

PNDS

**ISSN 2456-5180 (ONLINE)
A PEER REVIEWED JOURNAL**

**PHONIX
INTERNATIONAL
JOURNAL FOR
PSYCHOLOGY AND
SOCIAL SCIENCES**

**Vol. 3, Issue 5, Oct 2019
Impact Factor = 3.489 (SJIF)**



2019

**Editor in Chief
Dr. Bharat H Mimroth (Ph. D.)**

PUBLISHED BY PHONIX INTERVENTION CENTRE, DELHI

CHIEF EDITOR

Dr. Bharat H Mimroth

Editor-in-Chief, PIJPS

Phonix Intervention Centre, Rohini, Delhi 110 085, India

Phone : +91 9665644832

Email : drbharat@nkspt.in

EDITORIAL REVIEW BOARD

<p><u>Ms. Monica Sharma</u> Founder of Phonix Intervention Centre Rohini, Delhi 110 085, India Phone : +91 8527085707 Email : phonixjournals@gmail.com</p>	<p><u>Dr. Faridah Binti Nazir, Ph.D,</u> Lecturer in Department of Malay Language Raja Melewar, Teacher's Training Institute, Seremban. Negeri Sembilan. Malaysia Phone : +017-6712095 Email : fidafn@gmail.com</p>
<p><u>Ms. Nikita. S. Variyani,</u> M.Phil. (Clinical Psy) Clinical Psychologist Civil Hospital, Ahmedabad CRR No: A46846 Mobile: - +91-9662633268 E-Mail:- nikitavariyani@gmail.com</p>	<p><u>Dr. Jean Cirillo,</u> Ph.D. Clinical Psychologist, Advanced Counseling Concepts, 27 Fairview Street Huntington, New York 11743 Phone : (855) 847-8184 Email : Jeancirillo@aol.com</p>

OWNERSHIP

Phonix International Journal for Psychology and Social Sciences is owned by the Phonix Intervention Centre, Flat No. 154, 2nd Floor, Pocket – 4, Sector – 2, Rohini, Delhi - 110085-India, Phone: +91-81300 14427. Dr. Bharat H Mimroth, Editor-in-Chief, Phonix International Journal for Psychology and Social Sciences, Delhi. Email: editor.pijps@phonixcentre.in. Phonix International Journal for Psychology and Social Sciences purpose is to help to strengthen the research and educational base of psychology.

DISCLAIMER

The statements and opinions in the articles of Phonix International Journal for Psychology and Social Sciences are solely those of the individual authors /contributors and not of the publisher or Phonix Intervention Centre. No responsibility is assumed by the Publisher, the Phonix Intervention Centre, or the Editor for any injury and/or damage to persons or property whether such liability, if any, arises as a matter of products liability, negligence or otherwise, or from any use or operation of any methods, products, instructions or ideas contained in the material herein. The Publisher recommends independent verification should be made.

COPYRIGHT

Material printed in Phonix International Journal for Psychology and Social Sciences is covered by copyright. All rights are reserved. Except under circumstances within “fair use” as defined by the copyright law, no part of this publication may be reproduced, displayed, or transmitted in any form or by any means, electronic or mechanical, including photocopying or by an information storage and retrieval system, without the prior written permission of the Publisher.

S. NO.	ORIGINAL ARTICLES	PAGE NO.
1	A comparative study on Depression and Anxiety among Working and Non-Working women in Parbhani District by Dr. Pooja Ashok More	5 – 13
2	A comparative study to assess the Effectiveness of Relaxation verses Breathing Techniques on labour pain relief among 1st stage of primi mothers at selected hospitals by Shailaja Kashinath Date	14 – 20
3	A literature analysis of occupational burnout and mental health in different work sectors by Deepika Saini and Sai Pranav Kuchimanchi	21 – 42
4	A Study of Adjustment on Gender and Area of Residence among College Going Students by Dr. Ramesh D. Waghmare	43 – 54
5	Depression, Anxiety, Stress among University Students by Rabina Debbarma and Dr G. Umadevi	55 – 64
6	Effectiveness of Brain Based Learning Strategies on Achievement of IX Standard English Students by Dr. Mahadeo Sadashiv Disale	65 – 73
7	Impact of Mobile Addiction on Anxiety, Stress and Depression in College Students by Dr. Tribhuvan Sunil Laxman	78 – 86
8	Impact of Training Program on Children with Special Education Needs and Inclusive Education for General Education Teachers by Prashant Prakash Somvanshi	87 – 102
9	Memes and Mental State: Comical or Dismal? By Visheeta J. Chandolia	103 – 131
10	Relationship of Internet Addiction with Self-Esteem, Social Avoidance and Impulsivity by Shaheen Shaikh	132 – 142
11	Manuscript Preparation	143
12	Little About The Publisher	144

A comparative study on Depression and Anxiety among Working and Non-Working women in Parbhani District.

Dr. Pooja Ashok More*

ABSTRACT

The main purpose of this research was to find the difference between working and non-working women in anxiety & depression. The total sample was of 50 women were taken. The research tool for anxiety was Hamilton Anxiety Rating Scale while tool for depression was Hamilton Depression rating Scale. Here 't' Test was applied to check the significance of depression and anxiety in working and non-working women. Results revealed that significant difference in depression with respect to both working and non-working women on anxiety while non-significant difference in anxiety with respect to both working and non-working women.

Keywords- Depression, Anxiety, working and non-working women

*Email ID- poojamore2476@gmail.com

INTRODUCTION

Woman- the word sounds so powerful. Since eternity women have played a role more important than men & that is no exaggeration. India has the world's largest number of professionally qualified women. India has more female doctor, surgeons, scientist & professors than the United States. On an average however, women in India socially, politically & economically weaker than men. The reality of women's lives remains invisible & this invisibility persists at all levels beginning with the family to the nation.

The status of women in any civilization shows the stage of evolution at which the civilization has arrived. In ancient India, woman occupied important position in society. The Ancient India Mythology witnesses that the status of Indian women in Vedic ages was honorable and respectable. During that time, women were at par with men. There are references, which indicate that equal social & religious status was allowed to boys and girls in Vedic society. However in post Vedic era and the medieval era, the status of women deteriorated. In that era women lost their independence & became subject for protection. The women were preordained for procreation only.

Over the last century women's participation in labor free & career opportunities has expanded many folds. As far as the western societies concerns, employment is a central pre-requisite for meeting the socially defined needs of the people. Indian society has been extremely complex and its social and economic structures are significantly differently. Going by Indian traditions, the role of women is that of housewife. However during post-independence it has been realized the nation cannot progress without the active participation of & cooperation of women. Therefore efforts had been made to provide equal opportunities to women in the field of education and occupation. These efforts have increasingly brought a great change in the life of women.

A woman by nature is expressive emotional & sensitive. Physiological, social & cultural background of women probably plays a key role in mending a women's attitude and natures towards the eternal relation. We know that woman is generally more at risk to develop psychological disorder & Depression in particular.

Depression are more likely than men to experience ongoing stress, partly because of family and social responsibilities, while men report more financial pressure. A corporate woman can be stressed with her work. A busy mother is stressed sometime with her kids and all the work that she has to do at work.

REVIEW OF LITERATURE

Nelson & Burke 2000, Chang 2000 have described that as more and more women enter the work force, they are increasingly exposed not only of the same work environment as men, but also to unique pressure created by multiple roles and conflicting expectations. Nolen- Hoekesemo & Girgus, 1994 & Whielm & Roy 2003 stated that women are about twice as likely to become clinically depressed (to have dysthymia or unipolar depression) as are men. Janice Mall, (1985) a study of depression among Working women. And non-working woman Los Angeles country adults conducted by UCLA has found that the role conflicts of working women may be strong factors in depressive illness, the non-working women are more at risk of depressive illness.

Rumsha Gull (2015) & DR Khan, Pakistan (2007) Stated that non-working women has more anxious features than working women

Statement of Problem:

To Study of Depression & Anxiety among working and non-working women.

Significance of the study

- 1) To study the effects of depression and anxiety of women on family system.
- 2) To study the relationship between the stressful life events and physical and psychological health of working and Non-working women.

Objectives of the Study:

- 1) To examine depression among working and non-working women.
- 2) To examine anxiety among working and non-working women.

Hypothesis of the study:

1. There is no significant difference in depression among working and non-working women.
2. There is no significant difference in anxiety among working and non-working women.

METHODOLOGY

Selection of samples:

To complete this study following no of samples will be drawn from district of Parbhani district. By the help of Purposive sampling method, 50 (25 are working women & 25 are Non- working women) of women from 9 talukas and overall 50 of the sample units will be selected for the analysis purposes.

Research Design:

Simple design will be used for the research purpose.

VARIABLES

Independent variables

Women I) Working women II) Non-working women

Dependent Variables 1) Depression 2) Anxiety

Research Tools

1. Hamilton Depression Rating Scale:

Hamilton Depression Rating Scale (17 item version) is a consistent and reliable scale for measuring depression even in the third world population. The reliability was 0.679-0.685 & has good internal consistency. The validity of the HDRS has been well established. Hamilton used experimental Design to obtain discriminate validity between cases that who are considered 'normal' & those were considered 'Clinical'.

2. Hamilton Anxiety Rating Scale:

Hamilton Anxiety Rating Scale (14- item version) assesses anxiety symptoms, most widely used as a commeasure in treatment of general anxiety disorder. The scaling of item is 0-4. Test-retest reliability was established. Internal consistency is Y alpha- 0.77-0.92. The validity of the HARS has been established, compared with clinical assessment and Covi anxiety scale.

Stastical Method for Data Analysis:

Researcher will be applying following properties for statically treatment, descriptive statics, two ways ANOVA & 't' techniques will be used for data analysis to understand the mean difference between both groups of working and non-.

RESULTS

Depression

Variable	N	Mean	SD	't' value	Sign.
Working Women	25	20.44	4.21	2.58 **	0.01
Non-Working women	25	23.36	3.86		

The Non-working women received higher mean score 23.36 as compared to working women 20.44. There has mean difference is 2.92. Standard deviation of working women is 4.21 whereas SD score of non-working women is 3.86. So we can say that non-working woman has higher depression than working women. The t value of depression is 2.58. df = 48. *P >0.05 **P <0.01 level. It means there is significant difference between working and non-working women in depression. It means Hypothesis is not accepted.

It meant Non-working women has more depressive features than working women. This results supported by Bushra Akram, Fazeelat Khwaja's research on working women and non-working women. This study supported by Dolly Kurian (2012); Dr Elizabeth Mendes, Lydia Saad & Kyley Mcgenney.

Anxiety

Variable	N	Mean	SD	't' Value	Sign.
Working Woman	25	18.04	6.62	0.68	NS
Non-Working woman	25	19.08	3.78		

The Non-working women received higher mean score 19.08 as compared to working women 18.04. There has mean difference is 1.04. Standard deviation of working women is 6.62

whereas SD score of non-working women is 3.78. So we can say that non-working woman has higher depression than working women. The t value of depression is 0.68. $df = 48$. $*P > 0.05$ $**P > 0.01$ level. It means there is no significant difference between working and non-working women in depression. It means Hypothesis is accepted. Evidence of research findings given by Researchers of Indian statistical Institute, Anthropometry and Human Genetics Unit, Calcutta. This study supported by Rumsha Gull (2015) & DR Khan, Pakistan (2007).

DISCUSSION

Among the working women some were belonged to Class I whereas Class IV & V Socio Economic status also. But among the non-working women were in class II & class III socio economic status. Some of participant among the working women feel that they spent with their family was insufficient. Habits of eating more (binge eating), beauty consciousness, less economic problems. Less family problems were predominantly seen among the working women where as poor personal life satisfaction, family & relationship problems were most seen among non-working women. Some of them replied that they were not able to look after their children properly due to various reasons like insufficient time, family problems, economical problems, workplace stress etc. Among these reasons economic problems was the major reason for non-working women & insufficient time and workplace stress were the major reason for working women. Most of them felt extreme difficulty in facing problems.

CONCLUSION

It observed that non-working women have more depressive & anxiety features than working women.

Scope of the study

1. The present research is limited to study the factors effects on psychology of women through this scale only.

Limitations of the Study

1. This investigation will be carried out only in Parbhani district
2. The responses will be gathered from the selected working & non-working women only.

BIBLIOGRAPHY

A Balaji, V Sarumati, & Saranga N. Comparative study on Depression among working and Non-working women in Chennai, Tamilnadu, India: Journal of medical & Health Sciences. March 2014, Volume 3(1)

Aaglawe, P. Research Methodology methods And Techniques: Vidya Prakashan, Nagpur, 2000.

Bushra Akram, Fazeelat Khwaja (2014), AStudy on depression among working and non-working women of Gujrat, Pakistan. European Academic Research, Vol I.Issue 10, page 0-15

Elizabeth Mendes, Lydia Saad & Kyley Mcgenney (2012) Washington DC, Stay at home moms report more depression, sadness & anger

Kurian Dolly (2012). Depression among Working and Non-working middle aged women, Rajgiri Journal of social development, Volume 4,Issue 2,P57

- Nelson, D L. and Bruke R J(2000). Women executive Health, Stress and success. The academy of management executive, 14, 107-21.
- Nolen-Hoeksens, S & Girgus J S. (1994) The emergence of gender difference in Depression during adolescences. Psychological Bulletin,115, 423-43.
- Pillai S. and Sen, A.K (1998). Work & family: A Psychosocial study of dual career women, Indian Journal of clinical Psychology, 25, P. 165-169.
- Revati R Dudhatra, Yogesh A Jogsan. Mental health & Depression among working & Non-working women: International Journal of Scientific & Research.2012;2(8)
- Rumsha Gul (Anxiety)Working status and anxiety level of urban educated women in Calcutta, Social Psychiatry, 1993Autumn;39(3);200-7.
- Whilhelm, K and Roy, K (2003). Gender differences in Depression risk and coping factor in a clinical sample. Act psychiatric a scandianichttp://prezi.com

**A comparative study to assess the Effectiveness of Relaxation verses
Breathing Techniques on labour pain relief among 1st stage of primi
mothers at selected hospitals**

Shailaja Kashinath Date*

ABSTRACT

The main purpose of this research was to find the comparative study to assess the effectiveness of relaxation verses breathing techniques on labor pain relief on 1st stage of primi mothers at selected hospitals. The total sample was the sample for the study consist of 30 1st stage of primi mothers in that 15 for relaxation therapy and 15 for breathing technique. And All 1st stage of NVD primi mothers in selected maternity hospital. The research tool for A modified color coded numerical pain scale was developed for assessing the level of labor pain among 1st stage of NVD prime mothers at selected maternity hospitals. True experimental post-test-only control group research design well be used. ‘t’ Test and Mean was use. Results revealed that 1st stage of prime mothers in experimental group (relaxation therapy),3 (20%) sample were severe labor pain but in control group (breathing technique) 0 (0.00%) were severe means the control group no any severe pain so that the breathing technique had reduce more the labor pain than relaxation therapy.

Keywords- *relaxation verses breathing techniques.*

*Lecturer, TPCT’s Terna Nursing College, Nerul, Navi Mumbai, Email:

shailaja.date@gmail.com

INTRODUCTION

"The power and intensity of pregnant women's contractions cannot be stronger than her, because it is women." Labor is a physiological phenomenon, and its end is associated with pain, fear, anxiety, and even fear of death for mothers. Child delivery is a multi-dimensional process with physical, emotional, social, physiological, cultural, and psychological dimensions. Childbirth can be a critical and sometimes painful experience for women.

BACKGROUND OF THE STUDY

"Labour is the only blind date where women know, she will meet the love of her life." The pain of uterine contractions is a complex process involving interactions between central and peripheral mechanisms, as well as the continuous interchange of information by ascending and descending nociceptive channels. In this context, we understand that labor pains involve emotional, sensorial, environmental and existential factors.

NEED FOR THE STUDY

Breathing seems such a simple and obvious thing to do; it's hard to believe that it can have much impact on the overwhelming sensations that come with labor. During labor controlling the breath is most important natural pain control mechanism. The use of relaxation techniques during pregnancy, labor and delivery process has been around for centuries. It allows the mom to be, an opportunity to focus on the words of the imagery story to produce a deep sense of relaxation, purpose and peace. It is a well known fact that relaxed, confident women tolerate the effects of labor with more comfort, ease pain and complications.

OBJECTIVES OF THE STUDY

- To assess the effect of relaxation therapy on labor pain relief among 1st stage of primi mothers.
- To assess the effect of breathing techniques on labour pain relief among 1st stage of primi mothers.
- To find out the effective therapy on labour pain relief by comparing relaxation therapy and breathing technique among 1st stage of primi mothers.

HYPOTHESIS

- There is no difference between relaxation verses breathing techniques among 1st stage of primi mothers.
- There is a difference between relaxation verses breathing techniques among 1st stage of primi mothers.

RESEARCH METHODOLOGY

POPULATION-

Intranatal mothers were the population for the present study.

Target population-All 1st stage of NVD primi mothers in selected maternity hospital.

Accessible population: 1st stage of primi mothers in selected maternity hospital, Who fulfill the inclusive and exclusive criteria.

SAMPLE AND SAMPLING TECHNIQUE

SAMPLE-

The sample for the study consist of 30 1st stage of primi mothers in that 15 for relaxation therapy and 15 for breathing technique.

SAMPLING TECHNIQUE- Probability Systemic random sampling technique.

CRITERIA FOR SELECTION OF SAMPLES

INCLUSION CRITERIA

Who are all –

- Initial time of labour primi mothers admitted in labour room.
- Able to answer the question and co-operative for the therapy.
- Able to understand Hindi, English, Marathi.

RESEARCH APPROACH-

The research approach used for this study was quantitative research approach.

Research design- True experimental post-test-only control group design

SETTING OF THE STUDY-In a study the investigator selects the subject as all 1st stage of primi

Mothers from maternity selected hospital.

TOOL VALIDATION

-A modified color coded numerical pain scale was developed for assessing the level of labor pain among 1st stage of NVD prime mothers at selected maternity hospitals. The content validity of the tool. The reliability for the tool was calculated by the rank method formula

method which came to be 0.86 which is more than 0.75. Thus the tool was found to be reliable.

ANALYSIS AND INTERPRETATION OF DATA-

- 1) In experimental group, pain scores, 13.33% of subjects were having mild pain, 66.67% subjects were having moderate and 20% in the severe pain group.
- 2) The above table shows that in control group, pain scores, 40% of subjects were having mild pain, 60% subjects were having moderate and no one in the severe pain group.
- 3) Deals with analysis of data related to comparison of the labour pain relief among 1st stage of primi mothers in experimental and control group. The comparisons of the labour pain relief among 1st stage of primi mothers in experimental and control group were done by the unpaired t test. The average pain score among experimental group was 6.26 with standard deviation of 1.48. The average pain score among control group was 4.80 with standard deviation of 1.26. The test statistics value of the unpaired t test was 4.36 with p value 0.001. Shows that, there was significant difference in the average labour pain level among 1st stage of primi mothers in experimental and control group.

TESTING OF HYPOTHESIS-

H1 – There is a difference between relaxation therapies versus breathing technique among 1st stage of primi mothers.

The mean score of experimental group 6.26 more than the control group mean score is 4.80 and the calculated' value was greater than the table value for the H1 hypothesis was accepted hence it is concluded.

CONCLUSION

1st stage of prime mothers in experimental group (relaxation therapy),3(20%) sample were severe labor pain but in control group (breathing technique) 0 (0.00%) were severe means the control group no any severe pain so that the breathing technique had reduce more the labor pain than relaxation therapy.

BIBLIOGRAPHY

Childbirth Wikipedia. Wikimedia Foundation; 2018. Available from:
<https://en.wikipedia.org/wiki/Childbirth>.

Dr Kiran deep kaur,et;al;“effect of video on breathing exercise during labour on pain perception and duration of labour among primi gravida mothers.”, Nursing and midwifery journal, vol-9,no.1,january2013, medind.nic.in/nad/t13/i1/nadt13i1p1.pdf.

<https://mynaturalbabybirth.com/breathing-baby-out-instead-of-pushing>.

<https://www.beaumont.org/treatments/guided-imagery>.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1595076/>.

Kv G, Raddi SA, Metgud M. Effectiveness of Planned Teaching Program on Knowledge and Reducing Anxiety about Labor among Primigravidae in Selected Hospitals of Belgaum, Karnataka. Journal of SAFOG with DVD. 2010; 163–8.

Marayam Zakerihamid,et;al; Vaginal Delivery vs. Cesarean Section: A Focused Ethnographic Study of Women’s Perceptions in The North of Iran
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4280556/>

Smith C A, et;al; “Relaxation technique for pain management in labour”., Dec 2011.
<https://www.ncbi.nlm.nih.gov/pubmed/22161453>

Theconversation.com/episiotomy-during-childbirth-not-just-a-little-snip36062

www.thebabycorner.com/page/3213/.

A literature analysis of Occupational Burnout and Mental Health in Different Work Sectors.

Deepika Saini* and Sai Pranav Kuchimanchi**

ABSTRACT

Work is worship it is said, as work is the medium through which an individual sustains life but what happens when this work breaks the person? This study is a systematic literature analysis of how occupational burnout affects the mental well – being of an individual. The study can be helpful in devising a psychometric test to screen burnout and a psycho educational kit to deal and prevent burnout in corporate sectors. Burnout has been there in human service sector since late 80's, with the civil war in United States of America it found its path to corporate sector and soon with the colonization and westernization of Asian countries, it entered India. Burnout is supposedly considered as a western concept from researches and human relation professional but the symptoms and side effects are common in population across the world. It can be said that the causes of burnout and response are different due to cultural differences among countries.

Keywords: *Occupational burnout, literature analysis, psycho educational kits, mental health*

*B-406, Park view apartment, Sector-05, Vasundhara, Ghaziabad, and Uttar Pradesh. Pin code: 201012, 9990446499 E-mail: picade16@gmail.com

** pranav.kuchimanchi@gmail.com

INTRODUCTION

“A state of physical and mental exhaustion caused by professional life is known as occupational burnout” defined by Herbert Freudenberger. He was the first to describe the symptom of exhaustion professionally and use it as clinical term ‘burnout’. The concept was developed further by the academic researcher and social psychologist Christina Maslach, who subsequently developed the most widely used questionnaire for assessing burnout. There is a thin line between burnout and work stress. In each of these three areas are different signs and symptom which co-exist leading to burnout.

The first most central aspect of occupational burnout is emotional exhaustion and the second symptom, depersonalization, refers to a cynical, negative attitude towards one’s work or towards the recipients of one’s service. Burnout is a syndrome often observed in individuals who are working in care-giver sectors. These professions are known as “people – work” jobs, including nursing, medicine, social service, and education. The major dimension of this response are overwhelming exhaustion; feelings of cynicism and detachment from the job with a sense of ineffectiveness and failure (Maslach 1982; Maslach and Jackson, 1983; Maslach and Leiter, 1997). Burnout can impair both social and emotional functioning.

Burnout is often caused when the balance between personal and professional life is disturbed. Occupational burnout leads to a constant degradation in mental health. Mental health is a level of psychological well - being and absence of mental illness. When an individual has a satisfactory state of emotional and behavioral actions, then the individual is known as mentally healthy. It is important to understand that mental health gets affected by various changes that a person faces in his or her life time. It is necessary to separate mental illness from mental health as an individual might not have depression or mood disorders but it is possible that he or she has been facing emotional or behavioral set back in their life.

Researchers have found that 1 in 5 highly engaged employee is at risk of occupational burnout and burnout is something which often spreads from one employee to other. In a workplace burnout could be caused because of the level of uncertainty and ambiguity is present. An employee faces various issues every day in the workplace which add to the stress one might face during the work. An employee has to deal with customers, pay cuts, deadlines, recession, and competition in the work place, certain times individuals face difficult to separate themselves from work and end up burning themselves to a level of physical and emotional exhaustion. Physical health is also affected by burnout but the focus of our study is on mental health. In corporate sectors there are strict hours , desk jobs, long hours, less break and more work this kind of environment is often good for the work but not for the workers i.e. employees. Such an environment crushes an employee as a person they often don't have time for themselves and their loved ones which pushes them to be unsatisfied at work and often leads to mental illness. It was assumed that burnout is often caused due to excessive workload but recently Christina Maslach, creator of the Maslach Burnout Inventory (MBI) and author of the book the truth about burnout has identified six mix-matches in professional life which causes burnout. Corporations often ignore the fact that the individuals who have been working longer than 10 years are at a higher risk of having a burnout. Organizations lack in counseling cells and screening test to prevent burnout and provide a safer working space. It is important to understand that burnout directly affects mental health which will sooner lead to unproductive workforce, incompetent employees and a surge in mental disorders in the population. The work on burnout was exploratory and had the goal of articulating the phenomenon of burnout. Burnout emerged at the end of the twentieth century and escalated into the twenty first century. In articles by William schaufeli he mentioned that “there are three specific developments which have lead to the emergence of burnout in human services and workforce, first, from the early 1960s onwards, the War on

Poverty in the US led to a large influx of idealistically motivated young people into human services professions. Their frustrated idealism was a defining quality of the burnout experience, gradually turning into despair and cynicism. Second, from the 1950s onwards, the human services underwent rapid professionalization and bureaucratization as a result of greater government and state influence. Third, the cultural revolution of the 1960s significantly weakened the professional authority of doctors, nurses, teachers, social workers, and police officers.

Over the time psychologist working with managerial, industrial and occupational problems had developed certain theories and concepts about occupational burnout to help understand it better. One of these theories is the multidimensional theory conceptualizes burnout in its three core components: emotional exhaustion, depersonalization and reduced personal accomplishment. According to this theory burnout is an individual stress experience embedded in a context of complex social relationship and it involves perception of others and self. Emotional exhaustion refers to feeling of being emotionally overextended and depleted of one's own emotional resources. The major sources of this exhaustion are personal conflict at work and work overload. The individual feel tired and empty, unable to face another day at work or another person in need. The emotional exhaustion component represents the basic individual stress dimension of stress. Depersonalization it refers to negative, cynical or excessively detached response to other people's need, it is often referred to loss of idealism. The depersonalization refers to the interpersonal dimension of burnout. Reduced personal accomplishment refers to a decline in feeling of competence and productivity at work. Employees feel inadequate about their ability to provide the client or the customer which leads in self - imposed verdict of failure. The personal accomplishment component refers to the self – evaluation dimension of burnout. The second most popular theory is the Job

Demands-Resources (JD-R) model is a heuristic and parsimonious model that specifies how burnout and work engagement may be produced by two specific sets of working conditions that can the JD-R model expands this view by including those demanding characteristics of the working environment that are unique to the organization under study.

Researches on burnout are often based on two activities one is more of a practice based research which develops inventories, cures, counselling cells and therapeutic methods for burnout and the other is academic based which produces scientific publications. The number of studies done on this is average and when considered in the Indian context the studies are not that significant and well established.

The significance of the study is that it focuses on both the academic as well as practice aspects. The reason behind doing this study is that the factors and effects of burnout on mental health vary through geographical location as well as the organizations. Majority of the studies which have been done are in different cultural and geographical context to India. This research focuses on how burnout occurs in corporate sector, working environments like open space, startup and MNC. The effects of burnout will be studied on various settings and how each plays a role in the mental health of the employees. The three symptoms of burnout were looked out and screened for intervention as there are stages of severity in burnout. Burnout has not yet been mentioned as a psychological disorder in DSM-V or ICD – 10 but there have been findings which often direct burnout as a primary cause for several other mental health issues. This research can be helpful in developing a psychometric test to screen burnout and to develop a psycho educational kit to prevent burnout in employees.

Objective

The objective of this study was to analyze the literature on the effects of occupational burnout and mental health of employees in corporate sector. The paper focuses on studying the literature of how an individual's cognitive and emotional abilities are affected due to burnout. The research will be studying the level of stress in employees working in corporate sector. The research studies how burnout affects mental health. The study tries to find out the effects and interventions that can be drawn to prevent burnout in corporate sectors. The focus of this study is to compile researches studying the effects of occupational burnout on mental health in corporate sector. It was tried to include major studies from south Asian context.

METHODOLOGY

The focus was to collect and search for relevant studies which were beneficial in reaching the objective of this study. The relevant studies for this research were which focused on occupational burnout, its physiological and psychological effects. The researches included in this study were from different occupations including corporate sector, senior level management, junior level management, human resources, and psychologist working in hospital settings, forestry employees, field workers, bank employees and call center employees. The sample size of every studied varied the highest being 10,000. The statistical significance and results of the researches were carefully studied prior to the inclusion in the study. The researches were reviewed thoroughly for inclusion or exclusion in the present study. The studies are from different countries like United States of America, China, India, United Kingdom and the Netherlands.

Procedure

To perform this study researches were collected from google scholar search engine on occupational burnout and its effects on mental health. Each study was carefully read and analyzed regarding whether it should be included in the study or not. There were three

criteria's of inclusion of a research for the study were whether the content of the research suits the objective of the present study, how significant the study was and the location and target group it focused on. There were a total of 50 researches were reviewed and 34 were selected to be included in the study. The researches were divided into 3 tables, the first table focused on the scientific researches, second table focused on longitudinal researches with physiological variables, and the last table with longitudinal researches with psychological researches. Each table contains author, year and country, topic of research, sample size, study population, statistical findings and result for each of the research.

RESULTS

The studies which were included in the research are given as below. There are two tables table 1 which focuses on the scientific research, table 2 which consists of longitudinal studies with physiological variables and table 3 consists of longitudinal studies with psychological variables.

Table 1

Author	Year and country	Topic of research	Sample size	Study population	Statistical findings	Result

MachadoT, Sathyanara yan v, Bhola P and Kamath K.	2013, India	Psychological vulnerability, burnout, and coping among employees of a business process outsourcing organization.	1209	Employees of BPO	The analysis indicated that 38% of the sample had significant psychological distress on the General Health Questionnaire (GHQ-28; Goldberg and Hillier, 1979).	Women, permanent employees, and employees with a time period of employment with more than 6 months were classified as the vulnerable group. The burnout levels found were to be low, however the employees had a stock full of coping behaviors.
<u>Swoboda</u> <u>H, Sibitz</u> <u>I, Frühwald</u> <u>S, Klug</u> <u>G, Bauer</u> <u>B, Priebe S</u>	2005, Austria	Job satisfaction and burnout in professionals in austrian mental health services	195	Mental health employee	The mental health professionals had elevated scores on the GHQ-12, their levels on the three burnout s ubscales were low. Social workers and psychologists showed the lowest job satisfaction, social workers also had low role identity scores	If the mental health professiona ls in the study show high levels of stress, they have less emotional problems resulted from extensively dealing with troubled clients.
Roelen CA, Koop mans	2007, The Netherl	Trends in the incidence of sickness	1 million	Employee in various economic	The 12-month incidence of sickness leave	In the Netherland s, the

PC, Hoedeman R, <u>Bültman</u> <u>n</u> <u>U</u> , Groothoff JW, <u>van der Klink</u> <u>JJ</u>	ands	absence due to common mental disorders between 2001 and 2007 in the Netherlands.		sector.	due to common mental disorders was 2.2% in 2001, increased to 2.7% in 2004 and decreased thereafter to 2.0% in 2007. The percentage of sick days due to common mental disorders was highest in the education sector (39%) followed by financial services (31%) and health care (30%).	incidence of sickness absence with common mental disorders was highest in 2004 and has decreased since then probably because of changes in sick leave compensation, economic market position and company policies.
Acker	2012 USA	Compare relationships in workplace conditions with role stress, burnout and intent to quit.	460	mental health service providers (social workers, psychologists and case managers)	More than half (56%) of participants reported moderate to high EE, almost three quarters (73%) reported high role stress (RS), and half (50%) reported intention to leave the role.	RS significantly predicted burnout. EE significantly predicted the intent to quit, over and above the effect of RS. Those working with patients with severe mental illness report higher levels of burnout and stress.

						EE is a mediating variable rather than outcome variable of burnout.
Ackerley et al	1988 USA	Examining the correlates of burnout along with the instance of burnout in national sample.	586	Licensed psychologists	31 at CCAT score	Licensed psychologists have higher levels of burnout than other mental health workers. EE was the highest rated dimension of burnout. Age negatively related to burnout. Those in private practice experience less EE, DP and more PA than those in agency settings. PP workers less likely to experience burnout or it's correlates. No gender difference in experienced burnout. Psychologi

						st-client relationship influences burnout.
Ballenger-Browning et al	2011 USA	Assess levels and predictors of burnout among mental health providers in a military setting.	97	Civilians and active duty mental health providers in the US military.	27 (27.8%) providers scored in the high level of emotional exhaustion, 18 (18.6%) had high depersonalization scores, and 4 (4.1%) reported a low level of personal accomplishment. Gender, profession and hours worked predicted burnout.	Employment, experience and support increased PA. High case load decreased PA.
Vredenburg et al	1999 USA	Extent of burnout and relationships between work-setting, demographics and work-setting variables.	521	counseling psychologists who had PhDs	Reports of moderately low to medium level burnout.	Practice setting has implications for burnout: lower level of PA and DP. Private practice lead to lower levels of burnout in general, probably due to autonomy and income. Client load is positively associated with PA but not

						related to EE or DP. There is an inverse relationship between age and burnout. Males have greater levels of DP than females.
Viehl and Dispenza	2015 USA	Differences in coping and burnout among sexual identified minority MHP.	189	mental health practitioners	N.A.	Male sexual minority related to increased burnout. Sexual-minority identified MHPs engaged in less emotion-focused coping when compared to heterosexual-identified MHPs. Women engaged in more problem-focused coping than men. Sexual minority men in this sample are experiencing more exhaustion,

						frustration, stress, and not feeling effective as counselors when compared to heterosexual MHPs
Steel et al	2015 UK	Investigates levels and predictors of three burnout dimensions among therapist in IAPT services.	116	High intensity therapist	N.A.	High levels of EE reported. Low levels of DP reported. Psychological job demands predict EE. Age and psychological job demands predict DP. Training significantly predicted PA. Resources and feelings of in session flow predicted PA. Demographic variables and case type did not predict burnout. High demands and lack of autonomy predict EE.
Hastings RP, Horne	2004	Burnout in direct care	184	Staff working in	Nineteen of the MBI items	The three MBI

S, Mitchell G.		staff in intellectual disability services: a factor analytic study of the Maslach Burnout Inventory.		service for people with special needs.	loaded clearly onto factors closely resembling the three original subscales: emotional exhaustion, depersonalization and personal accomplishment. Internal consistency for the three MBI subscales was found to be in the range 0.68-0.87.	dimensions were found to be highly relevant in terms of the present sample of staff. The analyses support the construct validity and reliability of the MBI for staff in ID services.
----------------	--	--	--	--	--	---

Table 2

Author	Year	Title	Sample size	Physiological variables measured	Significant statistical findings
Ahola et al	2010	Burnout as a predictor of all-cause mortality among industrial employees: A 10-year prospective register-linkage study.	7,396	Mortality	Below 45 years of age HR = 1.31 (1.04–1.66)
Ahola et al	2013	Occupational Burnout and Severe Injuries: An Eight-year Prospective Cohort Study among Finnish Forest Industry Workers	10,062	Severe Injuries (transport accidents, falls, other external causes of accidental injury, exposure to the forces of nature and accidental exposure to unspecified factors)	HR = 1.18 (1.02–1.36)

Kim et al.	2011	Burnout and risk factors for arteriosclerotic disease: follow-up study	146	Headaches, respiratory infections, and gastrointestinal problems	Headaches $\beta = 0.23^*$ Gastrointestinal problems $\beta = 0.20^*$ Respiratory infections $\beta = 0.19^*$
Leone et al	2009	The temporal relationship between burnout and prolonged fatigue: a 4-year prospective cohort study.	5,328	Prolonged fatigue	HR = 1.33 (1.16–1.53)
Grossi et al	2009	Does burnout predict changes in pain experiences among women living in Sweden? A longitudinal study	2,300	Changes in pain experiences	Overall pain Burnout at T1: OR = 1.70 (1.34–2.16)** Burnout changes (T2-T1): OR = 1.63 (1.31–2.03)** Neck-shoulder pain Burnout at T1: OR = 1.64 (1.30–2.07)** Burnout changes (T2-T1): OR = 1.63 (1.31–2.04)** Back pain Burnout at T1: OR = 1.49 (1.19 = 1.87)** Burnout changes (T2-T1): OR = 1.49 (1.20–1.85)** Pain-related disability Burnout at T1: $\beta =$

					0.23** Burnout changes (T2-T1): $\beta = 0.19^{**}$
Armon et al	2008	Joint effect of chronic medical illness and burnout on depressive symptoms among employed adults.	1,064	Obesity	N.A.
Shirom et al.	2013	Burnout and vigor as predictors of the incidence of hyperlipidemia among healthy employees.	3,337	Hyperlipidemia	N.A.
Melamed et al	2006	Burnout and risk of regional musculoskeletal pain a prospective study of apparently healthy employed adults	667	Type 2 diabetes	OR = 1.84 (1.19–2.85)*
Kitaoka-Higashiguchi et al.	2009	Burnout and Risk Factors for Arteriosclerotic Disease: Follow-up Study.	383	Risk factors for arteriosclerotic disease	Hypercholesterolemia (total cholesterol ≥ 220 mg/dl) OR = 2.78 (1.20–6.46)
Appels, Schouten,	1991	Burnout as a risk factor for coronary heart disease.	3,210	Coronary Heart Disease	Model 1: RR = 2.11 (1.28–3.48)** Model 2: RR = 2.26 (1.37–3.72)** Model 3: RR = 2.25 (1.37–3.69)** Model 4: RR = 2.22 (1.35–3.66)** Model 5: RR = 2.16 (1.31–3.55)**
Toker et	2012	Burnout and risk of	8,384	Coronary Heart	Burnout Mode

al		coronary heart disease: a prospective study of 8838 employees.		Disease	1 1: HR = 1.31 (1.03–1.66)* Model 2: HR = 1.41 (1.08–1.85)* High Burnout Mode 1 1: HR = 1.70 (1.05–2.75)* Model 2: HR = 1.79 (1.05–3.04)*
Toppinen-Tanner et al	2009	Burnout predicts hospitalization for mental and cardiovascular disorders: 10-year prospective results from industrial sector.	7,897	Hospitalization for cardiovascular and musculoskeletal disorders	Hospitalization for cardiovascular disorders HR = 1.10 (1.02–1.19)
Armon et al	2010	On the nature of burnout-insomnia relationships: a prospective study of employed adults.	1,068	Musculoskeletal Pain	OR = 2.09 (1.07–4.10)*

Table 3

Author	Year	Title	Sample size	Psychological variables measured	Significant Statistical findings
De Beer et al	2016	Work overload, burnout, and psychological ill-health symptoms: a three-wave mediation model of the employee health impairment process.	370	Psychological ill-health symptoms	Burnout T2 (direct effect): $\beta = 0.12$ (0.03–0.22) Burnout T1 (indirect effect): $\beta = 0.05$ (0.01–0.09)
Toppinen-Tanner et al	2009	Burnout predicts hospitalization for mental and cardiovascular	7,897	Hospitalization for mental disorders	Burnout—HR = 1.37 (1.18–1.58) Exhaustion—HR = 1.38

		disorders: 10-year prospective results from industrial sector.			(1.20–1.58) Cynicism—HR = 1.37 (1.18–1.57)
Leiter et al	2013	Organizational predictors and health consequences of changes in burnout: A 12-year cohort study.	4,356	Psychotropic and antidepressant treatment	Antidepressants Emotional exhaustion: $\beta = 0.047^{**}$ Cynicism: $\beta = 0.041^{*}$ Inconsistency (burnout dimensions): $\beta = 0.051^{**}$ Psychotropic medication Emotional exhaustion: $\beta = 0.058^{**}$ Cynicism: $\beta = 0.038^{**}$ Inconsistency (burnout dimensions): $\beta = 0.054^{**}$
Madsen et al	2015	Burnout as a risk factor for antidepressant treatment - a repeated measures time-to-event analysis of 2936 Danish human service workers	2,936	Antidepressant treatment	Burnout was associated with an increased risk of antidepressant treatment, particularly among men. For high versus intermediate burnout levels, burnout predicted an increased risk of antidepressant treatment of 5.17% per year of follow-up for men and 0.96% per year of follow-up for women.
Bianchi et al	2015	Burnout does not help predict depression among French school teachers	627	Depressive symptoms	N.A.

Token, Biron	2016	Job burnout and depression: unraveling their temporal relationship and considering the role of physical activity.	1,632	Depressive symptoms	An increase in job burnout from T1 to T2 predicted an increase in depression from T2 to T3 ($B = 0.09^{**}$)
Armon et al	2008	On the nature of burnout–insomnia relationships: A prospective study of employed adults.	1,356	Insomnia	$R = 1.93$ (1.45–2.58) $B = 0,06^*$ $\beta = 0,05^*$
Armon,	2009	Do burnout and insomnia predict each other's levels of change over time independently of the job demand control–support (JDC–S) model	3,235	Changes in level of insomnia	T1 burnout predicted T2 insomnia ($\beta = 0.06$)
Armon et al	2014	Joint effect of chronic medical illness and burnout on depressive symptoms among employed adults.	4,861	Depressive symptoms	Burnout predicted an increase in depressive symptoms from T1 to T2 ($\beta = 0.15^{**}$)
Kim et al.	2011	Burnout and physical health among social workers: A three-year longitudinal study.	461	Sleep disturbances	Burnout was not associated with significant increases in sleep disturbances (β not shown)

CONCLUSION

When a person is way too devoted towards its professional life, he or she often forgets that they have a personal life as well. Sometimes an individual is so busy making money that they forget that they had relationships and a family and a life of their own and this loss of personal life slowly escalates to the surface and distorts there professional well - being as well. The studies which were compiled in this research helped in decoding how mental health and physical health of an individual is affected due to burnout. Employees fall prey to

depression, stress, insomnia and anxiety this later leads on to physical illnesses as well like back pain, muscle pain and heart disease. When an individual is burned out he or she often doesn't have a healthy lifestyle and tend to pick up on unhealthy coping mechanism to deal with the stress which is caused. The studies and researches reviewed helped in understanding that every occupation has a drawback to it and how unhealthy and unsatisfied job prospects can damage an individual's mental peace.

It is a company's responsibility to prevent its clients from burning out. A healthy work atmosphere can help an individual to not fall in burnout, the less uncertainty in the job, lower the chances of employees suffering from burnout. An employer should psycho educate their employees about work-life balance, effects of burnout, what is burnout, have corporate retreats and hire an industrial psychologist to help employees achieve mental health wellbeing at workplace.

REFERENCES

- Viehl C., Dispenza F. (2015). Burnout and coping: An exploratory comparative study of heterosexual and sexual minority mental health practitioners. *J. LGBT Issues Couns.* 9,
- Ackerley G. D., Burnell J., Holder D. C., Kurdek L. A. (1988). Burnout among licensed psychologists. *Prof. Psych. Res Pr.*
- Acker G. M. (2012). Burnout among mental health care providers. *J.Soc. Work* 12, 475–490. 10.1177/1468017310392418
- Ahola K., Kivimäki M., Honkonen T., Virtanen M., Koskinen S., Vahtera J., et al. . (2008). Occupational burnout and medically certified sickness absence: a population-based study of Finnish employees. *J. Psychosom.*

Ahola K., Toppinen-Tanner S., Huutanen P., Koskinen A., Väänänen A. (2009). Occupational burnout and chronic work disability: an eight-year cohort study on pensioning among Finnish forest industry workers. *J. Affect. Disord.*

Anon,(2018).[online] Available at:
https://www.researchgate.net/publication/280939428_A_Multidimensional_Theory_of_Burnout [Accessed 06 Nov. 2018].

Arksey H., O'Malley L. (2005). Scoping studies: towards a methodological framework. *Int. J. Soc. Res. Methodol.*

Awa W. L., Plaumann M., Walter U. (2010). Burnout prevention: A review of intervention programs. *Patient Educ. Couns.*

Bakker A. B., Demerouti E., Euwema M. C. (2005). Job resources buffer the impact of job demands on burnout. *J. Occup. Health Psychol.*

European Agency for Safety and Health at Work. Priorities for occupational safety and health research in Europe, 2013-2020. Luxembourg: EU-OSHA; 2013. Available from: www.osha.europa.eu.

Impact of Organizational Culture and Communication on Employee Engagement: An Investigation of Indian Private Banks - ProQuest. (2018).

Job stress models for burnout syndrome: a review. Available from:
https://www.researchgate.net/publication/305387432_Job_stress_models_for_burnout_syndrome_a_review [accessed Nov 08 2018].

Leiter MP, Maslach C. Preventing burnout and building engagement. A training package. San Francisco: Jossey Bass; 2000.

Maslach C, Schaufeli W. Historical and conceptual development of burnout. In: Schaufeli W, Maslach C, Marek T (Eds). Professional burnout. Recent developments in theory and research. Washington, DC: Taylor & Francis; 1993. p. 1-16.

Onlinelibrary.wiley.com. (2018). [online] Available at: <https://onlinelibrary.wiley.com/doi/pdf/10.1002/job.4030020205> [Accessed 07 Nov. 2018].

PsycNET. (2018). Retrieved from <http://psycnet.apa.org/buy/2003-02373-003>

Schaufeli WB, Taris TW. A critical review of the Job demands-resources model: implications for improving work and health. Chapter 4. Available from: <https://lirias.kuleuven>.

Van Droogenbroeck F., Spruyt B., Vanroelen C. (2014). Burnout among senior teachers: Investigating the role of workload and interpersonal relationships at work. Teach. Educ.]

Vredenburgh L. D., Carlozzi A. F., Stein L. B. (1999). Burnout in counseling psychologists: type of practice setting and pertinent demographics. Couns. Psychol.

Welp A., Meier L. L., Manser T. (2015). Emotional exhaustion and workload predict clinician-rated and objective patient safety. Front. Psychol.

Wilmarschaufeli.nl. (2018). [online] Available at: <https://www.wilmarschaufeli.nl/publications/Schaufeli/154.pdf> [Accessed 07 Nov. 2018].

A Study of Adjustment on Gender and Area of Residence among College Going Students

Dr. Ramesh D. Waghmare

ABSTRACT

The purpose research attempted to Study of gender and Area of Residence difference between Adjustments. The sample of the study consisted 100 College Going Students, in which 50 were Male (25 Urban and 25 Rural) and 50 Female 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 – 19.16, SD- 2.01.) and Ratio 1:1. Where gender and Area of Residence were considered as independent variables and Adjustment. as dependent variables. The scale was used for data collection Bell's Adjustment Inventory by Lalit Sharma was used data collection. 2x2 factorial designs were used and data were analysis by Mean, SD and 'F' values this study found that Female Students Better Adjustment than Male Students and there will be no significant difference between Adjustment on Urban and Rural College Going students.

Keywords: *Adjustment, Gender, Area of Residence.*

* Godawari College Ambad, Maharashtra, India, Email ID- rdjalna@rediffmail.com

INTRODUCTION

Adjustment is the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. Adjustment is all inclusion term meaning relationship between an individual and his environment through which his needs are satisfied in accordance with social demands.

According to Eastward Atwater “Adjustment of Adjusting refers to the changes we make in ourselves and in our environment in order to meet our needs, as well as the demands made upon us, and to achieve satisfying relationships with others”.

In psychology, adjustment is studied especially in abnormal psychology and also in social psychology. In our daily life there has been continues struggle between the needs of the individual and the external forces, since time immemorial. Whenever we make an adjustment between two things adapt or modify one of both to correspond to each other. For example wearing of cloths according to the requirement of the seasons is an example of the adjustment.

REVIEW OF THE LITERATURE

Khokhar and Brijesh Kumar Upadhayay (2007) this study Results revealed boys were found more sensitive to environmental enrichment in relation to peer adjustment than the adolescent girls. Roy, Ekka and Ara(2011) observed that Girl students were better adjusted in all areas of adjustment than Boy students. Lama (2010) reported that male students are better adjusted in overall adjustment on the campus as compared to female students. Rahamtullah (2007) this study examine that boys are significantly better adjusted than girls on the adjustment. Enochs and Roland (2006) the result indicate out those males are more adjusted than females. Anita (1994) this Study found that girls better adjusted in emotional, social,

educational and total areas of adjustment areas of adjustment compared to boys. Leelavathi (1987) in her study found that males had good social and total adjustment than females. Kurvilla (2006) reported that urban were well adjusted than rural students in all areas of adjustment problems. Nanda (2001) conducted a study on health adjustment and reported that urban students had better health than the rural students. Sujatha et.al (1993) studied social adjustment problems among urban & rural college students and reported a significant difference in the social adjustment of urban and rural college students. Dhouiyal (1984) this studied on result reveal that rural college students were more emotionally disturbed than the urban college students. Sulthana et.al (1981) this study examines that students of urban area were more adjusted as compared to rural college students. Langner (1962) conducted a study that rural students face more problems than urban students, especially girls. Chamyal and Manral (2017) have reported that urban students are better adjusted than rural students. Mahmood Alam, (2018) this study found that there is significant difference in adjustment of senior secondary school students across locale (rural and urban) favouring urban students.

STATEMENT OF THE PROBLEM FOR PRESENT STUDY

“A Study of Adjustment on Gender and Area of Residence among College Going Students.”

OBJECTIVES FOR PRESENT STUDY

- To examine the Adjustment on Male and Female College Going students.
- To examine the Adjustment on Urban and Rural College Going students.

HYPOTHESES FOR PRESENT STUDY

- There is no significant difference between Male and Female College Going students on Adjustment.

- There is no significant difference between Urban and Rural College Going students on Adjustment.

METHODS

SAMPLE FOR PRESENT STUDY

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 Male (25 Urban and 25 Rural) and 50 Female 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 – 19.16, SD- 2.01.) and Ratio 1:1. Thus total sample includes as shown in the following table.

Sample Design

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

RESEARCH DESIGN

2x2 factorial designs use for the present study.

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

A -Gender - A1- Male A2- female

B-Area of Residence - B1- Urban B2- Rural

VARIABLES OF THE STUDY

Variable	Type of variable	Sub. variable	Name of variable
Gender	Independent variables	02	1) Male 2) Female
Area of Residence	Independent variables	02	1) Urban 2) Rural
Adjustment	Dependent Variables		Adjustment

RESEARCH TOOLS FOR PRESENT STUDY

Bell's Adjustment Inventory

Bell's adjustment was developed by Lalit Sharma.. The present inventory consists of 80 items, retained as a result of item-analysis out of 140 items. High scores on the inventory indicate low adjustment whereas low score indicates high adjustment in adjustment. This inventory reliability was split half (odd even method) 0.897 and test retest method was 0.927 and validity Co-efficient was found to be very high 0.834.

PROCEDURES OF DATA COLLECTION

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.

STATISTICAL ANALYSIS AND DATA ANALYSIS

The Means and SD with graphical representation for gender on Bell's Adjustment Inventory was analysed. 2x2 factorial design was selected to adequate of statistical analysis of 'F values in to examine the roll of main as well as subsequently on student's Adjustment.

RESULTS AND DISCUSSION

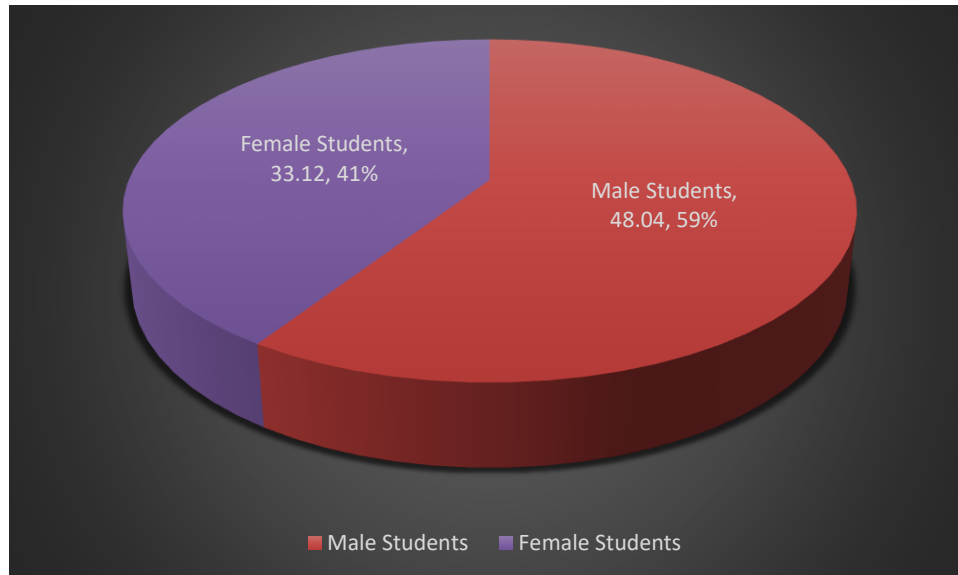
The analysis of data interpretation and discussion of the results are presented below.

Table No.01 Show the Mean, SD and F Value of Gender on Adjustment

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Adjustment	Male Students	48.04	5.78	50	98	204.06	0.01
	Female Students	33.12	5.45	50			

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

Figure No.01



Observation of the table No.01 and Figure No.01 indicated that the mean value of two classified group seems to differ from each other on Adjustment. The mean and SD value obtained by the Male students 48.04, SD 5.78 and Female students was 33.12, SD 5.45, Both

group 'F' ratio was 204.06 at a glance those Male students shows high score than Female students.

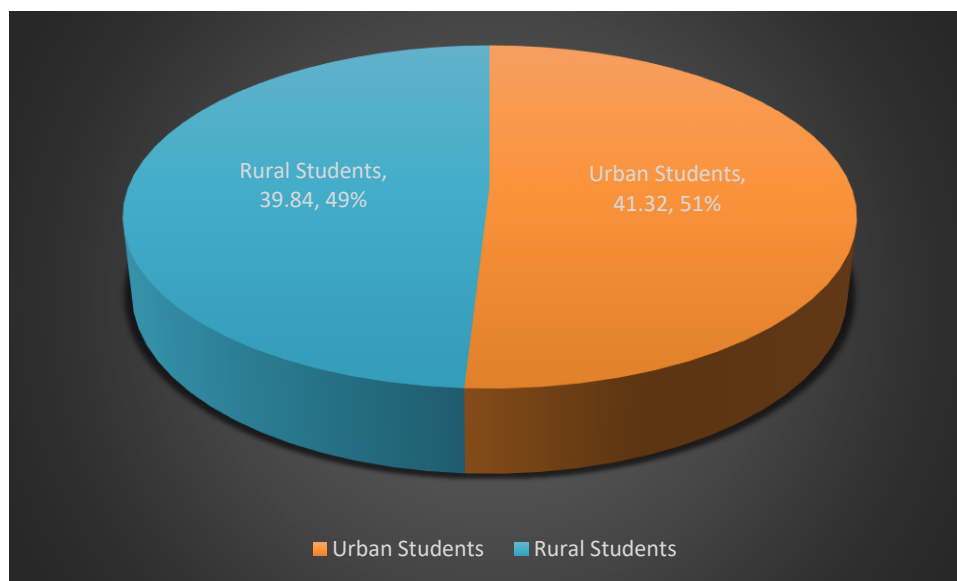
In the present study was hypothesis related Gender on Adjustment. It was "There will be no significant difference between Adjustment on Male and Female College Going students." Gender effect represent the Adjustment was significant (F- 204.06, 1 and 99, P- 0.01). This is significant 0.05 and 0.01 levels because they obtained 'F' value are high than table values at 0.05 and 0.01. In the present study was found that Male and Female Students is differ from Home Adjustment. The findings of the not supported this hypothesis, they are this hypothesis rejected the present study. This Study found that Female Students Better Adjustment than Male Students. . Similar results found that Roy, Ekka and Ara(2011) observed that Girl students were better adjusted in all areas of adjustment than Boy students. Opposite result found that Lama (2010) reported that male students are better adjusted in overall adjustment on the campus as compared to female students.

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

Factor	Location	Mean	SD	N	DF	F Value	Sign.
Adjustment	Urban Students	41.32	10.94	50	98	2.008	NS
	Rural Students	39.84	7.47	50			

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

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 Adjustment. The mean and SD value obtained by the Urban students 41.32, SD 10.94 and Rural students was 39.84, SD 7.47, Both group 'F' ratio was 2.008 at a glance those Urban students shows minor high score than Rural students.

In the present study was hypothesis related Area of Residence on Adjustment. It was "There will be no significant difference between Adjustment on Urban and Rural College Going students." Area of Residence effect represent the Adjustment not was significant (F-2.008, 1 and 99, P- 0.01). This is not significant 0.05 and 0.01 levels because they obtained 'F' value are Low than table values at 0.05 and 0.01. In the present study was found that Urban and Rural Students is not differ from Adjustment. The findings of the supported this hypothesis, they are this hypothesis Accepted the present study. This Study found that there will be no significant difference between Adjustment on Urban and Rural College Going students. Opposite result found that Dhoudiyal (1984) this studied on result reveal that rural college students were more emotionally disturbed than the urban college students. Chamyal and Manral (2017) have reported that urban students are better adjusted than rural students.

MAJOR FINDINGS OF THE STUDY

The following are the important findings of the study:

- 1) Female Students Better Adjustment than Male Students.
- 2) There will be no significant difference between Adjustment on Urban and Rural College Going students.

REFERENCES

- Basu, S. (2012), Adjustment of Secondary School Students, Scholarly Research Journal for Interdisciplinary Studies, 1(3), 430-38.
- Chamyall, D.S. and, Manral, B.(2017), “A Comparative Study of the Adjustment among Secondary and Senior Secondary School Students of Almora District”, The International Journal of Indian Psychology, Vol. 4, Issue 2, No. 85, pp. 61-69.
- Chauhan, V. (2013). A study on adjustment of higher secondary school students of Durg district. , IOSR Journal of Research & Method in Education, 1(1) 50-52.
- Dhoundiyal, (1984), Home environment and emotional disturbance among adolescents Ind. J Psych., 59(2):17-22.
- Gaur, A. (2013). A Comparative Study of Adjustment Problems of High and Low Achievers in Higher Secondary School of Gwalior City (M.P), Asian Journal of Multidisciplinary Studies, 1(4), 67-71.
- Gupta, M and Gupta, R. (2011). Adjustment and Scholastic Achievement of Boys & Girls, VSRD International Journal of Business & Management Research, 1 (1), 29-33.

- Jaikumar, S. and Muthumanickam, R. (2010), Social Adjustment of Higher Secondary School Students, *International Journal of Recent Scientific Research*, 1, 036-038.
- Jain, P. and Jandu, K. (1998). A Comparative Study of School Adjustment of Adolescent Girls and Boys of Employed and Non-employed Mothers in age group 14-18 years. *Journal of Educational Research and Extension*, 35(2): 14-21.
- Kaur, S. (2012), A Study of Adjustment of High School students in Relation to Their Achievement, Sex and Locality, *International Journal of Research in Education, Methodology Council For Innovative Research*, 1(2), 18-21.
- Kaushik Bhakta, (2016) Adjustment Level of Students and Its Relation with Academic Achievement. *International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS)*, 4, (1), 32-38.
- Kurvilla, Maly, (2006), Sex and local difference in emotional adjustment of adolescents. *J. Comm.Guid.res.*, 23(3) 285-291.
- Mahmood Alam, (2018) study of adjustment among senior secondary school students. *International Journal of Creative Research Thoughts (IJCRT)*, 6, (1), 47-55.
- Makwana M. Adjustment of the Secondary School Students among Urban and Rural Area in Ahmedabad District. *Journal of Contemporary Psychological Research*. 2013, 1(1).
- Mansingbhai, S.T and Patel, Y.H. (2014). Adjustment and Academic Achievement of Higher Secondary School Students, *Journal of Information, Knowledge and Research in Humanities and Social Sciences*, 3(1), 128-130.
- Menaga and Chandrasekaran, (2015) a study on adjustment of college students. *Scholarly Research Journal for Interdisciplinary Studies*, VOL-III/XVI, 2622-2629.

- Meraj Sulthana Ganor Saddique A, Arif Siddique (1981), Personality adjustment among rural & urban students. *IJ clinical Psychology* vol. (8).51-88.
- Mistry, M (2014). Adjustment of the school student of the high school students with reference to birth order and SES, *Voice of Research*, 3,(1), 10-11.
- Nagra, V. (2014).Social Intelligence and Adjustment of Secondary School Students, *PERIPEX- Indian Journal of Research*, 3(4), 86-87.
- Nanda, A.K. (2001), Health of high school students: a comparative study. *Ind. Psych. Rev.*, 56(1): 2-7.
- Paramanik, Joymalya, BirbalSaha, and Bhim Chandra Mondal.(2014) "Adjustment of Secondary School Students with Respect to Gender and Residence." *American Journal of Educational Research* 2.12, 1138-1143.
- Parmar, G.B. (2012). A Study of adjustment of the Secondary School Students, *International Indexed & Referred Research Journal*, IV (41), 21-22.
- PriyaPackiaselvi and Ms.Malathi.V.A, (2015), a study on social adjustment among higher secondary school students and its impact on their academic achievement in Coimbatore district. *International Journal of Research – GRANTHAALAYAH*, 5, (6), 458-463.
- Priyanka Sharma, Nisha Saini, (2013) Health, social and emotional problems of college students. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, Volume 14, Issue 5 (Sep. - Oct. 2013), PP 21-34.
- Raju, M.V.R. and Rahamtulla, T.K. (2007). Adjustment Problems among School Students, *Journal of the Indian Academy of Applied Psychology*, 33(1), 73-79.

- Singh, H. (2006). Effect of Socio Emotional Climate of the School on the Adjustment of Students. *Psycho lingua*, 36(2), 133- 143.
- Singh, T.K., Tripathi, S and Mahato, J. (2014). Health and Adjustment of High School Students, the *International Journal of Indian Psychology*, 1(4), 9-18.
- Sujatha,S,GGoankar,V, Khadi, P.B and Katarki, P.A.,(1993), Factors influencing adjustment among adolescents. *Ind. Psy. Rev.* 40(1-2): 35-40.
- Valsaraj, B. P., Savitha, &Nayak, S. D. (2017). Adjustment, Perceived safety and mental wellbeing among professional college student. *Manipal Journal of Nursing and Health Sciences*, 3(1), 16-22.
- Velmurugan, K. and Balakrishnan, V., A (2011). Study on Self Concept of Higher Secondary Students in relation to Social Adjustment, *International Journal of Current Research*, 3(11), 340-343.

Depression, Anxiety, Stress among University Students

Rabina Debbarma* and Dr G. Umadevi**

ABSTRACT

Academic issues are the most important sources of chronic stress in young people and have significant associations with mental health problems, such as depression, anxiety. Academic stress may be a contributing factor in depression. The present study was to assess the symptoms of depression, anxiety, stress among university students. The sample consisted of 100 students through a random sampling technique from a different department at Annamalai University. Depression, Anxiety, Stress Scale (DASS-21) developed by Lovibond, S.H. & Lovibond P.F. (1995) was used to collect the data. For statistical analysis of mean, standard deviation and F-test was done by using SPSS 16.0 versions. The results showed that there is no significant difference in depression, anxiety, stress based on gender, family member's, family environment and family monthly income.

Keywords: *depression, anxiety, stress, gender.*

*PhD Research Scholar, Department of Psychology, Annamalai University, E-mail: rabina.debbarma@yahoo.com

**Assistant Professor, Department of Psychology, Annamalai University

INTRODUCTION

Adjustment to college life and attending a university for the first time can be a stressful experience for most college students. Because of the challenges faced when adapting to these life changes, college students are at risk of developing mental health issues. The developing of symptoms of depression and anxiety can further aggravate and leads to difficulty in adapting to the demands imposed upon by academic pressures a different course. Adolescent by itself is a period of adjusting to the changes in one's body and at emotional, cognitive and behavioural level. Mental health issues like depression and excessive anxiety can lead to difficulty in academic, relationships, and another important day to day life challenges. Some of the salient problems specific to college students are, time pressure, fear of failure, struggle to establish identity, the pressure of academic excellence and tough competence. Emotional problems such as feeling inferior to others, not able to think properly, worrying too much, feel life is not with the living.

Depression is a very real and common occurrence in our society today. As our society has become increasingly competitive, stressful and busy, more and more people are struggling to cope with mounting pressure on their lives. The World Health Organization estimates that approximately 450 million people throughout the world are affected by mental health problems.

Anxiety is a condition which inevitably affects everyone at some point throughout their lives. We have many stressful situations through life; school, university, work pressures, family, partners, social obligations/commitments, etc which can often leave us with feelings of anxiety owing to the stresses and conflicts of life.

There are many different definitions of stress, depending on the degree and severity of the stress-related emotions and feelings. While some stress and pressure can assist in people's productivity, motivation and performance, too much pressure or prolonged pressure can lead to a level of stress which is unhealthy for the mind and body. This is commonly called chronic stress.

University students have to adapt to various psychological changes besides coping with the academic and social demands in preparing for their professional careers (Uehara et al., 2010). The high expectation of academic achievement has created a very stressful environment, which if left untreated can be hazardous to their physical and mental health. Which may impair their academic achievement (Stewart-Brown et al.,2000), lead to deterioration in relationships(Ali et al.,2002), marital problems and affect future employment (Eisenberg et al.,2007).

Many studies have revealed that students performance in school, college and university are affected by symptoms of depression (Stark and Brookman,1994), anxiety (Anson et al., 1984) and stress (Dusselier et al.,2005).

The current study aims to assess the prevalence of depression, anxiety and stress, and identify their correlates among Annamalai university students. The results from this study will thus help to develop new interventions for campus health services in helping their students adapt and face challenging situations.

Objectives

- To assess the symptoms of depression, anxiety, stress among college students.
- To find out the difference of depression, anxiety, stress among gender, family environment, family members, and family monthly income

Hypotheses

1. There is no significant difference between depression, anxiety stress-based gender.
2. There is no significant difference between depression, anxiety stress based on the family environment.
3. There is no significant difference between depression, anxiety stress based on the family monthly income.
4. There is no significant difference between depression, anxiety and stress based on the family environment.

RESEARCH METHODOLOGY

Sample

The sample consisted of 100 students through a random sampling technique from a different department at Annamalai University.

RESEARCH DESIGN

2x2 factorial designs use for the present study.

VARIABLES OF THE STUDY

Variable	Type of variable	Sub. variable	Name of variable
<i>Gender</i>	Independent variables	02	1)Male 2) Female
<i>family</i>	Independent variables	02	1)Good

<i>member's</i>			2) Peaceful
<i>family environment</i>	Independent variables	03	1) Three members 2) Four Members 3) N above
<i>family monthly income</i>	Independent variables	03	1) Below 20 K 2) 21 K to 40 K 3) N above
Depression AnxietyStress	Dependent Variables	03	Depression AnxietyStress

Research Tools

Depression, anxiety, stress scale (DASS21)

Depression, anxiety, stress scale (DASS21) developed by Lovibond, S.H. & Lovibond P.F. (1995). It is a set of three self-report scales designed to measure the emotional states of depression, anxiety and stress. The reliabilities (internal consistencies) of the DASS-21 Depression, Anxiety, Stress, and total scales were estimated using Cronbach's alpha α . was 88 for the Depression scale, 82 for the Anxiety scale, 90 for the Stress scale, and 93.

Statistical analysis

For statistical analysis of mean, standard deviation and F-test was done by using SPSS 16.0 versions.

RESULTS AND DISCUSSION

Table 1:

Frequency distribution of depression anxiety stress among university students.

Tools	Category	Percentage
Depression	Normal	72%
	Mild	18%
	moderate	10%
	severe	0%
	very severe	0%
Anxiety	Normal	42%
	Mild	17%
	Moderate	37%
	Severe	4%
	Very severe	0%
Stress	Normal	99%
	Mild	1%
	Moderate	0%
	Severe	0%
	Very severe	0%

Depression absent in 72 % college students were as 18% involved mildly, 10% moderately there is no severe and very severe depression in college students. Anxiety was absent in around 42% out of 100 college students. Those who had anxiety been categories as, students

with mild anxiety were 17%, moderate 37%, severe 4%, but there is no very severe anxiety of college students. Similarly, stress was absent in 99% out of 100 college students only 1% in mild anxiety. It is observed that depression (28%), anxiety (58%) and stress (1%) respectively. According to this result college students having more anxiety.

Table 1:
Mean, Standard Deviation of Depression Anxiety Stress of university students based on gender

Variables	Gender	N	Mean	Std. Deviation	F	Sig.
Depression	Male	39	7.64	3.81	.63	.428
	Female	61	6.95	4.46		
	Total	100	7.22	4.21		
Anxiety	Male	39	8.53	4.04	1.93	.167
	Female	61	7.39	3.99		
	Total	100	7.84	4.03		
Stress	Male	39	9.00	3.22	3.45	.066
	Female	61	7.60	3.90		
	Total	100	8.15	3.70		

From table 1 it is observed that depression based on gender means the score is 7.64% and 6.95 % respectively for male and female university students. The anxiety based on gender means the score is 8.53% and 7.39% respectively for male and female university students. Stress based on gender means the score is 9.00% and 7.60% respectively for male

and female university students. Their F-value is .63, 1.93 and 3.45 respectively. Results found that male students having more stress than female students. The obtained F-value 1.93, .63, 3.45 which is statistically not significant. Since male scored more on the mean value.

Table 2:

Mean, Standard Deviation of Depression Anxiety Stress of university students based on the family environment

Variables	Family environment	N	Mean	Std. Deviation	F	Sig.
Depression	Good	62	7.33	4.30	.12	.72
	Peaceful	38	7.02	4.12		
	Total	100	7.22	4.21		
Anxiety	Good	62	8.17	4.41	1.14	.28
	Peaceful	38	7.28	3.30		
	Total	100	7.84	4.03		
Stress	Good	62	8.22	4.00	.06	.79
	Peaceful	38	8.02	3.20		
	Total	100	8.15	3.70		

From table 2 it is observed that depression based on the family environment mean score is 7.33% and 7.02% respectively for good and peaceful environment. The anxiety based on the family environment mean score is 8.17% and 7.28 % respectively for good and peaceful environment. Stress based on the family environment score is 8.22% and 8.02 %

respectively for good and peaceful environment. Their obtained F-value is .12, 1.14, and .06 which is statistically not significant.

Table 3:
Mean, Standard Deviation of Depression Anxiety Stress of university students based on the family monthly income

Variables	Family income	N	Mean	Std. Deviation	F	Sig.
Depression	Below 20k	44	7.38	3.98	.152	.860
	21k to 40k	25	7.36	5.00		
	N above	31	6.87	3.96		
	Total	100	7.22	4.21		
Anxiety	Below 20k	44	8.52	4.39	1.177	.312
	21k to 40k	25	7.12	3.74		
	N above	31	7.45	3.67		
	Total	100	7.84	4.03		
Stress	Below 20k	44	8.00	4.00	.064	.938
	21k to 40k	25	8.28	3.51		
	N above	31	8.25	3.51		
	Total	100	8.15	3.70		

From table 3 it is shown that depression based on the family monthly income mean score is 7.38, 7.36, 6.87 respectively for below 20 thousand, 21 to 40 thousand and above

family monthly income. Anxiety based on the family monthly income means score is 8.52, 7.12, 7.45 respectively for below 20 thousand, 21 to 40 thousand and above family monthly income. Stress based on the monthly family income means the score is 8.00, 8.28, 8.15 respectively for below 20 thousand, 21 to 40 thousand and above family monthly income. The obtained F-value 1.177, .152, and .064 which is statistically not significant.

Table 4:

Mean, Standard Deviation of Depression Anxiety Stress of university students based on the family members

Variables	Family members	N	Mean	Std. Deviation	F	Sig.
Depression	Three members	7	4.57	6.47	1.62	.20
	Four members	19	7.84	3.38		
	N above	74	7.31	4.13		
	Total	100	7.22	4.21		
Anxiety	Three members	7	4.71	4.15	2.32	.10
	Four members	19	8.10	3.58		
	N above	74	8.06	4.05		
	Total	100	7.84	4.03		
Stress	Three members	7	5.71	4.92	1.65	.19
	Four members	19	8.31	3.23		
	N above	74	8.33	3.66		
	Total	100	8.15	3.70		

From table 4 it is observed that depression based on family members mean score is 4.57, 7.84, 7.31 respectively for three members, four members and above family members. Anxiety based on the family members mean score is 4.71, 8.10 and 8.06 respectively for three members, four members and above family members. Stress based on the family members means the score is 5.71, 8.31 and 8.33 respectively for three members, four members and above members. The obtained F-value is 2.32, 1.62 and 1.65 which is not significant.

CONCLUSION

In the present study, results found that there no severe or very severe having depression of university students. Most of the students are found normal category. But 4% having severe anxiety.

According to the review of research the high rates of depression, anxiety and stress among college understudies have real ramifications, not just with mental dreariness that will effectsly affect understudies' wellbeing, improvement, instructive fulfillment and personal satisfaction yet in addition the crumbling impact without anyone else families, establishments and even on other individuals' lives.

While the change to adulthood speaks to a high-hazard period for the beginning of melancholy for the most part (Eldelekl, 2006), youngsters who enter tertiary instruction may confront new social and scholarly difficulties that may expand their danger of enduring wretchedness, nervousness and stress (Swift and Wright, 2000). The high paces of

discouragement, nervousness and worry among understudies have significant ramifications. Not exclusively will mental dismalness effectsly affect the understudy's instructive achievement and personal satisfaction, yet family life and institutional life might be disturbed (Poyrazli et al., 2002). Delayed untreated depression, anxiety or stress may affect upon the working and efficiency of the individuals who are influenced, along these lines displaying a general medical issue (Hawkins, 1995).

REFERENCES

- Al-Qaisy, L. M. (2011). The relation of depression and anxiety in academic achievement among group of university students. *International journal of psychology and counselling*, 3(5), 96-100.
- Azma, N. B., Rusli, B. N., Quek, K. F., & Noah, R. M. (2014). Psychometric properties of the Malay version of the Depression Anxiety Stress Scale-21 (M-DASS21) among nurses in public hospitals in the Klang Valley. *International Journal of Collaborative Research on Internal Medicine & Public Health*, 6(5), 109.
- Bayram, N., & Bilgel, N. (2008). The prevalence and socio-demographic correlations of depression, anxiety and stress among a group of university students. *Social psychiatry and psychiatric epidemiology*, 43(8), 667-672.
- Dalky, H. F., & Gharaibeh, A. (2019, April). Depression, anxiety, and stress among college students in Jordan and their need for mental health services. In *Nursing forum* (Vol. 54, No. 2, pp. 205-212).

- Othman, N., Ahmad, F., El Morr, C., & Ritvo, P. (2019). Perceived impact of contextual determinants on depression, anxiety and stress: a survey with university students. *International journal of mental health systems*, 13(1), 17.
- Shamsuddin, K., Fadzil, F., Ismail, W. S. W., Shah, S. A., Omar, K., Muhammad, N. A., ... & Mahadevan, R. (2013). Correlates of depression, anxiety and stress among Malaysian university students. *Asian journal of psychiatry*, 6(4), 318-323.
- Syed, A., Ali, S. S., & Khan, M. (2018). Frequency of depression, anxiety and stress among the undergraduate physiotherapy students. *Pakistan journal of medical sciences*, 34(2), 468.

Effectiveness of Brain Based Learning Strategies on Achievement of IX Standard English Students

Dr. Mahadeo Sadashiv Disale*

ABSTRACT

The main aim of the present study is to develop Brain Based Learning strategies for IX Standard English and to study its effectiveness on the students' achievement. In the present study Pre-Test Post-Test Equivalent Groups design was used. It was conducted in Sadhana Kanya Prashala, Barshi. One unit 'Environment' from IX Standard English textbook was selected for the study. Brain Based Learning Lesson Plans were used for implementing BBL Strategies. And the effectiveness of these strategies were tested with the help of inferential statistics i.e. 't' test. Achievement of the students in experimental group was found significantly greater than the students of control group. There was positive correlation between brain-based learning strategies and expected student achievement for English subject.

Key Words: *Brain Based Learning Strategies, BBL Lesson Plan etc.*

*Assistant Professor, College of Education, Barshi, Dist. Solapur, E-mail:
sdisale4@gmail.com

INTRODUCTION

Nowadays, everybody is rightly getting acquainted with the importance of English Language in the betterment of human beings and especially by students' point of view. Every student's learning style is unique and differs from others. So according to that teacher must adopt the various ways of teaching. 'One size fits for all' this type of approach does not going to work in this era. Methods, approaches, techniques, devices, content cum methodology, and different types of models have been the basis of the instruction used in our classrooms. Though we certainly have not achieved expected educational objectives. It is time to discover, from a physiological perspective, why particular teaching strategies have always worked and what new teaching and learning methods will be even more successful that will enable students to reap the rewards of powerful, successful learning. During the last two decades neuroscientists have been doing study that has implications for improved teaching practices.

Concept of Brain Based Learning

"Brain- Based learning is a comprehensive approach to instruction based on how current research in neuroscience suggests our brain learns naturally." This theory is based on what we currently know about the actual structure and function of the human brain at varying stages of development. This type of education provides a biologically driven framework for teaching and learning, and helps explain recurring learning behaviors. It is a meta-concept that includes an eclectic mixture of techniques. Currently, these techniques stress allowing teachers to connect learning to students' real life experiences. Accordance with these suggestions classroom practices can be modified by teachers applying new theories of teaching and learning beaded on recent findings. The atmosphere we create for our students has a great influence on their learning. To get the most potential from our brains, we must set

up an atmosphere that is conducive to maintaining a positive, successful environment. According to that we have to use BBL strategies in order to make students learning interesting and meaningful.

Principles of Brain Based Learning

1. The brain is a parallel processor. It can perform several activities at once.
2. The brain perceives whole and parts simultaneously.
3. Information is stored in multiple areas of the brain and is retrieved through multiple memory and neural pathways.
4. Humans' search for meaning is innate.
5. The search for meaning comes through patterning.
6. Meaning is more important than just information.
7. Learning involves focused attention and peripheral perception.
8. We have two types of memory: spatial and rote.

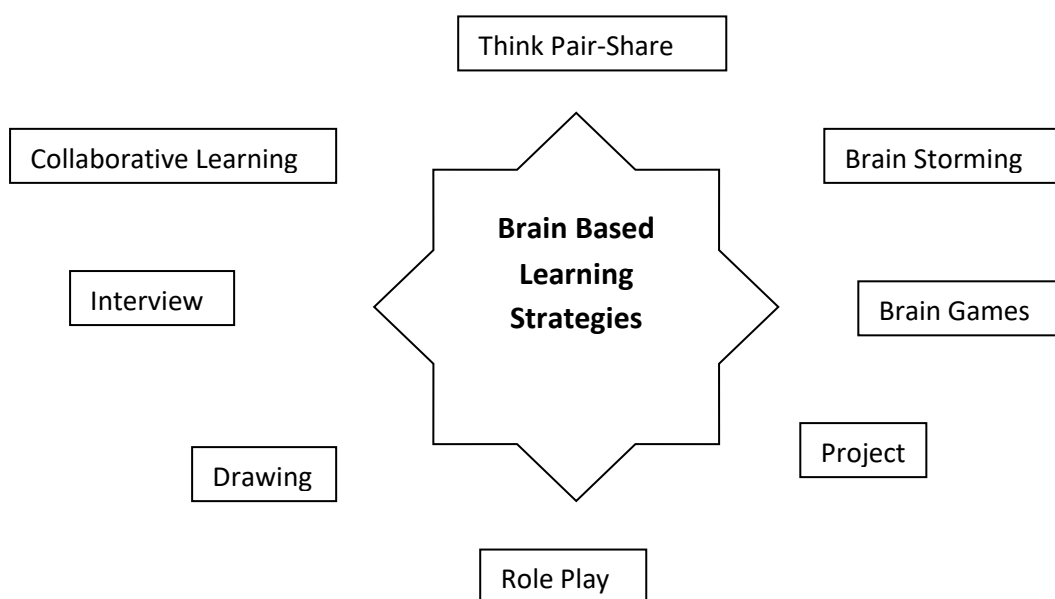
Above principles of BBL helps the teachers to plan their daily teaching-learning activities in the classroom. Number of BBL strategies can be used while teaching in the class.

Seven Steps of Brain Based Lesson Planning

1. **Pre-exposure** - This phase provides the brain with an overview of the new learning before really digging into the concept. Pre-exposure helps the brain to develop better conceptual maps.
2. **Preparation** – This is the phase where we can create the curiosity or the excitement. It is similar to the 'Anticipatory Set' but goes further in preparing the learner.

- 3. Initiation and Acquisition** – This stage provides the immersion. Flood with content instead of the single lock step, one bite at a time presentation. Provide an initial virtual overload of ideas details, complexities and learning. Allow a sense of temporary overwhelm to occur in learners. This will be followed by anticipation, curiosity and a determination to discover meaning for one. Over time it all gets sorted out by the learner. It is like the real world outside the classroom.
- 4. Elaboration** – This is the processing stage. It requires genuine thinking on the part of the learner. This is the time to make intellectual sense of the learning.
- 5. Incubation and Memory Encoding** – This phase emphasizes the importance of down time and review time. The brain learns most effectively over time, not all at once.
- 6. Verification and Confidence Check** – This phase is not just for the benefit of the teacher. Learners need to confirm their learning for themselves as well. Learning is best remembered when the student possesses a model or metaphor regarding the new concepts or materials.
- 7. Celebration and Integration** – In the celebration phase it is critical to engage emotions. Make it fun, light and joyful. This step instills the important love of learning.

Brain Based Learning Strategies



Instead of using one strategy at a time it is much better to prepare a toolbox of above strategies and use it as per students need and as per the situation in the classroom.

NEED AND SIGNIFICANCE OF THE STUDY

Brain Based Learning plays a vital role in student's learning. The researches in the field of neuroscience proves that the learning of students is depends upon the state of brain. If we think in the neuropsychological perspective it seems that when brain gets stimulated or oxygenated learning occurs in effective manner. So, for the teachers it is very essential to know how the brain learns? This will help the teacher in determining the appropriate strategies at the appropriate time.

For making our teaching effective and meaningful teacher must know the 12 principles of Brain Based Learning stated by Caine and Caine. This will give an insight to teachers while planning any activity for the students.

As far as English Language is concern learning can only take place when the instructions are meaningful for the learners. BBL strategies will help the teachers to encourage students and to draw out the fear of English from their minds.

Objectives of the Study

1. To determine the Brain Based Learning Strategies for the unit Environment of IX Standard English.
2. To Develop the Brain Based Learning Strategies for the unit Environment of IX Standard English.
3. To study the Effectiveness of developed strategies on the achievement of IX Standard English Students.

Assumptions of the Study

1. Teacher faces the problem regarding attention of students in the English class.
2. Teacher can enhance the learning of English language by using Brain Based Learning Strategies.

Variables of the Study

Dependent Variable – IX standard English Students

Independent Variable – Brain Based Learning Strategies

Null Hypothesis

1. There is no significant difference in the mean scores of pre test and post test scores of control and experimental group.

RESEARCH PROCEDURE

Methodology

For the present study the researcher has adopted Experimental Method to study the effectiveness of BBL Strategies on learning of English language of IX standard students.

Experimental Design

Pre-Test Post-Test Equivalent Groups Design is used by the researcher for this study.

Left Brain – Right Brain Questionnaire, Alert Scale of Cognitive Styles, Emotional Intelligence questionnaire, Multiple Intelligence questionnaire and Achievement tests were used for making the group equivalent.

Sampling

Sadhana Kanya Prashala, Barshi was selected purposively for the study and from that school 80 students are taken as a sample. 40 students in each group (Control and Experimental) and were selected by the random sampling method.

Tools for Data Collection

1. Pre Test
2. Post Test
3. Brain Based Learning Lesson Plan

Tools for Data Analysis

1. Mean
2. Standard Deviation
3. ‘t’ Test

Objective wise Analysis

Objective No. 1

To determine the Brain Based Learning Strategies for the unit Environment of IX Standard English.

First of all researcher finds the number of BBL Strategies by taking review of related literature and with the help of internet especially Eric Jensen’s Blog on Brain Based Learning. Then according to the BBL principles the unit **Environment** had been chosen by the researcher for the study. And finally after the unit analysis Eight BBL strategies i.e. Think

Pair-Share, Brain Storming, Role Playing, Project, Collaborative learning, Drawing and PPT Presentation, and Brain Games were determined for that particular unit.

Objective No. 2

To Develop the Brain Based Learning Strategies for the unit Environment of IX Standard English.

Every strategy was developed in three stages i.e. Preparatory Stage, Processing Stage and Evaluative Stage. And these strategies were implemented with the help of BBL lesson plans which consists seven steps such as, Pre-exposure, Preparation, Initiation and Acquisition, Elaboration, Incubation and Memory Encoding, Verification and Confidence Check and Celebration and Integration.

Objective No. 3. To study the Effectiveness of developed strategies on the achievement of IX Standard English Students.

For studying the effectiveness of BBL strategies on students learning a null hypothesis was stated i.e. **there is no significant difference in the mean scores of pre test and post test scores of control and experimental group.**

Table No. 1

Pre and Post test Scores of

Unit Environment of Experimental and Control Group

	Num ber	Mean	Standard Deviation	Correlati- on (r)	Lvl of Signi.	DF	Obtained 't' Value	Tabl e 't' Valu e	Result
Control	40	15.6	1.50						

Group									
Experimental Group	40	21.8	1.34	.20	.01	78	3.44	2.64	Rejected

INTERPRETATION

The obtained t value is 3.44 for achievement is greater than the table value 2.64 for 78 Degree of freedom hence the null hypothesis is rejected at 0.01 level of significance.

CONCLUSION

There is significant difference in the pretest and posttest scores of students' achievement of experimental and control group. The post test mean score of experimental group is higher than the pretest score of experimental group and post test scores of control group. It means that experimental group's achievement is more as compare to control group. This implies that the Brain Based Learning Strategies has helped in increasing the learning outcome of the students.

DISCUSSION

Brain Based Learning is the learning in accordance with the way the brain is naturally designed to learn. The Brain Based Learning Strategies based on Brain based learning Principles might have transformed the learners from passive recipients to active participants. It might have engaged the emotions of the students, provided enriched environment wherein learners actively processes the information, makes meaning and took maximum participation in learning with high challenge and low threat. The researcher planned activities keeping in mind principles of brain based learning. The activities developed demanded students' active participation in various forms such as collecting information, analyzing information, expressing opinions, thoughts in different forms. It emphasized contextual learning forming

cooperative groups, locating resources and applying the knowledge. The more natural way of learning might have helped to understand the content in better way. This in turn might have helped in better achievement.

REFERENCES

- Jensen, E. (2005). *Teaching with the brain in mind* (2nd ed., rev. and updated.). Alexandria, Va: Association for Supervision and Curriculum Development.
- Jensen, E. (2006). *Enriching the brain: how to maximize every learner's potential* (1st ed.). San Francisco: Jossey-Bass, A John Wiley & Sons Imprint.
- Jensen, E. (2007). *Introduction to brain-compatible learning* (2nd ed.). Thousand Oaks, CA: Corwin Press.

“Impact of Mobile Addiction on Anxiety, Stress and Depression College Students”

Dr. Tribhuvan Sunil Laxman*

ABSTRACT

Objective of Study to find out the Impact of Mobile Addiction on Anxiety Stress and Depression among College students. **Hypothesis:-** There will be no significant between students using social media for daily 5 hours or more hours on dimension on Anxiety Stress and Depression among College students. **Sample** 50College students were selected from Aurangabad city for the present research. Among them students 25 used daily social media for less than 5 hours and 50 students used social media for more than 5 hours. The age group of people was between 14-17 years. **Tools:-**Anxiety, Depression and Stress scale (ADSS-BSPSA) developed by Pallavi Bhatnagar, Megha Singh, Manoj Pandey, Sandhya and Amitabh. 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. **Conclusion** Daily Social media usage more than 5 hours College students had significantly high Anxiety, stress and depression than the daily social media usage less than 5 hours College students.

Keywords- *Mobile Addiction on Anxiety, Stress and Depression*

*Assistant Professor in Psychology, Shri Bankatswami College, Beed - 431122. Email-tribhuvansl50@gmail.com

INTRODUCTION

In today's world internet has connected lives very closely. One such byproducts of internet are the social media mediums, which came into existence a decade ago. It connected continents, people within minutes and it came free of cost. With human being a curious animal it spread fast. Total about 60% of internet users in India are on social media. Today there are so many social media platforms existing one for each purpose. Facebook used for connecting with friends and family , twitter to express views on various issues and topics of society in order to gain followers and to follow the celebrities of world, Instagram used for picture sharing, Whatsapp for free messaging and data transfer etc and the list continues .

Internet used by an individual adds up to almost three forth out of whole only on social media access. Applications on cell phones make it easy accessible. With cheapest smart phone costing up to three to four thousand and telecom companies making internet plans very cheap , the lower part of the income pyramid also have added to the mass use of social media usage. The reach of cellular data on Everest, rural parts of the country are also not left unturned. An average rural youth has accounts on popular social networking sites.

Addiction to the social media was not hard thing to get into as the social media was very prompting and became a part of daily activities. It all started with enlarging the online social circle and befriending new as well as old known – unknown. Peoples habits to tell the world about their activities grew so obsessed that every meal, every outing everything and anything going on was on the social media radar. This led to spending more and more time on it. To encourage this there were number of platforms entering market with different objectives, with being a part of everyday life. So the time spending went on increasing with multiple platforms to prove the existence on.

Their addiction means spending increasing amount of time online to produce the same pleasurable effect, and it means social media is the main activity they engage in above all others. It also means taking away attention from other tasks, experiencing unpleasant feelings from reducing or stopping interaction with social media, and restarting the activity very soon after stopping completely.

Effects of this addiction have now been promptly visible as the social interaction level is reduced in person the only way a person projects himself is through the opinions, comments and views of others the number of likes, shares and comment determine his definition of popularity and likeability. He does not feel socially accepted unless it is proved on social media. Most of us rely partly on the ability to reflect on our thinking, feeling and behaving to form our own self-image. The problem with social media is that self-image relies mainly on others and their opinions. The sleep pattern is observed to be disturbed as the majority time user is active on social media; the deprived sleep level increases stress level and anxiety. The anxiety increases which make the users check for news feeds again and again making them an addict. Many relationships are under strain as the partners constantly compare their lives with other couple and instead of enjoying their dates and outings they are busy taking pictures to upload .The personal moments become public and are judged upon. With work life getting more stressful the time spending factor decreasing majority of free time is spent on social media with leaving no time to explore the outside world or the co-partner. The divorce rate has also seen a major increase with social media playing key role in it.

In a University of Missouri study, Facebook use was tied to depression, depending on how users used the site. Particularly, “surveillance use” of the social media site, where users checked up on how their friends were doing and compared what they saw to their own lives,

tended to produce feelings of depression. Users who view Facebook in this way often “sized up their accomplishments against others”, producing envy that their vacations, possessions, or relationships could not match up to what their friends posted. An important truth to realize for those who experience this kind of envy, however, is that the image seen on a user’s social media presence is precisely that: an image that the user customizes to present the positive report of him or her that the user desires other users to believe. Carried out by Nathan Hurst, 2015, Feb, “If Facebook Use Causes Envy, Depression Could Follow,” Missouri University News.

University of Houston also found that this comparison behaviour on social media was linked to more feelings of loneliness and isolation carried out by Melissa Carroll, 2015, Apr, “Facebook use linked to depressive symptoms”.

Young (2004), suggests the some factors that contribute to adolescent abuse: 1. Availability of free and unlimited facilities provided in schools and universities. 2. Students between 18-22 years of age are away from their parental control for the first time. There is nobody to watch over their activities. 3. Adjustment problems among young students in establishing a harmonious relationship in the new campus and with new peer group. Due to problems in adopting with new life they seek companionship on internet using different applications. 4. Students are encouraged from faculty and administrators in the use of different internet applications. 5. Adolescents are more trained to use the different applications of technological inventions and especially the internet. 6. Students aspire to escape from the stress caused by academic activities which compel them to compose essays complete their degrees with better grades. 7. The students feel that they are alienated from the social activities. A feeling of anxiety about the forth coming days after their studies are over in finding employment in job market with all its uncertainties.

RESEARCH METHOD

Statement of Problem

To study the Impact of Mobile Addiction on Anxiety Stress and Depression among College students.

Objective of Study

To find out the Impact of Mobile Addiction on Anxiety Stress and Depression among College students.

Hypothesis

There will be no significant between students using social media for daily 5 hours or more hours on dimension on Anxiety Stress and Depression among College students..

Sample

80 College students were selected from Aurangabad city for the present research. Among them students 40 used daily social media for less than 5 hours and 40 students used social media for more than 5 hours. The age groups of people were between 18-24 years.

Variables

Independent Variables –

Daily No of hours of social media usage:-

A) 1-5 hours

B) More than 5 hours

Dependant Variables –

- a) Anxiety
- b) Stress
- c) Depression

Tools

Anxiety, Depression and Stress scale

Anxiety, Depression and Stress scale (ADSS-BSPSA) developed by Pallavi Bhatnagar, Megha Singh, Manoj Pandey, Sandhya and Amitabh. 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 Cornbrash’s Alpha and Spearman-Brown coefficient found 0.81 and 0.89 respectively. The obtained reliability for Anxiety, Depression and Stress subscales as measured by Cornbrash’s Alpha is 0.76, 0.75 and 0.61 and by Spearman Brown coefficient is 0.86, 0.86 and 0.76 respectively.

Procedure of Data Collection

50 subjects were taken as the research participants in which 25 were using social media for less than 5 hours and 25 were using social media for more than 5 hours. They all belong to Aurangabad city and were in age group of 14-17years. They have difficult occupations. Verbal consent was taken from the participants and they were given brief description about the purpose of the data collection and were assured that the data collected from them will only be used for research purpose and will be kept confidential.

Statistical Analysis

“t” value was used for statistical analysis of data .

	Daily No of hours of social media usage						t value
	Below 5 Hours			Above 5 Hours			
	Mean	SD	N	Mean	SD	N	
Anxiety	4.23	2.48	40	8.69	1.65	40	9.46**
Stress	6.44	2.30	40	11.32	2.94	40	8.26**
Depression	5.18	3.57	40	10.27	2.23	40	7.64**

Those who College students 1-5 hrs media use anxiety mean is 4.23 and those who College students 5 hrs. & More media use anxiety mean is 8.69. And the difference between the two mean is highly significant' (78) = 9.46, $P < 0.01$). It was found that daily social media usage more than 5 hours College students had significantly high anxiety than the daily social media usage less than 5 hours College students.

Social media is a powerful force in our culture. My work with teenagers has shown me that social media's power is amplified when parents are not able to expend the in-person relational energy to balance the virtual relational allure of sites like Facebook. It is important for youth workers to help parents understand this important part of their teenagers' social world. One practical application is offering workshops where parents can be educated about responsible management of their children' s social media exposure, and also be able to identify signs that somebody is heading toward social media depression.

Those who College students 1-5 hrs. Media use stress mean is 6.44 and those who College students 5 hrs. & More media use stress mean is 10.27. And the difference between

the two mean is highly significant' (78) = 8.26, $P < 0.01$). It was found that daily social media usage more than 5 hours College students had significantly high stress than the daily social media usage less than 5 hours College students.

Those who College students 1-5 hrs. Media use depression mean is 5.18 and those who College students 5 hrs. & More media use depression mean is 31.47. And the difference between the two mean is highly significant' (48) = 7.64, $P < 0.01$). It was found that daily social media usage more than 5 hours College students had significantly high depression than the daily social media usage less than 5 hours College students.

CONCLUSION

- 1) Daily Social media usage more than 5 hours College students had significantly high depression and anxiety than the daily social media usage less than 5 hours College students.

REFERENCES

- Bae SM. Smartphone addiction of adolescents, not a smart choice. *J Korean Med Sci.* 2017;32(10):1563–1564. doi: 10.3346/jkms.2017.32.10.1563.
- Bhatnagar, P., Singh, M., Pandey, M., Sandhya, & Amitabh (2011). *Anxiety, Depression, StressScale.* National Psychological Corporation Agra : INDIA
- Edition F. *Diagnostic and statistical manual of mental disorders.* Arlington: American Psychiatric Publishing; 2013.
- Gao Y, Li A, Zhu T, Liu X, Liu X. How smartphone usage correlates with social anxiety and loneliness. *Peerj.* 2016;4:e2197. doi: 10.7717/peerj.2197.
- Harwood J, Dooley J, Scott A, Joiner R. Constantly connected – the effects of smart-devices on mental health. *Comput Hum Behav.* 2014;34:267–272. doi: 10.1016/j.chb.2014.02.006.

- Lee H, Kim JW, Choi TY. Risk factors for smartphone addiction in Korean adolescents: smartphone use patterns. *J Korean Med Sci.* 2017;32(10):1674–1679. doi: 10.3346/jkms.2017.32.10.1674.
- Park N, Lee H. Nature of youth smartphone addiction in Korea: diverse dimensions of smartphone use and individual traits. *J Commun Res.* 2014;51(1):100–132. doi: 10.22174/jcr.2014.51.1.100.
- Wei R, Lo VH. Staying connected while on the move: cell phone use and social connectedness. *New Media Soc.* 2006;8(1):53–72. doi: 10.1177/1461444806059870.
- World Health Organization. Depression and other common mental disorders: global health estimates.
- Young, K. S. (2004). Internet Addiction: A New Clinical Phenomenon and Its Consequences. *American Behavioral Scientist*, 48, 402-415. doi: 10.1177/0002764204270278.
- Zhang KZ, Chen C, Lee MK. Understanding the Role of Motives in smartphone Addiction. *InPACIS.* 2014. p. 131.

“Impact of Training Program on Children with Special Education Needs and Inclusive Education for General Education Teachers”

Prashant Prakash Somvanshi*

ABSTRACT

The present study objective:- To enhance the Knowledge, Attitudes, Concerns and Competency Skills of general education teachers about Children with Special Education Needs and Inclusive Education through In-service Training Program. **Sample:** The sample in the present study was collected by employing the purposive sampling technique. General education teachers employed in private & Zilla Parishad schools of Maharashtra State Board of Education who volunteered to participate in the In-Service Training Program on Inclusive Education constituted the sample for the present study. A total of 62 teachers participated in the study. The age range of teachers 25 to 50 years ($M = 42.23$, $SD = 5.45$). **Hypothesis** General Education teachers Knowledge, Attitudes, Concerns and Competency Skills about Children with Special Education Needs and Inclusive Education will significantly enhance after the in-service training Program. **Tools: 1. Knowledge about Children with Special Education Needs** –Lalitha Subramanian & Sarah Manickaraj (2012). Total 30 items with 6 in each sub domain. Reliability for the tool was found to be 0.89. Face and content validity was completed by the author of the original version of the tool. **2. Attitudes towards Inclusive Education (ATIES):** Wilczenski, (1993). The ATIES includes 16 items to measure attitudes towards inclusive education on 4 dimensions of mainstreaming accommodations: physical; social; academic; and behavioral. The reliability of the original

scale was 0.92 and the translated scale used in this study was found have a Cronbach's Alpha coefficient of 0.83. **Conclusion:-** General education teachers demonstrated significant increase in the overall Knowledge about Children with Special Education Needs in areas of concept of disability, causes and characteristics, identification and assessment, teaching and training methods and guidance and counseling and Inclusive Education following the In-Service Training Program on Inclusive Education.

Key Words: *Training Program, Special Education Needs, Inclusive Education, Normal Education Teachers.*

*Project Coordinator, Vihang Special School, Aurangabad, Email id- prashantsomvanshi@yahoo.com

INTRODUCTION

Indian education system is undergoing a paradigm shift in reducing segregation and increasing inclusion of students with disabilities. Though various policies have been drafted since 1986, implementation has been the main concern. The National Council of Educational Research and Training (NCERT) in the year 2000 have given special importance to inclusive schools for all students without any reference to pupils with disabilities. The Sarva Siksha Abhiyan (SSA) and Right to Education (RTE) are working on implementation with focus on students with disabilities. However, in India, enrolment of students with special education needs in regular classroom is not satisfactory due to either lack of their parents' and teachers' awareness or they are struggling in regular classrooms without the appropriate supportive services (Bhakta and Shit, 2016).

In India more than 90% of disabled children are residing in the rural areas. They are either misdiagnosed or undiagnosed and due to lack of available services are often ignored and neglected. Early intervention services of the much required therapeutic services, early childhood education and even special schools are much lesser and spread out so thin that all children are not served. The standard special education model of the special teacher is working with smaller ratios of children with a particular disability. However, this is not feasible in the rural areas where there are children with different categories of disability present that may not match the specialization of the special teacher or fulfill criteria for the ratio required. Further the extent of disability in each category ranges from mild to profound, with the mild and moderate being more in number. The severe and profound are easily identified and hence are either cared for or neglected. The mild and moderate are most disadvantaged as their disability is not very visible and hence are misunderstood by their own families and the society. For these children the general Education is their only option and they are at higher risk for dropping out of schools due to their difficulty in coping up with the educational requirements. Hence inclusive education is much needed to provide the equal educational opportunities that these children have a right to and also deserve.

Knowledge about Children with Special Education Needs and Inclusive Education.

Knowledge is a familiarity, awareness or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering or learning. It can refer to either a theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit it can be more or less formal or systematic.

General education teachers' knowledge about children with special education needs and inclusive education would depend upon the nature and duration of information gathered

or gained during their teacher training or their own experiences with children with special needs during their lifetime or during their teaching years or by exposure to books, movies or other modes of information resources. Knowledge about the nature of special needs, types and severity, causes and characteristics, the signs and symptoms, assessment tools, teaching and learning methods and types of teaching learning materials required are essential for general education teachers to be able to identify children with special needs in their classes and to be able to teach or manage their needs within their classrooms. Teachers also need knowledge about varied guidance and counseling methods to be able to communicate with parents of children with special needs, their non-disabled sibling and peers as for effective academic, behavioral and social intervention and inclusion, partnership between teachers, children and their families are essential. Survey methods, informal checklists and questionnaires are used to measure the knowledge of general education teachers about different types of children with special needs and about inclusive education.

Attitudes towards Children with Special Education Needs and Inclusive Education

Attitudes are an expression of favor or disfavor towards person, place, thing or an event. Attitudes are deemed to be judgments and they develop based on the 3 components of the ABC model, i.e. affect, behavior and cognition (Keyes, 2010). While considering attitudes of general education teachers' attitudes towards children with special education needs and inclusive education, the Cognitive component is the teachers' belief or knowledge about the attitude object - about students with special educational needs and educating them in inclusive settings (e.g., I believe that students with special needs belong in regular schools); Affective component is the feeling about the attitude object – towards students' with special education needs and about education them in their classes (e.g., I'm afraid that students with behavioral problems would disturb the order in class), and behavioral

component is the predisposition to act towards the attitude object in a particular way – the teachers’ view on how to act with students’ with special education needs (e.g., I would refuse to give extra support to student with special needs). Attitudes can be both positive and negative. They are shaped from our childhood and are amenable for alteration and modification at any stage in our life cycle based on the varied circumstances and experiences that we pass through. Sentiments are views or opinions that are held or expressed with regards to a particular person, event or object. The sentiments of teachers with regards to children with special education needs and inclusive education are influenced by interactions with people or children with disabilities, prior experience of teaching students with disabilities and even their own personal experiences with people/children with disabilities in their own families, friends or relatives and the society in General. Their sentiments concerning the two components can influence their attitudes.

REVIEW LITERATURE

General education teachers with and without experience of teaching in inclusive setting in the study by Avramidis and Kalyva (2007), ranked direct teaching experience with students with special education needs as the best method of training in inclusion. ‘In-service’ training and obtaining a degree from a university were ranked next as ways to improve their teaching practice in inclusive classes. Teachers who possessed professional training in teaching inclusion held more positive attitudes as compared to those who gained knowledge through attending workshops, short-term courses, seminars etc. They concluded that long-term professional courses that cover courses on differentiating curriculum and assessments, developing or modifying teaching strategies that could be common to students in an inclusive class, behavioral management, collaborative working with team and developing IEP’s along

with psychological process of teaching and learning would make the training more reflective and bring about positive attitudinal changes.

Allday, Hinkson-Lee, Hudson, Neilsen-Gatti, Kleinke, and Russel (2012) studied the effect of a short term training program on behavior specific strategy to a small group of general education teachers. The findings revealed that teachers tend to use the behavior strategy with more frequency after the training. There was an increase in the on-task behaviors of students with emotional and behavioral difficulties and those deemed to be at risk too. The positive behaviors of the students served as a reinforcement for the teachers to use the behavioral strategies at increased frequency. The study emphasized the importance for disability specific training for teachers to impart inclusive practices more effectively and in a meaningful manner.

Bentley-Williams, Grima-Farrell, Long & Laws (2017) studied the effect of final year teacher education students having hands-on experience in teaching of inclusion classes in schools with mentoring from special education and school leaders. The results of the study indicated that collaboration of schools, school management and special education teachers in providing pre-service teachers practical exposure prepares them better as inclusive practitioners in teaching children with special education needs.

Need for the study

With the enforcement of the Right to Education (RTE) Act and the Sarva Siksha Abhyan (SSA) in India, schools are more or less forced to become inclusive. Even among the policy makers, there is a significant gap between their conceptual knowledge of inclusive education and the actual requirements for its implementation. There is lack of awareness among people about children with special education needs, more specifically those with invisible disabilities. They are often missed out in the beginning and by the time they are

identified, they are already dropouts or there are not enough possible avenues for them to be included in the mainstream. This possibly leads to increased rates of youth being dragged on to engaging in less desirous and harmful activities. With a shortage in the amount of special teachers' available or even special education facilities available in the semi-urban and rural parts of the country, the general education teachers are required to don the cap of the remedial or special teachers. This in turn increases their burden and burn out rate and results in increased attrition rates in private schools. In the Government schools the students are often neglected and then eventually drop out. As a result of these, children with special education needs are often not able to reach their actual potentials and face significant adverse conditions in their lives. Training and exposure of regular teachers to the varied needs of students with disabilities has shown positive results in the limited studies that are available. Regular classroom teachers need a certain level knowledge about the philosophical, historical and legal foundations of special education, characteristics of learners, assessment, diagnosis and evaluation, instructional content and practice, planning and managing the teaching and learning environment, managing student behavior and social interaction skills, communication and collaborative partnerships, and professionalism and ethical practice. Their level of proficiency in these skills when students with disabilities are included in their classrooms determines the success of the inclusive education program. Enhancing the knowledge of teachers and providing them with appropriate support and resources, we can ensure that children are identified at the early stages of their development, even as young as playschool or pre-school and provided with early intervention. This in turn can prevent a disability or at least reduce the severity and ensure that every child is given the optimum input and facilities and exposure to achieve their maximum potential and make them productive citizens as they grow.

Objective of the study:

To enhance the Knowledge, Attitudes, Concerns and Competency Skills of general education teachers about Children with Special Education Needs and Inclusive Education through In-service Training Program.

Hypothesis:

- 1) General education teachers Knowledge, Attitudes, Concerns and Competency Skills about Children with Special Education Needs and Inclusive Education will significantly enhance after the in-service training Program.

Method Sample:

The sample in the present study was collected by employing the purposive sampling technique. General education teachers employed in private & Zilla Parishad schools of Maharashtra State Board of Education who volunteered to participate in the In-Service Training Program on Inclusive Education constituted the sample for the present study. A total of 62 teachers participated in the study. The age range of teachers 25 to 50 years ($M = 42.23$, $SD = 5.45$).

Tool:

- 1) **Knowledge about Children with Special Education Needs** –Lalitha Subramanian & Sarah Manickaraj (2012). Total 30 items with 6 in each sub domain. Reliability for the tool was found to be 0.89. Face and content validity was completed by the author of the original version of the tool..
- 2) **Attitudes towards Inclusive Education (ATIES):** Wilczenski, (1993). The ATIES includes 16 items to measure attitudes towards inclusive education on 4 dimensions of mainstreaming accommodations: physical; social; academic; and behavioral. The reliability of the original scale was 0.92 and the translated scale used in this study was found have a Cronbach's Alpha coefficient of 0.83.

DATA COLLECTION

The present study followed Pretest – Posttest experimental design with the Sample group and is analytical in nature. Pretest- Posttest experimental consisted of four phases: In phase I pretest was administered to the general education teachers; In phase III In-Service Training Program on Inclusive Education was prepared and conducted; In the phase III, Posttest was conducted.

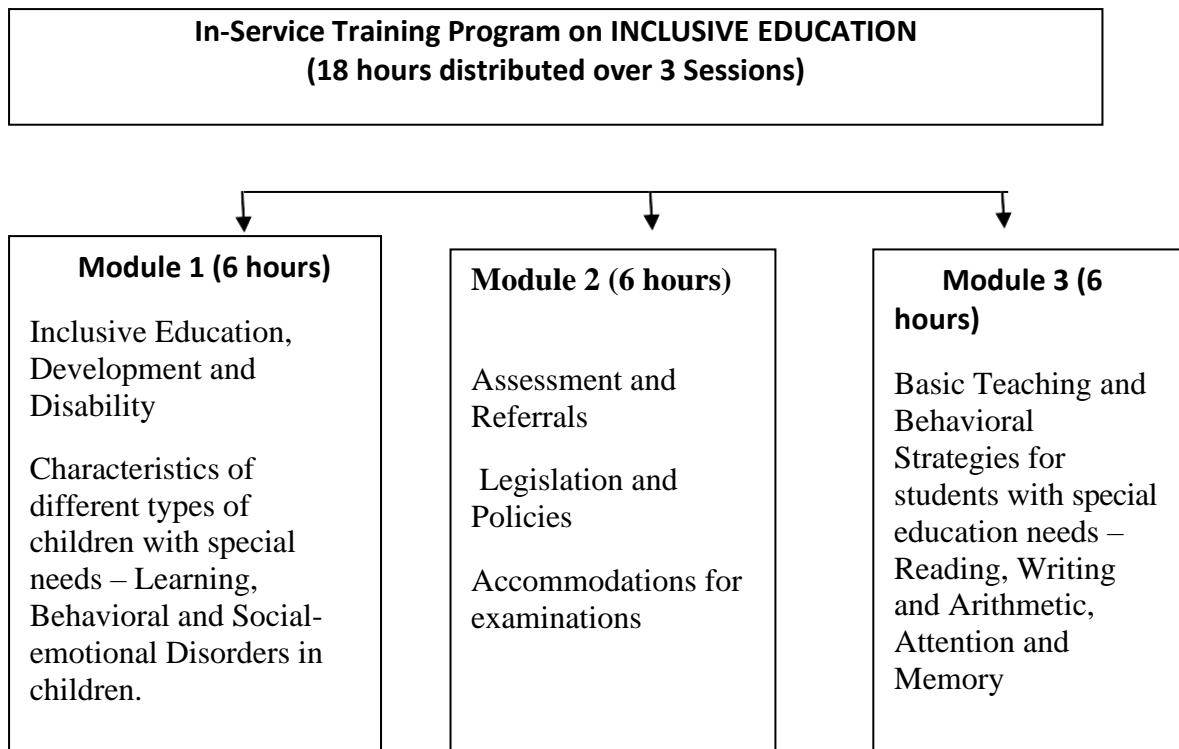
Phases

Phase I – Pre Test

Pre-test measurement of general education teachers was conducted by providing them with the tools and giving them instructions for filling up the forms. All questions were clarified and a timeline for completion of the forms were given. The General education teachers submitted the filled up forms to their administration from where the researcher collected them. The forms were scored and analyzed.

Phase II: In-Service training

Based on the information obtained from the pre-test, an 18 hour training program for teachers covering topics of special needs children, identification of symptoms and referrals, inclusive education and simple strategies to handle children with diverse abilities in regular classes was prepared. The training program was conducted for all the teachers who volunteered to participate in the program. The 18 hour training program was designed as a 3 session in-service program to be conducted in the teachers' respective schools. Each session was designed for duration of 6 hours with a half hour break in-between. Each session was designed as 3 modules to cover specific topics.



Variable

Independent variable-

Training Program

a) Pre

b) Post

Dependent variable-

- 1) Knowledge about Children with Special Education Needs –
- 2) Attitudes towards Inclusive Education

Statistical Analysis

The data were analyzed using the statistical analysis software SPSS version 16.0. Paired t-test was used to find the comparison between pre and posttest performance of general education teachers following the In service Training Program on Inclusive Education.

Statistical Data Analysis

Mean, SD, t-value and Level of Significance Before and After In-Service Training Program

Domains	In-Service Training Program	N	Mean	Std Deviation	't' value
Knowledge CSEN	Before	62	80.91	10.79	16.88**
	After	62	113.14	10.46	
Concept of Disability	Before	62	11.52	1.25	10.57**
	After	62	14.70	2.01	
Causes and Characteristics	Before	62	13.02	1.36	19.64**
	After	62	18.22	1.58	
Identification and Assessment	Before	62	13.88	2.30	9.70**
	After	62	17.25	1.48	
Teaching Training Methods	Before	62	12.56	1.69	11.90**
	After	62	16.78	2.22	
Guidance and Counseling	Before	62	12.48	1.78	23.60**
	After	62	18.63	1.02	
Knowledge IE	Before	62	17.45	2.41	24.64**
	After	62	27.56	2.15	
Attitude towards Inclusive Education	Before	62	154.23	11.25	7.18**
	After	62	170.94	14.45	

****Significant at 0.01level**

Significant positive changes were found across all the variables following the In-

service Training program. Knowledge was increased, Attitudes were more favorable, Concerns were reduced and Competency skills were significantly enhanced both about Children with Special Education Needs and Inclusive Education.

Hence the Hypothesis “General education teachers Knowledge, Attitudes, Concerns and Competency Skills about Children with Special Education Needs and Inclusive Education will significantly enhance after the in-service training Program.” is accepted.

The mean value of General education teachers’ Knowledge about Children with Special Education Needs before and after in-service training program is 80.91 and 113.14 respectively. The SD is 10.79 and 10.46 respectively. The t-value is 16.88 and is found to be significant. This shows that there is significant enhancement in knowledge about children with special education needs after in-service training program. Hence the hypothesis “In-Service Training Program on Inclusive Education will significantly enhance General Education Teachers’ Knowledge about Children with Special Education Needs”, is accepted. The t-values of the sub domains of Knowledge about Children with Special Education Needs – concept of disability, causes and characteristics, identification and assessment (18.33), teaching and training methods and guidance and counseling are also significant.

The mean value of general education teachers’ Knowledge about Inclusive Education before and after in-service training program is 170.94 and 154.23 respectively. The SD is 11.25 and 14.45 respectively. The t-value is 7.18 and is found to be significant. This shows that there is significant enhancement in Knowledge about Inclusive Education after in-service training program. Hence the hypothesis “In-Service Training Program on Inclusive Education will significantly enhance general education teachers’ Knowledge about Inclusive Education”, is accepted.

The results of the present study are similar to a study by Kurniawati et al., (2016) of

an in-service training program consisting of 32 hours face-to-face training sessions, covering topics about attitudes and knowledge about SEN and about teaching strategies. The results revealed significant positive effects of the training program on most dependent variables (attitudes, knowledge about SEN and about teaching strategies) with medium to large effect sizes.

CONCLUSION

- 1) General education teachers demonstrated significant increase in the overall Knowledge about Children with Special Education Needs in areas of concept of disability, causes and characteristics, identification and assessment, teaching and training methods and guidance and counseling and Inclusive Education following the In-Service Training Program on Inclusive Education

Inclusion criteria

- Both male and female general education teachers
- General education teachers who volunteered to participate
- General education teachers with diploma, undergraduate or post graduate education
- General education teachers with or without teacher training
- Both fresh and experienced general education teachers

Exclusion Criteria

Special Education teachers

IMPLICATIONS OF THE STUDY

General education teachers should be given regular short term training and encouraged to attend workshops and seminars related to Special Education. Special

Education Teachers should receive training in collaborative teaching and liaison with general education Teachers in general education classes. Teacher training programs should be reviewed and modified to include not only theoretical aspects of disability and rehabilitation, but also should include updated policies and programs available for Children with Special Education Needs. Teacher training programs should make it mandatory for internship programs in Inclusive Education classes for hands on experience before they are seeking employment. Teacher training programs should be made mandatory for those seeking employment as teachers in all private schools, starting from pre-primary classes. Teachers should be certified universally across the country and their certification needs to be renewed every two years to ascertain their enhancement of knowledge and skills according to the changing policies and programs.

LIMITATIONS OF THE STUDY

1. Larger sample could have been beneficial in obtaining a much larger and better understanding of the needs and concerns of the general education teachers. Such information will provide depth into preparing continuing education programs and short term workshops for hands-on training in teaching Children with Special Education Needs in the regular classes
2. More qualitative research could have given more depth of information about the needs of the general education teachers
3. The sample was taken from Aurangabad. Hence the results cannot be generalized to the larger population.
4. Long term follow up studies could not be conducted.

SUGGESTIONS FOR FURTHER RESEARCH

1. Effect of curricular adaptations to existing teacher training programs with more practicum to include Inclusive Education on teachers' implementation of inclusive practices.
2. Effect of schools with a school psychologist and special educator as resource persons on general education teachers attitudes in implementing the inclusive education
3. Development of different types of in-service programs based on teachers concerns about inclusive education
4. Effect of attending workshops, seminars and conferences on general education teacher simple mentation

REFERENCES

- Bhakta, D. K., & Shit, B. Assessment of School Teachers' Attitude towards Inclusion of Special Educational Need (SEN) children in Regular Classroom.
- Keyes, C. L. (2010). *Flourishing*. John Wiley & Sons, Inc..
- Allday, R. A., Hinkson-Lee, K., Hudson, T., Neilsen-Gatti, S., Kleinke, A., & Russel, C. S. (2012). Training general educators to increase behavior-specific praise: Effects on students with EBD. *Behavioral Disorders*, 37(2), 87-98.
- Bentley-Williams, R., Grima-Farrell, C., Long, J., & Laws, C. (2017). Collaborative Partnership: Developing Pre-service Teachers as Inclusive Practitioners to Support Students with Disabilities. *International Journal of Disability, Development and Education*, 64(3), 270-282.
- Sharma, U., Moore, D. & Sonawane, S. (2009). Attitudes and concerns of pre-service teachers regarding inclusion of students with disabilities into regular schools in Pune, India. *Asia Pacific Journal of Teacher Education*, 37(3),319-331.

Sharma, U., Shaukat, S., & Furlonger, B. (2015). Attitudes and self-efficacy of pre-service teachers towards inclusion in Pakistan. *Journal of Research in Special Educational Needs, 15*(2), 97-105.

Wilczenski, F.L. (1992). Measuring attitudes toward inclusive education. *Psychology in the Schools, 29*, 306-312.

MacFarlane, K., & Woolfson, L. M. (2013). Teacher attitudes and behavior toward the inclusion of children with social, emotional and behavioral difficulties in mainstream schools: An application of the theory of planned behavior. *Teaching and teacher education, 29*,46-52.

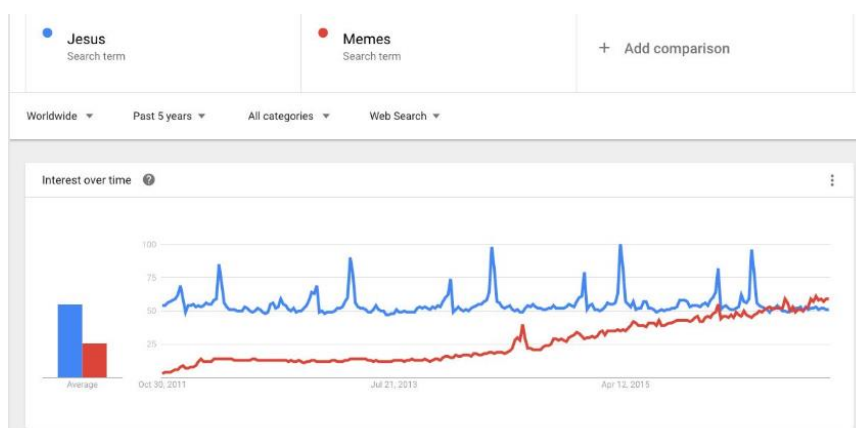
Memes and Mental State: Comical or Dismal?

Visheeta J. Chandolia*

INTRODUCTION

As opposed to the popular sociology saying that reads “I am the sum of my social roles”, this variation is perhaps more appropriate in its approach to understanding the phenomenon of internet memes. Scrolling through social media, one is bound to be greeted with a horde of memes catering to all preferences- animals, puns, celebrities, political events, self – deprecating and even dark humour varieties. Their incorrigible abundance is equal parts mirthful and alarming.

Where one would assume the age of the habitual meme consumer to be that of an adolescent, studies have found that the age of the average meme consumer has increased from adolescents and post adolescents to those over 30 (Gill, 2014). This suggests an increase in the demographic of meme consumers not merely in terms of age, but evidently in terms of number of consumers. What initiated the rise of the internet meme and just how seriously do we take these jokes?



A statistical comparison done using Google Trends (2017) established that the word “memes” has been googled more than “Jesus” perhaps hinting

at this generation's conspicuous, noteworthy inclinations. Arguably, something so profoundly accepted and imbibed in the millennial lifestyle must have some form of impact on their perception of the world and themselves-i.e. on their mental state. Memes have been clearly found to evoke states of agreement and influence (McCombs, 2006), and individuals are more comfortable expressing negative emotions via memes (Pak, 2014). To further contribute to this, a positive variant of memes, namely "wholesome memes" is capable of inducing state of genuine happiness, helping its consumers to feel better about themselves and their current situation, alongside kindling the desire to help others feel better. (Dikkala Quadri and Maday, 2017). With reference to the numerous studies expressing the impact of memes on how people think and feel, a speculation pertaining to a more constructive, organised and perhaps even therapeutic application of wholesome memes can be derived. This necessitates obtaining greater insight about what may be known as this generation's most notable attribute: Memes.

1.1 Rationale

Based on statistics provided by a popular site for meme exchange, namely Reddit, a single category of memes receives about 1000000 unique views in a month (Tari, 2017). There are thousands of sub categories created every day, suggesting the rampant increase in meme production and consumption. Inferring from these numbers, it is evident that meme exposure is significantly high in the population today. Given the extent of exposure to memes, and the influence of meme consumption on aspects such as persuasion (Marsden, 2002), it is evident that memes are capable of altering or guiding cognition in some way. It is important to establish the degree to which a meme can modify opinions and mental state, as the use of memes as medium to propagate political discourse and comment about current affairs (McCombs, 2006) or advertise a product or ideology is widespread and suggestive of the significance of this viral phenomenon (Soto, 2017). Additionally, memes are capable of

evoking emotional responses (Kadir and Lokman 2014). Building upon this, it is proposed that it may be possible to conceive alternatives in which memes can be applied so as to benefit the consumer's mental state. This application's beneficence can be emphasised by the increase in what is popularly known as "dark memes" a lot of which highlight negative tendencies, maladaptive behaviour and poor mental health. The rise of mental health issues in young people coincides with the rise in social media use. This rise in internet meme consumption has led to a detrimental increase in depression, online harassment, cyber-bullying, fatigue, stress, and suppression of emotions and decline of intellectual ability (Kaur and Bashir, 2015).

An overarching inference from these statistics is that there is abundant social media use and consequent meme consumption, a lot of which is affecting the population much to the detriment of their mental health. It is therefore essential to derive means by which memes can alter mental state of its consumers for their benefit, and how this frequent meme viewing can be translated into a healthier experience to promote growth and wellbeing.

1.2 Objective

The objective of this paper is to understand concept of memes, its influence on mental state of consumers and how it can be used in contemporary psychological settings to enhance mental state of individuals. In addition, there is also focus on highlighting wholesome memes as a product of positive psychology (Varis, 2018).

The concept of memes is explored in pertinence to the impact of memes on mental state. This is done by first acquiring insight about the history of memes, attributes of a successful meme, how ideas translate into memes, extent to which memes can alter mental state, the use of memes to shape culture and the positive impact of memes. Following the

introduction, the methodology of this paper is presented. In succession of the methodology, the summation of accumulated research is presented as a table and elucidated to express the functional conclusions derived. The applicability of these conclusions is then suggested.

Conceptual Background

2.1 Defining mental state

According to Putnam and Hillary (1967), mental state is “a state of mind that an agent is in”. It pertains to a hypothetical state attributable to thinking and feeling, and presents a conglomerate of mental representations and propositional attitudes. In philosophy and psychology, numerous theories try to determine the relationship between a given mental state and a proposition. Simply presented, mental state represents the mental condition which one is in. In clinical practice, mental states are evaluated by means of Mental Status Examinations.

2.2 Types of mental states

Broadly, there are two categories under which mental states can be classified- factive and non-factive (Piccinini, Gualtieri 2004). For either type of a mental state to occur, one must possess the mental state of acquaintance. This refers to the ability to understand and evaluate a proposition. The given proposition can be true or false.

Factive: this refers to mental states that are attached to the truth of a proposition, such as "perceiving that", "remembering that", "regretting that", and "knowing that".

Non-factive: this refers to mental states where the proposition is false. For example, “believing” is a non-factive mental state in that one may believe in something detached from reality.

Mental states therefore expand to include any given state or condition one's mind is in. as manifested in a mental status examination, a mental state can be expressed by means of the following (Folstein, 1975):

- i) Appearance
- ii) Speech
- iii) Behaviour
- iv) Mood
- v) Affect
- vi) Thought process
- vii) Thought content
- viii) Cognition

2.3 Factors affecting mental state

It is evident that mental state can be either transient or persistent (Piccinini, Gualtierio 2004). Lasting mental states have greater valency as they are more likely to leave a significant mark on mental health of the individual. The mental state of an individual can be affected by the following factors (Piccinini, Gualtierio 2004):

- i. Presence of stress.
- ii. Presentation of a proposition.
- iii. Existence of a previous, transient mental state caused by temporary external factors such as heat.
- iv. Perception of information that contradicts or restructures an existing proposition.
- v. Perception of information that reaffirms an existing proposition.

- vi. Ability to vocalise or express mental state, where the inability to communicate one's own mental state leads to frustration, impatience and agitation.
- vii. Other miscellaneous factors that impact one's mental health, such as lifestyle, exposure to harmful propositions and content, and company of those with predominantly negative mental states.

2.4 Mental state and Mental Health

Mental state is the foundation of mental health. Mental health constitutes sustained, adaptive mental states that assist in developing an accurate perception of the world, and engage in efficient transactions with the environment (Ciardino, 1998). It refers to the subjective well-being of one's psychological faculties such as cognition, thought content, mood, etc. A sustained negative mental state such as that of disagreement, aversion, disgust or disbelief may eventually lead to the development of poor mental health on ground of negative outlook to life propositions. (Ciardino and Raoul, 1999). Complementarily, one can infer that a sustained positive mental state such as that of hopefulness, believing, knowing and perceiving can lead to good mental health.

2.5 Defining a “Meme”

“Meme” originates from the Latin word “Minema” which means “imitated”. The term “meme” is rooted in evolutionary biology, and was coined by Richard Dawkins in his famous 1976 book, *The Selfish Gene* (Dawkins, 1976). He shortened the word “Minema” to Meme to rhyme it with “gene”. According to Dawkins, a meme is “a unit of cultural transmission or imitation”: he elucidates upon this idea by using the concept of God, nursery rhymes and jokes, catchphrases and fashion trends. Imposing the modern framework of the internet and the concept of being ‘viral’, a meme is, simply put, a cultural idea that gets exponentially

transferred from person to person. Arguably, anything that goes inexplicably viral can be classified under the broad umbrella of a “meme”

“An Internet meme can be almost any idea or concept expressed in some form of content on the web, which is why it can be so completely difficult to drill down to a real definition. It can be a photo, a video, a person, an animal, a fictional character, an event, a song, a belief, an action, a GIF, a symbol, a word or anything else. When something appeals to a very large number of people and spreads very fast across the internet —sometimes even being altered through additional photos, videos, phrases or whatever — it’s usually safe to say that that thing or idea is indeed an internet meme.”

- Moreau, 2018

2.6 History of Memes

The first memes were the sideways “smiley” – :-) – created in 1982 by American computer scientist Scott E. Fahlman (Aslan, 2018). The practice of using punctuation markers to express an emotion was quickly picked up by internet users everywhere around the globe, and several other expressions, such as :-(and ;-), were added to the repertoire of the “emoticon” meme (Aslan, 2018). Eventually, as years passed, these emoticons accelerated into random images that somehow conveyed a mass, comprehensible “mood” of sorts, which is one among the unending meme categories.

While one may assume that internet memes are a casual phenomenon bearing little to no substantial relevance to the development of social networks, more so on the mental state of its consumers, it is important to note that their abundance is astonishing, and their complexity extends beyond just that of a joke. Unlike simple jokes, memes possess visual and often auditory elements that found the context of the commentary that accompanies it. They

spread rapidly in the world of instant messaging, social networking sites like tumblr, Instagram, twitter and Facebook, and forums and blogs such as 9gag, Reddit and 4chan. They spread so rampantly that some memes lose popularity the same day they gain it.

Stemming from commentary, imitations, parodies, and recent news, these memes have their roots in pop culture and media, which makes their base content accessible and familiar. Building on this familiarity, memes add a tinge of humour to present a given issue in a lighter platter. Memes also originate from personal videos or photos captured and uploaded with captions that adhere to conventions of humour. The incorporation of a visual element and the unexpectedly strange nature of the commentary accompaniment make the meme hilarious, and consequently viral.

2.7 What makes a successful meme?

Memes are important, as we have established by now. But what constituents make memes influential? Trueblood (2017) suggested 5 factors that make a meme successful in this aspect.

- i. Simplifying a complex human experience: we experience reality like a movie in our head, as suggested by Scott Adams. Simpler, impactful, memorable versions of reality are easier to process and therefore more preferred by our brain, particularly if these pieces of information adhere to one's existing mental framework.

- ii. Creating group cohesion: human's need for belonging is met by creating common grounds to communicate about. Memes produce this common ground by expressing specific ideologies and propaganda. They bear the power to induce a sense of unification and bonding.

iii. Perceived usefulness: usefulness may vary, but to summate this aspect, as long as memes serve a specific purpose (distraction, feed existing ideologies, group cohesion etc.)

iv. Effective pre-suasion: a term by Robert Cialdini, it refers to the period before a persuasive message is delivered. It is critical as it sets context for the incoming message, regardless of its relatedness to the message.

v. Effective persuasion: if conveyed effectively, a meme can convey a strong message. It depends on the person or organisation conveying it, the way it is presented, and its ability to induce emotions.

2.8 Memes affecting mental state

Due to their influential nature, memes are capable of affecting mental state of its consumers. Political memes specifically, have a varied spectrum of reactions they extract from the consumers (Huntington, 2017). These include mental states of:

- i. Persuasion: when meme corresponds to existing perspective on given issue;
- ii. Aversion: when meme contrasts existing perspective;
- iii. Disagreement: when challenging ideas are presented, regardless of the effectiveness of their communication;
- iv. Scrutiny: when these challenging ideas are presented, the memes are more likely to be criticised for their overall composition;
- v. Humour: memes which adhere to own political agenda are considered more humorous than those that contradict it.

Political memes seem rather simplistic in their composition, but to further an ideology that is strongly perceived or rejected by the mass consumer requires more than just sense of

humour and awareness of political issues. They have been described as “one of the most effective formats in political discourse” (Pirogovskaya, 2017). These memes comprise two substantial components (Pirogovskaya, 2017):

- i. Appearance: described as “an external shell”, it helps in replication of a meme by serving as focus for audience’s attention.
- ii. Semantic core: the complex of meanings and units, the general message of which impacts the audience.

2.9 How do ideas become memes?

According to Knobel (2018) ideas that make intuitive “sense” and are meaningful to individuals in ways that allow the ideas to be imitated or reproduced readily stand a much better chance of becoming memes than do ideas that are not easily copied or understood by a large number of people. Fecundity refers to the rate at which an idea or pattern is copied and spread. The more quickly a meme spreads the more likely it is to capture robust and sustained attention and be replicated and distributed (Brodie 1996, 38). Susceptibility is an important dimension of meme fecundity as well, although Dawkins himself did not address it. Rather, susceptibility is indicated in the work of memeticists who build directly on his work and is now widely recognized as a factor in meme fecundity (cf. Brodie 1996, Vajik 1989). Susceptibility refers to the “timing” or “location” of a meme with respect to people’s openness to the meme and their propensity to be infected by it.

Susceptibility is enhanced by the meme’s relevance to current events, its relation to extant successful memes, and the interests and values of the people using the spaces in which the meme is unleashed. Ideal conditions of susceptibility will let the “hooks” and “selection attractors” built consciously or unconsciously into the design and function of a meme take

hold more easily and in ways that maximize the possibilities for the meme to “catch on” and be transmitted rapidly from person to person without being hindered or slowed by mental filters or other forms of cultural immunity (cf. Bennahum in Lankshear and Knobel 2003).

Longevity is the third key characteristic of a successful meme. The longer a meme survives, the likelier it is to be transferred to another individual, thereby ascertaining its ongoing transmission. Longevity assumes optimal conditions for a meme’s replication and innovation.

2.10 Memes as tools to shape cultures

Memes have always been a part of human cultures; however, as discussed briefly above, it is only relatively recently that the concept has been developed and accepted as having descriptive and explanatory power with respect to cultural development.

An important instrumentality by which memes have influenced culture is its interpolation in politics. Humour is one among the effective ways to connect with an audience or population (Gill, 2014). With humour, alongside drama, shock value and life lessons memes are sufficiently potent to convey mass messages and play a vital role in democracy (Pak, 2014). The use of memes has the ability to frame political issues for the public, based on the pictures provided by the public themselves (McCombs, 2006). As a matter of fact, it has been argued that if there is anything more pervasive than political memes, it is the discussion and collation of political memes (Kadir and Lokman 2014)

1. Awareness of social issues such as misogyny

The trending hashtag of 2015, #Masculinity So Fragile illustrated the precariousness of “toxic masculinity,” a (heterosexual) masculinity that is threatened by anything associated with femininity. Misogyny is naturalized in Western culture. The focus on technical and legal elements, while important, thus becomes a means to address specific components of

networked misogyny, rather than fighting what seems to be an insurmountable cultural and normative battle.

Additionally, popular feminism gained momentum with the emergence of memes pertaining to hashtags like #everydaysexism and #bringbackourgirls; in best-selling memoirs by Sheryl Sandberg and Lena Dunham; on Tumblr and on Facebook; emblazoned on tank tops and embodied by pop stars. Years before this event, however, feminism and “empowerment” campaigns began to be promoted by corporations and non-profits alike, positioning consumerism or skill-building as panaceas for an ideological and structural issue. (Weiser and Milten, 2015)

2. Means for collective identity for marginalized groups

“It Gets Better.” was a short video uploaded in 2010, which responded to suicide among gay teens suffering from homophobic bullying. The clip starred a gay couple, Dan Savage and Terry Miller, who shared their miseries and experiences as gay teenagers. Then, the presenters proceed to depict how things improved for them: acceptance from family, experienced parenthood, and better overall life satisfaction. Within one day, they received overwhelming video responses from LGBTQ+ individuals echoing this message. In less than a week, numerous videos were uploaded to YouTube, accumulating over 50,000 clips that were viewed over 50 million times.

The formation of collective identity is a process of boundary work, which consists of the ongoing production, performance, and validation of values, codes, and norms through discourse (Butler, 1993; Castlefranci, 2001; Gray, 2009). This process is inherently dialectic: the inclusion/exclusion in a community defines their social positioning while simultaneously constructing the collective itself (Gross, 1998).

For the propounding of this community culture, accessibility to public discourse, both as an addressee and as addressor, becomes vital (Gal, 2011; Gray, 2009a; Gross, 1998, 2001; Plummer, 1995).

3. Provides sense of social validation

“The tendency for individuals to look to others to see what others are doing to determine if behaviour is normative and appropriate” is known as social validation (Cialdini, 2009). In environments with ambiguous course of action, people rely predominantly on the cues provided by others, particularly of in-group members. In a study by Salganik, Dodds, and Watts (2006), a laboratory named “music market” was created online. 14,000 participants could download songs they had never been exposed to previously. The researchers manipulated whether participants were made aware of other participants’ choice to download a song. The results of the study demonstrated that increasing cues of social validation (providing participants with knowledge of other participants’ download choices) decreased the predictability of success based on song quality. Thus, in terms of Internet videos, when one receives a forward from an in-group member, that may serve as a signal that the video is appropriate to forward to others, enhancing sense of self by having made a valid contribution in the social circle.

2.11 Memes in the Indian Scenario

In a country of 2 billion people, 356 million individuals fall under the 10-24 years category, constituting the world’s largest youth population (The Hindu, 2018). Given this, it is not surprising that Indian youth is a substantial portion of the population that views and produces memes on the internet. According to statistics released by Facebook in 2018, the highest numbers of its users are Indians, with about 294 million users. Given this, it is safe to

assume that they also constitute the demographic that views a large number of memes. This indicates how the Indian youth may be similarly affected by the issues proposed previously in this paper. The emergence of memes in India soared in the recent years when westernisation is at its peak (Bhardwaj, 2011).

“Thousands of meme makers in India are turning it into a potent — and, at times, inflammatory — social media language. With a few deft strokes, they get the average Indian clued to social, political and cultural issues, while guffawing at the absurdity of public life”

- Jinoy, 2018

One instance where memes were essentially established as one of the most effective means for communication among the young Indian population was described by Hrishikesh Bhaskaran (2017). He stated that upon Laser Interferometer Gravitational Wave Observatory’s discovery that Einstein was right along about gravitational waves, numerous news outlets reported it. However, few people “liked” the articles and posts about this discovery. This urged him to create a meme with an image of Einstein leaning back comfortably, and the tag line “Oh, no big deal!” from the blockbuster Malayalam movie ‘*Mayavi*’. In a few hours, the meme received 8000 likes and 600 shares on Facebook.

Another instance where memes have been used to spread public messages is the use of Bollywood movie dialogues in memes by the Delhi Police. According to Madhur Verma, DCP (Crime) and PRO, Delhi Police, “Social media is an important medium to connect with the youth. We have been actively interacting with them. These memes are helpful in establishing a connect with young people and they also popularise our on-ground campaigns to counter drug addiction, ragging and cyber-crimes,”. The advertising team that created these remarkable posts commented saying “We try to fit in the popular culture. For example,

drug consumers are often young people and to sensitise them, we have used Bollywood movie titles, as they are relatable. Our campaign hashtags are also inspired by Bollywood. #Drugskadanda, #Drugskapanchnama #Abnoraggingbose and #Jabwearrest are some of the examples,” (Ankir Pujari, 2017).

Their memes include parodies of movie titles such as ‘Drugwale ko Delhi Police Le Jayenge’ (Delhi Police will take the drugdealers away) which is a play on the popular Shahrukh Khan starrer ‘Dilwale Dulhaniya Le Jayenge’. Another post reads ‘Bhaag Charsi Bhaag’, also tackling the issue of drug dealers. This one is a parody of the popular biopic ‘Bhaag Milkha Bhaag’. Young adults of Delhi responded to these creative, pop-culture themes public service messages positively, suggesting how they shared it and understood the message better because of how ‘cool’ and relatable it was, while being presented in a fun way rather than as a lecture, reports Hindustan Times in their article titled ‘Delhi Police’s Bollywood-inspired memes connect with youth on social media’ authored by Ruchika Garg (2017).



Figure 1: Meme posted by Mumbai Police. sourced from Mumbai Police twitter handle (@MumbaiPolice)

Mumbai Police also hopped on the trending bandwagon after posting a public service message in a new meme format pertaining to Ariana Grande’s latest release ‘thank u, next’. The post included the three lines from the song ‘one taught me love, one taught me patience, one taught me pain’ followed

by three images corresponding to each line. This post received over 10,000 likes in few hours and took the Indian internet by storm. It urges the viewers to follow traffic rules carefully. The young followers of Mumbai Police on twitter also responded positively, commenting about how it is ‘on point’ and ‘savage’. This suggests the extent and influence of memes in spreading messages to the Indian population. There are elements of persuasion, agreement and acquaintance, suggesting how memes are capable of affecting mental state in Indian youth.

2.12 Wholesome memes: a new light in the “dark” humour of the internet

A wholesome meme can be defined as:

“a meme that promotes health or well-being of body, mind, and/or soul, a meme that is pure of heart, devoid of corruption or malice, modest, stable, virtuous, and all-around sweet and compassionate, a meme that conveys support, positivity, compassion, understanding, love, affection, and genuine friendship by re-contextualizing classic meme formats, and using them to display warmth and empathy, a meme with no snarl or sarcasm that displays genuine human emotion and subverts a generally negative meme to be more positive.”

- *Dikkala, Quadri and Maday (2017)*

According to Kollock (1998), Wholesome Memes are an excellent demonstration of a community acting together as a whole rather than its members acting individually, a feature of a successful online community.

The concept of wholesome memes relies on producing supportive, positive and uplifting content that makes the viewer feel happy. In stark contrast with the “dank” memes that are often self-deprecating or promoting negative ideas of violence, mental disorders or

hate speech, wholesome memes rarely present objectionable content (Dikkala, Quadri and Maday, 2017). Wholesome Memes have very low incidence of inappropriate content posted, evidencing the “implicit sense” of appropriateness (Bruckman, 2015).

Additionally, in a series of case studies conducted by Dikkala, Quadri and Maday (2017), it was found that the users viewed wholesome memes to feel genuinely happy, supported, and to learn to love and accept themselves as they are. Two of the case study summaries are quoted below:

Case 1: Yash

“He is a 21-year-old student living in New Delhi, India studying Information Technology at Manipal Institute of Technology. He browses wholesome memes before he goes to sleep as it helps him with his insomnia because it makes him genuinely happy. He likes the positivity of the community and how it avoids political subjects. He is motivated to post [wholesome memes] by his desire to make people feel better. He thinks up votes are “fake internet points” so he doesn’t care about them, but he appreciates seeing them because he can see how many people’s day he brightened.”

Case 2: Isarans

“ Isarans is a 25-year-old IT consultant in India. He likes to spend some of his free time on Wholesome Memes to unwind after a long day at work. He has found that participating on Wholesome Memes has changed the way he behaves in other online communities: “It is very easy to dehumanize strangers on the internet... [Wholesome Memes] reminds me that the blobs of text I read are still by a human being.” He also believes Karma is an effective way of controlling the “bandwidth” of users’ posts. It has positively influenced

his participation because it is “self-checking and a community system where not all the comments are equally perceived.”

Wholesome memes are attaining success as they are memorable, rather than because they are important or useful (Blackmore, 1999). One of the reasons why wholesome memes are not as popular as their dank variants is that a recent study indicates persons reporting strong, effective responses to a meme showed greater intent to spread it. Anger inducing memes had higher probability of being circulated, but only when it was produced by an out-group member. The recent study demonstrated that the quickness with which online users distribute information enhances contagion.

Emotional contagion, a specific kind of contagion, results in convergence of a person’s emotional state with the state of emotions of those with whom the individual is interacting with or observing. That is, when online users view internet memes, they tend to experience similar emotions as the people in the memes, and by spreading that meme, they anticipate that the recipient will undergo similar emotional states. This contagion can consequently lead to behavioural responses by many people if placed in a situation with like-minded people.

Another recent study (AllThingsDank, 2018) indicated memes carrying positive resultant affect are more likely to be shared than those with upsetting or negative content. In addition, most people prefer humorous content over other categories, resulting in the rapid spread of these memes. More online users like sharing such memes to increase closeness and liking among community (Kadir and Lokman 2014). Upon understanding the benefits wholesome memes provide, their positive impact on mental states is speculated.

Design

Method of study

The study was conducted by reviewing existing literature on memes and mental state. Numerous studies on the concept of memes were evaluated to understand the idea behind memes, and the differences in the kind of emotional and mental states produced by different types of memes. Simultaneously, studies pertaining to mental state, and the various factors that are capable of inducing certain mental states were studied and evaluated. Results from these studies were used to draw inferences upon which the current research paper is founded.

Google Scholar was used to acquire a substantial portion of the research material. Additionally, journals and web articles were referred. In order to attain better insight into the content of memes, and how the users react and assimilate this content, popular meme pages on Instagram were also studied.

The sample comprised internet users from various sites and age groups, primarily youth. 87 articles were referred, and those that aligned with the objectives outlined in this paper, or those that bore relevance to the overall theme of this paper were thoroughly studied and quoted. Those which did not contribute any novel perspective or idea to the content of this paper were discarded.

RESULTS

Overall, a total of 87 articles were referred. Of the 87 articles, 40 were thoroughly reviewed and quoted. Only 30 met the objectives expressed at the beginning of this paper. About 27 of the articles studied referred to memes in the archaic sense, meaning simply a piece of information that transmits contagiously. The study of memetics, its association with

genes, replicability of memes corresponding to replicability of genes, etc were some of the topics that were included in those papers. While the aforementioned papers were succinct with technical information to elucidate the concept of memes as it was intended originally by Dawkins in 1976, the current study's objective referred to memes in a contemporary, internet-phenomenon-context, thereby making the 27 articles/papers unaligned with the current topic of concern. About 20 of the articles were studied but did not provide additional insight into the objectives, and were thereby not referred for deriving a conclusion.

Of the 20 thoroughly evaluated pieces of literature, about 13 were articles from websites and e-journals. 7 were citations from books pertaining to memetics, and the impact of social media use on the youth population.

To summate the findings of the above-mentioned literature, it can be concluded that:

- i. Memes are more than just jokes and can have the ability to influence public opinion and determine success of political campaigns can influence mental state by inducing states of persuasion, aversion, humour, disagreement and scrutiny (Huntington, 2017)
- ii. Memes can cause desensitisation and trivialisation of certain important issues, particularly pertaining to mental health, such that the viewers develop a rather twisted understanding of what is normal (Rossi, 2017).
- iii. The viewing of memes can be correlated to increase in mental health issues such as depression, as seen in increase of self-harm instances requiring hospitalisation. (Rossi, 2017)
- iv. There is abundance of negative content on the internet, a majority of it decorated as “dank memes” and distributed among the young consumers of social media. Hate speech is hitting record heights given the current global political turmoil (LaFrance, 2016).

- v. However, online interactions and meme culture have the potential to support young people’s mental health. (Melville-Thomas, 2018).
- vi. Some studies attribute meme use with substance use, suggesting the solution of this problem to be reduction and subsequent elimination of viewing memes on the regular. (McMillan, 2018)
- vii. Wholesome memes can be considered an efficient solution to the problem of poor mental health and negative mental state of the population, where a community exclusively dedicated to positive messages can help uplift mental state and consequently improve mental health. (LaFrance, 2016)
- viii. Wholesome memes have a very low incidence of negative or inappropriate content being posted, evidencing the implicit sense of appropriateness. (Bruckman, 2016) One study asserts the incidence of objectionable content on wholesome meme pages to be close to null. (Dikalla, Quadri and Maday, 2017)

A tabular representation of a few studies and their theme is given below:

Mental state	Effect of meme	Author, year of study
Persuasion	<ul style="list-style-type: none"> a) If content is consistent with existing framework, then persuasion occurs. b) If meme content is relevant or relatable, then persuasion occurs. c) Effective means to propound public service messages among Indian youth 	<ul style="list-style-type: none"> Huntington (2017) Tolouis (2015) Reinhard (2012) Smith (2012) Barua (2017) Garg (2017)
Aversion	<ul style="list-style-type: none"> d) If content espouses worldview one is opposed to, the meme is rejected and the consumer is repulsed. e) With relevance to political memes, 	<ul style="list-style-type: none"> Reinhard (2012) Huntington (2017)

	<p>those that oppose existing view induce more negative affect and reduce positive affect.</p> <p>f) Fewer memes are viewed when aversive content is presented.</p>	<p>Kaur and Bashir (2015)</p> <p>Huntington (2017)</p> <p>Tolouis (2015)</p>
Disagreement	<p>g) When an idea challenging an existing framework is presented, regardless of the means of presentation, it will be discarded</p> <p>h) More negative emotions such as disagreement are expressed through memes.</p>	<p>Huntington, (2017)</p> <p>Arthur and Kleid, (2008)</p> <p>Reinhard (2012)</p> <p>(Pak, 2014)</p>
Humour	<p>i) Memes are considered more humorous when they adhere to one's own agendas.</p> <p>j)</p>	<p>Huntington (2017)</p> <p>Reinhard (2012)</p> <p>Pirogovskaya (2017)</p>
Happiness	<p>k) Wholesome memes induce genuine happiness, helping its consumers to feel better about themselves and current situation</p> <p>l) kindle the desire to help others feel better.</p> <p>m) online interactions and meme culture have the potential to support young people's mental health.</p>	<p>Quadri (2017)</p> <p>Dikkala,Quadri and Maday (2017)</p> <p>Melville-Thomas (2018)</p> <p>Jadhav and Kaur (2018)</p>
Instability	<p>n) Increase in memes found to be directly proportionate to increase in mental health issues among Indian youth.</p> <p>o) Eating disorders x2 as likely among our country's population under 25</p> <p>p) Meme use is linked with substance</p>	<p>Kaur and Bashir (2015)</p> <p>“Fundamental Facts about Mental Health”, MentalHealth.Org (2016)</p> <p>McMillan (2018)</p>

	abuse	
Solidarity and pride in community culture	<p>q) Creates a sense of community and togetherness.</p> <p>r) Comfort in realising there are others who are willing to support oneself.</p> <p>s) Collective identity and pride in being part of community</p>	<p>Weiser and Milten, 2015)Butler (1993)</p> <p>Castlefranci (2001)</p> <p>Gray (2009)</p> <p>Gal (2011)</p> <p>Gray (2009)</p> <p>Gross (1998, 2001)</p> <p>Plummer, 1995).</p>
Social validation of self	t) Posting memes which are “liked” or passed on more arouses a sense of validation as one feels they have made a contribution to the community	Salganik, Dodds, and Watts (2006)

Table 1: Mental states affected by memes presented with researches.

CONCLUSION

Memes, simply known as a cultural idea that gets exponentially transferred from person to person, is a rather old term coined by Richard Dawkins (Dawkins, 1976). In this paper, the various aspects of memes and their influence on society and individuals were analysed. Evidently, memes have a significant impact on culture, and are a more popular internet search query than “Jesus” (google Trends, 2016). They are more than just jokes or viral hashtags (Kadir and Lokman 2014) that are very capable of altering mental states, and inducing persuasion, aggression, disagreement, laughter, etc (Huntignton, 2017). They constitute a major portion of the daily internet consumption of an individual. While simply images with humorous context, memes are influential because of their viral nature, and the fact that they play by the “relatable” rule of association (Reinhard, 2012; Smith, 2012)

When used haphazardly in the absence of consequential framework of thought, memes can serve to further contagiously maladaptive and detrimental content. The fourth most popular social network platform, and the most popular photo sharing application ‘Instagram’ was found to be the most harmful social network for the mental health and well-being of young adults (RSHP, Young Health Movement, 2013).

However, the comprehensive study of available literature on this Memes can be restructured and distributed to make a positive impact like so:

1. Humour – humour serves as a useful coping mechanism, and can reach out to more people. (Gill, 2014)
2. Raise awareness about issues that are not openly discussed.
3. Sharing Wholesome memes can create safe space for marginalised populations, where support, advice and genuine positive regard is extended to the members. (Varis, 2018)
4. Sense of community and belonging among those with mental health issues, where problems are presented such that the viewer realises there is scope recovery. Encouragement to reach out for help, alongside means to avail help are often found in wholesome memes.
5. Allow temporary detachment from their own problems, so that they can experience positive mental states in a time of turmoil or mental distress.
6. Enhanced ability to endure negative instances using positive affirmations provided through encouraging and self-uplifting messages sent across through wholesome memes.

7. Sense of normalcy in a situation of chaotic political and economic change, where people can relate with each other's experience, learn and understand from each other and consequently feel familiarity and comfort in changing times.

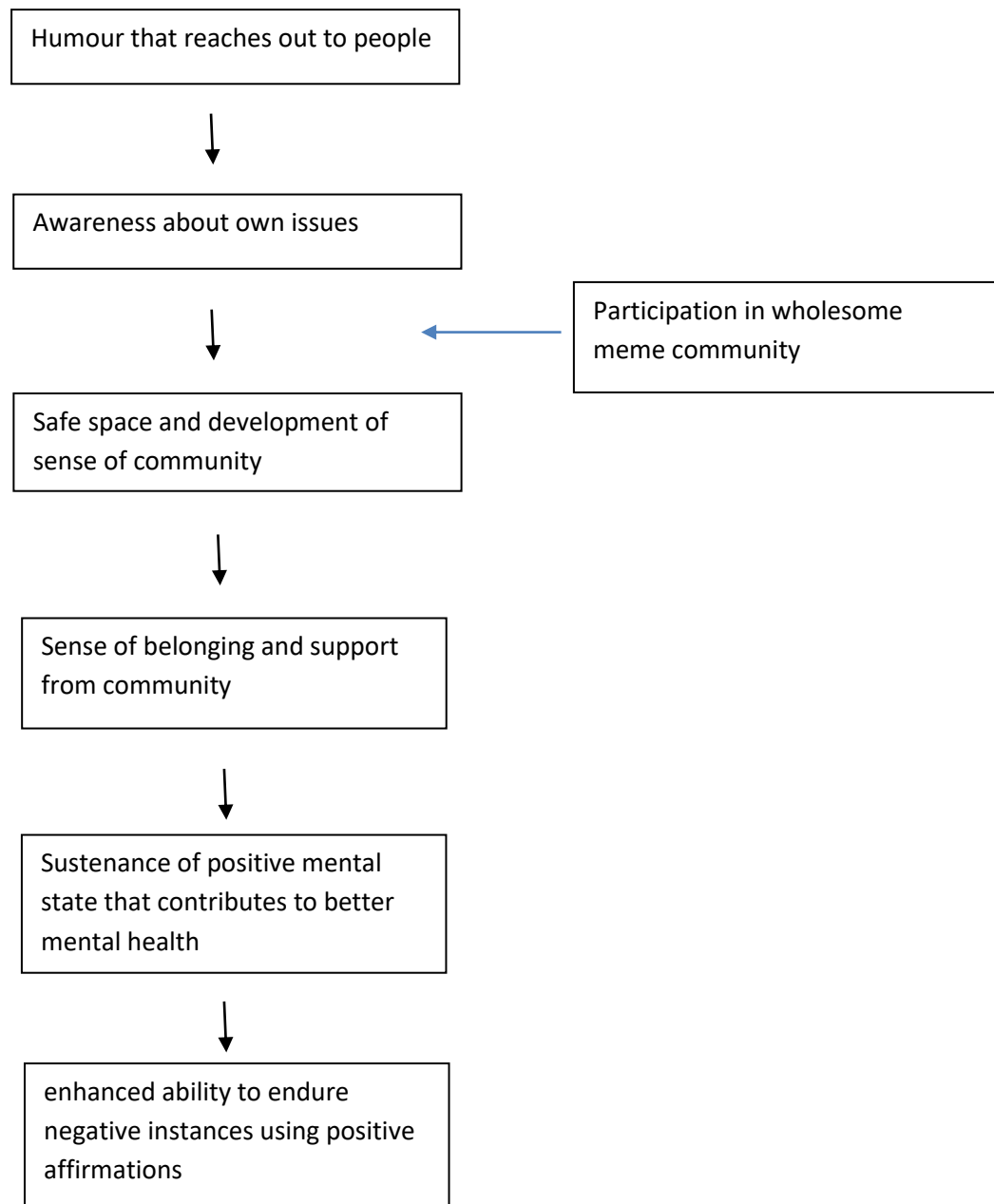


Figure 2: flowchart representation of speculated impact of memes on mental state

In a nutshell, memes can be used as a significant tool to make a lasting impression on the youth of today (Thomas, 2017). The potency of internet memes to make a change is evident with reference to the aforementioned studies and articles. While the topic is arguably extensive, it is worth noting how researches on memes and their direct influence on mental health of the youth population has not been empirically verified, particularly in relation with the Indian population. Nonetheless, this provides ground to further build on this wildfire of a phenomenon and use this momentum to fuel a greater change in the society. Quoting Rachel Melvill-Thomas (2017) “There is room for using the internet to support young people’s mental health,” perhaps the use of wholesome memes to promote better mental state to improve mental health can be an efficacious resolution to the problem of the “dank meme”.

Clearly, there is requirement of further study to establish empirically the significance of the difference made by wholesome memes on mental state. Nonetheless, speculations can be made suggesting that where memes can influence mental state, they can be moderated such that their influence is directed in a beneficial, positive way. Perhaps this way, the rampant internet and social media use can finally be put to constructive use, while the widespread problem of millennial mental health can be tackled simultaneously.

REFERENCES

- (SAK), S. (2018). Memes: Persuasive Political Warfare. Retrieved from http://www.academia.edu/24901255/Memes_Persuasive_Political_Warfare
- (2018). Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.335.9093&rep=rep1&type=pdf>
- (2018). Retrieved from <http://www.erikmaday.com/resources/WholesomeMemesStudy.pdf>

(2018). Retrieved from

https://mountainscholar.org/bitstream/handle/10217/183936/Huntington_colostate_0053_A_14303.pdf?sequence=1

(2018). Retrieved from <http://www.rachaelstullivan.com/deliriumwaltz/wp-content/uploads/2018/05/cw2018-wordpress-doc.pdf>

Fighting Depression Stigma: The Ends Justify the Memes. (2018). Retrieved from <https://www.psychologytoday.com/intl/blog/charting-the-depths/201404/fighting-depression-stigma-the-ends-justify-the-memes>

Gal, N., Shifman, L., & Kampf, Z. (2018). "It Gets Better": Internet memes and the construction of collective identity. Retrieved from http://www.academia.edu/11287827/_It_Gets_Better_Internet_memes_and_the_construction_of_collective_identity

How memes are morphing the presidential election | Digital Trends. (2018). Retrieved from <https://www.digitaltrends.com/social-media/memes-and-elections/#ixzz3KW9nOoZf>

Meme in India. (2018). Retrieved from <https://www.thehindubusinessline.com/blink/cover/meme-in-india/article23924380.ece>

Political Memes: Popular, but Persuasive?. (2018). Retrieved from <https://www.newswise.com/articles/political-memes-popular-but-persuasive>

Positive Psychology | Psychology Today. (2018). Retrieved from <https://www.psychologytoday.com/intl/basics/positive-psychology>

The importance of memes. (2018). Retrieved from <http://www.dailyprincetonian.com/article/2017/10/the-importance-of-memes>

The Importance of Memes & Meme Culture In Millennial Marketing. (2018). Retrieved from <https://medium.com/@KennySoto/the-importance-of-memes-meme-culture-in-millennial-marketing-62f2c350f152>

The surprising academic origins of memes. (2018). Retrieved from <https://theconversation.com/the-surprising-academic-origins-of-memes-90607>

What is the wholesome internet? How wholesome memes became a trend. (2018). Retrieved from <https://medium.com/@diggmagazine/what-is-the-wholesome-internet-how-wholesome-memes-became-a-trend-d21b972befe9>

Putnam, Hilary (1967). "The Nature of Mental States". *PhilPapers*.

Piccinini, Gualtiero (2004). "Functionalism, Computationalism, & Mental States". *Studies in the History and Philosophy of Science* (35.4): 811–33.

Goldstein, Irwin (2000). "Intersubjective Properties by Which We Specify Pain, Pleasure, and Other Kinds of Mental States". *Philosophy*: 89–104. [doi:10.1017/s0031819100000073](https://doi.org/10.1017/s0031819100000073).

Weintraub, Ruth (1987). "Unconscious Mental States". *Philosophical Quarterly* (37 (October)): 423–32.

Klein, Stan (2015). "The Feeling of Personal Ownership of One's Mental States: A Conceptual Argument and Empirical Evidence for an Essential, but Underappreciated, Mechanism of Mind". *Psychology of Consciousness: Research, Practice, and Theory* (2): 355–76.

Williamson, Timothy (2000). *Knowledge And Its Limits*. Oxford Blackwell Publishing.

(2018). Retrieved from <https://www.mentalhealth.org.uk/sites/default/files/fundamental-facts-about-mental-health-2016.pdf>

(2018). Retrieved from <https://depts.washington.edu/psychclerk/secure/mentalstatusexam.pdf>

Artefact – The dark underworld of Instagram’s mental health memes. (2018). Retrieved from <http://www.artefactmagazine.com/2017/11/04/the-dark-underworld-of-instagrams-mental-health-memes/>

Delhi Police’s Bollywood-inspired memes connect with youth on social media. (2018). Retrieved from <https://www.hindustantimes.com/delhi-news/delhi-police-takes-up-serious-issues-with-a-pinch-of-humour/story-Kg5m7TMtmXBpmP9g6D4HXI.html>

Goldstein, I. (2018). Intersubjective Properties by Which We Specify Pain, Pleasure, and Other Kinds of Mental States. Retrieved from <https://www.cambridge.org/core/journals/philosophy/article/intersubjective-properties-by-which-we-specify-pain-pleasure-and-other-kinds-of-mental-states/AA2F8A53FAC244825711EF66DCA08F0A>

Mumbai Police steals the show with its entry to ‘Thank U, Next’ meme and Twitter at I can’t keep calm. (2018). Retrieved from <https://indianexpress.com/article/trending/trending-in-india/mumbai-police-steals-the-show-with-their-entry-to-thank-u-next-meme-5440227/>

Revolvy, L. (2018). "Altered state of consciousness" on Revolvy.com. Retrieved from <https://www.revolvy.com/page/Altered-state-of-consciousness>

Revolvy, L. (2018). "Mental state" on Revolvy.com. Retrieved from <https://www.revolvy.com/page/Mental-state>

Relationship of Internet Addiction with Self-Esteem, Social Avoidance and Impulsivity

Shaheen Shaikh*

ABSTRACT

The present study was conducted to assess the relationship of internet addiction on self-esteem, social avoidance, and impulsivity on students between the ages of 18 years to 24 years. This study consisted sample of 137 students selected through random sampling technique. Data was collected by internet addiction test developed by Kimberly young. For statistical analysis Pearson's correlation and Regression Analysis were applied in this study. The results revealed that there is a significant relationship between internet addiction and self-esteem, and impulsivity but not social avoidance.

Keywords- *Internet Addiction, Self-Esteem, Social Avoidance, Impulsivity.*

*Amity University Mumbai, Email ID- qtshanz@gmail.com

INTRODUCTION

Internet addiction regularly alludes to a person's failure to control his or her utilization of the Internet (counting any online-related, habitual conduct), which in the end causes one's checked trouble and utilitarian debilitation in day by day life. Internet addiction (IA) infers the over usage of internet to such degree that our customary everyday presence breakdown. Toward the end it prompts finish breakdown of our own and social relationship, work and rest standard and also our disposition and thinking capacity. As it were we can state that the over utilization of Internet makes worse in our life. One important topic in IA is self-esteem. Especially, it is assessed that there is a noteworthy connection between low self-esteem and IA. Self-esteem is in a general sense an assessment of one's worth. In the same way Baumeister et al, (2003) noticed that self-esteem when an individual puts on him/her and does not require any kind of precision. It is a perception or evaluation of a person's self, based off of the knowledge they possess about them. As a result, it can be grounded, inflated, or distorted as noticed by the above researcher. Another dimension that is identified with internet over utilize is impulsivity which is comprehended as quick activity without thinking ahead or cognizant judgment, conduct without sufficient idea and the propensity to act with less planning than do most people of equivalent capacity and information. A few meanings of impulsivity incorporate various sub-attributes. Eysenck and Eysenck (1977) related impulsivity to chance taking, absence of arranging, and deciding rapidly. Patton et al (1995) isolated impulsivity in three categories; following up on the last minute, not concentrating on the job that needs to be done (consideration) and not arranging and thinking precisely (absence of arranging). Later on when taken after the criteria of dsm iv it was resolved as "extremely powerful urge or inclination for utilizing the internet" (Aboujaude et al, 2006). Internet is a specialized device which makes our life less demanding and has turned into an imperative piece of it while it's number of client populace increments rapidly every day

(Isman and Dabaj&Yapici 2004). Despite the fact that internet assumes a roundabout part on these issues internet addiction influences these issues straightforwardly (Akin 2012). This can be credited to a few variables including the accompanying: Availability of time; usability; boundless access to the Internet; the mental and formative qualities of youthful adulthood; constrained or no parental supervision; a desire of Internet/PC utilize verifiably if not unequivocally, as a few courses are Internet-subordinate, from assignments and undertakings to correspondence with associates and tutors; the Internet offering a course of escape from exam push, all of which influence Internet to abuse a critical reason for worry for guardians and personnel. The inordinate and improper utilization of Internet is a developing worry in the present tech-savvy World. The adolescent are especially powerless against this issue which may destroy their extremely basic career.

REVIEW OF LITERATURE

The present study was done by Rita, Dr. Manju Pandey on "Impact of Internet Addiction on Students" in 2017 to evaluate the internet addiction level on students of between beginner and expert class students and After-graduate students. This study consisted sample of 80 students subject 40 (between beginner and expert class students divided into 20 males & 20 females, and 40 After-graduate class students divided into 20 males & 20 females selected through quota sampling way of doing things from Srinagar city of Garhwal Uttarakhand. Data was collected by internet addiction test developed by Kimberly young. For related to studying numbers analysis Mean, SD, and t-test were applied in this study. The results showed that there is a big difference between beginner and expert class males & female students and after-graduate class males & female students. In a study by Pugh & Sinead in 2017 on "Investigating the relationship between smartphone addiction, social anxiety, self-

esteem, age & gender" is to ask lots of questions about/try to find the truth about the possible relationship between smartphone addiction, self-esteem, social fear and stress, male and female status and age. The sample consisted of 126 people who were part of a study, etc. male = 36, female = 90 between the ages of 18-52 years old. People who were part of a study, etc. completed an online survey which contained up of three different lists of questions: The Smartphone addiction Scale, Rosenberg's Self-Respect Scale, and the Interaction Nervousness Scale. Age and male and female status were inputted by the person who works to find information. A Spearman's Rho test was used to examine the relationship between the numbers that change/things that change, and a Mann Whitney U test was used to examine the differences between the numbers that change things. The results showed about no significant relationship between the numbers that change things, however there were age and male and female status differences found between the numbers that change things examined. In an article on "Internet Addiction, Psychological Distress, and Coping Responses Among Adolescents and Adults" by McNicol Michelle L., Thorsteinsson Einar B. in 2017 it was found that as Internet use grows, so do the benefits and also the risks. So, it is important to identify when people Internet use is filled with problems. In the study.

OBJECTIVES

1. To study the difference between Internet addict and internet none addict college students in terms of Self-esteem.
2. To study the difference between Internet addict and internet none addict college students in terms of social avoidance.
3. To study the difference between Internet addict and internet none addict college students in terms of impulsivity.

HYPOTHESIS

1. There is a difference between Internet addicts and internet non addicts in terms of self-esteem.
2. There is a difference in Internet addicts and non-internet addicts in terms of social avoidance.
3. There is a difference in Internet addicts and non-internet addicts in terms of impulsivity.

METHODOLOGY

Participants

Participants were 137 college students. Students were of 18 years to 24 years middle school who volunteered to take part in this study. Stratification of the population was finished by doing purposive random proportional sampling above twelfth grade to guarantee that a wide assortment of students of various capacity levels were included.

Research Tools

Three scales were used;

Internet Addiction Test, Self Esteem Scale, Social Avoidance & Distress Scale, and Short version of the UPPS-P Impulsive Behavior Scale. Internet Addiction Test (IAT) is a reliable and valid measure of addictive use of Internet, developed by Dr. Kimberly Young. It consists of 20 items that measures mild, moderate and severe level of Internet Addiction. All the items are responded on a five point Likert Scale. Higher score indicates higher level of Internet addiction.

A 10-item scales that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are

answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. Higher score is indicative of higher self-esteem. This is a 28 item true/false scale that measures distress in social situations and the avoidance of social interactions. It also measures aspects of social anxiety including distress, discomfort and fear. Individuals who score high in the SADS are those who experience anxiety or distress with social interaction or anticipations of social interactions. Geist and Borecki (1982) found that persons high on the SAD had significantly lower levels of self-esteem. High SADS scores indicated significantly lower values of self-esteem, need for affiliation, need for change, and need for dominance (Geist and Borecki 1982).

The shorter version of UPPS with 20 items has been derived from the full UPPS Scale which comprised of 45 items. These items are responded with the help of 4 point Likert scale. Higher scores indicate higher impulsivity. The test was conducted to measure social avoidance, impulsivity, and self-esteem of college students who are internet addicts and non-internet addicts.

Authorities of that college. Scales were administered in individually. All the scales did not take more than 30 minutes to complete. Instructions for the scales were given as per the manual. After the administration of the scales participant were debriefed about the entire study.

PROCEDURE

Scales were administered to students of different colleges after taking consent from the respective 449 people who were the part of the study from 16 to 71 years of age were sourced from a wide range of English-speaking Internet forums, including social media and self-help groups. Of these, 68.9% were classified as non problematic users, 24.4% as filled with problems users, and 6.7% as Internet users. High use of discussion forums, high thinking

levels, and low levels of self-care were the main to Internet (IA) among teens. For adults IA was mainly through engagement in online video gaming and sexual activity, low email use, as well as high fear and stress and high coping. Filled with problems Internet users scored higher on feeling of love, hate, guilt, etc. and avoidance coping responses in adults and higher on thinking and lower on self-care in teens. Avoidance coping responses helped settle (an argument) the relationship between mental worry and depression and IA. These findings may help doctors with designing to target different factors connected with IA. In an article on "Association between Facebook addiction, self-esteem and life satisfaction: A cross-sectional study" by Agata Blachino in 2016 it was found that over the last few years, many research efforts have been focused on act of asking questions and trying to find the truth about something of possible connection between social networking and mental health issues. Especially important and something that causes arguments between people remains the association between Facebook use, self-esteem and life happiness. In the study, on a sample of 381 Facebook users, we tested the existence and strength of this relationship using Bergen Facebook Scale (BFAS), Facebook Strength Scale (FBI), Rosenberg's Self-Respect Scale (SES), and Happiness with Life Scale (SWLS). With k-means group-related analysis, we divided the sample into 3 groups: ordinary, intensive, and dependent Facebook users. The results show that ordinary Facebook users differ in self-esteem and life happiness from both dependent and intensive users. Facebook was in relation with lower self-esteem. Facebook was also negatively related to life happiness.

RESULT AND INTERPRETATION

The current study study's whether internet addiction correlates with self-esteem, social avoidance and impulsivity. The analysis shows that the internet addiction mean was in the range of addiction according to the scale. The mean internet addiction was 40.96 ($SD =$

13.36). For the dependent variables scores of Self-esteem ($M = 21.16$, $SD = 4.23$), Social avoidance ($M = 12.76$, $SD = 3.82$) and Impulsivity ($M = 44.02$, $SD = 6.93$).

Table 1.1

Descriptive Statistics

Variables	Mean	SD
Self esteem	21.16	4.23
Social Avoidance	12.76	3.82
Impulsivity	44.02	6.93

The Pearson's correlation analysis (Table 1.2) shows that Self-esteem was positively correlated with Internet addiction ($r=0.29$, $p<0.01$) and Impulsivity also having a positive correlation ($r=0.20$, $p<0.05$). Social avoidance ($r=0.05$) was not found to be correlated with Internet addiction.

Table 1.2

Pearson's correlation

Variables	Pearson's r
Self esteem	0.29**
Social Avoidance	0.05
Impulsivity	0.20**

*** Correlation is Significant for Self –Esteem and Impulsivity at 0.01 and 0.05 level respectively.*

CONCLUSION

The current research studied the relationship between internet addiction and self-esteem, social avoidance and impulsivity. It was a self-report measurement technique. A similar research had been conducted earlier by McNicol Michelle L., Thorsteinsson Einar B. in 2017 on "Internet Addiction, Psychological Distress, and Coping Responses among Adolescents and Adults" and they found as Internet use grows, so do the benefits and also the risks. So, it is important to identify changes that occur when people use internet exceedingly. In another study by Agata Blachino in 2016 on "Association between Facebook addiction, self-esteem and life satisfaction: A cross-sectional study" it was found that ordinary Facebook users differ in self-esteem and life happiness from both dependent and intensive users. The hypothesis was accepted that "there is a significant relationship between internet addiction and self-esteem" and "there is a significant relationship between internet addiction and impulsivity. But the hypothesis that suggests "there is a significant relationship between internet addiction and social avoidance" was rejected. Since, social avoidance was not found to be significantly correlated on Pearson's r probably because internet addiction may not be directly impacting people's avoidance. The results of the current study show that there is a positive correlation between internet addiction and self-esteem and impulsivity. Internet addict users may get support from parents to boost their self-esteem, which in turn would reduce the child's risk of being addicted to the internet. And on the other part it is said that people with lower self-esteem have higher chance of developing or being addicted to the internet. In a study on "Self-esteem, personality and Internet Addiction: A cross-cultural comparison study" by Rayna Sariyskaa Martin Reuter et.al, in 2014 it was observed that

personality dimension was negatively strongly related to the IA score of the people who were part of a study. In contrast, no effect was understood between self-esteem on IA. It is not a high correlation because it is affected by a lot of other factors and internet exposure is just one way amongst others by which a person's self-image is affected. Another reason can be that "High Self-Esteem" conveys a person or an individual near reality. They understand the importance of life and not the dreamland. This confidence conveys them all the more intently to reality. Impulsivity is correlated with internet addiction because technology has made everything fast paced; there is a chance that today's generation wants everything quickly, and since they get it from internet, that is if they want to search for something online they have to type it and they get it. They do not have to wait for it. This approach is so quick that it has started being a part of their personality and if they don't get things quickly then they get impulsive. In a study on "The Relationship between Impulsivity and Internet Addiction in Chinese College Students: A Moderated Mediation Analysis of Meaning in Life and Self-Esteem" by Ying Zhang et.al (2015) found that impulsivity to be correlated to internet addiction. The relationship between impulsivity and IA was partially helped settle an argument by meaning in life, and the relationship between meaning in life and IA was controlled by self-esteem. The findings prove that meaning in life and self-esteem can be useful buffers to IA for highly impulsive people.

LIMITATIONS

Comparison between non-addicts and addicts would have yielded a good difference in the study. Knowledge about the time period spent on internet in characterizing the sample. A shorter version of questionnaires would have been better and not result in fatigue amongst the participants. Qualitative interviews would have helped in gauging a better understanding whether an individual is from childhood impulsive.

SUGGESTION FOR FUTURE RESEARCH

A better design of the study as mentioned in limitations would give good results regarding internet addiction. Since use of internet is on the rise, it is important to understand its grave impacts especially upon young adolescents. Internet addiction affects an individual in a negative way was found in a research. Hence psychological school counselors should provide their services to internet addicts and also to those students who are at the verge of becoming an internet addict.

REFERENCES

- Abbate, J. (2000). *Inventing the internet*. MIT press.
- Akın, A. (2012). The relationships between Internet addiction, subjective vitality, and subjective happiness.
- Arthur, W. B. (2009). *The nature of technology: What it is and how it evolves*.
- Baron, S. (2005). Control systems R&D at BBN. *IEEE Annals of the History of Computing*.
- Cardak, M. (2013). *The Turkish Online Journal of Educational Technology*.
- Chamorro, J., Bernardi, S., Potenza, M. N., Grant, J. E., Marsh, R., Wang, S., & Blanco, C. (2012). Impulsivity in the general population: a national study.
- Chou, C., & Hsiao, M. C. (2000). Internet addiction, usage, gratification, and pleasure experience: the Taiwan college students' case. *Computers & Education*.

MANUSCRIPT PREPARATION

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

The manuscript must be written in English typed in MS Word with double space, 12-pt Times New Roman, on A4, sheets (**not exciding 20 pages all together**) leaving appropriate margin (left and top 3-cm, right and bottom 2-cm) and should be numbered from the Title page.

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

SAMPLE of REFERENCES

References (for Journal):

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

For Book/Chapter:

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

Manuscript should be sent to:

Dr. Bharat H Mimroth, PhD

Editor-in-Chief,

Phonix International Journal for Psychology and Social Sciences,

B-5/54, 1st Floor, Sector – 3, Rohini, Delhi - 110085, India.

Cell: +91 81300 14427. E-mail: editor.pijps@phonixcentre.in

LITTLE ABOUT THE PUBLISHER

PHONIX INTERVENTION CENTRE







Phonix Intervention Centre, a centre for counseling & special education is a multi disciplinary centre where all psychological issues are taken care like special education, counseling, cognitive behavior therapy, behavior therapy, occupational therapy, speech therapy, all works under the same roof in order to provide all required support to the client without any hassle.

Phonix name derived from the name of bird “Phoenix” who can’t fly high but she never gives up and one day she succeed. So our believe is every individual can grow the highest of their potential if one could get the proper direction.








MISSION

TO HELP PEOPLE TO REACH THEIR MAXIMUM POTENTIAL.

VISION

-  To promote normative holistic development in children, young and wholesome family.
-  To bring awareness about common childhood problems and disabilities.
-  To create our society all disability friendly.
-  To make our school disability friendly.
-  Not only identify the problem but also provide help and support to the children.
-  Help parents to understand and accept their conditions of children.

DIFFERENT WINGS OF PIC

-  Learning Ability Centre
-  Psychological and Educational Assessment Centre
-  Counseling and Psychotherapy Centre
-  Training / Workshop
-  School Mental Health
-  Publication – PIJPS
-  Parents Support Centre

CONTACT INFORMATION

PHONIX INTERVENTION CENTRE

B-5/54, 1st Floor, Sector – 3, Rohini, Delhi – 110085 India

www.phonixcentre.in | phonixcentre@gmail.com

Cell : +91 8130014427 | +91 8527085707

Phonix Intervention Centre

a centre for counseling & special education

B-5/54, 1st Floor, Sector – 3, Rohini, Delhi – 110085, India

8130014427 | 011-40347181

www.phonixcentre.in | editor.pijps@phonixcentre.in