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## Impact of Cognitive Style on Group Conformity and Social Loafing among Post Graduate Students

Dr. Jadhav Sunil Eknath\*

### ABSTRACT

An objective of the study: to investigate the effect of cognitive style on group conformity and social loafing among Post Graduate Students. Hypotheses: There was no significant difference between systematic cognitive styles and intuitive cognitive styles on group conformity among Post Graduate Students. There was no significant difference between systematic cognitive styles and intuitive cognitive styles on social loafing among Post Graduate Students. Sample: For the present study 90 Samples were belongings to Aurangabad, 45 subjects were systematic cognitive styles Post Graduate Students. And 45 subjects intuitive cognitive styles Post Graduate Students. Tools Cognitive - Style Inventory: Cognitive-Style Inventory developed by Praveen Kumar Jha (2001). Group Conformity Scale: This test is developed and standardized by Q.G.Alam and Dr. Ramji Shrivastava. Social Loafing: Social Loafing scale by Q.G.Alam and Dr. Ramji Srivastava (1990). Conclusion: Systematic cognitive styles had significantly high group conformity than the intuitive cognitive styles among Post Graduate Students. Intuitive cognitive styles had significantly high social loafing than the systematic cognitive styles among Post Graduate Students.

**Keywords-** *social loafing, Systematic cognitive styles, Intuitive cognitive styles.*

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## INTRODUCTION

Conformity is the act of matching attitudes, beliefs, and behaviors to what individuals perceive is normal of their society or social group. This influence occurs in small groups and society as a whole, and may result from subtle unconscious influences, or direct and overt social pressure. Conformity can occur in the presence of others, or when an individual is alone. For example, people tend to follow social norms when eating or watching television, even when alone.

People often conform from a desire for security within a group typically a group of a similar age, culture, religion, or educational status. Unwillingness to conform carries the risk of social rejection. In this respect, conformity can be a means of avoiding bullying or deflecting criticism from peers, though it can also reflect suppression of personality. Conformity is often associated with adolescence and youth culture, but strongly affects humans of all ages.

Although peer pressure may manifest negatively, conformity can have good or bad effects depending on the situation. Driving on the correct side of the road could be seen as beneficial conformity. Conformity influences formation and maintenance of social norms, and helps societies function predictably via the self-elimination of behaviors seen as contrary to unwritten rules. In this sense it can be perceived as (though not proven to be) a positive force that prevents acts that are perceptually disruptive or dangerous.

In the social psychology of groups, social loafing is the phenomenon of people deliberately exerting less effort to achieve a goal when they work in a group than when they work alone. This is seen as one of the main reasons groups are sometimes less productive than the combined performance of their members working as individuals, but should be distinguished from the accidental coordination problems that groups sometime experience.

Social loafing is also associated with two concepts that are typically used to explain why it occurs: The "free-rider" theory and the resulting "sucker effect", which is an individual's reduction in effort in order to avoid pulling the weight of a fellow group member. Has also shown clear evidence of social loafing. Many of the causes of social loafing stem from an individual feeling that his or her effort will not matter to the group.

**Objective of the study:**

- 1) To investigate the effect of cognitive style on group conformity and social loafing among Post Graduate Students.

**Hypotheses:**

- 1) There was no significant difference between systematic cognitive styles and intuitive cognitive styles on group conformity among Post Graduate Students.
- 2) There was no significant difference between systematic cognitive styles and intuitive cognitive styles on social loafing among Post Graduate Students.

## METHODS

**Sample:**

For the present study 90 Sample were belongings to Aurangabad, 45 subjects were systematic cognitive styles Post Graduate Students. And 45 subjects intuitive cognitive styles Post Graduate Students. The age range of subjects was 18-26 years (Mean = 23.45, SD = 3.65). Purposive non-probability sampling technique was used.

**Tools**

**1) Cognitive-Style Inventory:**

Cognitive-Style Inventory developed by Praveen Kumar Jha (2001). The CSI consists of 40 statements, half of which pertain to the systematic style and half to the intuitive style. Respondents evaluate each statement according to the degree to which they agree with it.

Subsequently, the respondents transfer their responses to the scoring sheet, which yields a systematic score and an intuitive score. These scores are then transferred to the interpretation sheet, which allows them to determine to what degree they specialize in systematic and intuitive styles.

## **2) Group Conformity Scale:**

This test is developed and standardized by Q.G.Alam and Dr. Ramji Shrivastava. All the 40 items of the scale are presented in simple and brisk style. Each of the 40item has two answer (multiple Choice) ‘YES’ and ‘NO’ This is well known test having high reliability and validity coefficients.

## **3) Social Loafing:**

Social Loafing scale by Q.G.Alam and Dr. Ramji Srivastava (1990). The responses obtained on a three point scale were scored as 0, 1, and 2. An individual subject could secure a minimum of zero and a maximum of 30 marks in either of the conditions individual or group a – 0 mark, b – 1 mark, c – 2 mark. The reliability and validity of social loafing scale was determined. The test-retest reliability was .74 which means sufficient reliance can be placed on it.

## **Procedures of data collection**

Group conformity scale and social loafing scale were administered individuals as well as a small group. While collecting the data for the study the later approaches was adopted.

## **Variable**

### **Independent variable-**

Cognitive Style      1) systematic cognitive styles 2) intuitive cognitive styles

### **Dependent Variable**

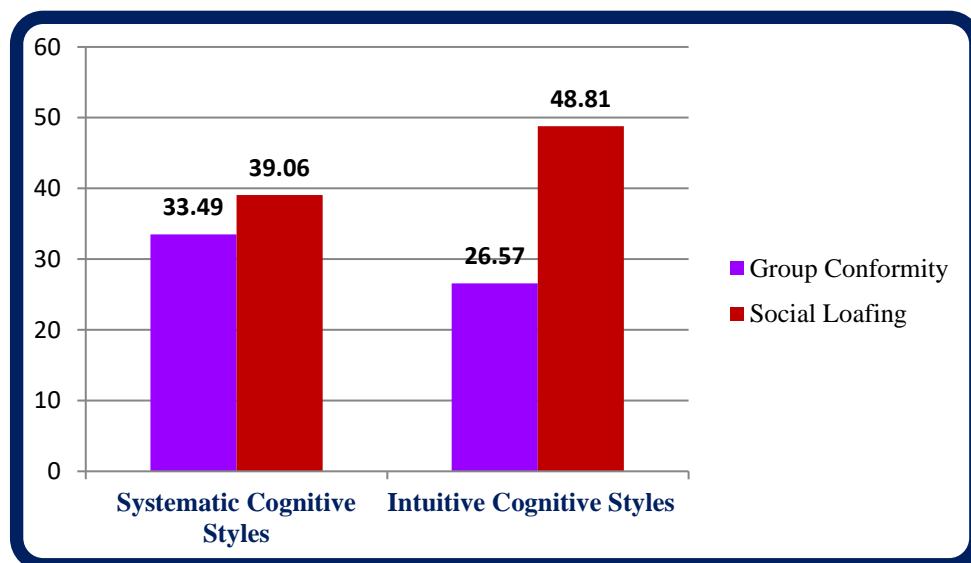
a) Group Conformity

## b) Social Loafing

**STATISTICAL ANALYSIS AND DISCUSSION**

*MeanStd. Deviation and t values of systematic cognitive styles and intuitive cognitive styles on dimension Group Conformity and Social Loafing*

Dimension	Systematic Cognitive Styles(N=45)		Intuitive Cognitive Styles(N=45)		't'	df	p
	Mean	SD	Mean	SD			
<b>Group Conformity</b>	33.49	4.63	26.57	4.21	7.41**	88	< .01
<b>Social Loafing</b>	39.06	5.69	48.81	6.28	7.71**	88	< .01



Result showed that the Mean of systematic cognitive styles on dimension group conformity was 33.49 and mean of intuitive cognitive styles on dimension group conformity was 26.57, the difference between the two mean was highly significant  $t(88) = 7.41$ ,  $p < .01$ .

Research Null hypothesis had been rejecting there was no significant difference between systematic cognitive styles and intuitive cognitive styles with respect to group

conformity. And alternative hypothesis was accepted systematic cognitive styles had significantly high group conformity than the intuitive cognitive styles among Post Graduate Students.

Second Result showed that the Mean of systematic cognitive styles on dimension group conformity was 39.06 and mean of intuitive cognitive styles on dimension social loafing was 48.81, the difference between the two mean was highly significant  $t(88) = 7.71$ ,  $p < .01$ .

Research Null hypothesis had been rejecting there was no significant difference between team and intuitive cognitive styles with respect to social loafing. And alternative hypothesis was accepted intuitive cognitive styles had significantly high social loafing than the systematic cognitive styles among Post Graduate Students.

## CONCLUSION

- 1) Systematic cognitive styles had significantly high group conformity than the intuitive cognitive styles.
- 2) Intuitive cognitive styles had significantly high social loafing than the systematic cognitive styles.

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## Gender difference between Mental Health

Dr.Ramesh D. Waghmare\*

### ABSTRACT

The purpose research attempted to study the gender difference between mental health. The sample has 100 college students in each 50 male college students and 50 female college students. The scale was used for data collection mental health battery by Arun Kumar Singh and Alpana Sen Gupta (2005). Sample design was used and data were analysis by Mean, SD and 'F' values. Results show that 1) female college students high emotional stability, Adjustment and self-concept than male college students.2) Male college students high Autonomy, security- Insecurity than female college students. 3) There is no significant difference of intelligence and mental health between male and female college students.

**Key words:** *Mental Health, Emotional stability, Adjustment, Self-concept, Autonomy, Security- Insecurity, Intelligence.*

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## INTRODUCTION

The Concept of mental health is as old as human beings. In recent years clinical psychologists as well as educationists have started giving proper attention the study of mental health. However, in India, relatively very few works has been conducted. Mental health is an emotional and psychological well-being in which individual is able to use his or her cognitive and emotional capabilities; function is society and meets the ordinary demands of everyday life.

The WHO defines mental health as “a state of well being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”.

### **DIMENSIONS OF MENTAL HEALTH:**

#### **Emotional Stability:**

The concept of stable emotional behavior at any level is that which reflects the fruits of the normal emotional development. An individual who is able to keep his emotions stable and under control even in extreme situations, might still be emotionally stunned or be childish in his behavior sometimes. Therefore emotional stability is considered as one of the important aspect of human life. People must be able to control their emotions adequately and also express them appropriately. Below given table indicates that there does not exist any significant difference between the two groups on emotional stability.

#### **Overall adjustment:**

Adjustment is a built – in mechanism for coping with the problematic or other realities of life. Adjustment has been considered as an index to integration; a harmonious behavior of the individual by which other individual of society recognize person is well adjusted.

### **Autonomy;**

Autonomy is an individual's capacity for self-determination or governance. Autonomy is generally held in high esteem. It serves as one of the central concepts in many philosophical debates, e.g. on understanding ourselves as persons, on how to conceptualize morality, on the legitimization of political norms and practices as well as on questions in bio-medical ethics.

### **Security-Insecurity**

#### **Security**

In contexts of poor security, public health interventions and the delivery of health care to the individual are more difficult to perform and less likely to succeed than in contexts of security. Violence — including the threat of violence — in such contexts results in injury, death, psychological harm, impaired development or deprivation.

#### **Insecurity:**

Insecurity, therefore, potentially has a double impact on people's lives and well-being; this is the reality of everyday life for many millions of people. The nexus of security, insecurity and health is as complex as it is important. In a given context, responsibility for what happens at this nexus falls to multiple actors, including ministries responsible for health, defense and internal affairs; the overriding influence, especially on security, may even be the foreign policy of other countries.

#### **Self-Concept;**

Self-concept is the way people think about themselves. It is unique, dynamic, and always evolving. This mental image of oneself influences a person's identity, self-esteem, body image, and role in society. As a global understanding of one's self, self-concept shapes and defines who we are, the decisions we make, and the relationships. Self-concept is perhaps the basis for all motivated behavior.

### **Intelligence**

very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings—catching on, making sense of things, or figuring out what to do.

### **Review of literature**

Rizwan Hassan Bhatand and Jahangeer Majeed, (2015) this study found that that there exists no significant difference between Mental health status and emotional stability, Mental health status and overall-adjustment, Mental health status and autonomy, Mental health status and self-concept, Mental health status and security-insecurity, Mental health status and intelligence of youth boys and girls. Deepti Dhurandher and Alka Agrawal, (2015) this study result showed that no significant difference on the mental health of boys and girls of higher secondary school and only one factor autonomy showed significant difference on the mental health of Science and art subject students. Pathak and Rai (1993) this study found that Female students were mentally healthier than male students. Bala, Agarwal, Sarna, (2009) this study found that 1. Boys had greater emotional stability, adjustment and intelligence than girls in students of art faculty and self-concept in the students of science faculty. 2. Girls had greater

security-insecurity feeling than boys in the students of arts faculty; greater emotional stability, adjustment and security-insecurity in the students of science faculty and emotional stability, autonomy and security-insecurity in the students of commerce faculty. Sharma (2006) in her study compared all the six dimensions of mental health between male and female adolescents. No significant difference was found in emotional stability, over-all adjustment, autonomy, and security-insecurity, self-concept, and intelligence measures of mental health between male and females adolescents as well as between those belonging to urban and rural areas. Chawla (2012) reported that females were better in terms of their mental health. Bangale and Patnam (2013) found no significant difference of mental health status between male and female.

### **Need and Significance**

The present study examines the importance of Mental Health among college students. The experience of positive emotions helps the resilient individuals in their ability to recover stress effectively in his/her daily life. This study helps to understand the process of Mental Health in the development of an individual. Mental Health is also determined by the complex interactions between individual characteristics, social and economic factors and the physical environment. This study is an attempt to understand the process of resilience and psychological wellbeing in development among college students.

### **Statement of the problem**

- To study Mental Health among Male and Female college students.

### **Objectives**

- To examine the Emotional stability on male and female college students.
- To examine the Overall adjustment on male and female college students.

- To examine the Autonomy on male and female college students.
- To examine the Security- Insecurity on male and female college students.
- To examine the Self-concept on male and female college students.
- To examine the Intelligence on male and female college students.
- To examine the Mental Health on male and female college students.

### **Hypotheses**

- There is no significant difference between male and female college students with dimension on Emotional stability.
- There is no significant difference between male and female college students with dimension on Overall adjustment.
- There is no significant difference between male and female college students with dimension on Autonomy.
- There is no significant difference between male and female college students with dimension on Security- Insecurity.
- There is no significant difference between male and female college students with dimension on Self-concept.
- There is no significant difference between male and female college students with dimension on Intelligence.
- There is no significant difference between male and female college students on Mental Health.

## METHODOLOGY

### **Sample**

The present study sample was selected from Ambad City Art's college students of Jalna district in Maharashtra. To select the sample Gender in which students study of Art's College Students were considered as per independent variable taken in this research stratified random sampling method was employed to select the unit of sample. Total sample of present study 100 college students, in which 50 were male and 50 females' students. The subject selected in this sample will be used in the age group of 18 years to 21 years and Ratio 1:1.

### **Research Design**

Simple research design used in the present study.

### **Variables of the Study**

Independent Variable - Gender 1) Male

2) Female

Dependent Variable - 1) Emotional stability

2) Over all Adjustment

3) Autonomy

4) Security- Insecurity

5) Self-Concept

6) Intelligence.

## **Research Tools**

### **Mental health battery (2005)**

This developed and validated by Arun Kumar Singh and Alpana Sen Gupta (2005). MHB intends to assess the status of mental health of persons in the age range of 13 to 22 years. As it is a battery of six tests. There are set of 130 items in the MHB with six dimensions- emotional stability, over all adjustment, Autonomy, security – Insecurity, self - concept and Intelligence. Reliability of various dimensions of the battery varied across 0.72 to 0. 87. It also has high level of concurrent and constructs validity.

### **Procedures of data collection**

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

### **Data analysis**

The data were analyzed as follows.

The Mean and SD with graphical representation for Gender on Mental Health was analyzed. A simple design was selected to adequate of statistical analysis of ANOVA in order to examine the roll of main as well as subsequently on students Mental Health.

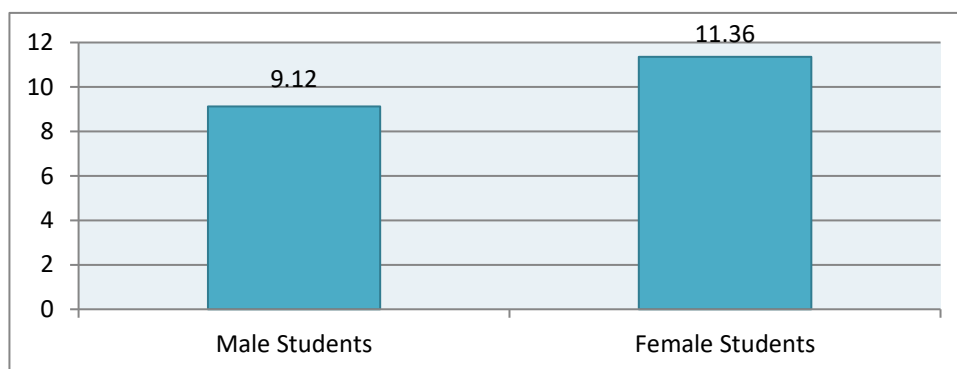
## **RESULTS AND DISCUSSION**

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

**Table No.01 Show the mean, SD and F value of Gender and Emotional stability**

Gender	Mean	SD	N	DF	Mean Difference	F	Sign
Male Students	9.12	2.37	50	98	2.24	22.97	0.01
Female Students	11.36	2.38	50				

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

**Figure No.01**

Observation of the table No.01 and Figure No.01 indicated that the mean value of two classified groups seems to differ from each other on Emotional stability. The mean and SD value obtained by the male college students 9.12, SD 2.37 and Female College students was 11.36, SD 2.38, but on the basis of mean observation it would be that the mean difference is 2.24. Both groups' 'F' ratio was 22.97. At a glance, those female college students show a high score than male college students.

In the present study, the hypothesis related to Emotional stability and Gender was tested. It was "There is no significant difference between Male and Female college students on Emotional stability. Gender effect represents the Emotional stability was significant (F= 22.97, 1 and 99, P= 0.01 and 0.05). This is significant at 0.01 and 0.05 levels because they obtained 'F' values are high than table values at 0.01 and 0.05. In the present study, it was found that male and female college students differ from Emotional stability. The findings of the study are not supported.

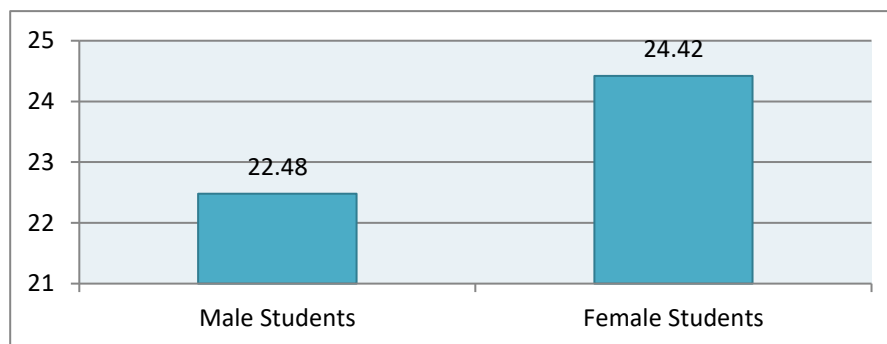
this hypothesis, they are this hypothesis rejected the present study. Its means that Female Students high Emotional stability than Male Students.

**Table No.02 Show the mean, SD and F value of Overall Adjustment and Gender.**

Gender	Mean	SD	N	DF	Mean Difference	F	Sign
Male Students	22.48	4.23	50	98	1.94	8.30	0.01
Female Students	24.42	4.10	50				

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

**Figure No.02**



Observation of the table No.02 and Figure No.02 indicated that the mean value of two classified group seems to differ from each other on Overall Adjustment. The mean and SD value obtained by the male college students 22.48, SD 4.23 and Female College students was 24.42, SD 4.10, but on the basis of mean observation it would that mean difference 1.94. Both group ‘F’ ratio was 8.30 at a glance those female college student shows high score than male college students.

In the present study was hypothesis related Overall Adjustment and Gender. It was “There are no significant differences between Male and Female college students on demotion Overall Adjustment. Gender effect represent the Overall Adjustment was significant (F- 8.30, 1 and

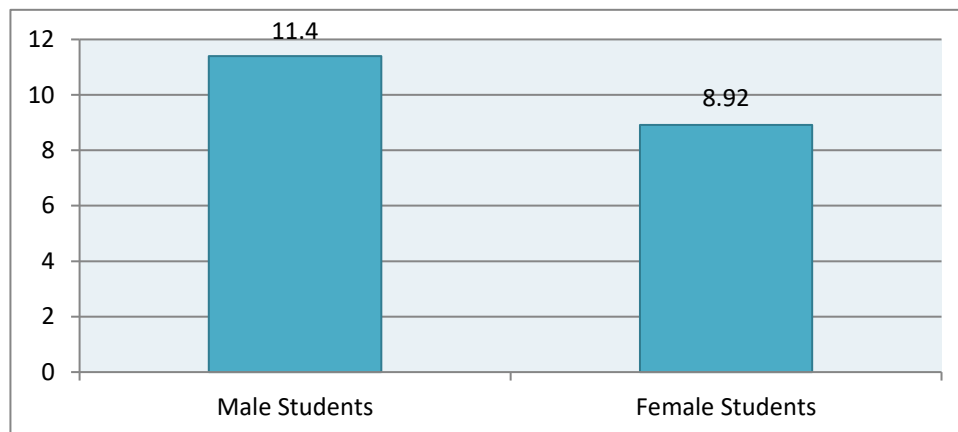
99, P- 0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained 'F' value are high than table values at 0.01 and 0.05. In the present study was found that male and female college students differ from Overall Adjustment. The findings of the not supported the hypothesis, they are hypothesis rejected the present study. Its Means that Female Students high Overall Adjustment than Male Students.

**Table No.03 Show the mean, SD and F value of Autonomy and Gender.**

Gender	Mean	SD	N	DF	Mean Difference	F	Sign
Male Students	11.40	1.70	50	98	2.48	54.98	0.01
Female Students	8.92	1.99	50				

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

**Figure No.03**



Observation of the table No.03 and Figure No.03 indicated that the mean value of two classified group seems to differ from each other on Autonomy. The mean and SD value obtained by the male college students 11.40, SD 1.70 and Female College students was 8.92, SD 1.99, but on the basis of mean observation it would that mean difference 2.48. Both group 'F' ratio was 54.98 at a glance those male college student shows high score than Female college students.

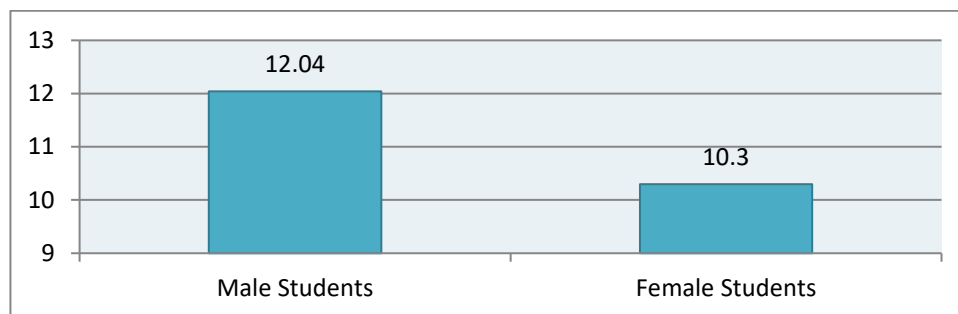
In the present study was hypothesis related Autonomy and Gender. It was “There is no significant differences between Male and Female college students on demotion Autonomy. Gender effect represent the Satisfaction was significant (F- 54.98, 1and 99, P- 0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained ‘F’ value are high than table values at 0.01 and 0.05. In the present study was found that male and female college students differ from Autonomy. The findings of the not supported the hypothesis, they are hypothesis rejected the present study. Its means that Male Students high Autonomy than Female Students.

**Table No.04 Show the mean, SD and F value of Security- Insecurity and Gender.**

Gender	Mean	SD	N	DF	Mean Difference	F	Sign
Male Students	12.04	1.97	50	98	1.74	26.39	0.01
Female Students	10.30	2.14	50				

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

**Figure No.04**



Observation of the table No.04 and Figure No.04 indicated that the mean value of two classified group seems to differ from each other on Security- Insecurity. The mean and SD value obtained by the male college students 12.04, SD 1.97 and Female College students was 10.30, SD 2.14, but on the basis of mean observation it would that mean difference 1.74.

Both group 'F' ratio was 26.39 at a glance those female college student shows high score than male college students.

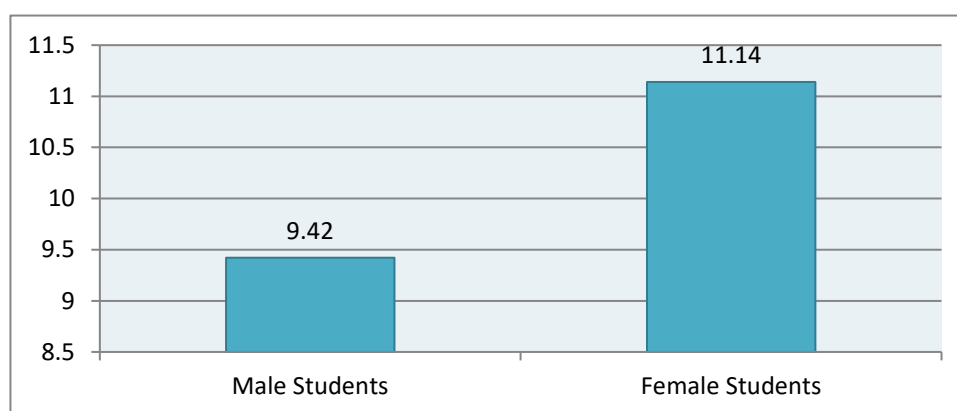
In the present study was hypothesis related Security- Insecurity and Gender. It was "There is no significant differences between Male and Female college students on demotion Security- Insecurity. Gender effect represent the Security- Insecurity was significant (F- 26.39, 1and 99, P- 0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained 'F' value are high than table values at 0.01 and 0.05. In the present study was found that male and female college students differ from Security- Insecurity. The findings of the not supported the hypothesis, they are hypothesis rejected the present study. Its Means that Male Students high Security- Insecurity than Female Students.

**Table No.05 Show the mean, SD and F value of Self-Concept and Gender.**

Gender	Mean	SD	N	DF	Mean Difference	F	Sign
Male Students	9.42	1.92	50	98	1.72	19.14	0.01
Female Students	11.14	2.16	50				

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

**Figure No.05**



Observation of the table No.05 and Figure No.05 indicated that the mean value of two classified group seems to differ from each other on Self-Concept. The mean and SD value obtained by the male college students 9.42, SD 1.92 and Female College students was 11.14, SD 2.16, but on the basis of mean observation it would that mean difference 1.72. Both group 'F' ratio was 19.14 at a glance those female college student shows high score than male college students.

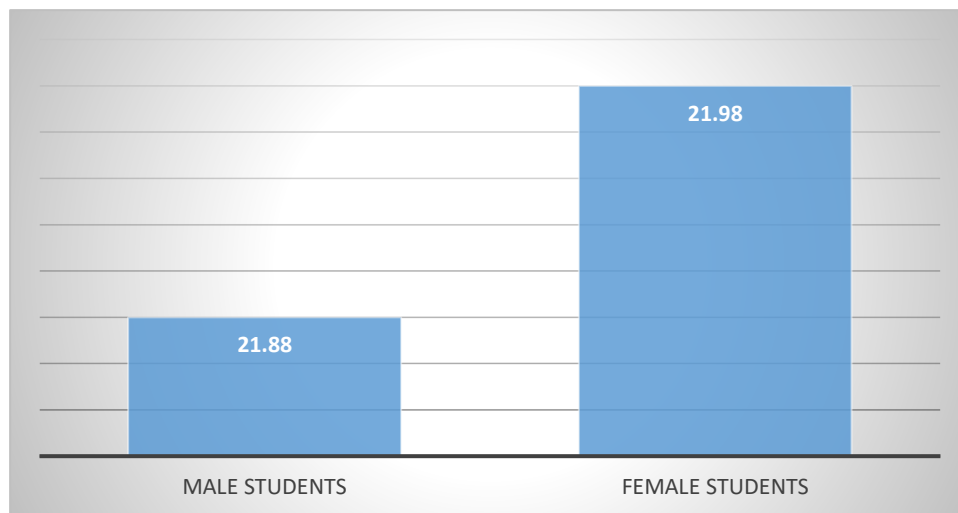
In the present study was hypothesis related Self-Concept and Gender. It was "There is no significant differences between Male and Female college students on demotion Self-Concept. Gender effect represent the Satisfaction was significant (F- 19.14, 1 and 99, P- 0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained 'F' value are high than table values at 0.01 and 0.05. In the present study was found that male and female college students differ from Self-Concept. The findings of the not supported the hypothesis, they are hypothesis rejected the present study. Its means that Female Students high Self-Concept than Male Students.

**Table No.06 Show the mean, SD and F value of Intelligence and Gender.**

Gender	Mean	SD	N	DF	Mean Difference	F	Sign
Male Students	21.88	2.32	50	98	0.10	0.49	NS
Female Students	21.98	2.14	50				

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

**Figure No.06**



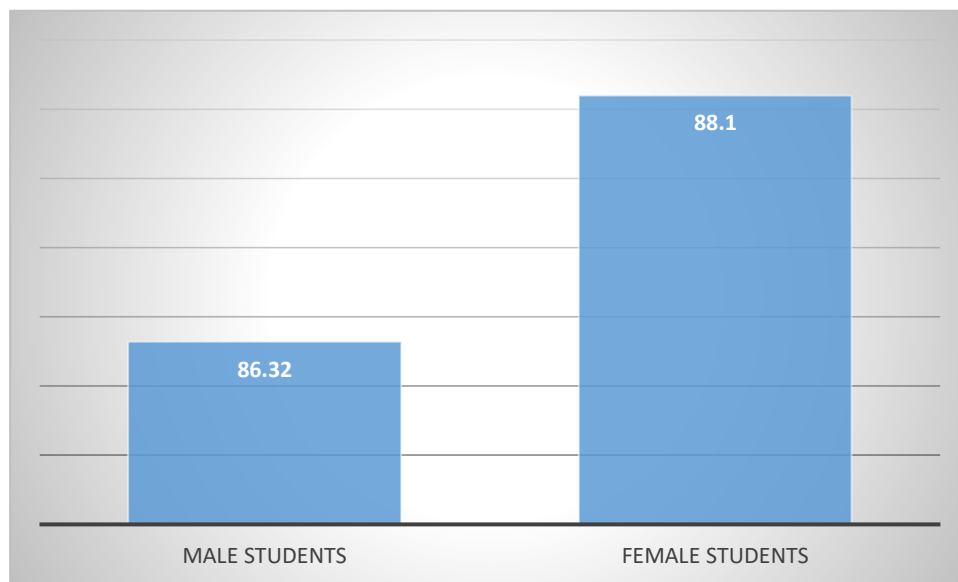
Observation of the table No.01 and Figure No.06 indicated that the mean value of two classified group seems to differ from each other on Intelligence. The mean and SD value obtained by the male college students 21.88, SD 2.32 and Female College students was 21.98, SD 2.14, but on the basis of mean observation it would that mean difference 0.10. Both group 'F' ratio was 0.49 at a glance those female college student shows minor high score than male college students.

In the present study was hypothesis related Intelligence and Gender. It was "There are no significant differences between Male and Female college students on demotion Intelligence. Gender effect represent the Intelligence was not significant (F- 0.49, 1 and 99, P- NS). This is not significant 0.01 and 0.05 levels because they obtained 'F' value are low than table values at 0.01 and 0.05. In the present study was found that male and female college students not differ from Intelligence. The findings of the supported the hypothesis, they are hypothesis Accepted the present study. Its means that there is no significant difference between male and female college students with dimension on Intelligence.

**Table No.07 Show the mean, SD and F value of Mental Health and Gender.**

Gender	Mean	SD	N	DF	Mean Difference	F	Sign
Male Students	86.32	6.46	50	98	1.78	2.47	NS
Female Students	88.10	6.40	50				

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

**Figure No.07**

Observation of the table No.07 and Figure No.07 indicated that the mean value of two classified group seems to differ from each other on Mental Health. The mean and SD value obtained by the male college students 86.32, SD 6.46 and Female College students was 88.10, SD 6.40, but on the basis of mean observation it would that mean difference 1.78. Both group ‘F’ ratio was 2.47 at a glance those female college student shows high score than male college students.

In the present study was hypothesis related Mental Health and Gender. It was “There is no significant differences between Male and Female college students on Mental Health.

Gender effect represent the Mental Health was not significant (F- 2.47, 1 and 99, P-NS). This is not significant 0.01 and 0.05 levels because they obtained 'F' value are low than table values at 0.01 and 0.05. In the present study was found that male and female college students not differ from Mental Health. The findings of the supported the hypothesis, they are hypothesis Accepted the present study. Its means that there is no significant difference between male and female college students with Mental Health.

### **Limitations of the study**

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

### **CONCLUSIONS:**

1) Female Students high Emotional stability than Male Students. Emotional stability refers to the state of being able to have the appropriate feelings about the common experiences and being able to act in a rational manner. Emotional stability is not only one of the effective determinants of the personality patterns, but it also helps to control the growth of adolescent development.

2) Female Students high Overall Adjustment than Male Students. Adjustment has been considered as an index to integration; a harmonious behavior of the individual by which other individual of society recognize person is well adjusted.

3) Male Students high Autonomy than Female Students. Autonomy is generally held in high esteem. It serves as one of the central concepts in many philosophical debates, e.g. on

understanding ourselves as persons, on how to conceptualize morality, on the legitimization of political norms and practices as well as on questions in bio-medical ethics.

4) Male Students high Security- Insecurity than Female Students. In contexts of poor security, public health interventions and the delivery of health care to the individual are more difficult to perform and less likely to succeed than in contexts of security. Insecurity, therefore, potentially has a double impact on people's lives and well-being; this is the reality of everyday life for many millions of people. The nexus of security, insecurity and health is as complex as it is important.

5) Female Students high Self-Concept than Male Students. As a global understanding of one's self, self-concept shapes and defines who we are, the decisions we make, and the relationships. Self- concept is perhaps the basis for all motivated behavior.

6) There is no significant difference between male and female college students with Mental Health dimension on Intelligence. Intelligence has been defined in many different ways such as in terms of one's capacity for logic, abstract thought, understanding, self-awareness, communication, learning, emotional knowledge, Memory, planning, and problem solving. very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience.

7) There is no significant difference between male and female college students with Mental Health

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## **A study of anxiety and reaction time among graduate college students**

Dr. Vitthal Govind Pingale\*

### **ABSTRACT**

An Aim of the study: To search the reaction time among high anxious and low anxious Graduate Students. Hypotheses: There will be no significant difference between high anxious and low anxious Graduate Students dimension on visual reaction time. There will be no significant difference between high anxious and low anxious Graduate Students dimension on auditory reaction time. Methods: Sample: For the present study 100 Sample were belongings to Aurangabad, 100 Graduate Students among them 50 high anxious Graduate Students and 50 low anxious Graduate Students. The age range of subjects was 18-25 years. (Mean = 21.36, SD = 3.41). Tools: Sinha's Comprehensive Anxiety Scale by Sinha & Sinha (1955)<sup>2</sup>. Chronoscope measure for visual reaction time. Tools Reaction Time Chronoscope Result: - Low anxious Graduate Students had significantly high visual reaction time than the high anxious Graduate Students. Low anxious Graduate Students had significantly high auditory reaction time than the high anxious Graduate Students.

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## INTRODUCTION

There are several studies that have looked at the relationship between motor performance and anxiety, motor performance and reaction time, most of them claiming correlational or causal relationships between these variables, mostly in a dyadic approach (Panayiotou & Vrana, 2004; Hainaut, Monfort, Bolmont, 2006; Whelan, 2008).

It has been shown that moderate state anxiety improves performance in visual and auditory response time both at the reaction time and movement time level. This agrees with previous data demonstrating that state anxiety increases arousal and attention which can modulate sensory processing.

While anxiety could lead to improved reaction time, global slowing would predict that depressed subjects will perform in a consistently (and proportionately) slow manner when compared to the controls, regardless of the difficulty or type of task. The path physiology that underlies global slowing is not yet known.

Apart from the above-mentioned evidence in favour of interrelations between reaction time and anxiety on one hand and depression on the other, anxiety and depression are also highly associated in both unselected and clinical populations and youth. In many cases, anxiety and depression are associated with different aspects of information processing. For example, explicit memory bias has been consistently associated with depression, but is rarely associated with anxiety, and the dot-probe task has more often been found to be influenced by anxiety than by depression.

It cannot simply be assumed from here that the correlates of anxiety and depression will be similar, and the differential information processes associated with anxiety and depression continue to be of particular relevance to discussions on these mood states.

Moreover, discrepancies between the information processing correlates of anxiety and depression form one of the main challenges to cognitive models that ascribe processing biases in anxiety and depression to similar mechanisms. (Williams J.M.G., Watts F.N., MacLeod C., Mathews 1997).

**Aim of the study:**

- 2) To search the reaction time among high anxious and low anxious Graduate Students.

**Hypotheses:**

- 1) There will be no significant difference between high anxious and low anxious Graduate Students dimension on visual reaction time.
- 2) There will be no significant difference between high anxious and low anxious Graduate Students dimension on auditory reaction time.

## METHOD

**Sample:**

For the present study 100 Sample were belongings to Aurangabad, 100 Graduate Students among them 50 high anxious Graduate Students and 50 low anxious Graduate Students. The age range of subjects was 18-25 years. (Mean = 21.36, SD = 3.41).

**Tools:** 1) Chronoscope measure for visual reaction time.

**Tools**

- 1) **Sinha's Comprehensive Anxiety Scale by Sinha & Sinha (1955)**
- 2) **Reaction Time Chronoscope**

To Measure the disjunctive RT of the team and Individual Game Players a specially designed instrument called as electronic chronoscope which measure both Visual and

Auditory RT was used. It consists of four different types of sound for Authority RT. It is very sophisticated apparatus which measures RT up to 1/1000 of seconds; time taken by the subject in giving response to the stimulus is recorded with a digital timer in millisecond.

### **Procedure of Data Collection**

The data were collected during the matches for measuring RT first of all they were given instruction in a group of 4 – 6 players about the use of electronic chronoscope apparatus. Then each one was called made to sit comfortably before the apparatus, before the start of the Experiment, the following instruction are given.

‘Here I am measuring your quick responses to light and sounds you find that there are four seconds of different colors and four sounds of different types. I will switch on one the light and you are to switch off the same light with the four finger of your right hand as fast as you can. You cannot use all the fingers. Similarly, I shall give you a sound and you are to press the button of the same sound. Will give you many trials, both lights as well as for sounds and on each trial. I will give you ready signal. Before final experiment work, first of all a few practice trials were given in order to make them acquainted with the working of the apparatus and also to make them adopted with the different types of sounds. When it was ensured that the subject had understand the what procedure take trials for both Visual and Auditory the time as recorded on the digital timer was noted down for each trials, the average of then trials was considered as the reaction time of team and Individual Game players.

### **Variable**

#### **Independent variable-**

- i) Types of Anxiety
  - a) High Anxious
  - b) Low Anxious

## Dependent Variable

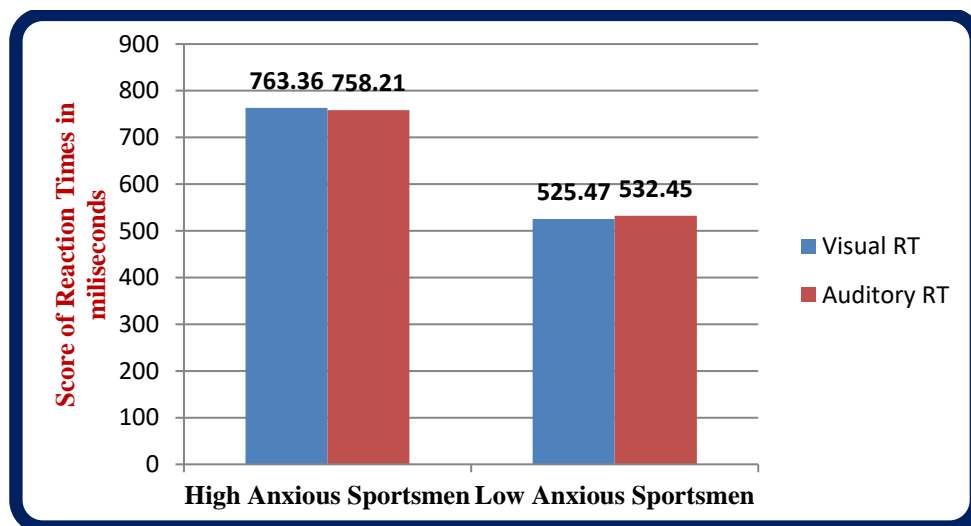
- 1) Visual Reaction time
- 2) Auditory Reaction time

## STATISTICAL ANALYSIS AND DISCUSSION

Mean SD and t value among high anxious and low anxious Graduate Students on dimension reaction time

	High Anxious Graduate Students			Low Anxious Graduate Students			DF	't'
	Mean	SD	SE	Mean	SD	SE		
Visual RT	<b>763.36</b>	54.66	7.73	<b>525.47</b>	38.99	5.51	98	<b>25.09**</b>
Auditory RT	<b>758.21</b>	53.47	7.56	<b>532.45</b>	46.95	6.63	98	<b>22.43**</b>

*\*Low Scores indicate High Performance*



Result showed that the Mean of high anxious Graduate Students on dimension visual reaction time was 852.36 and mean of low anxious Graduate Students mean was 594.25, the difference between the two mean was highly significant  $t(98) = 25.09$ ,  $p < .01$ . Research

Null hypothesis had been rejecting there was no significant difference between high and low anxious Graduate Students with respect to visual reaction time. And alternative hypothesis was accepted Low anxious Graduate Students had significantly high visual reaction time than the high anxious Graduate Students.

Second Result showed that the Mean of high anxious Graduate Students on dimension visual reaction time was 715.50 and mean of low anxious Graduate Students mean was 504.45, the difference between the two mean was highly significant  $t(98) = 22.43$ ,  $p < .01$ . It concluded that low anxious Graduate Students had significantly high auditory reaction time than the high anxious Graduate Students.

**Result:-**

- 1) Low anxious Graduate Students had significantly high visual reaction time than the high anxious Graduate Students.
- 2) Low anxious Graduate Students had significantly high auditory reaction time than the high anxious Graduate Students.

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## Effect of Maturity on Psychological Attributes among Puberty Girls

Dr. Ravindra Ramdas Shinde\*

### ABSTRACT

To study the effect of pre-puberty maturity on psychological factors among girls. Objectives: - To examine the effect of pre-puberty maturity on girl's psychological factors. Hypothesis: - There will be no significant difference between pre-puberty and normal puberty on girls psychological factors (Role Confusion, Adjustment, Emotional Disturbance, Isolation, Anger, Anxiety, Stress, Depression and fear of body image). Sample of the Study: Total 80 Maharashtra School girls' students (Aurangabad City) in the sample were selected the present study. Among them 40 girls in pre-puberty age (11-13year) and 40 girls normal puberty age (14-17year). Conclusion: Pre-puberty girls had significantly high Role Confusion than the normal puberty girls. Normal-puberty girls had significantly high Adjustment than the pre-puberty girls. Pre-puberty girls had significantly high Emotional Disturbance than the normal puberty girls. Pre-puberty girls had significantly high Isolation than the normal puberty girls. Pre-puberty girls had significantly high Anger than the normal puberty girls. Pre-puberty girls had significantly high Anxiety than the normal puberty girls. Pre-puberty girls had significantly high Stress than the normal puberty girls. Pre-puberty girls had significantly high Depression than the normal puberty girls. Pre-puberty girls had significantly high fear of body image than the normal puberty girls.

**Keywords-***Puberty, Psychological Variables.*

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## INTRODUCTION

Puberty is one of the most critical periods of anyone's life. In this period, adolescents have contradictory interests and desires. Adolescence is defined as a stressful period with great sensitivity to stress, and puberty is a turning point in transition between childhood and adulthood. Although they tend to be with their friends, they like solitude. Other signs of puberty include major hormonal changes which probably play a main role in emotional instability. Evidence actually shows that simultaneous to these changes in adolescence period, depression, fear and anxiety appear in them due to risks of changing and social evaluations. Males are considered at the culmination of their aggression, maladjustment, and delinquency, and drug abuse increases during this time.

During this time girls mature in very physical ways (girls develop breasts and hips,. They also undergo many hormonal changes (girls have an increase in estrogens while boys have an increase in androgens). While these very physical and anatomical changes are taking place, it is also important to remember that many psychological changes are also occurring. In fact, there are probably as many psychological changes as there are physical changes. These changes occur because both the way adolescents see themselves and the way the world treats them changes dramatically. As a result of these psychological changes, many behaviors will change as well as how adolescents view the world around them.

### **Effects of early and late puberty onset**

Several studies about puberty have examined the effects of an early or a late onset of puberty in males and females. In general, girls who enter puberty late experience positive outcomes in adolescence and adulthood while girls who enter puberty early experience

negative outcomes. Boys who have earlier pubertal timing generally have more positive outcomes in adulthood but more negative outcomes in adolescence, while the reverse is true for later pubertal timing.

## **Girls**

Outcomes have generally indicated that early onset of puberty in girls can be psychologically damaging. The main reason for this detrimental effect is the issue of body image. As they physically develop, gaining weight in several areas of the body, early-maturing girls usually look larger than girls who have not yet entered puberty. A result of the social pressure to be thin, the early-maturing girls develop a negative view of their body image. In addition, boys may tease the girls about their visible breasts, forcing the early-maturing girl to hide her breasts by dressing differently. Embarrassment about a more developed body may also result in the refusal to undress for gym. These experiences lead to lower self-esteem, more depression and poorer body image in these early-maturing girls.

Furthermore, as physical and emotional differences set them apart from people in their same age group, early-maturing girls develop relationships with older people. For instance, some early-maturing girls have older boyfriends, "attracted to the girls' womanly figure and girlish innocence." While having an older boyfriend might improve popularity among peers, it also increases the risk of alcohol and drug use, increased sexual relations (often unprotected), eating disorders and bullying.

Generally, later onset of puberty in girls produces positive outcomes. They exhibit positive behaviors in adolescence that continues to adulthood.

Sangeeta Chaudhary and Priya Mary. Joseph (2010) conducted a study it was designed to understand adolescent's perceptions on coping with stress in middle income group. It mainly aims to explore their awareness regarding alternate ways of coping, adaptive

coping and its need and importance. This research is descriptive in nature. The results revealed that across the four domains, adolescents perceive parental support for their adaptive coping styles, whereas for adaptive coping, adolescents perceive guidance or no support. However, adolescent girls have perceived parents to be stricter with boys especially in academics and boys have perceived parents to be more concerned for girls in heterosexual relationships and physical appearance. Academics were found to be major stressor.

Behaviour problem Dhoundiyal, V. (1984). This study analyzed the effect of home environment on the emotional disturbance of adolescents. The sample consisted of rural and urban school-going adolescents belonging to the age group of 13-19 years, from Almora District, U.P. India. 15 rural and urban intermediate colleges were selected randomly, and 276 emotionally disturbed adolescents (EDAs) were identified with the help of the Emotional Disturbance Inventory (EDI). The home environment of the ED As was assessed through a Home Environment Scale (HES), which measured their home environment along 7 dimensions, and thus the ED As was divided into three groups: good, average, and poor home environments. Significantly more EDAs (37.32%) came from a poor home environment. In four, dimensions out of seven - (i) affection and care, (ii) facilities in home, (iii) sharing; of ideas, trust and decision making, (iv) harmony among family members - approximately more than 50% of EDAs belonged to poor home categories. In general, the quality of home environment was a significant factor contributing to adolescents' emotional disturbance.

## METHOD

### **Statement of Problem:**

To study the effect of pre-puberty maturity on psychological factors among girls.

**Objectives:-**

- 1) To examine the effect of pre-puberty maturity on girls psychological factors.

**Hypothesis:-**

- 1) There will be no significant difference between pre-puberty and normal puberty on girls psychological factors (Role Confusion, Adjustment, Emotional Disturbance, Isolation, Anger, Anxiety, Stress, Depression and fear of body image).

**Method:****Population of the Study:**

All the Puberty age girls' students studying in Standard VI to X Maharashtra State Board schools of Aurangabad was constitute as the population for the present study.

**Sample of the Study:**

Total 80 Maharashtrian school girls' students (Aurangabad City) in the sample were select the present study. Among them 40 girls in pre-puberty age (11-13year) and 40 girls normal puberty age (14-17year).

**Variables:****1) Independent variable**

- i) Types of Puberty :- 1) Pre-Puberty 2) Normal Puberty

**2) Dependant Variables****1) Psychological Variables:**

- i. Role Confusion
- ii. Adjustment
- iii. Emotional Disturbance
- iv. Isolation
- v. Anger

- vi. Anxiety
- vii. Stress
- viii. Depression
- ix. Fear of Body Image

### Research Tool:

#### 1) Psychological variables inventory:

This inventory will develop by researcher for find out the puberty age girls adolescence psychological variables. This inventory will measure Role Confusion, Adjustment, Emotional Disturbance, Isolation, Anger, Anxiety, Stress, Depression and fear of body image.

#### Procedures of data collection:

For data collection first permission has been taken from respective sources than the despondence has been selected for data collection. Personal data sheet (PDS) has been given to collect the preliminary information with respect to subject's related variables then standardized test administer to the subjects. Before that rapport was established with subjects. And they have been told that their responses were kept confidential and the information is used for research purpose only.

### STATISTICAL DATA ANALYSIS AND DISCUSSION

't' showing the significance of difference between pre-puberty and normal puberty girls on Role Confusion.

<b>Types of Puberty</b>	<b>MEAN</b>	<b>SD</b>	<b>N</b>	<b>df</b>	<b>t value</b>	<b>P</b>
Pre-Puberty	4.51	1.45	40	88	7.09**	0.01
Normal Puberty	2.17	1.50	40			
<b>Types of Puberty</b>	<b>MEAN</b>	<b>SD</b>	<b>N</b>	<b>df</b>	<b>t value</b>	<b>P</b>
Pre-Puberty	3.00	1.18	40	88	4.39**	0.01
Normal Puberty	4.18	1.22	40			

<b>Types of Puberty</b>	<b>MEAN</b>	<b>SD</b>	<b>N</b>	<b>df</b>	<b>t value</b>	<b>P</b>
Pre-Puberty	3.97	1.45	40	88	4.95**	0.01
Normal Puberty	2.03	2.01	40			
<b>Types of Puberty</b>	<b>MEAN</b>	<b>SD</b>	<b>N</b>	<b>df</b>	<b>t value</b>	<b>P</b>
Pre-Puberty	4.02	1.60	40	88	4.43**	0.01
Normal Puberty	2.44	1.59	40			
<b>Types of Puberty</b>	<b>MEAN</b>	<b>SD</b>	<b>N</b>	<b>df</b>	<b>t value</b>	<b>P</b>
Pre-Puberty	4.33	1.04	40	88	4.42**	0.01
Normal Puberty	3.07	1.47	40			
<b>Types of Puberty</b>	<b>MEAN</b>	<b>SD</b>	<b>N</b>	<b>df</b>	<b>t value</b>	<b>P</b>
Pre-Puberty	4.27	2.06	40	88	3.14**	0.01
Normal Puberty	2.77	2.20	40			
<b>Types of Puberty</b>	<b>MEAN</b>	<b>SD</b>	<b>N</b>	<b>df</b>	<b>t value</b>	<b>P</b>
Pre-Puberty	4.33	1.08	40	88	3.44**	0.01
Normal Puberty	3.25	1.66	40			
<b>Types of Puberty</b>	<b>MEAN</b>	<b>SD</b>	<b>N</b>	<b>df</b>	<b>t value</b>	<b>P</b>
Pre-Puberty	3.86	1.39	40	88	3.94**	0.01
Normal Puberty	2.34	2.00	40			
<b>Types of Puberty</b>	<b>MEAN</b>	<b>SD</b>	<b>N</b>	<b>df</b>	<b>t value</b>	<b>P</b>
Pre-Puberty	4.37	2.41	40	88	5.10**	0.01
Normal Puberty	2.17	1.27	40			

### CONCLUSION:

- 1) Pre-puberty girls had significantly high Role Confusion than the normal puberty girls.
- 2) Normal-puberty girls had significantly high Adjustment than the pre-puberty girls.
- 3) Pre-puberty girls had significantly high Emotional Disturbance than the normal puberty girls.
- 4) Pre-puberty girls had significantly high Isolation than the normal puberty girls.
- 5) Pre-puberty girls had significantly high Anger than the normal puberty girls.
- 6) Pre-puberty girls had significantly high Anxiety than the normal puberty girls.
- 7) Pre-puberty girls had significantly high Stress than the normal puberty girls.

- 8) Pre-puberty girls had significantly high Depression than the normal puberty girls.
- 9) Pre-puberty girls had significantly high fear of body image than the normal puberty girls.

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## **Role of Science, Technology and Innovation towards Sustainable Development**

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### **ABSTRACT**

Basically science, technology and innovation play a critical role in suitable transition to a sustainable mode of development. Developing countries suffer from several disadvantages because they attempt to accept the technological leaders in the very beginning Millennium Development Goal (MDGs), but they can have advantages, if proper strategies are formulated and executed in the proper situation. Here one of the key concepts is leapfrogging, whereby the developing nations involve what the technological leaders have to offer and leap to a new environment-friendly techno-economic paradigm. To facilitate such leap, the current intellectual property-rights regimes need to evolve to one which fosters technology diffusion as well as better use of intellectual property. The basic objective of the present paper is to examine what policy measures—both at the domestic as well as international level which are effective in facilitating technological acceptance or leapfrogging by developing countries. The analytical perspective will be taken on the basis of the experience of some successful developing countries while paying due consideration to the new challenges and opportunities in the twenty-first century. The focus will be not only on policies for advancing **Science, technology and innovation (STI)**, but also on their application in the upgrading and transformation of production structures in developing countries to drive job creation and poverty reduction in accordance with the Millennium Development Goal (MDGs). In this study the vigorous development strategies and the role

played by STI, our objective is to demonstrate how developing countries can formulate policies to access and utilize the accumulated knowledge related to the transition from a fossil fuel based development scenario to a new, sustainable scenario and generate developing advantages for them.

**Key words:** *Technological leaders, developing nations, leapfrogging, techno-economic paradigm, intellectual property rights and Millennium Development Goal (MDGs).*

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## INTRODUCTION

In the year June 2012, the United Nations Conference on Sustainable Development met in Rio de Janeiro just 20 years after the first conference in 1992 had adopted a far-reaching strategy on sustainable development. The new “Rio+20” strategy, as outlined in the conference outcome document “The future we want” (and adopted by the UN General Assembly a month later, in July 2012) showed a continuing commitment by the United Nations Member States to sustainable development in three dimensions, namely promotion of an economically, socially and environmentally sustainable future for our planet and for present and future generations. Special note was taken of the continuing deterioration in the global environment and the failure of past strategies to halt the fossil-fuel based “business as usual” trajectory found in both developed and developing countries. Within three dimensions

of sustainable development, economic sustainability is concerned with poverty reduction and more directly related to the Millennium Development Goals (MDGs). Social sustainability concerns equity and has recently been formulated as emphasis on inclusive development. The third dimension, environmental sustainability, concerns the ecological and resource crises faced today which threaten the development prospects of countries around the world.

This study is concerned primarily with the interaction between the economic and environmental dimensions, and investigates the role of STI in enabling developing countries to reach their potential and catch up with advanced countries, while respecting the social inclusion goals that are promoted in the MDGs. STI capacity and its effective application in economic activities are essential factors for expanding peoples' capabilities and achieving sustainable development. Globalization has implied increased competition among countries and further put emphasis on the importance of STI for the dynamic transformation of economies and for sustaining growth. For example, the rapid development of digital technologies and their vast use in hardware (computers, mobile phones, etc.) and in production processes have changed many aspects of people's daily lives and enhanced prospects for development. It is seen the most developing countries, the underlying strategic objective in the area of STI is to promote technological catch-up with leading countries (the leader), which include not only developed countries, but also some other developing countries. This catch-up process involves acquiring, mastering and adapting new products, technologies or managerial structures previously developed by the leader and, eventually, breaking into new markets, and expanding and consolidating participation in those markets. For many least developed countries (LDCs) that do not possess a minimal technological base to start or advance in the catch-up process, external assistance may be required to enable them to establish a minimum technological platform from which the process can be initiated.

The initial success of the catch-up would make it possible for countries—LDCs and otherwise— to climb up the ladder in the global technological hierarchy and eventually to participate in the generation of knowledge and new technology. The above considerations call for an examination of the role of technology in economic development, and the role of STI policies in the context of national development strategy as well as the potential contribution of international cooperation in the area of technology transfer and capacity-building. In this regard, the success of East Asian countries can be attributed to the priority given by their national development strategies to policies aimed at enhancing long-term growth prospects, including policies on technology, human capital and institutional development. STI policies were undertaken with a view towards creating or strengthening strategic industries through tax concessions, subsidies and trade protection. However, countries trying to catch up at present face new challenges and opportunities that the East Asians did not face. First, policies to promote structural change in the economy increasingly need to be consistent with the introduction of technologies that rely on clean energy and adapt to climate change.

Second, more rapid technological progress than before implies that the targets for catching up and development are constantly moving and that market opportunities change quickly in today's world. Thus, promoting sectors based on mature technologies, while offering a good platform for promoting manufacturing, may not lead to catch-up (Pérez, 2001). Accordingly, the requirements to access and apply new technologies and to capture market opportunities may be more difficult to meet than before. Third, the inability of the conventional fossil-fuelled industrial model to scale up and provide a sound source of income and wealth for all the world's inhabitants has to be confronted, and an alternative sustainable model of development needs to be created. This means, in effect, that developing countries

need to avoid carbon lock-in approaches that constrain the uptake of renewables and low-carbon technologies in the advanced world, while securing advantages from the adoption of renewables. Brazil is a case in point, as the country has been using bioethanol from sugar cane as a domestically developed alternative fuel. Fourth, intellectual property rights are now ruled by the TRIPS agreement and also increasingly by regional and bilateral free trade agreements (FTAs), which may restrict the range of policy options available for developing countries. These patent-based regimes are not necessarily compatible with the technological development stage of many developing countries and may deter innovation in these countries (Kim, Mani and Mu, 2012).

The main objective of the present paper is to examine what policy measures—both at the domestic and international level—are effective in facilitating technological catch-up or leapfrogging by developing countries. The analysis will be based on the experience of some successful developing countries while paying due consideration to the new challenges and opportunities in the twenty-first century. The focus will be not only on policies for advancing STI, but also on their application in the upgrading and transformation of production structures in developing countries to drive job creation and poverty reduction in accordance with the MDGs. In the context of the greening of development strategies and the role played by STI, our objective is to demonstrate how developing countries can formulate policies to access and utilize the accumulated knowledge related to the transition from a fossil-fuel based development trajectory to a new, sustainable trajectory and generate latecomer advantages for them.

### **Issues and Challenges in Sustainable Development**

- The moderate income trap, poverty, and the problem :

Now a day's an increasing number of scholars have been paying attention to the fact that many developing countries were able to show growth spurts for a certain period of time (usually less than a decade) but were unable to sustain it over a longer period (Jones and Olken, 2005; Hausman et al., 2005; and Rodrik, 2006). We view this question of sustaining growth especially important for middle-income countries (MICs) because many countries were able to grow and attain middle-income status but subsequently failed to go on to achieve high-income status. While there have been many studies on the poverty trap and its relevance for low-income countries, few empirical studies have focused on sustaining economic growth beyond the moderate income level.

We see instances in Latin American countries, such as Brazil and Argentina, where growth more or less stalled during the 1980s and the 1990s (Lee and Kim, 2009, table 1; Pause, 2009). These countries have arguably been caught in what could be called a middle-income country trap defined as a situation where MICs struggle to remain competitive as new countries with low-cost, high-volume production take over their market shares in sectors where they had enjoyed a significant presence. MICs struggle to move forward but lack the capacity and capabilities to shift to advanced industries. In contrast, several other countries moved beyond the middle-income status over the two decades and joined the "rich country" club. Examples of these include Korea and Taiwan, whose per capita income increased three times that of Latin American countries during the 1980s and the 1990s. This trend of declining growth rates as a country moves on from lower-middle income to upper-middle income level suggests that sustaining catch-up growth becomes more difficult when a country is closer to the technological frontier. How can we explain the difficulties faced by middle-income countries, and what would be the possible breakthrough in this difficult situation?

The trend also raises the important question of how a few countries, such as Korea and Taiwan, were able to escape this trap and continue their catching-up trajectory.

In general, sustaining economic growth—although not sufficient—is a necessary condition for job growth and poverty reduction in developing countries. As seen above, STI is crucial in accelerating and sustaining growth, but has played a limited role in these economies. We will address how to improve this situation in the following sections

### **The Threats of Environment and Climate-Friendly Development**

While it results from both natural factors and human activities, climate change is a major challenge. Human activities contribute to climate through emissions of greenhouse gases (GHGs), with carbon dioxide (CO<sub>2</sub>) being the most common.

Energy use is the main source of CO<sub>2</sub> emissions, followed by land use change and deforestation. Power generation and cement production generate most of the GHG emissions in China<sup>7</sup>. The impacts of climate change, such as sea level rise, changes in weather regimes, etc., affect livelihoods and welfare. Developing countries are expected to shoulder at least 75 per cent of the potential global economic losses brought about by climate change, while having relatively limited capacity to respond (Opschoor, 2013).

Policy frameworks need to be designed so as to promote widespread use of available eco-friendly technologies. Because many such technologies are still evolving and far from commercial maturity, Governments may need to temporarily set rents at levels that make investments in these technologies “artificially” attractive (Altenberg and Engelmeier, 2012). Temporary rents allow for testing new technologies, learning, and building up economies of scale that are necessary for commercial success. Solar energy technologies are a prominent

example. While solar energy is climate-neutral and abundant, solar energy cannot yet compete with fossil fuels, especially as long as environmental costs are not accounted for.

### **Intellectual Property Rights (IPRs): Incentives and challenges to innovation?**

Generally speaking, developing countries are concerned with the utilization and commercial use of IPs for the development of their societies. While protection of knowledge provides innovators with economic incentives, such incentives are to be given more priority at the later stage of economic development where countries enjoy a higher level of technological capabilities.

### **Shifting to a new paradigm of development**

Development is, in essence, a process of capability building, not of optimization.

In this view, the existing framework of official development assistance (ODA) is limited in helping developing countries to upgrade their industrial structures to ease the adding-up problem, because it tends to focus on the public infrastructure and encourage the participation of the NGOs in the implementation of aid programmes and projects, rather than on the capacity-building of private firms and entrepreneurship strengthening. A famous example involving a donor giving out anti-mosquito nets but leading to the collapse of the local private business producing and selling the nets illustrates this point (Moyo 2009).

When developing countries confront many challenges, such as poor endowments of skilled labour, weak infrastructure, or financial capital, they do have certain advantages—namely; they can draw on the accumulated knowledge of the developed world, and do so without the inherited constraints and inertia of the industrial leaders. It provides a clear focus and strategic goal for the latecomers. The great Russian economic historian,

Gerschenkron, introduced the notion of the “latecomer effect” (Gerschenkron, 1962), which includes the fact that these countries may start to use the technology only after it matured enough to have standardized capital goods suitable for mass production.

### Three patterns of technological catch-up

Path of the Forerunner: stage A --> stage B --> stage C --> stage D
1) Path-Following Catch-up: stage A --> stage B --> stage C --> stage D a.
2) Stage-skipping Catch-up (leapfrogging I): stage A -----> stage C --> stage D b.
3) Path-Creating Catch-up (leapfrogging II): stage A --> stage B --> stage C' --> stage D' c, d.

#### Notes:

a For example, consumer electronics in Korea during analogue era, PC, and machine tools

b For example, engine development by Hyundai Motors; DRAM development by Samsung (Lee and Lim, 2001, and digital telephone switch development by China (Mu and Lee, 2005)

c For example, CDMA mobile phone, and digital TV (Lee, Lim & Song, 2005)

d In stage C, the two technologies, C and C', represent alternative technologies

### Learning from cases of stage-skipping and leapfrogging

Most developing countries tended to have serious telephone service bottlenecks in the 1970s and 1980s. However, most of them had neither their own telecommunications manufacturing equipment industry nor R&D program. As a result, they used to import most of the equipment and related technologies at high prices, and local technicians merely installed foreign switching systems into the nation's domestic telephone networks. With

industrial and commercial bases developing rapidly and population growing, many countries wanted to build their own manufacturing capabilities.

- **Biofuels in Brazil:**

The case of Brazil and its very successful biofuel programs is an illustration of how developing countries can capture latecomer advantages in renewables by restructuring their economies and building new value chains.

Brazil is a developing country that has not faced the problem of fossil fuel dependence. It has been able to build an electric power system based largely on hydropower (which is still being extended, not without controversies); an urban private transport system based largely on home-grown and processed ethanol and (now) biodiesel; and, thanks to oil discoveries, an export platform for oil and gas that earns export revenues to finance development across the economy. Fate Brazilian experience can thus be a model for all tropical developing countries – particularly those in Africa like Angola and Mozambique that also have oil, gas and coal deposits and abundant solar and water resources.

- **Solar thermal heating in different countries :**

Lack of success in urban areas results from the mismatch with the existing urban architecture. Specifically, the existing city planning and construction design did not take into account the possible installation of water outlets required for the solar thermal system; changing the existing pipeline-based hot-water system in the existing buildings was too costly. In other words, compared to gas and electric thermal systems which are already installed in cities, solar thermal systems that function for only six months are not attractive to urban dweller (Rogers, 1995).

To have a reliable water supply in the semi-desert of Jigawa State is a big challenge. Typical methods of getting water range from open wells with rope and bucket, to hand pumps, to government-supplied diesel-powered pumps that work only until they break down or until villagers run out of money to buy the expensive diesel fuel. Now, powerful solar-powered pumps designed to run maintenance free for eight to ten years or more are currently supplying the villages with clean, fresh water from deep wells.

### **Specific strategies and policies for sustainable development**

- To build t up technological capability in three stages and the role of public laboratories.

In general, once countries reach middle-income status, additional sector-specific or vertical intervention policies are needed because the country must now identify its niche between low-income countries with cost advantages in low-end goods and high-income countries with quality advantages in high-end goods. For middle-income countries, public policies should focus on the two kinds of upgrading: (i) one is an inter-industry upgrading by entering into new or higher-value-added industries; and/or (ii) an intra-industry upgrading by moving into a higher value segment in the existing industry (Lee and Mathews, 2012).

We can suggest short-cycle technology-based sectors as a niche for latecomers. The issue is how to break into medium short-cycle technology-based products or into the higher-valued segment of the existing sectors. Good targets for such an entry are those products that the latecomers had to import at higher prices due to oligopolistic market structure. A very fitting example is the case of the telephone switch development in the 1980s-1990s, discussed in the preceding section.

The final stage of leapfrogging involves public-private R&D efforts that target emerging rather than existing technologies. In this case, the role of the Government and public labs is to share the risk involved in the choice of technologies and to promote the initial markets. Specifically, coordinated initiatives on promoting locally developed technological standards and incentives for early adopters would be essential in reducing the risk faced by the nascent and still fragile initial market. In reality, larger, latecomer economies, such as Brazil, China and India, have already been seeking a new development path powered not by traditional fossil fuels but by alternative energy sources, like biofuel and other sources of renewable energy. These countries are trying to move into a low-carbon path by developing a range of alternative energy sources such as wind, solar and thermal energy, as well as photovoltaic and biogas digesters.

Using incentives to kick-start environment-friendly technological trajectories:

Although it is still premature to pass judgment on the Indian solar mission, one cannot deny it has been remarkably effective in triggering solar investments and keeping the necessary subsidies at a manageable level. The process of reverse binding has allowed finding the lowest tariff rate at which investors would pursue solar projects, thus bringing tariffs and public subsidies to producers down. As a result, retail grid parity is expected to be achieved around 2017, five years earlier than the NSM had envisaged. Solar investments are clearly on the rise, with 507 MW of solar capacity installed at the end of March of 2012, compared to just 18 MW two years before (Altenburg and Engelmeier 2012).

## CONCLUSION AND SUGGESTION

In this paper we have argued that STI can play a critical role in expediting transition to a sustainable mode of development, through industrial restructuring and fostering of green growth. A critical concept in this transition is leapfrogging, including stage-skipping,

whereby the developing country can jump into a new eco-friendly techno-economic paradigm. In the case of inclusive green growth, this concept has intuitive appeal because it is the developed countries that have the most infrastructural inertia in terms of business models based on fossil fuels (carbon lock-in) while developing countries have the opportunity to leap to new green energy and resource systems unconstrained by such lock-in. They also have powerful competitive advantages based on their abundance of resources (sun, land, water) which can be utilized as renewable sources of energy, not only to power the industrial development of the latecomer itself but also for exports. Korea's initiatives in green growth are exemplary in this regard (Mathews, 2012b).

We have demonstrated in this paper that technological leapfrogging has been emerged around the world, including by countries in Africa, many of which are often considered to have insufficient capacities in STI, and has had tangible positive impacts. However, greater policy intervention is called for to expedite the diffusion of new technologies needed to maintain the upgrading momentum. Various forms of incentive or subsidy provision are needed to correct market and coordination failures and to generate economies of scale. The international community, including the United Nations, may consider setting up a global fund to support R&D activities into new environment-friendly technologies and to promote their diffusion.

Finally, this paper has considered the role of intellectual property rights (IPRs) and argued that IPRs (particularly patents) can be a serious deterrent factor in countries' efforts to make a transition to a sustainable mode of development with the help of STI. We argue that IP systems need to evolve further from an institution that protects IP to one that fosters dissemination of technology. Each country should be allowed certain room to tailor its own IP system to its specific needs. There is a pressing need for a global dialogue on the reform of

the patent system. Developing countries as a group are well positioned to undertake a leadership role in adapting traditional IP laws to new technological challenges that current advanced countries have failed to address, thus undermining markets for technology in these economies (Reichman, 2009).

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## A Study of Mental Health among Male and Female College Students

Sunanda Rameshwar Korde\*

### ABSTRACT

The purpose research attempted to study the gender difference between mental healths. To study by research seared variables in gender and mental health. A sample of 100 participants 50 Male (25 Urban and 25 Rural) & 50 Female (25 Urban and 25 Rural)) was drawn randomly from the population. Mental health inventory developed by Dr. Jagdish & Dr. A.K. Srivastava (1983) was used for data collection. Factorial design was used and data were analysis by Mean, SD and 'F' values. Results show Female Students BetterMental Health than Male Students.

**Keywords** :- *Gender, 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.

Mental health refers to our cognitive, behavioural, and emotional wellbeing - it is all about how we think, feel, and behave. The term 'mental health' is sometimes used to mean an absence of a mental disorder.

Mental health can affect daily life, relationships, and even physical health. Mental health also includes a person's ability to enjoy life - to attain a balance between life activities and efforts to achieve psychological resilience.

### **Review of literature:-**

Gupta (2002) this study found that there is a significant difference between mental health of male and female adolescents. Pathak and Rai (1993) this study found that Female students were mentally healthier than male students. Aghara (1995) has showed that socio-economic status affects the mental health of students, but no significant effect of sex difference is found on the mental health of the students. Jarraniya (1996) found a significant difference between the ratings of mental health among the boys' and girls' students. Gupta and Kumar (2010) reported male students were better Mental Health than female. Chawla (2012) reported that females were better in terms of their mental health. Bangale and Patnam (2013) found no significant difference of mental health status between male and female. Vyas (2007) sees no significant difference between boys and girls with respect of mental health.

## Statement of the problem

To study of Mental Health among Male and Female College Going students.

## Objectives

- To Search the Mental Health on Male and Female College Going students.

## Hypotheses

- There will be no significant difference between Mental Health than Male and Female College Going students.

## METHODOLOGY

### Sample

The present study sample go was selected from college students of Ambad, JalnaDist. in Maharashtra. Total sample of present study 100 college students, in which 50 were Male College Students (25Urban and 25Rural Students) and 50Female College Students (50 Urban and 25Rural Students). The subject selected in this sample will be used in the age group of 18 years to 21 years (Mean – 19.16, SD- 2.01.) and Ratio 1:1.Thus total sample includes as shown in the following table.

		Gender		Total
		Male	Female	
Living of Area	Urban	25	25	50
	Rural	25	25	50
		50	50	100

## **Research Design**

*2x2 Factorial* design used in the present study.

## **Variables**

### **1) Independent Variables**

Gender - 1) Male 2) Female

### **2) Dependent Variables-** Mental Health

## **Research Tools**

### **Mental health battery**

In the study the investigator employed English version of Mental Health Battery which was developed and validated by Arun Kumar Singh and Alpana Sen Gupta. MHB intends to assess the status of mental health of persons in the age range of 13 to 22 years. As it is a battery of six tests. There are set of 130 items. Reliability of various dimensions of the battery varied across 0.72 to 0.87. It also has high level of concurrent and constructs validity.

### **Procedures of data collection**

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

### **Data analysis**

The Mean and SD with graphical representation for on Mental Health was analysed. A simple design was selected to adequate of statistical analysis of ANOVA in order to examine the roll of main as well as subsequently on students Mental Health.

## RESULTS AND DISCUSSION

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

**Table No.01 Show the mean, SD and F value of Mental Health and Gender.**

Gender	Mean	SD	N	DF	F	Sign
Male Students	90.10	7.40	50	98	7.78	0.01
Female Students	98.50	8.61	50			

(Critical value of “f” with df 99 at 0.05 = 3.94 and at 0.01 = 6.90, NS= Not Significance)

**Figure No.01**

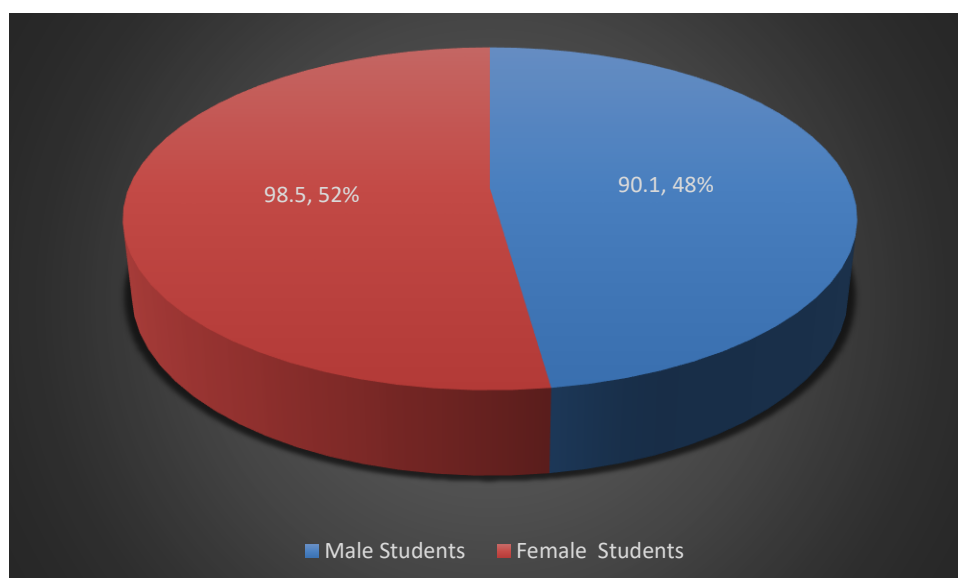


Table 01 and figure 01 revealed that the mean scores of Mental Health of Male College Students are 90.10 and SD 7.40 and Female College Students are 98.50 and SD 8.61. The f -value came out from the above two groups is 7.78. Therefore, the hypothesis is rejected which means there is highly significance difference between the Mental Health of Male and Female College students. It was found that Female Students Better Mental Health than Male Students.

## CONCLUSIONS

Female Students Better Mental Health than Male Students.

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## **A study of competition exam studied married and unmarried women student compared emotional intelligence level.**

Dr.S.M.Watore\*

### **ABSTRACT**

The purpose of the research was to study the Emotional Intelligence of Competition Exam studied Students. For the present study a total sample consisting 40 individual subjects those are Competition Exam studied Students of Aurangabad city in Maharashtra. There are two groups (20Married and 20 Unmarried Students) ranging age between 20 to 30 years. The tools used Emotional Intelligence Test. Developed by Hyde, Pethe and Dhar(2001). For this studies following statistical techniques were used, Mean, Standard Deviation, t-test. The findings of the study are this study reveals the no significant difference between Emotional intelligence of Married and Unmarried students.

**Keywords:** *Married & Unmarried Women Students, Emotional Intelligence*

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## INTRODUCTION

Anyone can become angry- that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way- that is not easy. That stamen mentions Aristotle, the Nicomachean ethics. For a long time, intelligence was divided into “book learning” and “street smarts.” People now come realize the importance of emotional intelligence. A person with emotional intelligence produces better work, knows how to relieve stress, manages emotions well, and forges stronger relationships. They also get along better with people and can work well as team members and leaders alternately. Whether your particular brand of intelligence involves book learning or street smarts, you can still develop emotional intelligence and become successful in your field.

Salovey and Mayer(1990) they define it as, "The ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's thinking and action."

Goleman(1998) they definid it as, "The capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationship."

Buck (1985) has defined it as, "the process by which motivational potential is realized or read out , when activated by challenging stimuli." In other words, emotion is seen as a 'read out' mechanism carrying information about motivational systems. Emotions have long been considered to be of such depth and power that in Latin, for example, they were described as 'motus anima', meaning literally the spirit that moves us. Contrary to most conventional thinking, emotions are inherently neither positive nor negative; rather, they serve as the single most powerful source of human energy. In fact, each feeling provides us with vital and

potentially profitable information every minute of the day. This feedback ignites. Creative genius, improves and shapes trusting relationships, provides an inner compass for one's life and career, guides to unexpected possibilities and even saves organization from disaster. To exhibit emotions is very easy but doing it at the right time, at the right person and to the right degree is difficult. The management of emotions has given rise to the most talked about term. "Emotional Intelligence".

### **Review:-**

- Grace A. Fayombo (nov.2012),found that the relationships between emotional intelligence and academic achievement among 151 undergraduate psychology students at The University of the West Indies (UWI),Barbados, making use of Barchard (2001)'s Emotional Intelligence Scale and an Academic Achievement Scale. Findings revealed significant positive correlations between academic achievement and six of the emotional intelligence components, and a negative correlation with negative expressivity. The emotional intelligence components also jointly contributed 48% of the variance in academic achievement. Attending to emotions was the best predictor of academic achievement while positive expressivity, negative expressivity and empathic concern were other significant predictors. Emotion-based decision-making, responsive joy and responsive distress did not make any significant relative contribution to academic achievement, indicating that academic achievement is only partially predicted by emotional intelligence. These results were discussed in the context of the influence of emotional intelligence on university students' academic achievement.
- Chi-Sum WONG, Ping-Man WONG & So-Ling CHAU, found that the emotional intelligence should be related to students' life satisfaction, positive attitudes towards life, and the attainment of various education goals. However, despite its growing

popularity, there is relatively little empirical evidence showing these relationships. The purpose of the present study is to provide some empirical evidence to examine these effects in Hong Kong. A group of 30 university students helped generate emotional intelligence items and 20 of these items were selected empirically from the responses of another 100 university students. Then a sample of 225 six formers completed a questionnaire which measured their perceived emotional intelligence, life satisfaction, and powerlessness in their lives. Their form masters evaluated their performance in moral and social development. Attainment in intellectual education of these students was estimated by their Hong Kong Certificate of Education Examination (HKCEE) results. As expected, results indicated that emotional intelligence is positively related to life satisfaction, and performance in moral, social and intellectual development. It is also negatively related to powerlessness in life.

- Patil T.D.(Dec.2012),found that the emotional intelligence, achievement motivation and adjustment among senior college students. They selected 500 students of 18 and 22 years (250 Urban area, 250 Rural area.) For this study they used Emotional Intelligence Scale (EIS) constructed by A. Hyde, S. Pethe and U. Dhar, Achievement Motivation Scale(n-Ach) constructed by Dr. P. Deo and A. Mohan and Bell's Adjustment Inventory Indian adaptation of the inventory was done by L. Sharma. The studies revealed that, 1) student coming from urban area had significantly better emotional adjustment than student coming from rural area. 2) Science faculty students developed significantly better emotional intelligence than arts faculty students. 3) Male student developed significantly better emotional intelligence than female students.
- Talat Naseer (march-2011), found that the emotional intelligence, Locus of control and life satisfaction among girl student. They selected 400 girls' students of 18 and 22 years (200 girl's parents who were high school educated, 200 girls parent graduates or had

higher educational qualifications.)For this study they used Emotional Intelligence Scale (EIS) constructed by A. Hyde, S. Pethe and U. Dhar, The Rotter's Locus of Control Scale developed by Dr. A. Kumar and Dr. S.N. Srivastava and Life Satisfaction Scale developed by Dr. Q.G. Alam and Ramji Shrivastava. The studies result that, 1) Girls of higher educated parents have higher emotional intelligence than girls of high school educated parents. 2) The Hindu girls possess higher level of emotional intelligence than Muslim girls. 3) The girls of parents living together possess higher emotional intelligence than girls of separated parents.

### **Objectives of the study:-**

- To examine Emotional Intelligence of competition exam studied married women and unmarried women students.

### **Hypothesis:-**

- There will be significant difference between competition exams studied married women and unmarried women students on Emotional Intelligence.

### **Variable:-**

- A) **Independent variable:-**1) Married women 2) Unmarried women.
- B) **Dependent variable:-** Emotional Intelligence Scale (EIS).

## **METHODOLOGY**

### **Sample:-**

Sample for the study was selected from competition exam studied classes, Aurangabad, by using purposive sampling method. The study included total 40 students from 20 students

from married competition exam studied students and 20 unmarried competition exam studied students. The age range of the sample is 20 to 30 years.

### **Tools / Measures:-**

#### **Emotional Intelligence Scale**

Following tools were used for collecting data: Emotional Intelligence Scale (EIS) constructed by A. Hyde, S. Pethe and U. Dhar(2001). This test consists 34 items. Ten factors of emotional intelligence are included in this scale they are, 1) self-awareness, 2)empathy, 3)self-motivation, 4)emotional stability, 5)managing relations, 6)integrity, 7)self development, 8)value orientation, 9)commitment, 10)altruistic behavior.

The instructions of this scale were "Here some statements are given and for every statement you have to express your views by making tick (right) on any one cell of the five alternatives. There is no right or wrong answer. So please give your response on all the item."

**Five alternatives are:** - 1) strongly Agree, 2) agree, 3) uncertain, 4) disagree, 5) strongly disagree.

**Scoring Method:** - Each item was scored 5 for strongly agree, 4-Agree, 3-unertain, 2-Disagree, 1-strongly disagree.

#### **Reliability:-**

The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

#### **Validity:-**

Besides face validity, as all items, were related to the variable under focus. The scale has high content validity .It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of emotional intelligence. In order to find out the validity from the coefficient of reliability index was calculated which indicated high validity on account of being 0.93.

### **Statistical Method:-**

Descriptive statistical method use for mean, S.D., and t test out for analysis of the data.

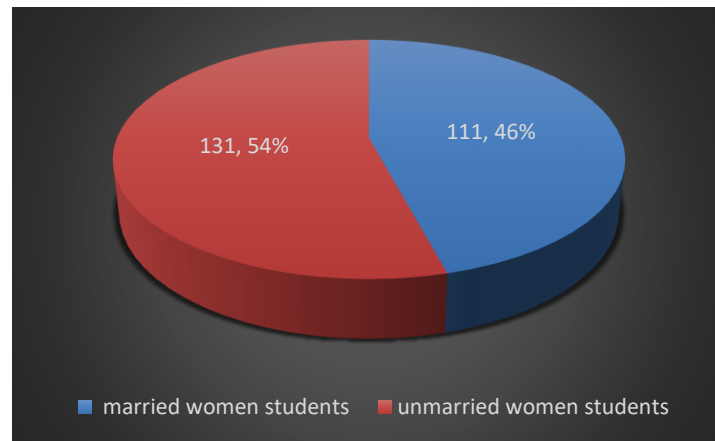
### **Analysis and interpretation of Data:**

The data collected during investigation was computed to apply the parametric statistical methods.

### **Showing Mean, S.D., t Values of Emotional Intelligence on competition exam studied married and unmarried women student.**

Group	Mean	S.D	N	Df	t- value	Sign.
married women students	111	14.25	20	38	0.018402	Not Significant
unmarried women students	131	9.17	20			

**Graph No-01**



sTable and graph no 01 Shows the mean of married women Students is 111 & S.D. is 14.25. The mean for unmarried women students is 131 & S.D. is 9.17 the t-value is 0.018, is not to significant at 0.01 level and 0.05 level, at means that there is no significant difference on Emotional Intelligence of married women students than unmarried women Students. Hence, this hypothesis is rejected because unmarried women and married women students both studied hard, allows try to managing & balancing relationship, self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, altruistic behavior and controlled emotion.

## CONCLUSIONS

On the basis of the interpretation following results have been drawn : This study concludes that married women and unmarried women students both have high Emotional Intelligence in all ten factors, 1) self-awareness, 2) empathy, 3) self-motivation, 4) emotional stability, 5) managing relations, 6) integrity, 7) self-development, 8) value orientation, 9) commitment, 10) altruistic behavior levels. There is no significant difference between competition exams studied married women and unmarried women students on Emotional Intelligence.

### **Limitations and suggestions of the present research:-**

- The population was limited areas restricted Aurangpura only. It can be spread into other areas also.
- The sample of the study was small. The study can also be done by taking large sample size.
- The tools used in this investigation were self-reporting instrument, it is therefore noted that the accuracy of data reported is limited to the abilities and willingness of the respondents to give truthful responses.
- To study the development of Emotional Intelligence in relation to Social Economic Status (SES).
- To identify the development of Emotional Intelligence across the culture in relation to religious.

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## **A study of Anxiety, Depression and Stress among Boys and Girls College Students**

Dr.Dipak D. Nikam\*

### **ABSTRACT**

The purpose of the present study was to investigate the impact of gender of the college students on anxiety, depression and stress. The sample for the study comprised of 60 college students from Jalna city. In each 30 Boys students and 30 Girls students. The scale was used for data collection Anxiety, depression and stress scale (adss) by Bhatnagar, Singh and Pandey (2011) was used to assess anxiety, depression and stress. Where gender were considered as independent variables and anxiety, depression and stress as dependent variables. Factorial design was used and data were analysis by Mean, SD and 'f' values. This study revealed 1) Boys College Students high Anxiety than Girls College Students. 2) There is no significant difference between Boys and Girls College Students on Depression. 3) Boys College Students high Stress than Girls College Students.

**Keywords-** *Anxiety, Depression, Stress*

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## INTRODUCTION

Anxiety is a psychological and physical response to treat a self-concept characterized by subjective, consciously perceived feelings of tension (Spielberger, 1983). Anxious students have experience of cognitive deficits like misapprehension of information or blocking of memory and recall. Spielberger reported two forms of anxiety: state anxiety – a response to a particular stimulation or set of circumstances, and trait anxiety – an intrinsic characteristic of the person.

The World Health Organization (WHO) reported that of all illnesses, depression is the leading cause of ill health and disability worldwide. According to the latest estimates from WHO, more than 300 million people are now living with depression. Depression and anxiety are prevalent problems in colleges across the country. During college, students experience many firsts, including a new lifestyle, friends, roommates, exposure to a new culture and experiences.

Depression is a medical condition that can affect a student's ability to work, study, interact with peers, or take care of themselves. Symptoms of depression may include: difficulty sleeping or sleeping too much, appetite changes, withdrawing from participating in activities once enjoyed, feelings of sadness, hopelessness, unhappiness, and difficulty concentrating on school work. Symptoms of depression can also leads to thoughts of suicide.

### **Stress**

Stress has posed serious problems for children parents, teachers, society and nation, it has got a direct bearing on the academic achievement of adolescent when the adolescent are mentally and physically healthy they better perform in their academic achievement.

Stress is the insistent outcome caused by stable strain and subsists in every part of our life. The changeover from adolescence to adulthood is a complicated journey in the field of education for the college students.

### **Review of literature:-**

Mokashi, Yadav and Khadi, (2012) this study found that Boys were significantly having higher anxiety level than girls. Pramod (1996) concluded that boys manifest more future orientations than girls, therefore boys have more academic anxiety. Ojha (2005) revealed that 25% boys have extremely high anxiety whereas only 6.7% girls have high academic anxiety.

Vandana Sharma, (2014) this study found that Boys and girls showed significant difference on the variable of depression with preponderance of girls over boys. Upmanyu, V.V., Lal, R., Kaur, J., Dwivedi, A. K., & Sharma, S. (2010), Jaggi, G. (2008) this study indicated that boy and girl adolescents did not differ on depression. Kaur, R., Singh, A. K., & Javed, A. (2003) this study found that boys scoring higher than girls on depression.

Mathew (2006) examined that girls experienced significantly more academic stress than the boys. Vijaya and Karunakaran (2013). This study resulted that boys are much more stressful than girls. Pastey and Aminbhavi (2006), this study found that the adolescent the boys tend to have significantly higher stress than the girls and the girls tend to have significantly higher self-confidence.

### **Statement of the problem**

A study of anxiety, depression and stress among Boys and Girls college students

## **Objectives**

- To examine the Anxiety among Boys and Girls college students.
- To examine the Depression among Boys and Girls college students.
- To examine the Stress among Boys and Girls college students.

## **Hypotheses**

- There is no significant difference between Boys and Girls college students with dimension on anxiety.
- There is no significant difference between Boys and Girls college students with dimension on depression.
- There is no significant difference between Boys and Girls college students with dimension on stress.

## **METHODS**

### **Participants**

The present study sample was selected from Art's college students of Jalna City from Jalna district in Maharashtra. To select the sample Graduate in which students' study of Art's College Students were considered as per independent variable taken in this research stratified random sampling method was employed to select the unit of sample. Total sample of present study 60 Boys College Students 30 and 30 Girls College Students. The subject selected in this sample will be used in the age group of 18 years to 21 years and Ratio 1:1.

### **Research Design**

Simple research design used in the present study.

### **Variables of the Study**

Variable	Type of variable	Sub. Variable	Name of variable
Gender	Independent	02	1) Boy Students 2) Girls Students.
Anxiety Depression Stress	Dependent	03	Anxiety Depression Stress

### Instruments

Aspect	Name of the Test	Author
Anxiety, Depression Stress	Anxiety, Depression and Stress scale (ADSS-BSPSA)	1) PallaviBhatnagar 2) Megha Singh 3) Manoj Pandey 4) Sandhya 5) Amitabh

### Anxiety, Depression and Stress scale (ADSS-BSPSA)

Anxiety, Depression and Stress scale (ADSS-BSPSA) developed by Pallavi Bhatnagar, Megha Singh, Manoj Pandey, Sandhya and Amitabh Department of Psychology Lucknow University was used for data collection. The scale comprises of 48 items divided into 3 subscales which are Anxiety subscale consists of 19 items, Depression subscale consists of 15 items and Stress subscale consists of 14 items. Each item is scored 1 for “Yes” and 0 for “No” response. The reliability of the total scale is measured by found 0.81 and 0.89 respectively. The obtained reliability for Anxiety, Depression and Stress subscales as measured by 0.86, 0.86 and 0.76 respectively.

### Procedures of data collection

The following research methodology was used in the present study. The primary information was gathered by giving personal information from to each to each student. The students were called in a small group of 10 to 15 students. To fill the inventories subjects were given general instructions belongs to each scale. The students provided the Anxiety, Depression and Stress scale.

### Data analysis

The Mean and SD with graphical representation for area of residence (Urban and Rural College going Students) on Anxiety, Depression and Stress was analysed. A simple design was selected to adequate of statistical analysis of ANOVA in order to examine the roll of main as well as subsequently on students Anxiety, Depression and Stress.

### Results and Discussion

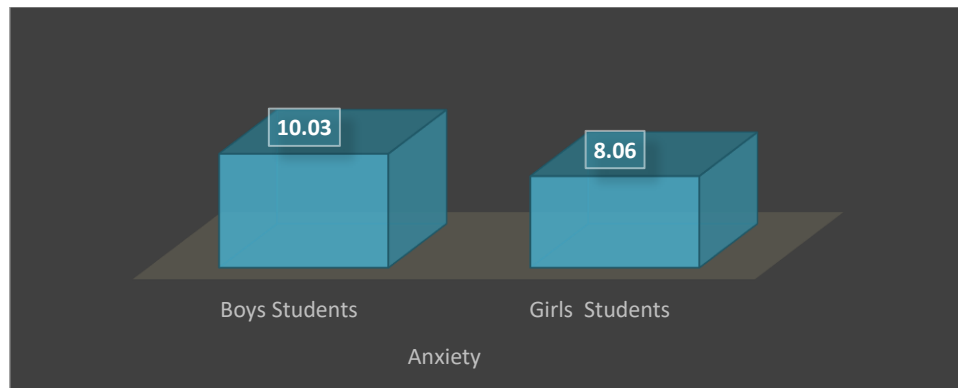
The analysis of data interpretation and discussion of the results are presented below

**Table No.01 Show the mean, SD and F value of Gender and Anxiety.**

Factor	Gender	Mean	SD	N	DF	F value	Sign.
Anxiety	Boys Students	10.03	2.83	30	58	10.68	0.01
	Girls Students	8.06	2.44	30			

(Critical value of “f” with df<sub>2,58</sub> at 0.01 = 4.79 and at 0.05 = 3.07)

**Figure No.01**



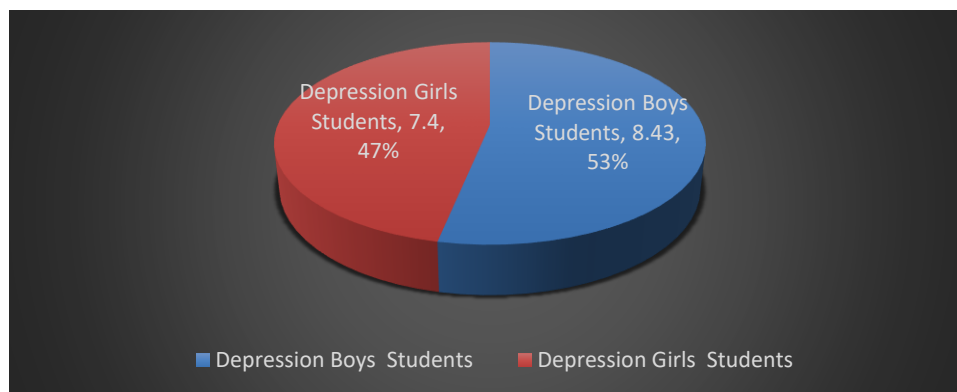
Observation of the table No.01 and Figure No.01 indicated that the mean value of two classified groups seems to differ from each other on Anxiety. The mean and SD values obtained by the Boys College Going Students 10.03, SD 2.83 and Girls College Going was 8.06, SD 2.44. Both groups' 'F' ratio was 10.68. At a glance, those Boys College Students show a high score than Girls College Students.

In the present study, the first hypothesis related Anxiety and Gender. It was "There is no significant difference between Boys and Girls College Students with dimension on anxiety." Gender effect representing Anxiety was significant ( $F = 10.68$ ,  $2$  and  $58$ ,  $P = 0.01$ ). This is significant at 0.01 and 0.05 levels because they obtained 'F' values are higher than table values at 0.01 and 0.05. In the present study, it was found that Boys and Girls College Students differ from Anxiety. The findings do not support the first hypothesis; it is first hypothesis rejected in the present study. It means that Boys College Students have high Anxiety than Girls College Students.

**Table No.02 Show the mean, SD and F value of Gender and Depression.**

Factor	Gender	Mean	SD	N	DF	F value	Sign.
Depression	Boys Students	8.43	2.12	30	58	2.99	NS
	Girls Students	7.40	2.40	30			

(Critical value of "F" with  $df_{2,118}$  at 0.01 = 4.79 and at 0.05 = 3.07)

**Figure No.02**

Observation of the table No.02 and Figure No.02 indicated that the mean value of two classified group seems to differ from each other on Depression. The mean and SD value obtained by the Boys College Going Students 8.43, SD 2.12 and Girls College Going was 7.40, SD 2.40, Both group 'F' ratio was 2.99 at a glance those Boys College Students shows minor high score than Girls College Students.

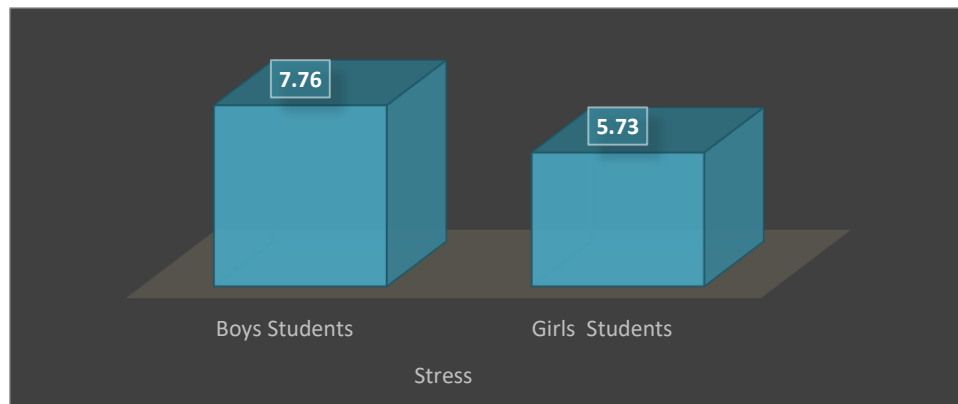
In the present study was second hypothesis related Depression and Gender. It was "There is no significant difference between Boys and Girls College Students with dimension on Depression." Gender effect represent the Depression was not significant (F- 2.99, 2 and 58, P- NS). This is no significant 0.01 and 0.05 levels because they obtained 'F' value are Low than table values at 0.01 and 0.05. In the present study was found that Boys and Girls College Students no differ from Depression. The findings of the supported the second hypothesis, they are second hypothesis Accepted the present study. Its means that there is no significant difference Boys and Girls College Students on Depression.

**Table No.03 Show the mean, SD and F value of Gender and Stress.**

Factor	Gender	Mean	SD	N	DF	F value	Sign.
Stress	Boys Students	7.76	1.97	30	58	12.79	0.01
	Girls Students	5.73	2.40	30			

(Critical value of “F” with df2,118 at 0.01 = 4.79 and at 0.05 = 3.07)

**Figure No.03**



Observation of the table No.03 and Figure No.03 indicated that the mean value of two classified group seems to differ from each other on Stress. The mean and SD value obtained by the Boys College Going Students 7.76, SD 1.97 and Girls College Going was 5.73, SD 2.40, Both group ‘F’ ratio was 12.79 at a glance those Boys College Students shows high score than Girls College Students.

In the present study was third hypothesis related Stress and Gender. It was “There is no significant difference between Boys and Girls College Students with dimension on Stress.” Gender effect represent the Stress was significant (F- 12.79, 2 and 58, P- 0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained ‘F’ value are High than table values at 0.01 and 0.05. In the present study was found that Boys and Girls College Students differ from Stress. The findings of the not supported third hypothesis, they are third hypothesis Rejected the present study. Its means that Boys College Students high Stress than Girls College Students.

### **Delimitations of the study**

- 5) The finding of the study is based on very sample.
- 6) The sample was restricted to Ambad city from Jalna Dist. in Maharashtra.

- 7) The study was restricted to only B.A. college students only.
- 8) The study was restricted students are only 18-21 years only.

### **Conclusions:**

- 1) Boys College Students high Anxiety than Girls College Students.
- 2) There is no significant difference between Boys and Girls College Students on Depression.
- 3) Boys College Students high Stress than Girls College Students.

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## Impact of Parenting Style on Self-Confidence of Adolescents.

Kalyani Kharat\*

### ABSTRACT

In this study I attempted to study impact of parenting style on self-confidence of adolescent. For this purpose 60 adolescents were selected randomly from Aurangabad district. The age group of 13 to 16 years. Self-confidence test of Pandey and parenting authority Questionnaire by John Buri was used to assess self-confidence and parenting style. In India child rearing is commonly done by mother, so parenting style of only mother was consider in this research. From the investigation it was seen that there was significant difference in self-confidence of different parenting style.

**Key words:** *adolescent, parenting style, Authoritarian, permissive, Authoritative, self-confidence.*

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## INTRODUCTION

In human being dependence phase in child is longer one as compare to other animal. There is great influence of parent on over all psychological, physical, social, emotional, moral development of children. Parenting style is one of main factor which affect growth and development of children. It helps to shape the personality of individual. Parenting continues to exist as more demanding yet most satisfying, valuable and pleasing experience in every individual life which proves to be rewarding in its own perplexing ways. The quality of parenting is important than quantity of time spend by parents with children. Due to modern life and industrialization most of parents are engaged in earning so it is necessary to have good parenting style. In psychology the parenting style construct commonly used based on the work of Diana Baumrind, a development psychologist. There are four main styles of parenting accepted globally Authoritative, Authoritarian, permissive and neglectful parenting. During parent and children interaction to things are happens these are demandingness and responsiveness. Demandingness means to the extent parent control their children behaviors or demand their maturity. Responsiveness mean to the degree parents are accepting and sensitive to their children.

### 1. Authoritative parenting- high demandingness and high responsiveness.

Authoritative parents having high expectations for achievement and maturity but they are responsive and warm for children. These parents set up boundaries' and rules for children but having proper reasoning and open discussion on it. They are affectionate and supportive and encourage independence. This parenting style also known as democratic parenting style.

Children of this style having following features

- Good mental health.
- Appear happy and content.

- Are more independent.
- Develop good self-esteem.
- Exhibit less aggression.

2. Authoritarian parenting-high demanding and low responsiveness.

These parents demands high standards and blind obedience without any proper reasoning's these parent use stern disciplines and frequently employ punishments to control children behavior. These parents are unresponsive to child needs.

Children's of this parenting style having following characteristic

- Tends to have an unhappy nature.
- Appear insecure
- Have poor social skills.
- Have low self esteem
- Have more aggression
- Exhibit more behavioral problems

3. Permissive parenting-low demandingness and high responsiveness

- These parents set few rules and boundaries and they reluctant to enforce rules.
- They give more independent to children. Generally they fulfilled all demands of their child and dislike to say no to their demands.
- Children are Cannot follow rules Have worst self control and regulation
- Face more problems in relationship and social interactions

4. Neglectful parenting-low demandingness and low responsiveness

- These parent are not aware of discipline they not feel any responsibility regarding children. They do not show any involvement with children.
- Children areMore impulsive

- Low self-regulation
- Have more mental issues
- Show antisocial activity

### **Self confidence**

The concept of self –confidence is commonly used as self –assurance in one’s personal’s judgment, ability, power etc. one increases self-confidence from experiences of having mastered particular task. It is positive belief that in the future one can generally accompany or acquires what one to wish to do. Self – confidence mean trust in one’s ability to achieve some goal which one Meta-analysis suggested is similar to generalization of self-efficiency

Self – confidence is of two types,

1 **general self-confidence**:- Over all confidence about generalized personality characteristic of person.

2 **specific – confidence or self-efficiency**:- Self – confidence with respect to a specific task, ability, and challenges.

In this study I attempted to study impact of three parenting style Authoritative, Authoritarian, permissive type of parenting style.

### **Review of literature**

Berk (2009) showed that different kinds of parenting style associated with different adolescent’s developments. Canadian council of learning (2007) showed that Authoritative parenting style is linked to greater social competence and children of this parenting related to better self-esteem.

Lee yen Chiew (2011) carried out research on relationship between parenting styles and self-esteem and found that authoritative parenting style is predominant parenting style and there was significant correlation between different parenting style and self-esteem. Greater number of students who belongs from authoritative has high self-esteem than authoritarian parenting style.

### **Objective of study**

- To study the impact of parenting style on self-confidence of adolescent.

### **Hypothesis**

- There would be significant difference in self confidence levels of adolescent raised by authoritarian, authoritative and permissive parenting styles

## **METHODOLOGY**

### **Sample**

Sample of 60 adolescent of age 13 to 16 taken randomly from Aurangabad.

### **Design**

In this study single factorial design was used.

### **Variables of study**

- 1) Independent variable: Parenting style:** Authoritative parenting

Authoritarian parenting

Permissive parenting

- 2) Dependent variable:**

Self confidence

3) **Control variable:** age, place, socioeconomic status, parenting style only mother

## **Tools**

### **Parental Authority Questionnaire**

The Parental Authority Questionnaire (PAQ), developed by John Buri (1991) was administered to measure Diana Baumrind's (1971) three parenting styles- authoritarian, authoritative and permissive- as perceived by students. The PAQ contained 30-items and used a five-point Likert scale to rank each item, ranging from 1 (strongly disagree) to 5 (strongly agree). Items consisted of statements regarding the manner in which participants were reared by their parents. These test reliabilities were yielded: 0.81 for mother's permissiveness, 0.86 for mother's authoritarianism, 0.78 for mother's authoritative, 0.77 for father's permissiveness, 0.85 for father's authoritarianism and 0.92 for father's authoritative. The prototype subscales demonstrated acceptable internal consistency with Cronbach coefficient alpha values that ranged from 0.74 for father's permissiveness to 0.87 for father's authoritarianism. The following Cronbach coefficient alpha values were obtained for each of the six PAQ scales: 0.75 for mother's permissiveness, 0.85 for mother's authoritarianism, 0.82 for mother's authoritative, 0.74 for father's permissiveness, 0.87 for father's authoritarianism, and 0.85 for father's authoritative. 25 Both the test-retest reliability coefficients and the Cronbach alpha values are highly respectable, especially given the fact that there are only 10 items per scale.

### **2) Self-confidence inventory**

This inventory developed by D. D. Pandey. This test de Students are requested to answer all the items. Only two responses are provided for each item either yes or no. According to the scoring system, the 103 positive items answered positively and negative items answered negatively received a zero score. All the positive items answered negatively and negative items answered positively are given one point each. The sum of all the items scores yielded an overall self-confidence score for the subject. The items are keyed in such a way that lower the score, the higher is the self-confidence. The right response for item nos. 2, 7, 17,19, 28, 31, 37, 38, 39, 43, 44, 47,48,50, 53, 54, 58 or 59 are true and for others are false. This test high Validity and Reliability.

### **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**

The data were analyzed as follows.

A simple design was selected to adequate of statistical analysis of Mean, SD and ANOVA in order to examine the roll of main as well as subsequently on students.

## **RESULTS AND DISCUSSION**

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

**Table No.01 Show the mean, SD and F value of parenting style**

<b>Parenting style</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>DF</b>	<b>F</b>	<b>Sign</b>
<b>Authoritative</b>	13.1	3.20	20	57	96.54	0.01
<b>Authoritarian</b>	32.05	1.80	20			
<b>permissive</b>	14.75	2.18	20			

(Critical value of “F” with df 59 at 0.01 = 3.94 and at 0.05 = 6.90)

Observation of the table No.01 indicated that the mean value of three classified group seems to differ from each other on parenting style. The mean and SD value obtained by the Authoritative Parenting style Students 13.1, SD 3.20. The Authoritarian Parenting style Students 32.05, SD 1.80 and permissive Parenting style Students was 14.75, SD 2.18,. Both group ‘F’ ratio was 96.54 at a glance those Authoritarian Parenting style shows high score than Authoritative Parenting style Students and permissive Parenting style.

From above finding indicating that parenting style have influence on self-confidence of adolescent. Above finding supports our hypothesis that there would be significant difference in self confidence in adolescent raised by authoritarian, authoritative and permissive parenting styles.

Parenting style affects the development and growth of child. Mean of Authoritarian is high which indicate low level of confidence and mean of Authoritative and permissive was low which indicate good confidence in adolescent.

In finding the value of F test was significant at both levels. It indicted that groups had significant difference.

## **Discussion**

From above finding indicating that parenting style have influence oneself-confidence of adolescent. Above finding supports our hypothesis that there would be significant difference in self confidence in adolescent raised by authoritarian, authoritative and permissive parenting styles

Parenting style affects the development and growth of child. Mean of Authoritarian is high which indicate low level of confidence and mean of Authoritative and permissive was low which indicate good confidence in adolescent.

### CONCLUSION

Parenting style is one of important factor which affect self confidence in adolescent. Parents who prefer Authoritative parenting help their child to boost self-confidence at high level. Authoritarian Parenting style better than Authoritative Parenting style and permissive Parenting style.

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## A Comparative Study of Marital Adjustment among Divorced Couples

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### ABSTRACT

Adjustment in marriage is a significant phenomenon. The relationship a man has with a woman in marriage is perhaps the highest form of relationship because it involves Physical, emotional, spiritual and social aspects of life. The basic aim of this study was to explore the difference in marriage adjustment by socio-demographic variables of divorced and non-divorced women. The participants in this study were 200 divorced women and 200 non-divorced women, equal counter part of gender. Marriage Adjustment Scale and Personal data sheet were used to collect data. The 't' test, Two-way ANOVA followed for verifying hypotheses. The first hypothesis is rejected and result show Divorced persons and Non-divorced persons show the no significant difference on Marital Adjustment. But there is significant gender difference in marital adjustment. Further details highlights in full-length paper.

*Keywords:- Marital Adjustment, Divorced and non-divorced and Gender.*

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## INTRODUCTION

Life is a path usually travelled with a partner. It is full of communication, expectation, adjustment and identification. Every person identifies him/her in a role and according to this the journey of life begins. Marriage is one milestone of life, where one selects a partner, with a new role and new expectation. Thus, it is very simple to ask what marriage is. This is a question which must have been asked by many a curious mind. They must have been given many interpretations by different persons, religions, philosophers and may be by the various interpretations or definitions. The most commonly accepted concept of marriage is that it is a lifelong sacred commitment. It is one of the most important relationships between a man and a woman. It is the responsibility for peace, happiness and development of strong family relationship. It involves emotional and legal commitment that is quite important in any adult's life. There is no doubt that the choice of marital partner is one of the most important decisions one makes in his/her life time. People marry for many reasons like, love, happiness companionship; and the desire to have children, physical attraction, even with a desire to escape from an unhappy situation. And if elaborated, much can be spoken and written about marriage. Thus, many definitions originate from sources like reason for marriage etc, can be defined with different domains.

### **Concept of Marital Adjustment**

In any marriage, the individuals coming from different background, when start living together; start adjusting just after ceremony of marriage is performed. This reveals that reality must be faced and fantasies must be erased. There is no longer any space left in life of fantasy or of make- believe; one must come out of the clouds of fantasy and puts one's feet firmly on the earth to have a sun shower to live life beautifully with spouse. Responsibility must be assumed and new duties must be accepted with all expected and unexpected conditions

between the partners in any marital process. Some personal freedom must be relinquished, and many adjustments, unselfish adjustment, must be made. It can be believed that one's happy married life can be determined by, firstly, ignoring faults in a limited way, because no one is perfect and secondly, by adjusting with the partner with the help of compromising tools.

Marital adjustment as a function is dependent on various factors like an ideal mate, fulfillment of needs, similarity of backgrounds, common interest value, role concepts and change in life partners. Marital adjustment, satisfaction with different facets in marital field, relationship, happiness a number of variable attest to the quality of a marriage. Such dimensions are frequently studied in the marriage and family field. The concepts of marital adjustment, success, satisfaction, stability, happiness, consensus, cohesion, adoption, integration and role strain are used in a psychological sense referring to the state of one of the marital partners, sometime they are used in social, psychological sense referring of the state of the group or system. All these concepts emphasize a dimension that contrasts with marital adjustment dissatisfaction, instability and unhappiness. The adjustment of married partners is unlike any others human relationship, it may share many conditions of friendship groups, peer groups, work groups, differs, marriage, involving two senses in physical propinquity is public and binding in nature, being publicly sanctioned marriage becomes more difficult to break being binding the members must act as a unit and cooperation becomes essential for each of the spouse these forces determine the level of adjustment, the nature of the interaction and the degree of conflict. Spinier (1976) explained, "Marital adjustment or dyadic adjustment may be conceptualized as a process and the outcome is determined by the amount of (1) troublesome dyadic difference, (2) Interpersonal tensions and personal anxiety, (3) Dyadic satisfaction, (4) Dyadic cohesion and (5) Consensus on matters of importance to

dyadic functioning”. He further explained that these aspects of adjustment are applicable to both married and unmarried couples. Marital adjustment can be explained with the help of psychodynamic and social learning models.

However, marital relationship is the foundation of family life because it involves the union between a man and a woman as husband and wife. Marriage is a component part of the culture usually formulized by the custom, law and occasionally solemnized by religion. The human family has become one of the most widely discussed issues in recent times.

### **Reviews of Literature**

Agren Margarita (1998) used depth interviews to investigate how life is experienced by persons at age 85 (n=129) and again at 92 (n=41). Seven patterns of adjustment ranging from self realization to withdrawal emerged and heterogeneity remained at follow up with some changes in the characteristics of the categories and in coping strategies. Beal(2006), Older women report more loneliness than male peers. Loneliness is an area of concern related to the well being of older women because it is a cause of emotional distress and is linked to a variety of health problems in older individuals. Life changes, including widowhood and relocation, are associated with increased vulnerability to loneliness. Gender, social, and cultural factors influence the experience of loneliness in older women. Cognitive and interactionist theoretical approaches to loneliness have utility for nursing practice and research with older women who experience loneliness. Golant and Stephen M(1984) suggested that gerontologists have shown particular interest in whether old people's morale or life satisfaction is influenced by the quality of their residential environment. The extent to which older persons' assessments of their lives are influenced by their place of residence was examined through structured interviews with a random sample of 400 persons aged 60 and

older, living in a middle class urban community. Subjects completed the Life Satisfaction Index A and measures assessing personality characteristics, demographic variables, socioeconomic status, life stage, activity patterns, and environmental experiences. The results revealed statistically significant direct effects of nine social and physical environment experiences on older people's life satisfaction. In addition, nine individual variables were found to independently influence life satisfaction. The individual differences and environmental experiences together explained nearly half of the statistical variation in the older people's life satisfaction levels. Hull, Kathleen V. (1990) found that, within the next 40 years, people age 65 and over will comprise 20% of the population, yet problems facing this older generation and their families are just coming to the attention of researchers and the public. Accordingly, this literature review focuses on the special needs of older adults and their families. After an introductory overview, the paper first reviews studies on adjustment to retirement, addressing issues such as cultural stereotypes, sex differences in adjustment, factors influencing survival rates, successful approaches to post-retirement job seeking, and marital well-being after retirement. The second part of the paper reviews research on social support networks among the elderly, including spouses, children, friends, and hired caregivers. The third section reviews studies of issues related to coping with the death of a spouse, role loss and other stressful transitions common to older adults. The fourth section addresses research on the availability and use of educational opportunities by the aged. The fifth section covers research on the correlates of life satisfaction among the elderly. These include educational level, health, income, marital satisfaction, and relationships with children. The final section reviews studies of leisure activities among older adults, including studies of what motivates older adults to pursue various kinds of leisure activities and the beneficial effects of such activities on life satisfaction. Carr, Deborah (2004) examined how pre-loss emotional and instrumental dependence on one's spouse affects older adult's

psychological adjustment to widowhood. Analyses are based on 297 persons from the Changing Lives of Older Couples [CLOC study], a prospective study of widowhood among adults aged 65 and older. Women who were most emotionally dependent on their spouses had the poorest self esteem while still married, yet evidence the highest levels of self esteem following loss. Men who were most dependent on their wives for home maintenance and financial management tasks experience the greatest personal growth following loss. These results suggest that widowed persons who were once highly dependent upon their spouses reap psychological rewards from the recognition that they are capable of managing on their own. Hass-Hawkings Gwen(1980) shown that, Although widowhood is a disruptive and inevitable phenomenon for many older people, few studies have explored either adjustment to widowhood or the impact of widowhood on the lives of elderly people. Recently widowed persons (N=51), ranging in age from 49 to 83 years old, were interviewed to examine their relatively immediate psychosocial adjustment to widowhood. The time interval between death of spouse and the interview ranged from 4 to 12 weeks. No correlation was found between the Social Network Scale and any of the four adjustment measures, suggesting that the existence of a social network characterized by stability, intimacy, and reciprocity was not an important factor in the adjustment of these recently widowed persons. Positive correlations were found between preparation for loss and self-reports of adjustment, and between internal control and life satisfaction; negative correlations were found between internal control and psychiatric symptoms, and depression. Loneliness was the most frequently reported problem of widowhood, perhaps indicating that loneliness prior to widowhood may be a significant contributing factor to post-widowhood adjustment. Compared to samples of other older people, these subjects were relatively well-adjusted as indicated by scores on functional health, depression, and life satisfaction scales.

**Problem:-** A Comparative study of Marital adjustment of divorced couples and non-divorced couples.

**Objectives:-**

- 1) To compare the level of marital adjustment of divorced couples and non-divorced couples.
- 2) To find out Gender differences of marital adjustment of married couples.

**Hypotheses:-**

- 1) The level of marital adjustment will be higher in non-divorced couples than divorced couples.
- 2) The marital adjustment level will be more in females than males.

**METHODOLOGY**

**Sample:-**

The sample of the present study consists of 400 Couples persons. These 400 retired old persons belong to both the sexes to various families of Aurangabad city. Purposive sampling technique will be used for the selection. The age group of all respondents will be sixty onwards and some factors as like, financial aspects, educational status, fitness, ward less factors will be matched for the sample selection. An index of gender wise break up the ss is shown from the following table:-

Gender	divorced couples	non-divorced	Total
Male	100	100	200

Female	100	100	200
Total	200	200	400

### Variables under the Study:

The following various are involved in the research.

1. Nature of marriage (IVs):- A) non-divorced B) divorced.
2. Gender:- A) Male B) Female
3. Research Concepts (DVs) :- Marital Adjustment

### 2x2 factorial designs:-

Gender (B)	Nature of marriage	
	Non-divorced (A1)	Divorced. (A2)
Male (B1)	A1B1	A2B1
Female (B2)	A1B2	A2B2

Tools for data collection: - Marital Adjustment Questionnaire by PramodKaumar

### Procedure of data collection:-

For administering the scales the Ss were called in small groups. Their seating arrangement was made in the recreation hall of the institutions. All the scales used in the study were group scales; hence they were administered on small groups of subject. Selected numbers of the Ss were asked to assemble in the recreation hall. At a time only 15 to 20 Ss were invited. They were asked to sit in chairs kept at sufficient distance from each other, for the reason than one cannot see what the other had written in the answer sheet. Researcher explained the purpose of the study in brief. Through informal talk rapport was established

and the Ss were requested to answer the items of their scales sincerely & honestly. They were assured that their responses would be used strictly for research purpose only, and would not be disclosed to others. Their written documents would be treated as confidential. The sets of Adjustment inventory was distributed among them. They were asked to fill in the information about themselves on the front page. Afterwards they were asked to read the printed instructions along with the investigator. There are some questions given here. You have to answer each question. Each question is provided with alternatives “yes” “No” & very often, sometime, Never. You have to select one of these three alternatives as your answer to the question. However you have to select only that alternative which you think, is most appropriate in your case. You select your remark & put a  $\surd$  mark on the answer that you select. I assure you that your responses will be treated as confidential. The procedure was demonstrated to the Ss. Doubts & difficulties raised by the Ss were answered to their satisfaction. There was no time limit, however. The Ss were told to write the responses as fast as they can. Filled copies of the scales were collected only after verifying that the Ss had replied each question. The Ss were given sufficient time to write the responses to the statements. Filled copies of the scales were collected at the end carefully, it was seen that the Ss had answered each and every statement. The first session of data collection was concluded.

### STATISTICAL ANALYSIS

The data were carefully scrutinized separately for four main groups as well as for the entire sample by employing frequency distributions and descriptive statistics, Means, and Standard Deviations are reported for Adjustment. The above statistics are reported for old persons as well as for the entire sample. To evaluate Person wise differences in the various variables employed in this research, Two-way analysis of variance (ANOVA) have been

carried out with family life and gender as the independent variables and Adjustment as the dependent variables.

**Table No.1: shows descriptive statistics for the dependent variable Marital**

Variable	Area of living	N	Mean	Std. Deviation
Adjustment	Non-divorced person	200	85.70	7.99
	Divorced person	200	85.50	6.34
	Gender			
	Male	200	88.84	6.64
	Female	200	82.36	6.24

**Adjustment:-**

Above descriptive statistical table shows Mean & SD of Divorced and Non-divorced persons living in Families as well as male and female. Mean of Non-divorced persons living in families is 85.70 and its SD is 7.99; Mean of Divorced person living in family is 85.50 and its SD is 6.34. The Mean of Male persons is 88.84 and its SD is 6.64; Mean of female persons is 82.36 and its SD is 6.24.

**Table No.2: Two-way multivariate analysis of variance for dependent variable Marital Adjustment.**

Source	Sum of Squares	df	Mean Square	F	Sig.
Nature of marriage	4.203	1	4.203	0.107	NS
Gender	4192.563	1	4192.563	106.55	.001
Nature of marriage X Gender	957.903	1	957.903	24.345	.001
Error	15581.130	396	39.346		
Total	2951851.000	400			

**p- 0.05= 3.86 0.01= 6.70**

In the above table two-way multivariate analysis of variance, it is shown that the first main effect of nature of marriage i.e Divorced persons and Non-divorced the F Value is (df1,396) =0.107, which is not significant at any level. Hence it indicates that Divorced persons and Non-divorced persons show the no significant difference on Marital Adjustment.

Second main effect is nature of gender i.e male and female persons the F (df=1,396) value is 106.55. Which is significant at 0.01 level? Hence male and female person's show significant difference on Marital Adjustment.

The interaction effect shows significant difference on Marital Adjustment, "F" value is 24.345.which is significant at 0.01 level.

For the critical analysis, researcher analyzed Post-Hoc test as “t” test.

**Table No.3: Showing difference between Married couples.**

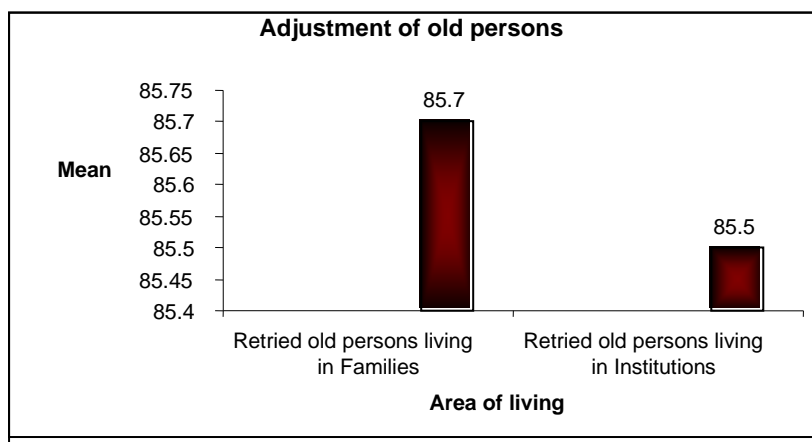
Area of living	N	Mean	SD	t	Significance level
Non-divorced	200	85.70	7.99	0.284	NS
Divorced	200	85.50	6.34		

$$P = 0.05 = 1.98 \quad 0.01 = 2.617$$

In the above table the mean value of Non-divorced living in Families is 85.70 and SD is 7.99 as well as the mean value of Divorced is 85.50 and SD is 6.34. The obtained t value is 0.284, which is not significant. On the basis of mean it is concluded that there is no significant difference between Divorced and Non-divorced, “The level of marital adjustment will be higher in non-divorced couples than divorced couples”. This hypothesis is rejected.

### Graph-1

Following graph shows marital adjustment of non-divorced couples than divorced couples.



The above graph shows that the mean value of marital Adjustment of non-divorced couples than divorced couples. It shows that there is no mean difference of non-divorced couples than divorced couples

**Table No.4:**

Showing difference between Male and female non-divorced couples than divorced couples on dependent variable marital adjustment.

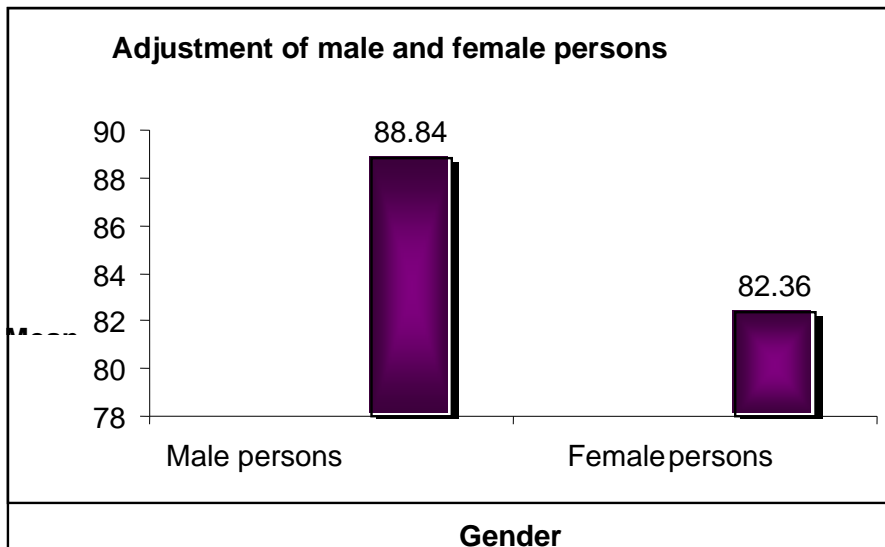
Gender	N	Mean	SD	t	Significance level
Male	200	88.84	6.64	10.043	0.01
Female	200	82.36	6.24		

$$P = 0.05 = 1.98 \quad 0.01 = 2.617$$

In the above table the mean value of male persons is 88.84 and SD is 6.24 as well as the mean value of female persons is 82.36 and SD is 6.24. The obtained t value is 10.043, which is significant at 0.01 level. Hence, it is concluded that there is higher level of marital adjustment in male persons. So second hypothesis the marital adjustment level would be more in males than retired females, is accepted.

**Graph-2**

Following graph shows adjustment of male and female Retired person.



The above graph shows the mean value of adjustment of male and female person. The male Retired old persons mean is higher than female; hence the marital adjustment level is more in male persons.

**Hypotheses No. 1:-** The level of marital adjustment will be higher in non-divorced couples than divorced couples.

Table No. 1, 2 and 3 indicate mean values of adjustment, 'F' values and 't' values. The means of adjustment score are 85.70 and 85.50 respectively for non-divorced couples than divorced couples.. The main effect of nature of marriage is not significant ( $F = 0.107$ ,  $df1, 396$ ). Thus nature of marriage has no influence on marital Adjustment. And 't' values is  $0.284 > 0.05$ . Thus there is a no significant difference on adjustment of non-divorced couples than divorced couples. The results did not support the hypothesis stating that "The level of marital adjustment will be higher in non-divorced couples than divorced couples.". Hence it is concluded that there is no significant difference on marital adjustment between non-divorced couples than divorced couples.

In connection with the above cited findings ‘Adjustment in old age may often be difficult for individuals, as it requires adopting a new life style, characterized by decreased income and activity and increased free time (Streib & Schreider 1971; McGee et.al., 1979; National Council on Aging [NCA], 1981’. The term adjustment in gerontological literature is tantamount to internal and external equilibrium of the human being (Rosow, 1967). On the other hand, George (1980) states that adjustment of an individual involves two conditions: First, the individual attempts to meet the demands of the environment; and second, the individual perceives and experiences a sense of general well-being in relation to the environment. The concept of adjustment has also been studied from the practical or empirical perspective and Donahue et al., (1960) have cited the following factors, such as satisfactory health, married life, good families relationship, friendship, feeling of security, social status equal to that of what they have had previously and plan for the future, religiosity, and belief in rebirth to be positively associated with good adjustment in old age. Raghani and Singhi (1970) studied the "adjustment problems of retired persons". They reviewed a number of empirical studies to examine the factors associated with successful adjustment in old age and pointed out a number of weaknesses with regard to good and poor adjustment. They argued that firstly, there is a lot of cultural and socio-economic variation among respondents; and secondly, the effect of retirement upon individuals should be studied prior to determining and establishing characteristics of good and bad adjustment.

Retirement is different today. In the past, it meant a slowing down of activity and the completion of work life. Retirement was generally used in reference to men. Now retirement for both men and women can mean having the opportunity to take up hobbies, travel, start a new career, go back to school, spend time with families, take care of grandchildren, or work only part-time.

After retirement begins, time spent with colleagues from work diminishes, while opportunities to spend more time alone, or with a spouse, families, or friends, increases. Reactions to these relationship changes can be different for each person. Some may enjoy the wonderful opportunities for sharing additional experiences with a spouse, families, or friends. For others, this increased time together can create a strange and unfamiliar situation – particularly for a spouse who has been a full time homemaker and then suddenly having a retired spouse at home each day. Additional challenges can arise in a partnership in which one spouse wants to continue working while the other spouse is ready for a more leisure-filled retirement. This may give rise to families' tensions, especially during the initial transition period. The key is to remain aware that changes in relationships are a normal and expected part of retirement.

Retirement is a personal experience; some find adjusting to it easier than others. Making a smooth transition to retirement depends on financial circumstances, health, and attitude, as well as the reaction and behavior of loved ones and friends. Most everyone faces the following challenges Using the newly found available time that retirement brings to develop new interests and skills, retirees can acquire new roles, such as volunteer, artist, gardener, traveler, or student – to name just a few. The emotional reactions to leaving behind prior roles and taking on new ones can range from shock, fear, and nervousness to excitement, joy, and relief.

**Hypothesis No.2:-** The marital adjustment level will be more in males than females.

Table No. 1, 2 and 4 indicate mean values of adjustment, 'F' values and 't' values. Means of adjustment score are 88.84 and 82.36 respectively for male and female. Second main effect nature of gender is significant i.e. male and female persons. ( $F = 106.55$ ,  $df-1$ ,

396  $P < 0.01$ ) and 't' values  $10.04 < 0.01$ . Thus type of gender has influence on marital Adjustment. The mean of adjustment is higher in male than female persons. These results support hypothesis No. 2 stating that "The marital adjustment level would be more in males than females."

Results of the present study are consistent with finding of Carr, Deborah (2004) and Haas-Hawkings, Gwen-(1980) suggested that the low level of adjustment in widowhood women. In one study conducted by Crandall (1980) who found that individuals who live with their spouse were happier and better adjusted. Being married with a living spouse is an important source of support for a retired woman which leads to better adjustment. Discontinuity in marital status, separated or widowed seemed to have disruptive consequences and negative effects on the adjustment of retired women. The findings that retired widows were the least adjusted as compared to those with spouse or separated were in line with findings of Holmes and Rahe (1976), who found that the death of a spouse was a major life stressor requiring more adjustment than any other life event Jamuna and Ramamurti (1988) also found that widows were poorly adjusted as compared to non widows. Following widowhood there was usually a sudden loss of financial support and a consequent by a lowering of the standard of living. Hull, Kathleen V (1990) studied on adjustment to retirement, addressing issues such as cultural stereotypes, sex differences in adjustment, factors influencing survival rates, successful approaches to post-retirement job seeking, and marital well-being after retirement and found that women are facing much more adjustment problem. Another study shows V. A. Braithwaite D. M. Gibson and Richard Bosly-Craft (1986) that female retirees identify four poor adjustment styles—poor health, negativism, change adaptation and retirement reluctance.

## CONCLUSIONS

On the basis of data and discussion of results, the hypotheses were tested and following conclusion were drawn:

- 1) There was no significant difference on marital adjustment of non-divorced couples than divorced couples
- 2) The adjustment level was high in male persons than female persons.

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# A Study of Comparative Adjustment among Urban and Rural College Students

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## ABSTRACT

Adjustment is the continuous process in which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. The purpose research attempted to Study of Area of Residence between Home, Social, Emotional and Health Adjustment. **Objectives:** - To examine the Home, Social, Emotional and Health Adjustment of Urban and Rural College Going students. **Hypotheses-** There is no significant difference between Home, Social, Emotional and Health Adjustment on Urban and Rural College Going students. **Method:** - **Sample:-**The sample of the study consisted 100 College Going Students, in which 50 were Urban College Going Students (25 Male and 25 Female) and 50 Rural College Going Students (25 Male and 25 Female).. **Research Design:-** 2x2 factorial designs was used. **Variables:-**Where Area of Residence was considered as independent variables and Home, Social, Emotional and Health Adjustment as dependent variables. **Research Tools:-** The scale was used for data collection Bell's Adjustment Inventory by Lalit Sharma was used data collection. **Statistical Analysis:** Mean SD and ANOVA. **Conclusions:** - 1) Urban Students Low Home Adjustment than Rural Students. 2) There is no significant difference between Urban and Rural College Going Students on Social Adjustment, Emotional Adjustment and Adjustment. 4) Rural Students Low Health Adjustment than Urban Students.

**Keywords:** Adjustment, Home Adjustment, Social Adjustment, Emotional Adjustment, Health Adjustment.

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## Introduction

The word 'Adjustment' means in common parlance, making one self-fit to the demands of internal and external world. Adjustment is a person's interaction with his environment and the reconciliations of personal and environment demands, a dynamic process that continues though out one's life. It consisted of two process, fitting oneself into given circumstances and changing the circumstances to fit one's needs.

Adjustment is a lifelong process starting from birth of the child. Though the home can develop many good habits, which may help in the future adjustment of the child, the school too have pivotal role in guiding the child.

### Types of Adjustment

#### Family adjustment

The relationship among the family members and their ways of behaviour play leading role in the adjustment of child. If a child coordinates with all his family members properly he is said to be adjusted. Family adjustment means adjustment of individual within family environment i.e. adjustment of degree of support, help and commitment with family members. "The Adjustment can never be completely accomplished at any particular time. Our wishes, our demands our attitudes are constantly changing. No successful family can exist without some degree of differences and need of frequent adjustment. There are families where there is little

or no consciousness of differences because they have learned habits of mutual adjustment that go on almost unconsciously and result in equitable relationships.

### **Social Adjustment**

Social Adjustment means the efforts made by an individual to adjust with standards, values and needs of a society in order to be accepted within their social environment or an achievement of balance in social relationships usually aided by the appropriate application of social skills. Social adjustment means the achievement with which a person adjusts to people in general and to the group with which he identifies in particular. Social adjustments can be also defined as a psychological process. It frequently includes coping with new standards and values.

### **Emotional adjustment**

Emotional adjustment is mean personal or psychological adjustment. It helps in is the maintenance of emotional equilibrium in the face of internal and external stressors. It is an effective control of emotions and manifestation of appropriate emotional responses to the situations of life. It can be said that emotional adjustment is the degree to which an individual is able to change his emotions in accordance to adaptive patterns determined by demands of his environment. A person is said to be emotionally adjusted if he expresses proper emotions in a proper situation in a proper manner. An emotionally stable person is well adjusted in his life because emotions play a leading role in one's adjustment to self and his environment. An emotionally adjusted person controls his behaviour in accordance with his philosophy of life. This helps him to overcome mental conflicts and lead a healthy social life.

### **Health Adjustment**

Health Adjustment One is said to be adjusted with regard to one health and physical development. If a child physical development and ability are in conformity with those of his age mates and he does not feel any difficulty in the process due to some physical deformity, he is said to be adjusted fully. The person should be physically as well as mentally healthy. Physically and mentally healthy person always feel herself or himself well-adjusted in society than the unhealthy ones. An unhealthy person always cries for his or her weakness and cannot participate fully with others. Physically and mentally healthy person will be less guided by emotions. This is known as the roof of personality. Such physically and mentally healthy people feel themselves to be secure and content in their life.

## **REVIEW OF THE LITERATURE**

Pandey, B.B., (1979) this study found that (i) Rural students secured better points in emotional, health and school adjustment areas; (ii) Urban students secured comparatively better marks in the aesthetic adjustment area. (ii) Significant relationship existed between adjustment, the level of aspiration and achievement. (iv) Urban students were facing difficulty in adjustment in school, health and emotional areas. Alexander and Rajendran (1992) revealed that urban students to be better adjusted than the rural students. Kuruvila (2006), who reported that urban students were well adjusted compared to their counterparts. Yellaiah (2012) this study of concluded that adjustment and Academic Achievement cause significant difference between Rural and urban school students do not cause any significant difference between Adjustment. Makwana (2013) this study that there is no significant difference in Adjustment of Urban and Rural student, boys and Girls and Urban and Rural Girls. But there is significant difference in Adjustment of Urban & Rural boys. Agnihotri (2013) this study found that concluded that the average scores of academic adjustment are higher in the case of rural socially disadvantaged senior secondary school students than urban

socially disadvantaged senior secondary school students. Paramanik, Saha & Mondal (2014) this study conducted that there is no significant difference between adjustments of students residing either at urban or rural area. Rakhi Ghatak, (2018) this study found a significance difference between urban and rural adolescents in their home adjustment. Makwana (2013) this study conducted that there is no significant difference in Adjustment of Urban and Rural student, boys and Girls and Urban and Rural Girls. But there is significant difference in Adjustment of Urban & Rural boys. Paramanik, Saha & Mondal (2014) conducted a study on Adjustment of secondary school students with respect to gender and residence and study revealed that there is no significant difference between adjustments of students residing either at urban or rural area. Alam, M.(2018) this study found that there is no significant difference between level of adjustment among college students living in urban and rural areas. Urban male students have more adjustment problems in comparison with the urban female students, rural areas in related to their gender there is no significant difference between levels of adjustment among college students. Kumar, Dr. R. and Tonk, D. (2018) in their study they found that urban adolescents have more emotional adjustment and social adjustment problems in their life. In view of educational adjustment of urban and rural adolescents, the adolescents to rural locality have more education adjustment problems. Chamyal and Manral (2017) have reported that urban students are better adjusted than rural students, private school students are better than adjusted than government school students. Kurvilla (2006) reported that urban were well adjusted than rural students in all areas of adjustment problems. Chamyal and Manral (2017) have reported that urban students are better adjusted than rural students. Sujatha et.al, (1993) this study found that social adjustment problems among urban & rural college students and reported a significant difference in the social adjustment of urban and rural college students. Sharma and Saini, (2013) this study found that There is a significant difference between health and emotional adjustment of urban and rural college

students but they do not differ significantly in social adjustment. Nanda, (2001) this study Conducted that urban students had better health Adjustment than the rural students. Kalpana A Shinde, (2020) this study found that there is a significant difference in social adjustment between the rural and urban junior college students. There is significant difference in social adjustment of boys and girls in junior college. There is no significant difference in social adjustment of boys and girls of junior college in rural area. And there is no significant difference in social adjustment of boys and girls of junior college in urban area.

### **Statement of the problem**

“A Comparative Study of Adjustment among Urban and Rural College Going Students.”

### **Objectives for present study**

- To Study of Urban and Rural College students on Home Adjustment, Social Adjustment, Emotional Adjustment, Health Adjustment and Level of Adjustment

### **Hypotheses for present study**

- There is no significant difference between Urban and Rural College Going Students with Adjustment Dimensions on Home Adjustment, Social Adjustment, Emotional Adjustment, and Health Adjustment.

## **METHODS**

### **Sample**

The present study sample go was selected from Aurangabad district in Maharashtra. Total sample of present study 100 College Going Students, in which 50 were Urban Students (25 Male and 25 Female) and 50 Rural College Going Students (25 Male and 25 Female). ). The

subject selected in this sample will be used in the age group of 18 years to 21 years (Mean – 20.10, SD- 1.90.) and Ratio 1:1. Thus total sample includes as shown in the following table.

**Table No.01 - Sample Design**

		Area of Residence		Total
		Urban	Rural	
Gender	Male	25	25	50
	Female	25	25	50
		50	50	100

### Research design

2x2 factorial designs use for the present study.

**Table No.02- Research Design**

		A	
		A1	A2
B	B1	A1,B1	A2,B1
	B2	A1,B2	A2,B2

A- Area of Residence - A1- Urban College Students A2- Rural College Students

B -Gender - B1- Male College Students B2- Female College Students

### Variables of the study

**Table No.03- Variables**

Variable	Type of variable	Sub. Variable	Name of variable
Area of Residence	Independent variables	02	1) Urban College Students 2) Rural College Students
Adjustment	Dependent Variables	04	Health Adjustment Social Adjustment Emotional Adjustment Health Adjustment

### Research tools

**Table No.04 -Bell's Adjustment Inventory**

Aspect	Name of the Test	Author	Sub Factor	
Adjustment	Bell's Adjustment Inventory	Lalit Sharma	1) Health Adjustment	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)Social Adjustment	
			3)Emotional Adjustment	
			4) Health Adjustment	

### Result analysis

**Table No.05 Show the Mean, SD and F Value of Area of Residence on Adjustment**

Table No.	Factor	Area of Residence	Mean	SD	N	DF	F Value	Sign.
Table No.05 (A)	Home Adjustment	Urban Students	11.58	2.16	50	98	5.52	0.05
		Rural Students	10.40	2.81	50			
Table No.05 (B)	Social Adjustment	Urban Students	11.90	2.29	50	98	0.66	NS
		Rural Students	11.52	3.04	50			
Table No.05 (C)	Emotional Adjustment	Urban Students	12.14	2.75	50	98	0.523	NS
		Rural Students	11.78	2.34	50			
Table No.05 (D)	Health Adjustment	Urban Students	10.60	2.96	50	98	12.70	0.01
		Rural Students	12.36	2.75	50			
Table No.05 (E)	Adjustment	Urban Students	46.22	7.99	50	98	0.13	NS
		Rural Students	46.06	7.78	50			

(Critical value of "F" with df 99 at 0.01 = 3.94 and at 0.05 = 6.90 and NS- Not significant)

## Discussion

### Area of residence on home adjustment

#### Hypotheses- 01

- There is no significant difference between Urban and Rural College Going Students with Adjustment Dimensions on Home Adjustment.

Observation of the table No.05 (A) indicated that mean and SD values of Home Adjustment obtained were  $11.58 \pm 2.16$  by the Urban Students and  $10.40 \pm 2.81$  by Rural Students. The F value between Urban and Rural College Students on Home Adjustment is observed 5.52 at 98

degree of freedom. The table value of F value is 0.05 = 3.94 levels of significance; this null hypothesis is rejected because table value Low than calculated value and Alternative hypothesis is accepted. It means that Urban Students High Home Adjustment than Rural Students.

### **Area of residence on social adjustment**

#### **Hypotheses- 02**

- There is no significant difference between Urban and Rural College Going Students with Adjustment Dimensions on Social Adjustment.

Observation of the table No.05 (B) indicated that mean and SD values of Home Adjustment obtained were  $11.90 \pm 2.29$  by the Urban Students and  $11.52 \pm 3.04$  by Rural Students. The F value between Urban and Rural College Students on Home Adjustment is observed 0.660 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 Urban and Rural College Going Students on Social Adjustment.

### **Area of residence on emotional adjustment**

#### **Hypotheses- 03**

- There is no significant difference between Urban and Rural College Going Students with Adjustment Dimensions on Emotional Adjustment.

Observation of the table No.05 (C) indicated that mean and SD values of Emotional Adjustment obtained were  $12.14 \pm 2.75$  by the Urban Students and  $11.78 \pm 2.34$  by Rural Students. The F value between Urban and Rural College Students on Emotional Adjustment

is observed 0.523 at 98 degree of freedom. The table value of F value is 0.05 = 3.94 and 0.05 = 6.90 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 Urban and Rural College Going Students on Emotional Adjustment.

### **Area of residence on health adjustment**

#### **Hypotheses- 04**

- There is no significant difference between Urban and Rural College Going Students with Adjustment Dimensions on Health Adjustment.

Observation of the table No.05 (D) indicated that mean and SD values of Health Adjustment obtained were  $11.66 \pm 3.23$  by the Male Students and  $11.30 \pm 2.72$  by Female Students. The F value between Male and Female College Students on Health Adjustment is observed 0.532 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 rejected because table value Low than calculated value and Alternative hypothesis is accepted. It means that Rural Students High Health Adjustment than Urban Students.

### **Area of residence on adjustment**

#### **Hypotheses- 05**

- There is no significant difference between Urban and Rural College Going Students with Dimensions on Adjustment.

Observation of the table No.05 (E) indicated that mean and SD values of Adjustment obtained were  $46.22 \pm 7.99$  by the Urban Students and  $46.06 \pm 7.78$  by Rural Students. The F value between Urban and Rural College Students on Adjustment is observed 0.13 at 98

degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 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 Urban and Rural Students on Adjustment.

## CONCLUSIONS

- 1) Urban Students Low Home Adjustment than Rural Students.
- 2) There is no significant difference between Urban and Rural College Going Students on Social Adjustment.
- 3) There is no significant difference between Urban and Rural College Going Students on Emotional Adjustment.
- 4) Rural Students Low Health Adjustment than Urban Students.
- 5) There is no significant difference between Urban and Rural Students on Adjustment.

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## **“Effect of Pessimistic and Optimistic Attitude on Personality Traits Team Game Players”**

**Narayan Ganapat Gavare**

### **ABSTRACT**

The present study was conducted on 180 respondents belonging to marathwada region, (MS, India). The respondents were selected using incidental cum-purposive sampling technique. The purpose was to examine the effect of pessimistic and optimistic attitude on personality traits of Team Game Players. Multi Assessment Personality Series (MAPS) inventory were used to measure personality traits of the respondents. Besides a PDS was used to get other necessary information about the players. The obtained data were treated using t-ratio. Hypotheses of the study are Optimistic Team Game Players were significantly high personality traits than the pessimistic Team Game Players. Results: Optimistic Team Game Players were significantly high personality traits than the pessimistic Team Game Players.

**Keywords-** personality traits, Optimistic Team Game Players.

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## INTRODUCTION

The world's expert in the study of Optimism is [Dr. Martin Seligman](#), whose book, "Learned Optimism," is a classic in the field. Seligman's research shows that pessimistic athletes and teams believe that losses and even poor performance during crunch time reflect their lack of ability to succeed. These athletes and teams have learned to feel helpless in terms of controlling their performance, and thus their success or failure. The research shows that when these athletes are confronted by unfortunate circumstances—such as, in tennis, a series of double faults, windy conditions or the belief that their opponent is cheating they will weaken, get angry, tighten up and believe they cannot succeed. This self-fulfilling prophecy almost always leads to continued poor performance, so the athlete will ultimately lose the set and match. These pessimistic thinkers don't expect to win the next time out and with this negative expectation, they most likely will lose subsequent matches. This, of course, reinforces their negative view of themselves and their abilities and the negativity snowball is rolling down hill. On the other hand, optimistic athletes look at the same negative events as temporary setbacks, and as opportunities to actually re-focus and crank up their performance during the rest of the match. They recognize that they have ultimate control over their internal dialogue and how they view negative events. For example, they may "blame" a poor game or set on being distracted by fans cheering for their opponent or on the weather on getting irritated by the opponent cheating. They recognize that they can now change their thinking, re-focus on their game plan, re-capture the momentum and still grasp victory. Even if they eventually lose the match, these optimistic thinkers understand how to change their internal dialogue prior to and during their next match. Accordingly, these players will go into the next match expecting success and will usually win!

The psychological dimensions of optimism and pessimism have been the topic of a substantial amount of research (Carver & Scheier, 2002a; Scheier & Carver, 2003; Scheier, Matthews, & Owens, 2003). Optimistic individuals are categorized as having positive expectations and perceptions on life. Optimists also believe the future holds desirable outcomes. In contrast, pessimistic individuals tend to represent a negative bias towards life because the future is undesirable (Carver & Scheier, 2002a; Scheier & Carver, 2003). Optimism has been linked to both psychological (Scheier & Carver, 1985; Carver & Gaines, 1987; Carver & Scheier, 2002a, Carver & Scheier, 2002b; Scheier, Matthews, & Owens, 2003), and physical (Scheier et al., 1989; Carver & Scheier, 2003) well-being. For example, Carver and Gaines found an inverse relationship between postpartum depression and optimism. More recently, Fournier, Ridder, and Bensing (2003) found the impact of disease-related stressors on optimistic beliefs during a one-year period was decreased when patients reported depressive symptoms. Scheier, Matthews, and Owens found optimistic post-operative coronary heart patients to report lower levels of hostility and depression and achieved recovery goals more quickly than pessimistic coronary heart patients. Gerend, Aiken, and West (2004) found lower perceived susceptibility to particular disease (breast cancer, osteoporosis, and heart disease) in older women who are more optimistic.

*Kevin L. Burke(2006)* An Exploratory Investigation of Superstition, Personal Control, Optimism and Pessimism in NCAA Division I Intercollegiate Student-Athletes. The usage of superstitious behavior in relation to personal control and optimism and pessimism was examined among 208 National Collegiate Athletic Association (NCAA) Division I athletes. Questionnaires were administered to determine if personal control or optimism and pessimism was associated with the use of superstitious behaviors in Division I athletes. Previous research regarding locus of control (LOC) and the

use of superstitions by athletes was equivocal. The Superstitious Ritual Questionnaire (Bleak & Frederick, 1998), Life Orientation Test-Revised (Scheier, Carver, & Bridges, 1994), and Belief in Personal Control Scale (Berrenberg, 1987) were the instruments used to assess the variables of interest. Findings supported previous research (Bleak & Frederick, 1998; Todd & Brown, 2001) that LOC does not effect superstitious behavior in Division I athletes. Optimism and Pessimism did not affect athletes' overall practice of superstitious behaviors. Athletes who had lesser beliefs in God-mediated control were less likely to be optimistic. A lesser belief in God-mediated control emerged as a slight predictor of less belief in the effectiveness of superstitions and therefore, less usage of superstitious behaviors. Individual athletes were found to exhibit a higher internal LOC compared to team athletes. Contrary to previous research, female athletes subscribed to different ritual habits than male athletes (Buhrmann, Brown, & Zaugg, 1982; Gregory & Petrie, 1975).

#### **OBJECTIVE OF THE STUDY:**

- The main objective and aim of the present study are to see the effect of pessimistic and optimistic attitude on personality traits of Team Game Players.

#### **HYPOTHESIS OF THE STUDY:**

- Optimistic Team Game Players were significantly high personality traits than the pessimistic Team Game Players.

### **METHODOLOGY**

#### **Sample:**

For the present study 180 Sample were selected from Maharashtra State, India. The effective sample consisted of 180 subjects, 90 subjects were Optimistic Team Game Players and 100

subjects were pessimistic Team Game Players. The age range of subjects was 18-25years Ratio were 1:1, as well as ratio of male and female were 1:1.

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

**VARIABLES OF THE STUDY:**

**Independent variable:** 1) Attitude a) Optimistic                      b) Pessimistic

**Dependant variable:** 1) Personality traits

**RESEARCH TOOLS:**

**PDS:**

Personal data information sheet was used for collecting necessary information about the players.

**Multi Assessment Personality Series (MAPS) (1996):**

This scale was constructed and standardized by Psy Com. It consists of 147 sentences and each item provide three alternatives the subjects had to select one of the three alternative and this test used Split-Half and Test-Retest Reliability Coefficients & Factorial Validity.

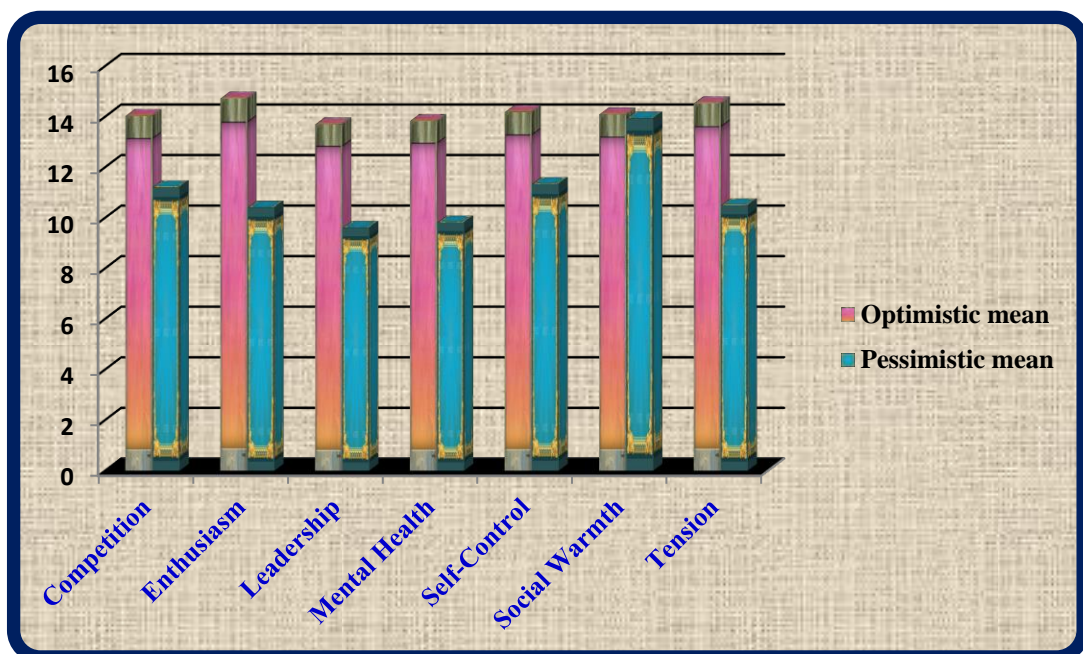
**PROCEDURES OF DATA COLLECTION:**

The study was conducted in two phases. In the first phase, optimistic and pessimistic scale was give on the 180 Team Game Players. The data were obtained and median value on optimistic and pessimistic scale was calculated. Students at and above median value were treated as having optimistic Team Game Players and below median value were treated as having pessimistic Team Game Players. From among 180 subjects, 90 subjects having

optimistic Team Game Players and 90 subjects having pessimistic Team Game Players were selected. The selected subjects were subjected to Multi Assessment Personality Series (MAPS) test in the second phase. The obtained data analyzed using t-test.

**RESULTS AND DISCUSSION**

Dimension of Personality	Optimistic (N=90)		Pessimistic (N=90)		t- ratio	df	p
	Mean	SD	Mean	SD			
Competition	14.03	2.43	11.21	2.19	8.18**	178	< .01
Enthusiasm	14.72	4.13	10.40	3.41	7.65**	178	< .01
Leadership	13.70	3.78	9.60	3.01	8.05**	178	< .01
Mental Health	13.83	3.10	9.81	2.73	9.23**	178	< .01
Self-Control	14.18	3.57	11.33	3.03	5.77**	178	< .01
Social Warmth	14.09	2.69	13.93	3.10	0.37	178	NS
Tension	14.53	4.63	10.49	2.23	7.69**	178	< .01



The results related to the hypothesis have been recorded. Mean of Competition score of the optimistic Team Game Players are 14.03 and pessimistic Team Game Players Mean are 11.21 The difference between the two mean is highly significant ( $t' = 8.18$   $df = 178$ ,  $P < 0.01$ ) . Mean of enthusiasm score of the optimistic Team Game Players are 14.72 and pessimistic Team Game Players Mean are 10.40 The difference between the two mean is highly significant ( $t' = 7.65$   $df = 178$ ,  $P < 0.01$ ) . Mean of leadership score of the optimistic Team Game Players are 13.70 and pessimistic Team Game Players Mean are 9.60 The difference between the two mean is highly significant ( $t' = 8.05$   $df = 178$ ,  $P < 0.01$ ) . Mean of mental health score of the optimistic Team Game Players are 13.83 and pessimistic Team Game Players Mean are 9.81 The difference between the two mean is highly significant ( $t' = 9.23$   $df = 178$ ,  $P < 0.01$ ) . Mean of self-control score of the optimistic Team Game Players are 14.18 and pessimistic Team Game Players Mean are 11.33 The difference between the two mean is highly significant ( $t' = 5.77$   $df = 178$ ,  $P < 0.01$ ) . Mean of social warmth score of the optimistic Team Game Players are 14.09 and pessimistic Team Game Players Mean are 13.93 The difference between the two mean is not significant ( $t' = 0.37$   $df = 178$ ,  $P = NS$ ) . Mean of tension score of the optimistic Team Game Players are 14.53 and pessimistic Team Game Players Mean are 10.49 The difference between the two mean is highly significant ( $t' = 7.46$   $df = 178$ ,  $P < 0.01$ ) .

## CONCLUSION

Optimistic Team Game Players were significantly high personality traits than the pessimistic Team Game Players.

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## **“A Comparative Study of Achievement Motivation and Self-concept among Farmer Students and Non-Farmer Students”**

Kedar Sominath Rahane

### **ABSTRACT**

The objective of the present study was to examine the achievement motivation and self-concept of farmer students. Total 80 farmer students were selected the final study. Among them 40 subjects were farmer students and 50 subject's Non-farmer students. The age range of students 13 to 18 years ( $M = 16.08$ ,  $SD = 2.97$ ). First hypothesis was there will be significant difference between farmer and Non-farmer students with respect to achievement motivation. And second hypothesis was there will be significant difference between farmer and Non-farmer students with respect to self-concept. Achievement motivation inventory was constructed and standardized by B. N. Mukharji. Results revealed that Non-farmer students had significantly high self-concept than the farmer students. Non-farmer students had significantly high achievement motivation than the farmer students.

**Keywords-** *achievement motivation, self-concept, farmer students*

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## INTRODUCTION

Achievement motivation and self-concept are very important to educational performance. Abraham Maslow told when the need for love and belongingness are met; individual can then focus on higher level needs of intellectual achievement. Many researched evidence to support that the contention that positive academic self-concept contributes to academic achievement by enhancing the motivation to achieve. This study objective is to explore to examine the achievement motivation and self-concept of farmer students.

Need for Achievement (nAch) (McClelland, 1961; McClelland & Winter, 1969) is one of the psychological motives that play an important role in success and achievements of a man. Motivation as an academic engagement refers to “cognitive, emotional, and behavioral indicators of student investment in and attachment to education” (Tucker, Zayco, & Herman, 2002,). Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery (McClelland, 1985). People with high achievement motives will act in ways that will help them to outperform others, meet or surpass some standard of excellence, or do something unique (Schmidt & Frieze, 1997,). All students are influenced by a need to achieve to a certain degree. Those students, who hold a high desire of success, work hard to achieve.

Chowdhury, and Pati, (1997, 135) assert that ‘self-concept plays a significant role in the educational process when a child is accepted, approved, respected and liked one will have an opportunity to acquire an attitude of self-acceptance and respect for one self’. According to Wang and Lin (2008) self-concept was seen as the general confidence that individuals felt about themselves and the levels of an individual’s self-concept predict whether or the extent

to which he or she was able to accomplish academic tasks successfully or unsuccessfully. They further quote Byrne that much of the earlier interest in the self-concept versus achievement relationship stemmed from the belief that academic self-concept had motivational functions and thus, changes in academic self-concept would lead to changes in subsequent academic achievement.

Abouserie (1995) gives evidence that self-concept and achievement motivation are correlated and his analysis suggests that self-concept makes a positive contribution to students' scores on deep processing. Achievement motivation contributes positively to students' scores on achieving orientation, meaning orientation and methodical study. Findings of many studies (Abouserie, 1995; Tella, 2007) suggest that achievement motivation and self-concept are directly and indirectly related to academic achievement. Highly motivated students perform better academically than the lowly motivated students (Tella, 2007). Therefore, the students' personality variables in general and self-concept and achievement motivation in particular, have substantial influence on their approaches to study.

Juan Antonio et, al., (2012) found that sport competence and physical condition were the domains of physical self-concept that had a greater connection with goal orientations and motivational climates. Gender differences were also identified for all variables except for task orientation. In addition, the task-involving motivational climate was the main predictor in the sport competence and physical condition subscales in the case of the farmer, while ego and task orientation were, respectively, the strongest predictors for the same physical self-concept subscales in the case of the farmer.

#### **OBJECTIVE OF THE STUDY:**

- The objective of the present study was to examine the achievement motivation and self-concept of farmer students.

**Hypothesis:**

- There will be significant difference between farmer and Non-farmer students with respect to achievement motivation.
- There will be significant difference between farmer and Non-farmer students with respect to self-concept.

**METHODOLOGY****SAMPLE:**

Total 80 farmer students were selected the final study. Among them 40 subjects were farmer students and 40 subject's Non-farmer students. The age range of students 18 to 24 years ( $M = 20.45$ ,  $SD = 2.41$ ).

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

**VARIABLE**

**Independent variable- Gender**      a) Farmer      b) Non-farmer

**Dependent variable-**      1) Self-concept 2) Achievement

**RESEARCH TOOL:****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.

**Self-Concept Scale (SCQ):**

This scale was constructed and standardize by Dr. Raj Kumar Saraswat. The inventory is useful in measuring Self-concept in six areas, namely Physical, Social, Temperamental, Educational, Moral and Intellectual. The inventory consists of 48 items, each item is provided with five alternatives 'Strongly Agree', 'more agree', 'agree', 'disagree', and 'disagree',

Reliability of the inventory was found by test-retest method, and it was found to be .91 for the total self-concept measure. Reliability coefficient of its various dimensions varies from .67 to .88. Expert's opinions were obtained to establish the validity of the inventory. 100 items were given to 25 psychologists to classify the items to the category to which it belongs. Items of highest agreement and not less than 80% of agreement were selected. Thus the content and construct validity were established.

### PROCEDURES OF DATA COLLECTION

For data collection first permission has been taken from respective sources than the despondence has been selected for data collection. Personal data sheet (PDS) has been given to collect the preliminary information with respect to subject's related variables then standardized test administer to the subjects. Before that rapport was established with subjects. And they have been told that their responses were kept confidential and the information is used for research purpose only.

### STATISTICAL INTERPRETATION AND DISCUSSION

**Table No. 01-**

Farmer and Non-farmer students have shows Mean, S.D. and "t" Value dimension of self-concept.

Gender	MEAN	S.D	N	df	"t"
Farmer	130.21	6.01	40	78	8.90**
Non-farmer	143.74	7.51	40		

Mean of farmer students 130.21 and Non-farmer students mean is 143.74. And the difference between the two mean is highly significant 't' (78) = 8.90,  $P < 0.01$ ). It was found that the Non-farmer students had significantly high self-concept than the farmer students.

**Table No. 02**

Farmer and Non-farmer students have shows Mean, S.D. and “t” Value dimension of achievement motivation.

Gender	MEAN	S.D	N	df	“t”
Farmer	29.47	5.20	40	78	9.47**
Non-farmer	39.40	4.18	40		

Mean of farmer students 29.47 and second mean of Non-farmer students 39.40. And the difference between the two mean is highly significant ‘t’ (78) = 9.47,  $P < 0.01$ ). It was found that the Non-farmer students had significantly high achievement motivation than the farmer students.

### CONCLUSION

- Non-farmer students had significantly high self-concept than the farmer students.
- Non-farmer students had significantly high achievement motivation than the farmer students.

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