolescents.
- To study the relationship between Non Internet Addiction & Mental Health of Adolescents.

Hypotheses

- There is no significant relationship between internet addiction and mental health of Adolescents.
- There is no significant relationship between Non internet addiction and mental health of Adolescents.

Method

Participants

The present study sample go was selected from Jalna city from Jalna district in Maharashtra. Total sample of present study 100 Adolescents, in which 50 were Internet Addiction (25 Male and 25 Female Adolescents) and 50 Non Internet Addiction (25 Male and 25 Female Adolescents) Adolescents. The subject selected in this sample will be used in the age group of 18 years to 21 years (Mean – 19.76, SD- 1.20).

Research Design

Simple research design used in the present study.

Variables of the Study

Variable	Type of variable	Sub. Variable	Name of variable
Internet Addiction	Independent variables	02	1) Internet Addiction 2) Non Internet Addiction
Mental Health	Dependent Variables	-	

Research Tools

Young's Internet addiction test:

To measure the level of Internet addiction, Young's IAT (1998). It consists of 20 different questions and based on the five-point Likert scale the respondents are expected to choose and give the best response that determines the degree to which internet usage affects their daily routine, social and family life, productivity, sleeping pattern, feelings, and other activities of daily living. Its scoring ranges from 0 to 100 and based on the scoring the respondents are classified as normal users (0–30, mild (31–49), moderate (50–79), and severe (80–100) internet addiction.

Mental health inventory:

Mental health inventory developed by Dr. A. K. Srivastava and Jagadish, S. (1983). this scale consist of 56 items. The reliability and validity coefficients were found significant as the value of split-half Reliability coefficient was $r=0.73$ and validity i construct validity was $r=0.54$ which confirm the standardization of the scale.

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.

Data analysis

Mean, SD, and Product Moment Correlation technique was used.

RESULTS AND DISCUSSION

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

Table No.01

Mean, SD and 'r' Value of Internet Addiction and Mental Health on Adolescents

Variables	Mean	SD	N	'r'	Sign
Internet Addiction	53.96	4.65	50	-.285	0.05
Mental Health	109.00	13.43	50		

(Critical value of "r" with df 99 at 0.01 = .254 and at 0.05 = .195)

Mean of Internet Addiction is 53.96, S.D. is 4.65 and another mean of Mental Health is 109.00, S.D. is 13.43 and significant at 0.05 level. ($r = -.285$). Table 01 reveals that calculated 'r' value is $-.285$ which is greater than table value. Therefore calculated 'r' value is insignificant at 0.05 level of significance. Hence the null hypothesis "There is no significant relationship between internet addiction and mental health of Adolescents." null hypothesis is rejected and alternative hypothesis is accepted (there is significant relationship between

internet addiction and mental health of Adolescents.) It indicates that Negative relationship between Internet Addiction and Mental Health on Adolescents.

Table No.02

Mean, SD and ‘r’ Value of Non Internet Addiction and Mental Health on Adolescents

Variables	Mean	SD	N	‘r’	Sign
Non Internet Addiction	26.56	4.65	50	.594	0.01
Mental Health	99.06	28.76	50		

(Critical value of “r” with df 99 at 0.01 = .254 and at 0.05 = .195)

Mean of Non Internet Addiction is 26.56, S.D. is 4.65 and another mean of Mental Health is 99.06, S.D. is 28.76 and significant at 0.01 level. ($r = -.594$). Table 02 reveals that calculated ‘r’ value is .594 which is greater than table value. Therefore calculated ‘r’ value is significant at 0.01 level of significance. Hence the null hypothesis “There is no significant relationship between Non internet addiction and mental health of Adolescents.” null hypothesis is rejected and alternative hypothesis is accepted (there is significant relationship between Non internet addiction and mental health of Adolescents.) It indicates that Positive relationship between Non Internet Addiction and Mental Health on Adolescents.

Delimitations of the study

- 1) The finding of the study is based on very sample.
- 2) The sample was restricted to Jalna city from Jalna Dist. in Maharashtra.
- 3) The study was restricted to only arts college students only.
- 4) The study was restricted students are only 18-21 years only.

Conclusions:

- 1) There is Negative relationship between Internet Addiction and Mental Health on Adolescents.
- 2) There is Positive relationship between Non Internet Addiction and Mental Health on Adolescents.

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A Study of Adjustment among Adolescents

Monica Sharma*

ABSTRACT

This Study Purpose finds out Comparative study the Adjustment among Male and Female Adolescents. Total sample of present study 50 Adolescents from Delhi, in which 25 were Male Adolescents and 25 were Female Adolescents. The subject selected in this sample was used in the age group of 18 years to 21 years and Ratio 1:1. The independent variables are Gender (Male and Female Adolescents), and Dependent variables are Adjustment And the present study a Simple design was used. The data was collected by using the Revised Adjustment Inventory (1999) by Dr. Pramod Kumar. The data was analyzed by using Mean, SD and ANOVA. Results show that Female Adolescents high Adjustment than Male Adolescents.

Keywords: Youth Problem, Male Adolescents, Male Adolescents.

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INTRODUCTION

Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood. Adolescence is usually associated with the teenage years, but its physical, psychological or cultural expressions may begin earlier and end later. For example, puberty now typically begins during preadolescence, particularly in females. Physical growth (particularly in males), and cognitive development can extend into the early twenties.

Adjustment problems start right from birth and continues till death. Adjustments include solutions to personal and environmental demands. Nobody is left to be under the pressure of these environmental demands because everybody is a part of his/her environment. However the effect varies from one specific situation to another particular situation. Adjustment is the process by which a living organism maintains a balance between his/her needs and the circumstances that influence the satisfaction of these needs.” In this definition two main elements have been emphasized during the process of adjustment i.e. (i) the need for organisms, and (ii) the conditions which affect those needs. These needs may be biogenic, sociogenic, individualistic, or arising from any other conceivable source.

REVIEW OF LITERATURE

Sunita (1986) found that Boys were more socially adjusted than girls. Raut Rameshwar Babasaheb, (2019) this study found that Female Students Better Adjustment than Male Students. Thiyam Kiran Singh et. All, (2014) this study found that there is no significant difference between boys and girls in the domains of social adjustment and emotional adjustment. Dutta et. All. (1998) this study found that there is no significant difference between the boys and girls in the area of social adjustment. Singh (1995) this study examine that adolescent girls are better adjusted in the areas of emotional whereas adolescent boys

were better adjusted in the area of health and social adjustment. Anita (1994) this Study found that girls better adjusted in emotional, social, educational and total areas of adjustment areas of adjustment compared to boys. Anita (1994) this Study found that girls better adjusted in emotional, social, educational and total areas of adjustment areas of adjustment compared to boys. Leelavathi (1987) in her study found that males had good social and total adjustment than females. Priyanka Sharma and Nisha Saini, (2013) this study concluded that girls are average in health and social adjustment and unsatisfied in emotional adjustment. The boys are average in social adjustment and unsatisfied in health and emotional adjustment. The girls and boys do not differ significantly in health, social and emotional adjustment. Rakhi Ghatak,(2018) this study found that a significance difference was found in social adjustment between Male and Female adolescents and not significant difference.

Statement of the problem

- A study the Adjustment among Male and Female Adolescents.

objective of the study

- To Study the Adjustment among Male and Female Adolescents.

Hypothesis of the study

- There is no significant difference between Male and Female Adolescents on Adjustment.

METHODOLOGY

Sample:- Total sample of present study 50 Adolescents from Delhi, in which 25 were Male Adolescents and 25 were Female Adolescents. The subject selected in this sample was used in the age group of 18 years to 21 years and Ratio 1:1.

Research design:- This study a Simple design was used.

Variables of the study

Independent Variables- Gender- Male and Female Adolescents.

Dependent variables- Adjustment.

Research tools:-

Table No- 04 Revised Adjustment Inventory (1999)

Aspect	Name of the Test	Author	
Adjustment	Revised Adjustment Inventory (1999)	Dr. Pramod Kumar	Item- 40
			Scoring- “yes” and “No”
			Reliability - .0.88
			Validity - 0.81 for male and 0.74 for female

Statistical treatment:-Mean, SD and ANOVA were used.

RESULTS AND DISCUSSION

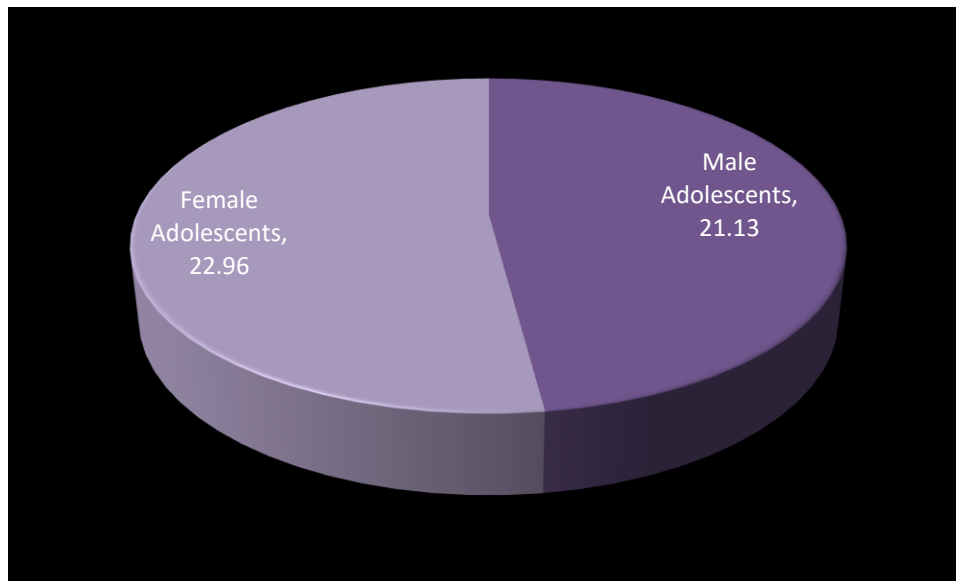
Hypothesis:-

- There is no significant difference between Male and Female Adolescents on Adjustment.

Table No.02 Show the Mean, SD and F Value of Gender on Adjustment.

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Adjustment	Male Adolescents	21.13	1.28	25	48	11.63	0.01
	Female Adolescents	22.96	1.87	25			

Figure No.01 Mean of Gender on Adjustment



Observation of the table No.02 and Graph No. 01 indicated that mean and SD values of Adjustment obtained were 21.13 ± 1.28 by the Male Adolescents and 22.96 ± 1.87 by Female Adolescents. The F value between Male and Female Adolescents on Adjustment is observed 11.63 at 48 degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 levels of significance, this null hypothesis is reject because table value low than calculated value and Alternative hypothesis is Accepted (There is significant difference between Male and Female Adolescents on Adjustment) . It means that Female Adolescents high Adjustment than Male Adolescents.

CONCLUSIONS

Female Adolescents high Adjustment than Male Adolescents.

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A Comparative Study of Emotional Intelligence among Male and Female Students

Anjali Panditrao Pandit*

ABSTRACT

This Study Purpose finds out the Emotional Intelligence between Male and Female Students. Total sample of present study 100 Students in which 50 were Male Students and 50 Female Students from Aurangabad, Dist. in Maharashtra. The subject selected in this sample will be used in the age group of 18 years to 25 years and Ratio 1:1. Non- probability purposive Quota Sampling will be used. The independent variables are Gender (1) Male Students 2) Female Students), and Dependent variables are Emotional Intelligence (self awareness, Empathy. Emotional stability, Self-Motivation, managing relations, Integrity, Self development, Value orientation, Commitment and Altruistic behaviour.) And the present study a Simple design will be used. The data was collected by using the Emotional Intelligence scale by Hyde, Pethe, Dhor and Dhar. The data was analyzed by using Mean, SD and ANOVA. Results show that 1) Female Students high Self-awareness, Self-Motivation, Emotional stability, Altruistic Behaviour and Emotional Intelligence than Male Students. 2) There is no significant difference between Male and Female College Going Students on Empathy, Managing Relations, Integrity, Self- development, Value orientation and Commitment.

Keywords: *Male, Female, Emotional Intelligence, Self awareness. Empathy. Emotional Stability, Self motive managing relations, Integrity, Self development. Value orientation, Commitment and Altruistic behaviour.*

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INTRODUCTION

The term Emotional Intelligence comprised of two words: emotion and intelligence. Etymologically, the word Emotion is derived from Latin word *emovere* which means to stir upon to excite. It may be understood as excited condition or state of our mind and body.

The first use of "emotional intelligence" term is usually credited to Wayne Payne's doctoral thesis, "A Study of Emotion: Developing Emotional Intelligence" from 1985. However, prior to this, the emotional intelligence term had appeared in the research works of Leuner (1966). Stanley Greenspan (1989) had also proposed an EI model, followed by Salovey and Mayer (1990), and Daniel Goleman (1995) had proposed an EI model. The discrepancy between ability emotional intelligence and trait emotional intelligence was published in 2000.

Emotional intelligence construct as a forum of social effectiveness, a set of skills enabling one to read and understand others, and utilize such knowledge to influence others in the pursuit of individual and/or organizational goal. Emotional intelligence is the capability of an individual to distinguish the sense of emotions and their relationship to the need of situations, as well as to reason and solve the problem on the basis of them. Emotional intelligence is ability to perceive emotions of others, integrate emotions, comprehend the complex information of those emotions, and effectively manage them. • Emotional intelligence contains the abilities to perceive, appraise, and express emotion; to access and/or generate feelings when they facilitate thought; to understand emotion and emotional knowledge; and to regulate emotions to promote emotional and intellectual growth.

Emotional intelligence is the accumulation of all non-cognitive and non-physical capabilities, competencies and skills a person has, that help him /his to deal with the environmental demands and pressures of everyday life. Emotional Intelligence refers to individual differences in the capacity to perceive emotions, to use emotions in productive

ways, and to understand and regulate emotions. Emotional Intelligence, defined in this manner, is an intellectual capacity that connects reasoning with feeling. Emotional Intelligence is a type of social Intelligence that involves monitoring, discriminating between and using emotions to guide thinking and actions. EI is related to interpersonal and communication skills, and is important in the assessment and training of medical undergraduates.

REVIEW OF LITERATURE

Bhatia (2012) aimed to study the emotional intelligence of the adolescents in relation to their family relationship. Emotional intelligence is defined in the terms of self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behaviour and family relationship is defined in terms of parental attitude acceptance, concentration and avoidance. Brackett and Mayer (2003) Found that females scored higher than males on Emotional Intelligence. Chauhan and Bhatnagar (2003) have reported a higher degree of Emotional Intelligence in the females than males. Chauhan, A. R., (2020) this study found that Female College Students high Self-awareness, Empathy, Self-Motivation, Managing Relations, Integrity, Self-development, Value orientation, Commitment, Emotional Stability, Altruistic Behaviour Emotional Intelligence than Male College Students. Hall (1987) thus implying a higher level of Emotional intelligence therefore women should report higher levels of Emotional Intelligence than men. Katyal and Awasthi (2005), Brackett and Mayer (2003) this study found the emotional intelligence higher among females than male among adolescents of Chandigarh. Lopes, Salovey and Straus, (2003), Arunmozhi and Rajendran, (2008), Subramanyam and Rao, (2008) this study found that no significant difference in emotional intelligence male and female students at different levels of school education.

Petrides and Furnham (2008) the study found the emotional Intelligence higher among Males than females. Sanchez Nunez et.all (2004) sandhu and Mehrotra (1999) reported that Male have higher level of emotional intelligence than females. Sanchez Nunez et.all (2004) sandhu and Mehrotra (1999), Petrides and Furnham (2008) Chu (2002) this study Found that Male have higher level of emotional intelligence than females. Suman Rani (2012) this study found that 1) Female high self-awareness, Empathy, Self- development and Altruistic behaviour than male. 3) Male high Self-Motivation, Integrity, Commitment and Emotional Stability than Female. 5) There is no significance difference between male and female on Managing relation and Value Orientation.

Objective of the study

- To Study of Emotional Intelligence on Male and Female Students.

Hypothesis of the study

- There is no significant difference between male and female college students with Emotional Intelligence dimension on self awareness. Empathy. Emotional stability, self motive managing relations, Integrity, Self development. Value orientation, Commitment and Altruistic behavior.

METHODOLOGY

SAMPLE

The present study sample go was selected from Aurangabad district in Maharashtra. Total sample of present study 100 College Students, in which 50 were Male Students and 50 Female College Students. The subject selected in this sample will be used in the age group of 18 years to 21 years (Mean – 19.20, SD- 1.47.) and Ratio 1:1.

RESEARCH DESIGN

Simple Research designs use for the present study.

VARIABLES**Table No.01- Variables**

Variable	Type of variable	Sub. Variable	Name of variable
Gender	Independent variables	02	1) Male Students 2) Female Students
Emotional Intelligence	Dependent Variables	10	1) Self-awareness 2) Empathy 3) Self-Motivation 4) Managing Relations 5) Integrity 6) Self-development 7) Value orientation 8) Commitment 9) Emotional Stability 10) Altruistic Behaviour

RESEARCH TOOLS FOR PRESENT STUDY**Table No.02- Emotional Intelligence scale**

Aspect	Name of the Test	Author	Sub Factor	
Emotional Intelligence	Emotional Intelligence scale	Hyde, Pethe, Dhor and Dhar.	1) Self-awareness	Item- 80 (home (21 items), (20 items), social (21 items) and emotional (18 items) Scoring- Yes-01 and No- o Reliability – 0.927 Validity – 0.834
			2) Empathy	
			3) Self- Motivation	
			4) Emotional stability	
			5) Managing Relations	
			6) Integrity	
			7) Self- development	
			8) Value orientation	
			9) Commitment	
			10) Altruistic Behaviour	

RESULT ANALYSIS AND DISCUSSION

Table No.03 Show the Mean, SD and F Value of Gender on Adjustment

Table No.	Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Table No.03 (A)	Self-awareness	Male Students	16.10	1.35	50	98	5.36	0.05
		Female Students	17.50	1.90	50			
Table No.03 (B)	Empathy	Male Students	14.96	2.10	50	98	1.30	NS
		Female Students	14.36	1.50	50			
Table No.03 (C)	Self-Motivation	Male Students	23.48	1.36	50	98	7.10	0.01
		Female Students	25.87	2.88	50			
Table No.03 (D)	Managing Relations	Male Students	17.35	3.18	50	98	9.36	0.01
		Female Students	19.70	2.31	50			
Table No.03 (E)	Integrity	Male Students	14.90	1.90	50	98	2.28	NS
		Female Students	15.25	2.19	50			
Table No.03 (F)	Self-development	Male Students	11.32	1.36	50	98	1.22	NS
		Female Students	11.96	1.90	50			
Table No.03 (G)	Value orientation	Male Students	8.78	0.95	50	98	1.81	NS
		Female Students	9.22	1.26	50			
Table No.03 (H)	Commitment	Male Students	7.90	1.58	50	98	0.85	NS
		Female Students	8.24	1.29	50			
Table No.03 (I)	Emotional Stability,	Male Students	8.39	1.47	50	98	1.12	NS
		Female Students	8.91	2.13	50			
Table No.03 (J)	Altruistic Behaviour	Male Students	7.24	1.28	50	98	8.17	0.01
		Female Students	8.90	2.36	50			
Table No.03 (K)	Home Adjustment	Male Students	110.74	15.28	50	98	21.57	0.01
		Female Students	116.26	17.24	50			

Observation of the table No.03 (A) indicated that mean and SD values of Self-awareness obtained were 16.10 ± 1.35 by the Male Students and 17.50 ± 1.90 by Female Students. The F value between Male and Female College Students on Self-awareness is observed 5.36 at 98 degree of freedom. The table value of F value is 0.05 = 3.94 and 0.01= 6.50 levels of significance; this null hypothesis is rejected because table value Low than calculated value and Alternative hypothesis is accepted. It means that Female Students high Self-awareness than Male Students.

Observation of the table No.03 (B) indicated that mean and SD values of Empathy obtained were 14.96 ± 2.10 by the Male Students and 14.36 ± 1.50 by Female Students. The F value between Male and Female College Students on Empathy is observed 1.30 at 98 degree of freedom. The table value of F value is 0.05 = 3.94 and 0.01= 6.50 levels of not significance; this null hypothesis is accepted because table value High than calculated value and Alternative hypothesis is rejected. It means that there is no significant difference between Male and Female College Going Students on Empathy.

Observation of the table No.03 (C) indicated that mean and SD values of Self-Motivation obtained were 23.48 ± 1.36 by the Male Students and 25.87 ± 2.88 by Female Students. The F value between Male and Female College Students on Self-Motivation is observed 7.10 at 98 degree of freedom. The table value of F value is 0.05 = 3.94 and 0.01= 6.50 levels of significance; this null hypothesis is rejected because table value Low than calculated value and Alternative hypothesis is accepted. It means that Female Students high Self-Motivation than Male Students.

Observation of the table No.03 (D) indicated that mean and SD values of Emotional stability obtained were 17.35 ± 3.18 by the Male Students and 19.70 ± 2.31 by Female Students. The F value between Male and Female College Students on Emotional stability is observed 9.36 at 98 degree of freedom. The table value of F value is 0.05 = 3.94 and 0.01= 6.50 levels of

significance; this null hypothesis is rejected because table value Low than calculated value and Alternative hypothesis is accepted. It means that Female Students high Emotional stability than Male Students.

Observation of the table No.03 (E) indicated that mean and SD values of Managing Relations obtained were 14.90 ± 1.90 by the Male Students and 15.25 ± 2.19 by Female Students. The F value between Male and Female College Students on Managing Relations is observed 2.28 at 98 degree of freedom. The table value of F value is 0.05 = 3.94 and 0.01= 6.50 levels of not significance; this null hypothesis is accepted because table value High than calculated value and Alternative hypothesis is rejected. It means that there is no significant difference between Male and Female College Going Students on Managing Relations.

Observation of the table No.03 (F) indicated that mean and SD values of Integrity obtained were 11.32 ± 1.36 by the Male Students and 11.96 ± 1.90 by Female Students. The F value between Male and Female College Students on Integrity is observed 1.22 at 98 degree of freedom. The table value of F value is 0.05 = 3.94 and 0.01= 6.50 levels of not significance; this null hypothesis is accepted because table value High than calculated value and Alternative hypothesis is rejected. It means that there is no significant difference between Male and Female College Going Students on Integrity.

Observation of the table No.03 (G) indicated that mean and SD values of Self- development obtained were 8.78 ± 0.95 by the Male Students and 9.22 ± 1.26 by Female Students. The F value between Male and Female College Students on Self- development is observed 1.81 at 98 degree of freedom. The table value of F value is 0.05 = 3.94 and 0.01= 6.50 levels of not significance; this null hypothesis is accepted because table value High than calculated value and Alternative hypothesis is rejected. It means that there is no significant difference between Male and Female College Going Students on Self- development.

Observation of the table No.03 (H) indicated that mean and SD values of Value orientation obtained were 7.90 ± 1.58 by the Male Students and 8.24 ± 1.29 by Female Students. The F value between Male and Female College Students on Value orientation is observed 0.82 at 98 degree of freedom. The table value of F value is 0.05 = 3.94 and 0.01= 6.50 levels of not significance; this null hypothesis is accepted because table value High than calculated value and Alternative hypothesis is rejected. It means that there is no significant difference between Male and Female College Going Students on Value orientation.

Observation of the table No.03 (I) indicated that mean and SD values of Commitment obtained were 8.39 ± 1.47 by the Male Students and 8.914 ± 2.13 by Female Students. The F value between Male and Female College Students on Commitment is observed 1.12 at 98 degree of freedom. The table value of F value is 0.05 = 3.94 and 0.01= 6.50 levels of not significance; this null hypothesis is accepted because table value High than calculated value and Alternative hypothesis is rejected. It means that there is no significant difference between Male and Female College Going Students on Commitment.

Observation of the table No.03 (J) indicated that mean and SD values of Altruistic Behaviour obtained were 7.24 ± 1.28 by the Male Students and 8.90 ± 2.36 by Female Students. The F value between Male and Female College Students on Altruistic Behaviour is observed 8.17 at 98 degree of freedom. The table value of F value is 0.05 = 3.94 and 0.01= 6.50 levels of significance; this null hypothesis is rejected because table value Low than calculated value and Alternative hypothesis is accepted. It means that Female Students high Altruistic Behaviour than Male Students.

Observation of the table No.03 (K) indicated that mean and SD values of Emotional Intelligence obtained were 110.74 ± 15.28 by the Male Students and 116.26 ± 17.24 by Female Students. The F value between Male and Female College Students on Emotional Intelligence is observed 21.57 at 98 degree of freedom. The table value of F value is 0.05 = 3.94 and

0.01= 6.50 levels of significance; this null hypothesis is rejected because table value Low than calculated value and Alternative hypothesis is accepted. It means that Female Students high Emotional Intelligence than Male Students.

CONCLUSIONS

- 1) Female Students high Self-awareness than Male Students.
- 2) There is no significant difference between Male and Female College Going Students on Empathy.
- 3) Female Students high Self-Motivation than Male Students.
- 4) Female Students high Emotional stability than Male Students.
- 5) There is no significant difference between Male and Female College Going Students on Managing Relations.
- 6) There is no significant difference between Male and Female College Going Students on Integrity.
- 7) There is no significant difference between Male and Female College Going Students on Self- development.
- 8) There is no significant difference between Male and Female College Going Students on Value orientation.
- 9) There is no significant difference between Male and Female College Going Students on Commitment.
- 10) Female Students high Altruistic Behavior than Male Students.
- 11) Female Students high Emotional Intelligence than Male Students.

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A Study of Aggression among Male and Female Students

Sharda Vasantao Matsagar*

ABSTRACT

The purpose research attempted to study of Aggression among Male and Female College Students. **Objectives** To examine the Aggression of among Male and Female College Students. **Hypotheses:** There is no significant difference between Male and Female College Students on Aggression. **Methodology. Sample:** Total sample of present study 50 College Students, in which 25 were Male College Students and 25 were Female College Students from Aurangabad City from Aurangabad Dist. in Maharashtra. The subject selected in this sample will be used in the age group of 18 years to 21 years. **Research Design:** the present study Simple design was used. **Variables-** The independent variables are Gender and Dependent variables are Aggression. **Research Tools -** Aggression Scale (1976) by Dr. G.C. Pati. **Statistical Treatment:** Mean, SD and 'F' values used. **Conclusions -** Female Students high Aggression than Male Students.

Keywords- Aggression, Male, Female.

INTRODUCTION

Aggression is a very common thing in the life of human being. Aggression can be considered as a natural system when it is placed in social, political and religious context. Most of the time people show aggressive behaviour for predominant each others. Aggression behaviour is usually learned much like other forms of social behaviour. It means, there is no inborn aggressiveness in human beings, but the aggressive responses of human being are acquired similar to other complex forms of social behaviour. Bandura rightly points out this phenomenon when he claims that aggressive behaviours are learned either directly or by observing the behaviour of others in the society. Aggression is a part of human behaviour and is necessary for an individual to live and struggle for higher achievements. Struggle for supremacy, dominance and excellence in sports obviously involve aggression. Aggression, in one form or the other, is inevitable and inescapable in sports activities. When hostility takes over aggression, the situation becomes alarming and it becomes an anti-social behaviour.

REVIEW OF LITERATURE

Bjorkqvist et al. (1994) this study found that males were high on physical aggression in comparison to females, whereas females were high on direct verbal aggression from males. Smritikana Mitra Ghosh (2012) this study found that women scored higher in aggression acts than men. Kenneth E. Leonard (2002) this study indicated that 25% of women and 33% of men experienced aggression. Jamal Akhtar et al. (2015) this study found that the boys are higher in aggression as compared to girls. Edalati et al. (2010) this study found that female physical aggression is almost equal to or higher than males but not less than males. Bettencourt and Miller (1996) this reveals that the men who are unprovoked are more aggressive as compare to women. Veiskarami et al. (2015) this study found that boys average

score was higher than girls. Crick and Grotpeter (1995) this study found that girls were significantly more relationally aggressive than boys.

STATEMENT OF THE PROBLEM

“A Study of Aggression among Male and Female Students”

OBJECTIVES OF THE STUDY

- To examine the Aggression of Male and Female Students.

HYPOTHESES OF THE STUDY

- There is no significant difference between Male and Female Students on Aggression.

METHODOLOGY

SAMPLE

The present study sample go was selected from college students of Aurangabad City district Aurangabad in Maharashtra. The sample has 100 college students in each 50 Male Students and 50 Students. The subject selected in this sample was age group of 18-23 year.

RESEARCH DESIGN

Simple research design used.

VARIABLES OF THE STUDY

Independent Variables- Gender- 1) Male Students 2) Female Students

Dependent variables – **Aggression**

RESEARCH TOOLS:-

Table No.01 - Aggression Scale

aspect	name of the test	author	Information

Aggression	Aggression Scale (1976)	Dr. G.C. Pati	Items-16
			Reliability - 0.91
			Validity-0.82

STATISTICAL TECHNIQUES

Mean, S.D and ANOVA were College Students to analyses the data.

RESULTS AND DISCUSSION

Hypotheses

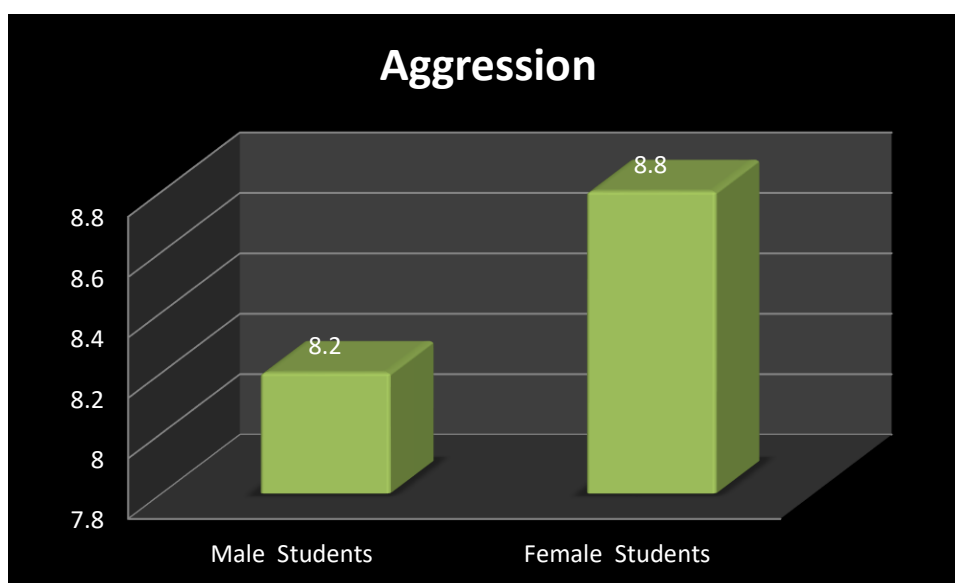
- There is no significant difference between Male and Female Students on Aggression.

Table No.02 Show the Mean, SD and F Value of Gender on Aggression

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Aggression	Male Students	8.20	0.85	50	98	12.69	0.01
	Female Students	8.80	0.94	50			

(Critical value of “f” with df 98 at 0.01 = 3.94 and at 0.05 = 6.90 and NS- Not significant)

Graph No. 01 Gender on Aggression



Observation of the table No.02 and Graph No. 01 indicated that mean and SD values of Aggression obtained were 8.20 ± 0.85 by the Male Students and 8.80 ± 0.94 by Female

Students. The F value between Male and Female Students on Anxiety is observed 12.69 at 98 degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 levels of significance, this null hypothesis is reject because table value low than calculated value and Alternative hypothesis is Accepted (There is significant difference between Male and Female Students on Aggression) . It means that Female Students high Aggression than Male Students.

CONCLUSION

Female Students high Aggression than Male Students.

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“A Study of self-concept among College Students”

Narayan Ganapat Gavare*

ABSTRACT

The purpose research attempted to the Study of self-concept among College Students.

Objectives- To Study the Self-Concept among Arts and Science College Students.

Hypotheses: There will be no significant difference between Arts and Science College

Students on Self-Concept. **Sample:** 100 Students were selected from Aurangabad city for

the present research. Among them 50 arts college Students and 50 were science college

students. Age range of 18 year to 22 year. (Mean = 20.32, SD = 2.07). Purposive Non-

Probability Sampling was used. **Research design:** Simple research designs use for the

present study. **Tools:** Self-concept scale (Scs) developed by Dr. (Miss) Mukta Rani Rastogi

(1974). **Results:** Arts college students had significantly high self concept than the science

college students.

Keywords- *Self concept, Arts Students, Science Students.*

INTRODUCTION

The self-concept defined in terms of self-as-object is an important aspect of personality and that individual differences along this dimension are as meaningful as differences in attitudes, motives, and abilities. Self-concept origin in observations of therapist-client interactions, Rogers' self-theory deals extensively with the problem of maladjustment personality. In this theory, maladjustment is defined in term of the magnitude of the discrepancy between self and experience. Increasing discrepancy leads to anxiety, disorganization of the self structure, and (with maximum discrepancy) psychological breakdown (personality disorder). Presumably, these progressive changes would be reflected in the magnitude of the discrepancy between self and ideal self. In some studies various groups of maladjusted individuals have been found to have more negative self-concepts and hence greater selfideal discrepancy than normal. In addition, self-ideal discrepancy has been found to be related to several measures of adjustment including Dymond's adjustment scoring system for Q-sorts, scales of the Guilford-Zimmermann Temperament Survey, and the California Test of Personality. Still other findings suggest that a curvilinear relationship exists between self-ideal discrepancy and adjustment.

STATEMENT OF PROBLEM:

To study the Self-Concept among Arts and Science College Students.

OBJECTIVES:-

- To Study the Self-Concept among Arts and Science College Students.

HYPOTHESES:-

- There will be no significant difference between Arts and Science College Students on Self-Concept.

RESEARCH METHOD

SAMPLE:-

100 Students were selected from Aurangabad city for the present research. Among them 50 arts college Students and 50 were science college students. Age range of 18 year to 22 year. (Mean = 20.32, SD = 2.07). Purposive Non-Probability Sampling was used.

RESEARCH DESIGN: Simple research designs use for the present study.

VARIABLE:-

Independent variable:- Type of Faculty- 1) Arts Students 2) Science Students

Dependent variable:- Self-concept

RESEARCH TOOLS:-

Self-concept scale

Self-concept scale (Scs) developed by Dr. (Miss) Mukta Rani Rastogi (1974) which is more suitable for the purpose of present study. This scale consists of 51 items, divided into 10(ten) areas. Out of these 51 items, 23 are positive and 28 are negative. It is a five-point attitude scale WITH alternatives, Strongly Agree (SA), Agree (A), Doubtful (D), Disagree (DA), and Strongly Disagree (SDA). The ten areas are: 1. Health and sex appropriateness 2. Abilities 3. Self-confidence 4. Self- acceptance 5. Worthiness 6. Present, past and future 7. Beliefs and convictions 8. Feeling of shame and guilt 9. Sociability 10. Emotional maturity.

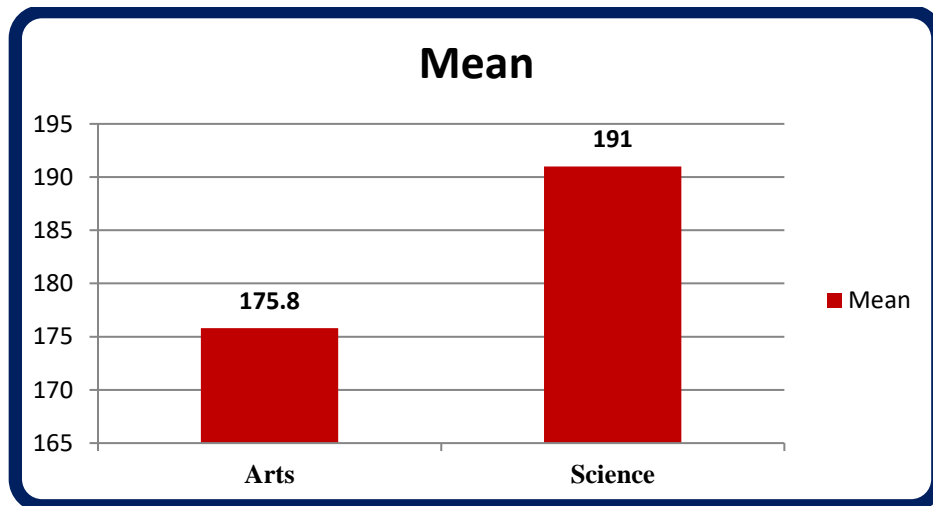
STATISTICAL DATA ANALYSIS

‘t’ showing the significance of difference between the Arts and Science Faculty Students respect to Self-concept.

Type of Faculty	Mean	SD	N	df	T	P

Arts	106.90	16.32	50	98	5.12**	0.01
Science	112.20	29.84	50			

$$0.01 = 2.62, \quad 0.05 = 1.98$$



Self Concept score of the arts college students Mean is 175.8 and science college students Mean is 191.00, t values is (18) 5.12 and two mean is highly significant at both level. Our null hypothesis is rejected and alternative hypothesis is accepted it concluded that the arts college students had significantly high self concept than the science college students.

CONCLUSION

Arts college students had significantly high self concept than the science college students.

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A Study of Self Esteem, Self Confidence and Achievement Motivation

Kedar Sominath Rahane*

ABSTRACT

Objective of the study to compare among male and female college students on dimension self esteem self confidence and motivation. **Hypothesis:** There will be significant difference between male and female college students on dimension self esteem, self confidence and motivation. **Sample:** For the present study 100 Sample were belongings to Aurangabad, 50 male college students and 50 female college students. The age range of subjects was 18-25 years. **Tools:** 1) Self Esteem Inventory: this inventory developed and standardized by M S Prasad and G P Thakur. 2) Self-confidence Inventory (ASCI): This test is developed and standardized by Rekha Agnihotri the 56 items. The subjects were required to respond to each item “YES” and “NO”. 3) Achievement motivation inventory was constructed and standardized by B. N. Mukharji. **Result:** Male college students found significantly high self esteem than the female college students. 2. Male college students found significantly high self confidence than the female college students. 3. There was no found significant difference between male and female dimension on motivation.

Keywords- *self esteem self confidence and motivation.*

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INTRODUCTION

Educated manpower is the emerging need of any nation as educated and skilled human resource is asset for any country. It becomes indispensable to develop human resource from the early stages of human life; Children are to be set to develop realistic aspiration encompassing their lives, education and prospects of the future. Therefore, correlates to academic achievement draw the attention of researches. Among the correlates at present psycho-social variables are gaining importance. Self-concept and Achievement motivation is such a psycho-social variable which is also responsible in a great way effecting academic achievement in children. One of the most persistent puzzles confronting parents and teachers is uneven academic achievement among equally able students. What factors cause some students to go above and beyond their personal and environmental constraints is the focal interest of current social- cognitive theories of motivation and action.

Achievement Motivation is the attitude to achieve rather than the achievements themselves. It can be considered as extended person- intrinsic motivation because its reinforcement is delayed. It arises from an interaction within the person. Achievement motivation is “a pattern of planning of actions and of feelings connected with striving to achieve some internalized standard of excellence, as contrasted for example, will power or friendship”. Murray (1938) described achievement motivation as a desire to accomplish something difficult, to overcome obstacles and attain a high standard, to excel oneself. Burger (1997) indicated that high achievers are moderate risk takers and have an energetic approach to work. Parents with more education also have higher expectation for their children’s education which facilitates the greater educational attainment for their children (Alexander, Entwisle and Bedinger, 1990). Well educated parents are involved more in their children’s

education than less educated parents. Such parental involvement in children's education is fruitful (Hoff, 2003). The more actively involved parents are in their children's education, the higher their children's perceptions of competence and better they perform in school and enhance their achievement motivation (Mohanty, 2007).

Joshi and Srivastava (2009) found out there were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys. Sharma's (2009) study found that (i) there is no significant interaction effect of creativity, Achievement motivation, self-concept, index of Brightness and adjustment on mean performance of academic Achievement of adolescents. (ii) There was significant contribution of creativity, achievement motivation and index of brightness in predicting academic achievement of adolescents. (iii) Index of Brightness and adjustment were negatively correlated to creativity, achievement motivation, self-concept and academic achievement among adolescents. However, both these variables were positively correlated to each other.

AIM OF THE STUDY:

- To the study to compare among male and female college students on dimension self-esteem, self-confidence and motivation.

OBJECTIVE OF THE STUDY

- To compare among male and female college students on dimension self-esteem, self-confidence and motivation.

HYPOTHESES:

- There will be significant difference between male and female college students on dimension self-esteem, self-confidence and motivation.

METHODS**SAMPLE:**

For the present study 100 Sample were belongings to Aurangabad, 50 male college students and 50 female college students. The age range of subjects was 18-25 years.

RESEARCH DESIGN: Simple research designs use for the present study.

VARIABLE

Independent variable- Gender: i) Male ii) Female

Dependent Variable- Self Esteem, Self Confidence, Motivation

RESEARCH TOOLS**Self Esteem Inventory:**

This test is developed and standardized by M S Prasad and G P Thakur for measuring self-esteem. The test consisted of 30 Items. The subjects were required to respond to each item in terms of 7, 6, 5, 4, 3, 2, and 1. The test split half Reliability Range from .82 to .78 and highly reliable.

Agnihotri's Self-confidence Inventory (ASCI):

This test is developed and standardized by Rekha Agnihotri the 56 items. The subjects were required to respond to each item "YES" and "NO". This is well known test having high reliability and validity coefficients.

Achievement Motivation Inventory:

This test is developed and standardized by B.N. Mukharji. The test consisted of 50 Items. The subjects were required to respond to each item in terms of 'Always' Neutral and 'Sometimes'. The test –retest Reliability Coefficient Range from .83 to .89.

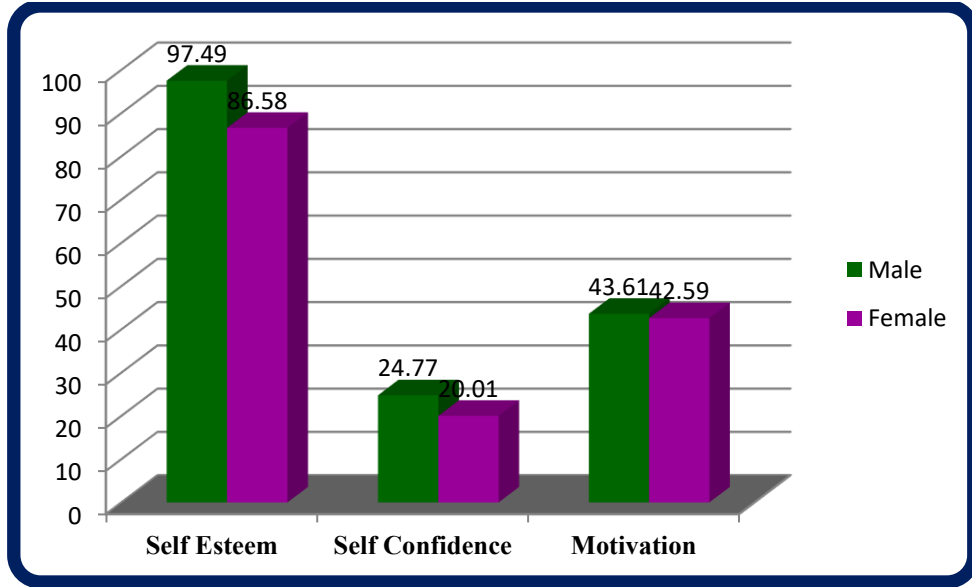
PROCEDURES OF DATA COLLECTION

Three tests were administered individuals as well as a small group. While collecting the data for the study the later approaches was adopted. The subjects were called in a small group of 20 to 25 subjects and there seating arrangements was made in a classroom. Prior to administration of test, through informal talk appropriate rapport form. Following the instructions and procedure suggested by the author of the test. The test was administered and a field copy of test was collected. Following the same procedure, the whole data were collected.

STATISTICAL ANALYSIS AND DISCUSSION

Mean Std. Deviation, Std. Error and t value of boys and girls college students' dimension Self Esteem, Self Confidence and Motivation.

Dimension	Male			Female			DF	t
	Mean	SD	SE	Mean	SD	SE		
Self Esteem	97.49	6.30	0.89	86.58	5.11	0.72	98	9.51**
Self Confidence	24.77	3.55	0.50	20.01	3.69	0.52	98	6.57**
Motivation	43.61	4.18	0.59	42.59	3.46	0.48	98	1.32



At the first mean of self-esteem score of the male college students was 97.49 and female college students score was 86.58 Male and female college students mean was highly significant t value 9.51 (98) And both levels were significant and male college students found significantly high self-esteem female college students than female college students.

Second mean of self-confidence score of the male college students was 24.77 and female college students score was 20.01 Male and female college students mean was highly significant t value 6.57 (98) And both levels were significant and male college students found significantly high self-confidence female college students than female college students.

Third mean of motivation score of the male college students was 43.61 and female college students score was 42.59 Male and female college students mean was not significant t value 1.32 (98). Null hypothesis is accepted and alternative hypothesis is rejected means there was no found significant difference between male and female dimension on motivation.

The studies of Mohanty (1997), Laskar (2008) also established strong positive relationship with

self-concept and academic achievement, studies of Mishra (2007), Bari (2008) established relationship with achievement motivation and academic achievement. Hence the investigator was inclined to conclude that these existed positive significant relationship between self-concept, achievement motivation and academic achievement.

CONCLUSION

- 1) Male college students found significantly high self esteem than the female college students.
- 2) Male college students found significantly high self confidence than the female college students.
- 3) There was no found significant difference between male and female dimension on motivation.

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MANUSCRIPT PREPARATION

The manuscript must be written in following the style outline of the **Publication Manual of the American Psychological Association** shortly instructed below:

The manuscript must be written in English typed in MS Word with double space, 12-pt Times New Roman, on A4, sheets (**not exciding 16 pages all together**) leaving appropriate margin (left and top 3-cm, right and bottom 2-cm) and should be numbered from the Title page.

1. One hard copy of each manuscript along with a CD, and/or soft copy through e-mail (wordversion in attach file) should be sent to the Editor-in-Chief as mentioned below.
2. The first page should contain: Title, Name(s) and Affiliation of Author(s), Address of corresponding author including e-mail address and cell number.
3. The 2nd page includes: Title, Short-running head, Abstract within 200 words, and Key-words (maximum 5).
4. From the 3rd Page (i) Introduction, (ii) Method, (iii) Results, (iv) Discussion and Conclusion, Acknowledgements (if any), References, Appendix (if any), etc.
5. Minimum number of Tables or Figures should be cited not repeating each other.
6. Authors are requested to make necessary language correction before submitting a manuscript to PIJPS.

SAMPLE of REFERENCES

References (for Journal):

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

For Book/Chapter:

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

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TO HELP PEOPLE TO REACH THEIR MAXIMUM POTENTIAL.

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- ✚ To bring awareness about common childhood problems and disabilities.
- ✚ To create our society all disability friendly.
- ✚ To make our school disability friendly.
- ✚ Not only identify the problem but also provide help and support to the children.
- ✚ Help parents to understand and accept their conditions of children.

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