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Academic stress, Resilience and Social Support in Undergraduate College Students

Pragati Bhatt* and Juhi Saliya**

ABSTRACT

In today's Indian academic scenario academic stress started affecting mental as well as physical health of students. Many researches in the field of academic stress and existing literature have especially focused on the negative aspect of stress and coping. However, there are positive personality and situational factors that can be considered in relation to academic stress. Thus, the present study took into consideration the positive aspect of an individual's personality i.e. resilience and situational aspect i.e. social support to understand their relationship with academic stress in Undergraduate College Students. The sample consisted of 120 participants including 60 male and 60 female undergraduate college students within the age group of 19 to 23 years from various colleges of suburban Mumbai. The participants were measured on all three variables based on scores obtained on Perception of Academic Stress scale (PASS), Resilience Scale-14 (RS-14) and Multidimensional Scale of Perceived Social Support (MSPSS). The data was analyzed using Pearson correlation in SPSS 22. Results of correlation analysis of the variables indicated that academic stress was negatively correlated with resilience and social support. However, resilience and social support showed positive correlation. Regression was also computed.

Key words: *academic stress, resilience, social support, undergraduate college students*

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INTRODUCTION

According to the statistics published by National Crime Records Bureau, there is one student every hour that commits suicide (Saha,2017). Lee and Larson (2000) explained stress as an interaction between environmental stressors, student's appraisal and reactions for the same. A study on academic stress among adolescents in relation to intelligence and demographic factors suggested that some causes of academic stress on students include, simply tackling more difficult assignments and the academic environment itself (Lal, 2013). A study done by Mrs. J. Jamuna Rani in 2017 revealed that there is no significant difference between gender and stress. It was found that studying all night before exams and irrational thoughts about exams and their outcomes are the main sources of stress. A study focused on the interactional relationship between academic stress and social support among students with different majors at undergraduate, graduate and doctoral levels revealed that in the stressful academic environment of the college students, the social support is often deemed a buffer against the negative effects of stress, including stress in an academic context (Steinhardt & Dolbier, 2008). A study by Wilks in 2008 revealed that there were moderate levels of academic stress and social support and fairly high level of resilience. That is, academic stress negatively related to social support and resilience. Singh (2000) conducted a study on first and third year college students and reported that first year students of both sexes experienced higher levels of academic stress. The study also found that female students experienced more stress as compared to male students. A study done by Baqutayan and Shadiya in 2011 examined the effectiveness of social support in managing academic stress among students and they are equally divided into an experimental and a control group. Correlation analysis was done to examine the relationship between stress and social support. Findings revealed that the experimental group proved to cope with academic stress better than the control group, and they were satisfied with their academic performance during the

experimentation. This indicates that high scores on social support is related to low scores on academic stress. The study by Madnani and Pradhan (2015) identified the role of parenting in reducing the academic stress of senior secondary students. Parenting scale by Bharadwaj, Sharma and Garg (1998) was used to assess a student's perceived parenting on eight dimensions.

OBJECTIVE:

To study the relationship between academic stress, resilience and social support in undergraduate college students.

HYPOTHESES:

- There will be a significant negative relationship between academic stress and resilience in college students.
- There will be a significant negative correlation between academic stress and social support in college students
- There will be a significant positive relationship between resilience and social support in college students.
- Social support predicts Resilience in undergraduate students.
- Resilience predicts Academic stress in undergraduate students.
- Social support predicts Academic stress in undergraduate students.

METHODS:

Participants

The participants of this study were selected using purposive sampling. They consisted of 120 undergraduate college students between 19 to 23 years of age. 60 were males and were females studying and residing in suburban Mumbai.

Instruments

Perception of academic stress scale by Dalia Bedewy (2013) was used to measure academic stress of participants. It is an 18-item 5-point Likert-type scale (from 1 = strongly disagree to 5 = strongly agree). First five items are reversed score. It has internal consistency reliability of 0.7 (Cronbach's alpha), there was evidence for content validity, and factor analysis resulted in four correlated and theoretically meaningful factors.

The 14-item Resilience scale (RS-14) by Wagnild and Young (1993) was used to measure resilience levels in participants. It is a shorter version of the original Resilience scale. It is a 7-point Likert type format ranging from strongly disagree (1) to strongly agree (7). The RS-14 total scores range from 14-98. Cronbach's alpha ranged from .89 to .96. Construct validity has been evaluated using content analysis, known groups convergent/discriminant studies, correlation studies, factor analysis, pretest-posttest intervention studies.

Multidimensional Scale of Perceived Social Support by Zimet, Dahlem & Farley (1988) was used to measure participant's perception of social support from their family, friends and significant others. It is a 7-point self-report scale. The items tended to divide into factor groups relating to the source of the social support, namely family (Fam), friends (Fri) or significant other (SO). Significant Other Subscale is calculated by considering the sum of items 1, 2, 5, & 10, which is then divided by 4, Family Subscale is calculated by considering the sum of items 3, 4, 8, & 11, then divided by 4, Friends Subscale is calculated by considering the sum of items 6, 7, 9, & 12, then divided by 4. Total Scale score is calculated by considering the sum of all 12 items, then divided by 12. Possible range of scores is 7-84. Cronbach's α of the overall MSPSS was 0.92. Better convergent validity ($r \geq 0.40$) was demonstrated.

PROCEDURE OF DATA COLLECTION

The data was collected from various colleges of Suburban Mumbai. Prior permission was taken from the colleges. The informed consent was taken from each participant before collecting the data. The confidentiality of the information and anonymity of the respondents was respected. Participant's privacy was maintained during data collection and instructions for all three scales were read. They were debriefed about their scores after they finished all three scales.

DATA ANALYSIS

Pearson correlation and regression was computed for data analysis.

RESULTS AND DISCUSSION

As mentioned above, the current study looked at correlation of academic stress, resilience and social support in undergraduate students. It also highlighted the regression analysis of the variables.

Table 1. Descriptive statistics

	Mean	Std. Deviation	N
Academic stress	50.95	9.311	120
Resilience	74.73	10.675	120
Social support	5.61	.956	120

Table 1 indicated means and SDs of Academic Stress, Resilience and Social Support. For academic stress in sample mean was 50.95 and SD for the same was 9.31. For resilience, the mean was 74.73 and SD was 10.67. For social support, the mean was 5.61 and SD was found to be 0.956.

Table 2. Pearson Correlation among Academic Stress, Resilience and Social Support

	Academic Stress	Resilience	Social Support
Academic Stress	1	-.320**	-.202*
Resilience			.461**

As given in the table 2, it is inferred that the academic stress showed significant moderate negative correlation with resilience. The r value was -0.320 which was significant at 0.01 level. The finding was supported by the past research done by Wilks in 2008, who studies the relationship between the levels of academic stress and perceived resilience controlled by social support and found positive correlation between the two. The results were also supported by transactional stress theory. According to this theory, when an individual faces stressor, he/she evaluates the potential threat. During this evaluation the individual first appraises the significance of the situation and then he/ she makes the assessment of his/her coping resources. This theory further states that personality characteristics such as resilience and optimism affects the appraisal process which mediates the stressor-stress response relationship i.e. a person with high resilience And optimism will appraise a situation as less stressful and vice versa. (Antonovsky & Kats, 1967; Cohen 1984; Lazarus & Cohen, 1977).

Higher resilience is negatively associated with psychological distress (Hjemdal, Friborg, Stiles, Rosenvinge & Martinussen, 2006).

Academic stress also showed significant negative correlation with social support. As given in the table 2, the r value was -0.202 which was significant at 0.05 level. The results were also in line with the past experimental study done by Baqutayan and Shadiya in 2011, examining the effectiveness of social support in managing academic stress among students. Results of this study indicated that groups with social support proved to cope with academic stress better than the group without social support, and they were satisfied with their academic performance. Steinhardt and Dolbier (2008) concluded in their study that social support is often deemed a buffer against the negative effects of stress, including stress in an academic context. Another research found that the group which were provided social support coped better with academic stress as compared to the group without social support (Baqutayan & Shadiya, 2011).

Resilience showed significant positive correlation with social support. As given in table 4.3, the r value was .461 which was significant at 0.01 level. As highlighted in research done by Masten (1994), Rutter (1987) Werner (2000), social support has been described as an important factor in several domains of resilience. According to their studies, risks exhibit a negative effect with resilience, while the protective factors often exhibit enhancing effect with resilience. It also indicated that protective factors foster positive outcomes and healthy personality characteristics despite unfavorable or aversive life circumstances (Ungar, 2008). Positive correlation between resilience and social support was also obtained by Wilks (2008) and Wilks and Spivey (2010) in their studies. In terms of current results, the risk in this study, academic stress, has significant low negative correlation with resilience, and social

support is positively related with resilience. Narayanan and Onn in 2016 also found that perceived social support was a significant predictor of resilience.

Table 3. Simple linear Regression of Social Support and Resilience

Predictor	R	R square	Beta	T	Significance
Social support	.461	.213	.461	8.85	0.001

Dependent variable: Resilience

According to table 3, regression analysis of social support and resilience indicated that these two variables are significantly related at 0.01 level. The Beta value for social support was 0.46 that was found significant. The results thus indicated that social support is a predictor of resilience in undergraduate students. This result is consistent with the research done by Weidong, Guoquan, Yaosheng, Shumin, Daoliang, Guangyaoet. al. (2012) and Dawson and Pooley (2013). They found that resilience was positively related with social support among students.

Table 4. Simple linear Regression of Resilience and Academic Stress

Predictor	R	R square	Beta	T	Significance
Resilience	.320	.102	-.320	12.50	.001

Dependent variable: Academic Stress

According to table 4, regression analysis of resilience and academic stress indicated that these two variables are significantly related at 0.01 level. The Beta value for resilience was -0.32 that was found significant. The results thus indicated that resilience is a predictor of academic stress in undergraduate students. This result is consistent with the research done by Beeber (1999) Edwards, Hershberger, Russell, and Markert (2001) They found that students with low levels of resilience reported significantly higher levels of psychological distress in comparison to students with high levels of resilience which supports the result of the current study. Another research done by Bovier, Chamot, and Perneger, (2004) found that perceived stress is an important risk factor for low mental health. A study done by DeRosier, Frank, Leary and Schwartz (2013) also supports the results of the current study. Their study found that first-year college students tend to experience greater stress, anxiety, and psychological distress in comparison to upperclassmen.

Table 5. Simple linear Regression of Social Support and Academic Stress

Predictor	R	R square	Beta	T	Significance
Social support	.202	.041	-.202	12.42	0.001

Dependent variable: Academic Stress

According to table 5, regression analysis of social support and academic stress indicate that these two variables are significantly related at 0.01 level. The Beta value for social support was -.202 that was found significant. The results thus indicate that social support is a predictor of academic stress in undergraduate students. The result is consistent with the study done by Ozbay et al. (2007). They found that social support can moderate genetic and

environmental vulnerabilities which increases resilience in an individual that reduces stress. Another study which supports the result is done by Hamdan- Mansour, Ayman&Dawani, Hania in 2008. Their results revealed that perceived stress had a negative correlation with perceived social support from family, which is a better predictor than perceived social support from friends. A study done by DeRosier, Frank, Leary and Schwartz (2013) is also consistent with the current study. They found that social support significantly predicted lower stress among students.

CONCLUSION

The study found a significant negative correlation between academic stress and resilience and academic stress and social support. In contrast, positive correlation was found to be significant between resilience and social support. Results also stated that social support predicts resilience; resilience predicts academic stress and social support predicts academic stress in undergraduate students.

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A Study of Alienation among Urban and Rural College Going students

Sunanda Rameshwar Korde*

ABSTRACT

The purpose research attempted to Study of Alienation among Urban and Rural College Going students. Total sample of present study 100 College Students, in which 50 were Urban Students and 50 Rural Students from Aurangabad City in Maharashtra. The subject selected in this sample will be used in the age group of 18 years to 21 years (Mean – 19.33, SD- 2.91.) and Ratio 1:1. The scale was used for data collection Alienation Scale by Dr. R.R. Sharma (1988). Factorial Design used and data were analysis by Mean, SD and 'F' values. Results show that Rural Students high Alienation than Urban Students.

Key words : *Alienation, Urban Students, Rural Students.*

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INTRODUCTION

The concept of alienation has been dovetailing with each other and it is in this way that alienation has been mentioned rather frequently in the writings of Hegel, Marx etc. While Hegel focused on this concept in the perspective of philosophical thought, Marx and Durkheim initiated the concept in the field of social sciences to highlight the fact that the social condition of anomie gives rise to the personal feeling of alienation which gradually becomes a part of the individual's personality and guides his feeling, thought and action. An excellent discussion of the concept of alienation has been made by Richard Schacht.

Alienation is such a diversified term that it is not easy to describe it in a few words. The meaning and the form of this word changes according to the field in which it is applied. The literal meaning of the word 'Alien' is foreign.

REVIEW OF LITERATURE

Anju Rani, (2015) this study found that 1) rural adolescents are more alienated than urban adolescents. 2. There exists a significant difference between the alienation scores of urban boys and rural girls. Rural girls have higher alienation scores than urban boys. So, the rural girls are more alienated than urban boys. 3. There exists a significant difference between the alienation scores of urban girls and rural girls. The rural girls have higher scores than the urban girls' .So, the rural girls are more alienated. 4. There exists no significant difference between the alienation scores of urban girls and rural boys. 5. There exists no significant difference between the alienation scores of urban and rural boys.

Monika, and .Neeru Devi, (2017) this study found that 1) There was no significance difference in the level of alienation among male and female students of rural area of Delhi University.2) There was no significance difference in the level of alienation among male students of urban and rural area colleges of Delhi University.3) There was no significance

difference in the level of alienation among female students of urban and rural area colleges of Delhi University.

STATEMENT OF THE PROBLEM

“A Study of Alienation on Faculty, Gender and Living of Area among College Going students”

OBJECTIVE OF THE STUDY

- To examine the Alienation among Urban and Rural College Going students.

HYPOTHESIS OF THE STUDY

- There is no significant difference between Urban and Rural College going students on Alienation.

METHOD

Sample:- Total sample of present study 100 College Students, in which 50 were Urban Students and 50 Rural Students from Aurangabad City in Maharashtra. The subject selected in this sample will be used in the age group of 18 years to 21 years (Mean – 19.33, SD- 2.91.) and Ratio 1:1.

Research Design:- In the present study factorial design will be used.

Variables of the Study

Independent Variables- Area of Residence – 1) Urban 2) Rural

Dependent variables- Alienation

Research tools:-

Table No- 04

Aspect	Name of the Test	Author	
Alienation	Students Alienation Scale (1988)	Dr. R.R. Sharma	Item- 54
			Scoring- 1 for Yes response. 0 for No response.
			Reliability - 0.61-0.84.
			Validity - 0.70

STATISTICAL TECHNIQUES –

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

RESULTS AND DISCUSSION

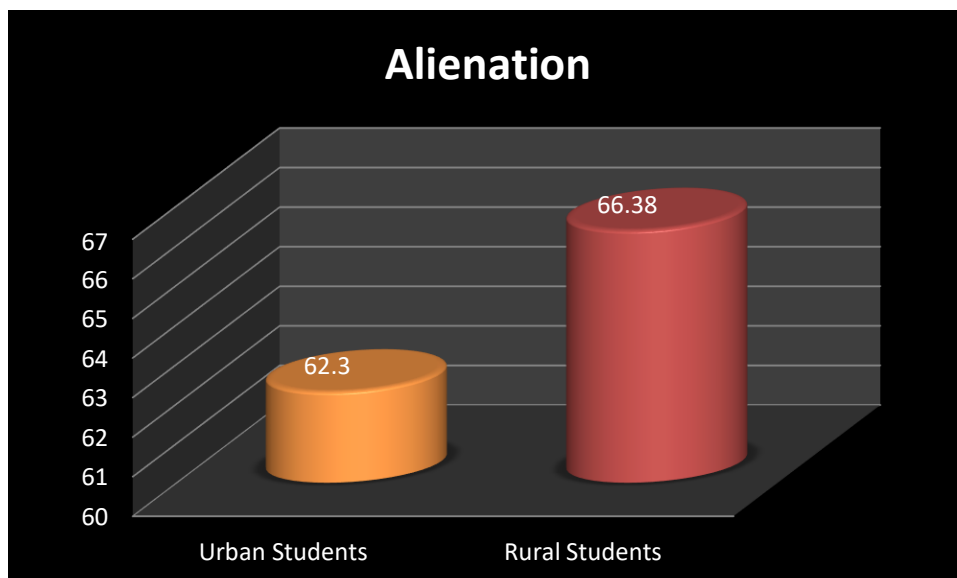
Table No.07

Mean, SD and F Value of Area of Residence on Alienation

Factor	Area of Residence	Mean	SD	N	DF	F Value	Sign.
Alienation	Urban Students	62.30	6.96	50	98	26.76	0.01
	Rural Students	66.38	7.23	50			

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

Graph No-03



Observation of the table No.03 and Figure No.01 indicated that the mean value of two classified group seems to differ from each other on Alienation. The mean and SD value obtained by the Urban college students 62.30, SD 6.96 and Rural College students was 66.38, SD 7.23, Both group 'F' ratio was 26.76 at a glance those Rural college student shows high score than Urban college students.

In the present study was hypothesis related Alienation and Area of Residence r. It was "There is no significant difference between Urban and Rural college students on Alienation. Area of Residence effect represent the Alienation was significant (F- 26.76, 1 and 98, P- 0.01 and 0.05). This is significant 0.01 and 0.05 levels because they obtained 'F' value are high than table values at 0.01 and 0.05. In the present study was found that Urban and Rural college students differ from Alienation. The findings of the not supported the hypothesis, they are hypothesis rejected the present study. Its means that Rural College Students high Alienation than Urban College Students.

CONCLUSIONS

Rural College Students high Alienation than Urban College Students.

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Balance Diet for Women's Positive mental Health

Dr. Pooja A More*

ABSTRACT

Present research paper emphasis on importance of balance diet of women. Data for present paper was collected from secondary sources like books, journals, newspapers etc. from this paper. It can be concluded that it is very necessary for woman to consume balanced diet. To discuss the importance of balanced diet.

Key words: *Diet, Women, Balance diet*

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INTRODUCTION

Woman has great importance in Indian culture. Woman devotes her time, labour and thoughts for the well-being of the family members. The woman performs the role of wife, partner, mother, organizer, teacher and health officer in the family. In spite of this, woman plays a key role in the socio-economic development of the society. The health of women is linked to their status in the society.

The demographic consequence of the women has formed expression in various forms, such as female infanticide, higher death rate, lower sex ratio, low literacy level and lower level of employment of women in the non-agricultural sector as compared to men. Generally, at household level, cultural norms and practices and socio-economic factors determine the extent of nutritional status among women.

Balance Diet: A balance diet should include a combination of proteins, carbohydrate, vitamins, minerals, fats and water. Our body needs a balanced supply of nutrients to grow, replace worn-out tissue and provide energy. Not getting enough of these important nutrients can affect your health. However, eating too much food and excess calories can lead to health problems.

Definition: "A diet consisting of variety of different types of food & providing adequate amounts of the nutrients necessary for good health".

Nutrition: - Nutrition is about the relationship between food and good health.

The nutrients essential for normal body functioning include carbohydrates, fat, protein, vitamins, fibre and water. Our bodies require some nutrients in much larger quantities than others. These nutrients carbohydrates, protein and fats are collectively known as macronutrients. Macronutrients give us energy in the form of killo calories. The body's main

suppliers: cereals like rice, wheat, ragi, jowar and bajra etc. are abundant in carbohydrates. Nutrients that our bodies need in lesser quantities are called micronutrients. These are vitamins and minerals.

A balance diet is one of that gives your body the nutrients it needs to function correctly. We should consume majority of our daily calories by fresh fruits, fresh vegetables, whole grains, pulses, nuts and lean proteins. The average person needs about 2000 calories every day. A person's specific daily calories intake can differ depending on their age, gender and physical activity level. United States Department of Agriculture guidelines suggested that active women (14-30 yrs) need 2400 calories whereas sedentary women (14-30 yrs) need 1800-2000 calories every day. An active woman (over 30 yrs) needs 2000-3000 calories and sedentary woman needs 1600 -2400 calories.

Women should get proper diet as per their kind of work. Sedentary woman should consume fewer calories as compared to active woman who does heavy work. Men generally need more calories than women. Sedentary female are teacher, tailor, executive, housewife, nurses etc. moderate female activities are servant-maid, cooli, basket-maker, weaver, agricultural labourer, beedi-makers etc. heavy worker women are stone cutter.

REVIEW OF LITERATURE:

Lina Begdache et al. Studied on in gender specific psychological wellbeing and diet plays a pivotal role in determining an individual psychological well-being. The study consists of 563 participants (48% men and 52% women) they observed that men are less likely to face emotional imbalance on the other hand women's diet and lifestyle play an important role in achieving good mental health.

OBJECTIVES:

- To examine the importance of balanced diet in woman's mental health.

METHODOLOGY:

The present papers an essay type research paper. Data have been collected from secondary sources from books, journals and newspapers.

Importance of balance diet in Positive mental health

A balance diet is important because your organs and tissues need proper nutrition to work effectively. Your body is more prone to disease, infection, fatigue, and poor performance without good nutrition. There are rising levels of obesity and diabetes is major examples of the effects of a poor diet and a lack of exercise. The Center for Science in the Public Interest reports that 4 of the top 10 leading causes of death in the United States are directly influenced by diet. It's also established that women need a large spectrum of nutrients for healthy mental health as compared to men.

According to 2001 Census 54.3% of Indian women's was illiterate. The literary level of women can affect reproductive behaviour, health & upbringing of children, proper hygienic habits and access to employment. An early marriage and child birth is a major determinant of women's mental and physical health. Inadequate and improper utilisation of health facilities and anaemia causes to high maternal mortality. Poor health has outcomes not only for women but also their families. Women with poor health and nutrition are more likely to give birth to low weight infants. They are less likely to be able to provide food and adequate care for their children. Finally a women's health affects the household and economic well-being. Women with poor health will be less productive in the labor force. Poor nutrition among women begins infancy and continues throughout their lifetime (Chatterjee, 1990).

The health and nutritional status of woman becoming worse effected because of fundamental cultural and traditional practices in India.

Many efforts should make for 'human right to food' in its gender dimension (Rae, 2009). A through approach should consider for women's nutrition. Therefore the women's nutritional needs and their right to foods go far beyond motherhood. It should include studies and policies not just related to pregnancy and lactation but also to other psychological - social issues which affects women's nutrition across their lifetime. Studies should focus not only on the nutritional deficiencies common in women, but also on the rising rates of obesity and chronic mental diseases among them.

DISCUSSION

Women are the pioneers of nation. Women make balance within family and besides these she makes her identity by making her careers. Hence women should get enough nutrients to maintain their health. It is important to focus on the nutritional deficiencies in women and on the rising rates of obesity and chronic diseases among them. Eating a balanced diet and exercising everyday will help body to stay healthy.

How to maintain a balanced diet:

1. Follow the correct mealtime.
2. Be physically active during the day.
3. Maintain the list of healthy food. Include more veggies and fruits in diet.
4. Don't use processed foods.
5. Have adequate proteins, iron rich and Vit. C diet.
6. Have a diet which has required carbohydrates.
7. Reduce the intake of fats.

8. Use minimum amount of sugar and salt in your meals.

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The levels of Emotional intelligence and Adjustment among senior college students

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ABSTRACT

The present study was conducted to evaluate the levels of Emotional Intelligence Adjustment among senior college students. The sample included 30 senior college students from Arts and Science College Chincholi (li), Tq-Kannad, Aurangabad (Maharashtra). Emotional Intelligence scale (E I S) developed and standardized by Anukool Hyde, Sanjyot Pethe, Upinder Dhar. (1971) and Revised Adjustment Inventory developed and standardized by Pramod Kumar (1999) were used to collect the data. The statistical techniques were used the mean, standard deviation, t-value. There was significant difference found in the level of Emotional intelligence and adjustment of male and female senior college students.

Keywords: *Emotional intelligence, Adjustment, senior college students.*

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INTRODUCTION

Current age is the time of globalization, westernization, specialization industrialization and internationalization. One needs to look with numerous issues right now for better change. Modification begins directly from the introduction of the individual and persistent till the demise. Better change leads to joy of the person. Passionate insight plays a important job in modification in all faculties passionate insight basically mirrors our capacity to bargain effectively with others and our inclination.

Emotional intelligence:

“Emotional Intelligence is a person’s innate ability to perceive and manage his/her own emotions in a manner that results in successful interactions with the environment, and, if others are present, to also perceive and manage their emotions in a manner that results in successful interpersonal interactions.” (Thompson, 2006).

Emotional intelligence is the capacity to know about your feelings and the feelings of others and afterward to utilize that information to help, to deal with the declarations of feelings so that they cultivate accomplishment rather than cause barricades. A genuinely wise individual embraces the troublesome errand of propagating his race and looks to create social satisfaction in life. It is obviously better to have a high passionate knowledge, in the event that one needs to be esteemed as a gainful individual from the general public. Greek rationalist Aristotle comments anyone can lose control that is simple, yet to be irate with the perfect individual, to the correct degree, at the correct time, for the correct reason, and in the correct way is not unreasonably simple.

Emotional intelligence interfaces firmly with the ideas of adoration what's more, otherworldliness. Carrying empathy and humankind to work and furthermore to 'numerous knowledge hypothesis' which shows and measure the scope of capacities individuals have

and the reality that everyone has the worth. Shrewd remainder is the best indicator of accomplishment in any different backgrounds scholarly, social, professional, and expert.

Adjustment:

Adjustment, in psychology, refers to 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 (Searle & Ward 1990) Adjustment is the degree or limit by Which a person attempts to adapt up to internal strain, strife needs, disappointment what's more, all the while can adjustment between the internal requests and those forced upon by him by the external world. The concept of adjustment is old as human race on earth. The individual embraces physical conditions as well as modify to social requests. Analysts utilize the term modification for shifting states of social or relational relations in the society. So adjustment response to the requests and weights of social condition forced upon the people.

REVIEW OF LITERATURE

Mohit Dixit (2015) conducted to find out Emotional Intelligence and Adjustment among B.Ed. Students. The sample consisted 200 B.Ed. students from Moga and Ludhiana districts of Punjab state. Emotional Intelligence scale (E I S) developed and standardized by Anukool Hyde, Sanjyot Pethe, Upinder Dhar. (1971) and Revised Adjustment Inventory developed and standardized by Pramod Kumar (1999) were used to collect the data. The statistical techniques were used the mean, standard deviation, t-value, the results showed that the factors like locality and gender of the of the B.Ed. Students influence Emotional Intelligence and Adjustment.

Ranjit Kaur & Lokesh Kumari (2018) studied the Emotional Intelligence among Sr. Sec. School Students in relation to their Gender and Type of School. For this purpose a sample of 640 Sr. Sec. School Students, selected randomly from senior Secondary schools of Haryana

state. All the secondary school students in Haryana State govt. /private schools, as well as male/female students made up the population of the study. Data was collected by Self developed tool of Emotional Intelligence and adjustment scale by A. K. P. Sinha and R. P. Singh. The result revealed that there is significant difference in emotional intelligence and adjustment of senior secondary school students with respect to nature of the school and there is no significant difference in emotional intelligence and adjustment of senior secondary school students with respect to gender. Significant correlation was found between emotional intelligence and adjustment among Sr. Sec. School Students.

STATEMENT OF THE PROBLEM

A study the levels of emotional intelligence and adjustment among senior college students.

OBJECTIVE OF THE STUDY

- To study the significant difference between male and female students on Emotional intelligence.
- To study the significant difference between male and female students on adjustment.

Hypothesis

- There will be significant difference between male and female students on Emotional intelligence.
- There will be significant difference between male and female students on Adjustment.

METHODOLOGY

Sample of the study:

Sample of 30 (15 Male + 15 Female) Senior College students were selected from Arts and Science College Chincholi (li),Tq-Kannad, Aurangabad (Maharashtra)

Tools to be used:

1. Emotional intelligence scale (EIS) by Anukool Hyde Samjot and Upinder Dhar, (2007).

2. Revised Adjustment Inventory developed and standardized by Pramod Kumar (1999)

STATISTICAL TECHNIQUES USED:

Mean, S.D., 't'-test and Correlation were used to analyze the collected data.

DATA ANALYSIS:

Hypothesis no 1:

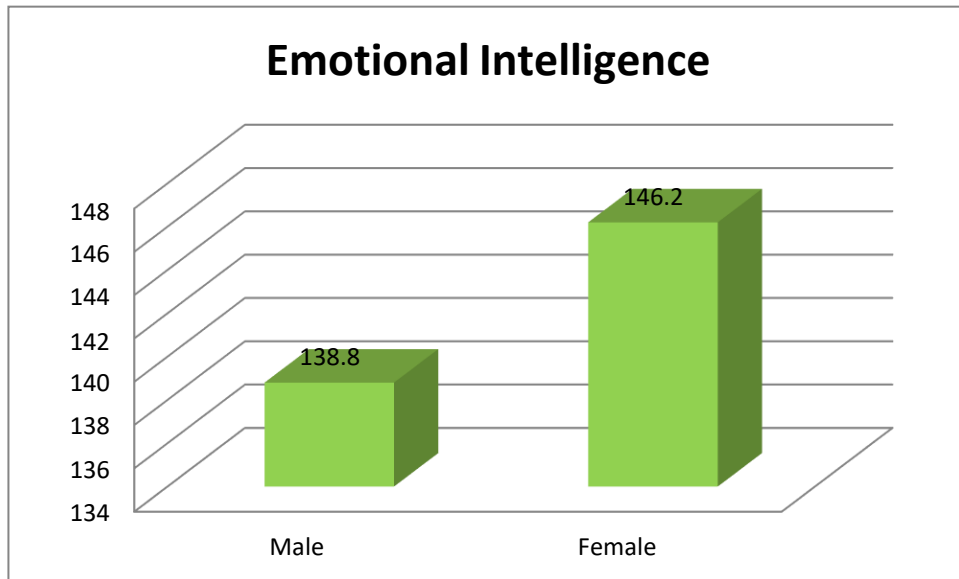
➤ There will be significant difference between male and female students on Emotional intelligence.

Table 1:

Showing the score of Emotional Intelligence among senior college students.

Gender	Number	Mean	S.D.	't'. Value	Sig.
Male	15	138.80	16.14	1.48	0.05
Female	15	146.20	10.61		

Graph No-01



Observation of the table No.01 and Figure No.01 indicated that the mean score of emotional intelligence for male students are 138.80 and female students are 146.20 respectively. It shows that 't' value calculated for the main emotional intelligence of male and female come out to be 1.48. This indicates that the Emotional Intelligence of male and female does differ significantly. Thus the hypothesis which states that "There will be significant difference between male and female students on Emotional intelligence." is accepted.

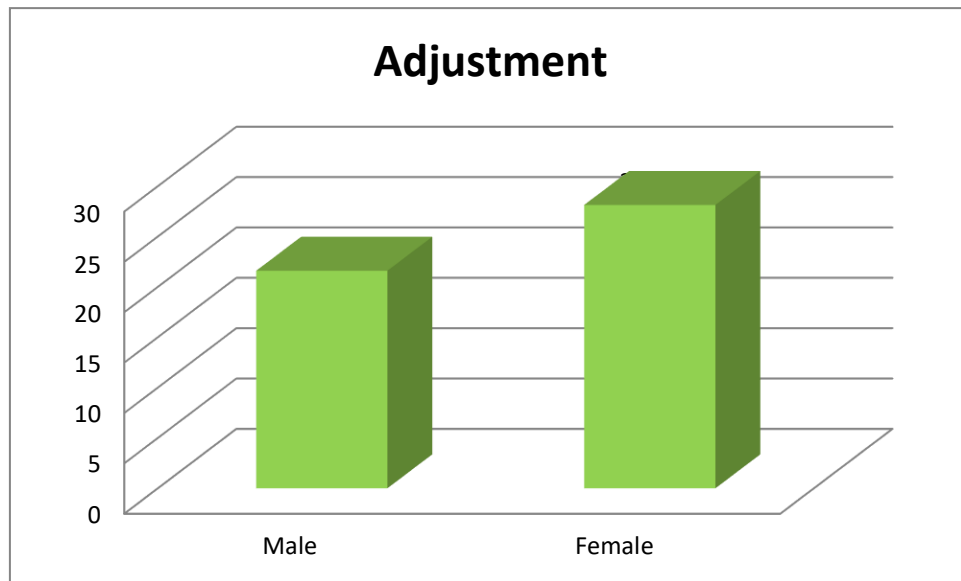
Hypothesis no 2 :-

- There will be significant difference between male and female students on Adjustment.

Table 2: Showing the score of Adjustment among senior college students.

Gender	Number	Mean	S.D.	't'. Value	Sig.
Male	15	21.60	8.55	2.43	0.01
Female	15	28.13	5.91		

Graph No-02



Observation of the table No.02 and Figure No.02 indicated that the mean score of adjustment for male students are 21.60 and female students are 28.13 respectively. It shows that 't' value calculated for the main adjustment of male and female come out to be 2.43. This indicates that the adjustment of male and female does differ significantly. Thus the hypothesis which states that "There will be significant difference between male and female students on Adjustment." is accepted.

FINDING OF THE STUDY

On the basis of result obtained during the course of present investigation, the following findings have been draw:

- There was significant difference found in the level of Emotional intelligence of male and female senior college students.
- There was significant difference found in the level of adjustment of male and female senior college students.

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Educational Problems among Students and Role of Teacher and Counselor

Dr. Sunita Watore*

ABSTRACT

Current school education has become an exchanging process between achievement and competition problem faced by the student in the school of directing of studious and non studies factors effective on educational productivity of the student is much complicated. Teachers and counselor were arresting is solving the students problems and strengthening the students efficiency. Objective of this paper is to conduct discussion on identifying the problems among the students and the role of teacher as well as counselor in the students' life and discussing about the students teachers counselor relationship. This article presents the findings of a study conductivity to explore the role of teacher and counselor in students' life. The key finding illustrates that teacher and counselor have vital role to guide students for their careers.

Key word: *Students, educational Problems, teachers, counselor.*

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INTRODUCTION

As we know that education is the backbone in the development of any nation, it is a fact that the countries with an effective system of education Leads the world, both socially and economically. Students are the most important factor in the learning process. The continuous learning of students through the help of books, teachers and even internet is fact which shows that knowledge still flourishes in our humanity. Life as student is said to be fun yet also stressful. Requirements, reports and especially examinations about student's life especially during the high school life. In many cases, students of today's society are often provided with poor study skills, preventing them of all chance for a satisfying grade. Studying is a major concept of education and if the continues more and more students will be rejected from opportunities they cashed they had. so the a teacher plays an important role after parents in molding students. Students are to be handled with affection and courtesy.

Basic problems faced by students in school

Students an over the world face a number of problems which dishearten them. it leads to sheer desperation among the students communities giving rise to student unrest. student life has probably become more difficult them at any time before. There is so many issues they have to deal with study, time, money, relationship, job hopes parents previous experience and education do not always equip them in dealing with such pressures. Many students will not admit their problems due to various reasons and this affects their future prospects and over a period of time these can badly hamper a student's psyche. usually students face general symptoms of emotional imbalances as part of growing up as adolescents and these hectic students life. All such negativeness can be effectively controlled with the all of participation right from the parents teacher and counselors.

PROBLEMS FACED BY STUDENTS

Burden of study:

Today's students are burdened with loads to study curriculum has become more intensive and complex than ever before. They do not only carry ever increasing the weight of study material on their shoulders but they also carry the burden of intensive study even after they have left the classroom.

Competition

Another major problem is competition students are afraid of failing, They are afraid of letting their parents and family down. Those who are studying at school know very well that the time of exam is very stressful and difficult some people find exam time so bad that they become ill, both mentally and physically.

Bullying

This is again a major problem faced by many students. Seniors and other students often have habit of dominating a newcomer or someone they don't like such behavior leaves strong mental scars on the mind of students.

Lack of Guidance

Lack of guidance is very serious problem which students face. The purpose of early education is to include into the students an interest in education but children are taught by untrained teachers in their early stage, so they lose interest in education. The high expenditure of families and guidance affects the ability of students.

Examination Systems:

Students are evaluated in our institutions not on the basis of their abilities but on the basis of their classes. This disheartens students who have weak financial / Social background also our examination systems evaluate students not on the basis of their cognitive abilities but is

more of a wrote memory test all this is simply due to the fact that modern evaluation techniques are not applied.

Depression:

Every problem on this list an rise a student's stress level and contribute to emotional lows. Some find temporary relief in parting which in excess and in the long run, may contribute depression.

Lack of quality Education:

Lack of quality education also affects many as it provides students with inferior tool are establishing themselves in world.

Imposed Study Programs:

One of the big problems faced by students is, usually they are not face to choose study program of their own choice, parents imposed a field of study which is not suitable for student, he / she couldn't feel good the study in that field. This is very common problem of their society. Student wants is be journalist or be actor but parents select engineering for him/her. so he/she could not perform better. He/she feels that he is not for this field.

Anxiety:

Anxiety is a subjective feeling of tension, apprehension nervousness, and worry associated with arousal of the newel system. Students with of the newels system. Students with anxiety exhibit a passive attitude in their studies such as lack of interest in learning, poor performance in exam, and the anxiety's psychological symptoms among students include feeling nervous before a examination, going blank during test, lack interest in a difficult subject etc. However, study anxiety is a real phenomenon.

Suicide:

Suicide is a very grave problem which needs special attention, low percentage, failure, harsh punishment, bullying etc are the leading causes. Again academic stress is a major reason for suicide among students. It's not uncommon to see students stressed, anxious and under pressure in society that believes in keeping students in check by pushing them beyond their limits towards higher achievement.

Communication Gap:

There, exists a lot of communication gap between students and teacher. Due to this gap neither the teacher's neither nor the parents come to understand the students resultantly they enforce upon them their wishes. This enforcement develops a rebellious or a docile nature in students, which retard the positive abilities. Teachers play an important role in our life to become successful in career and business. A good teacher helps us to become a good human being in the society. Teacher knows that the student is the future of any nation so the future development of any nation is in the hands of teachers. The teacher today's is quite diverse than past and has an extensive role in almost every occupation. In many cases of a successful student, there seems to be a good teacher. The relation in between seems to be very harmonious with complete dedication and affection from the teacher towards the student. This phenomenon had never been the other way. A teacher plays an important role after parents in molding students are to be handled with affection and courtesy. It is common that children try to imitate their teacher out of inspiration from them. Hence the teacher should try to balance his mindset by not showing fear, anxiety, over excitement. He / She must maintain her / him coolness and be of the composed mind. The student's point of view must always be considered once before teacher applies his opinion on them. In case, the parents of any students willing to meet, the teacher must be ready to listen and cooperate with them. This implies that one should play the role of a teacher with dedication honesty, affection and patience. It is not always easy to change a student's life, which is why it takes a

great teacher to do so. Some just need an extra push like the student whose math is poor, others may be going through something troubling in their personal lives and need someone to talk to whatever the students need to help them excel a life changing teacher will be there for them. Inspiring student is integral in ensuring their success and encouraging them to fulfill their potential. Students who are inspired by their teachers can accomplish amazing things and that motivation almost always stays with them. Inspiration can also take many forms, from helping a pupil through the academic year and their short term goals, to guiding them towards their future career. Teacher can also be a trusted source of advice for students weighing important life decisions. Educators can help their pupils pursue higher education, explore career opportunities and complete in events they might otherwise have not thought themselves able to. Students often look to their teachers as mentors with experience and knowledge and, as an educator.

Teachers impact social development:

Teacher has the greatest impact on child social development. Students observe and learn from their teacher's behavioral pattern and they adopt it. Therefore educators need to keep a tab on their attitude and behavior while interacting with students and others. As students observe them carefully and they are quick to accept and exercise any new behavior that they see. A teacher can help a student build his social skills by strengthening communication and interaction skills, by making students understand how to make use of problematic situations as learning experiences, also by providing. Teachers intervene from time to time.

Teacher's impact child's attitude:

Skillfully directed teachers can alter student's level of thinking and their attitude as whole attitudes are generally learned and children use them because they work. For teachers' goal is that child should always have a positive attitude towards life and different things that helps, rather a

good week by planning and staying committed to the idea that helps. This is very much doable and successful if practiced carefully.

Role of Counselor in Student Life:

Counseling is important for children and school have a huge role in bringing out the best in children good conduct is coveted, but sometime young minds need guidance to polish their personality. Though counseling, children are given advice on how to manage and deal with emotional conflict and personal problems. Proper counseling will help incorporate valuable lessons in their daily life. some sessions should involves career guidance, where the students are advised on the selection of courses and different career paths, It's important to prepare them for life after school. A counselor should always there to offer advice to students at crucial turning points in their lives. whether these counselor work in elementary, middle or high school, they ought to be there for students who are going though a difficult time or just need advice and support. A few words from a helpful counselor can profoundly impact students life by improving their outlook on school, family and the future and this, along with the responsibility.

Effects of counseling:

The biggest beneficial effect of a counselor in the way they help prepare students for academic career and social challenges through relating their school success with the potential success of their future lives. They should help motivate student to learn and explore the world around them to help figure out. What they want to do with their lives, to encourage their students to have these types of conversation with their parents and peers as well as being sympathetic ear for the some student to come to when necessary. Counselor also provide support to teacher by serving an important part of the complete team that addressee the educational goals and needs of their students. They can help plan classroom and group activities that meet the student's needs counselor gather and store resources with

teachers to help the staff develop skills in classroom management and teaching effectiveness. The students are advised on how to cope with different situations they tend to face in their school life for instance, how should they talk politely or relate with their peers. This advice will give them perspective on how should they behave in certain scenarios.

Counselor plays many vital roles such as follows

- A student counselor is responsible for guiding the students regarding their career decisions and helping them understand their potential and provides help to pursue their goal.
- Helping students understand their skill set and provide them way to utilize it.
- Advising the students on their personal problems and helps them to resolve it.
- Recognizing the behavioral issue and provides solution to handle them.

CONCLUSION

There is still a need for counselor to further cooperate with their concerning the counselors' role further more counselor need to plan more workshops and seminars to guide teacher students and parents. This paper illustrate the study on role of teacher and counselor in students life and problem faced by the school going students. The findings are significant with regard to understand the various aspect of counselor needs, challenges faced by students and role of teacher in all.

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Impact of Yoga Practices on Mental Health Maharashtra State Female

Kustigir

Nitesh Nandlal Kabliye* and Dr. Pravin Shiledar**

ABSTRACT

Objectives to examine the effect of yoga on mental health among Maharashtra State Female Kustigir. **Hypothesis:** There was no significant difference between experimental group and control group of Maharashtra State Female Kustigir dimension on mental health. **Sample:** Eighty participants were included for the study and aged mean 24.36 SD 4.58 years were randomly divided into two groups: first experimental group and second control group. Experimental Group participated in sessions regular 8 weeks gave the yoga Selected individuals were subjected to 30 min of yoga classes per day for a two months. Yoga classes were conducted in the morning between 6 am to 7 am. Were instructed to practice Asanas, Pranayama and Meditation. and the Control Group did not participate in any sessions. All the subjects were evaluated through the Self-Esteem Scale and mental health inventory for pre-and post-session. **Tools** Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav. **Result:** Experimental group of Maharashtra State Female Kustigir have significantly high mental health than the control group of Maharashtra State Female Kustigir. It was proving that the positive effect of yoga on our mental health.

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INTRODUCTION

Research has supplied huge findings associated to bodily undertaking such as recreation and exercising in enhancing areas of intellectual fitness and well-being (Greenberg & Oglesby, 1996). Engaging in bodily undertaking has a fine influence on growing temper and self-esteem. Physical recreation can enhance self-image, self-confidence, mood, relieve stress anxiety and premenstrual tension, improved alertness, multiplied power and extended capability to cope with stress (Greenberg & Oglesby). Page and Tucker (1994) stated, “Physically energetic kids have a tendency to sense much less lonely, shy and hopeless” (p.184).

According to Horn and Clayton (1993) discovered exercising as a therapeutic intervention had the best high-quality influence on the vanity of emotionally disturbed youth. The psychological advantages of yoga encompass an expand in somatic and kinesthetic awareness, effective mood, challenge well-being, self-acceptance, self-actualization, social adjustment, minimize in anxiety, despair and hostility. Temmi Sears, director of Yoga Buds, states, “The essential advantage of yoga is superior self-esteem. You can’t do yoga and no longer enhance at it” (as referred to in Peters, 2003, p. 110). Yoga additionally has bodily benefits in enhancing power and flexibility.

Yoga is an historical Indian science which helps to improve physical, mental, social and non secular health. Stress is a most important component affecting the intellectual fitness of a individual irrespective of age. Presentation of the stress may additionally range from that of battle to flight phenomenon. Chronic stress is the most important reason of many bodily and intellectual disorders. Yoga has been correctly used in the administration of stress. It has been determined that the exercise of yoga decreases verbal aggressiveness in contrast to bodily exercise. It is additionally beneficial towards bodily stress like bloodless publicity and stress due to ailments like epilepsy. Yoga has been discovered beneficial for intellectual

issues like despair In a find out about carried out through Oken et al., on wholesome seniors individuals had been divided into three businesses as yoga, exercising and waitlist control. The yoga crew confirmed substantial enhancement in exceptional of existence and bodily measures in contrast to the workout and waitlist manage group.

Another intervention which has wonderful results on bodily fitness, cognition and psycho-social health is yoga. Yoga is one of the aspects of 'Be a Fit Kid' which goals at enhancing bodily exercising and vitamin in children. Following the 12 week program, there used to be a enormous enhancement in physique composition, fitness, diet knowledge, dietary habits and massive mark downs in whole ldl cholesterol and triglyceride levels. This cautioned that yoga based totally fitness merchandising packages are nicely obtained via teens and can favorably trade being obese and the improvement of grownup lifestyle associated diseases.

OBJECTIVES OF THE STUDY:

- To examine the effect of yoga on mental health.

Hypothesis OF THE STUDY:

- There was no significant difference between experimental group and control group of Maharashtra State Female Kustigir dimension on mental health.

METHODOLOGY

Sample:

Eighty Maharashtra State Female Kustigir were included for the study and aged mean 24.36 SD 4.58 years were randomly divided into two groups: first experimental group and second control group. Experimental Group participated in sessions regular 8 weeks gave the yoga Selected players were subjected to 30 min of yoga classes per day for a two months. Yoga classes were conducted in the morning between 6 am to 7 am. Were instructed to practice

Asanas, Pranayama and Meditation. and the Control Group did not participate in any sessions. All the subjects were evaluated through the mental health inventory for pre-and post-session.

Tools

Mental Health Inventory (MHI):

Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav. 56 items are in the questionnaire and each of the items has four responses – 1. Almost always true, 2. Some time true, 3. Rarely true and 4. Almost never true. The reliability of the inventory was determined by split-half method using odd-even procedure. Overall mental health reliability coefficients is .73 and Construct validity of the inventory is determined by finding coefficient of correlation between scores on mental health inventory and general health questionnaire (Gold beig, 1978) it was found to be .54.

Variable

Independent variable 1) Type of Yoga group

a) Experimental

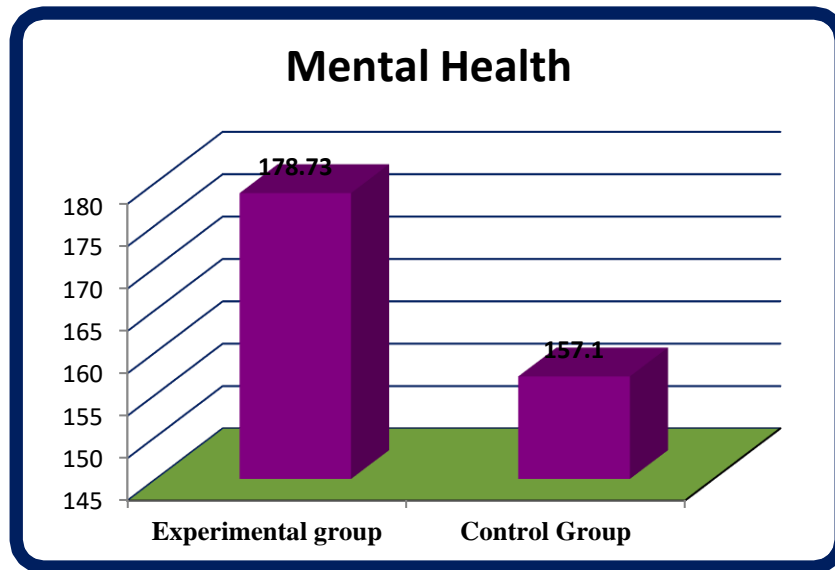
b) Control

Dependent Variable 1) Mental Health

STATISTICAL ANALYSIS AND DISCUSSION

Experimental group and control group of Maharashtra State Female Kustigir shows the mean S.D and t value of mental health

Dimensions	Experimental group		Control Group		DF	t
	Mean	SD	Mean	SD		
Mental Health	178.73	7.11	157.10	6.09	78	14.61**



The results related to the hypothesis have been recorded. Mean of experimental group of Maharashtra State Female Kustigir 178.73 and control group of Maharashtra State Female Kustigir 157.10 dimension on mental health the difference between the two mean is highly significant $t(78) = 14.61$, $P < 0.01$. null hypothesis there was no significant difference between experimental group and control group of Maharashtra State Female Kustigir dimension on mental health have rejected and research hypothesis was accepted it mean that experimental group of Maharashtra State Female Kustigir have significantly high mental health than the control group of Maharashtra State Female Kustigir. It was prove that the positive effect of yoga on our mental health.

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To Study the Anxiety and Self-confidence among Urban and Rural State Level Female Kustigir

Nitesh Nandlal Kabliye* and Dr. Pravin Shiledar**

ABSTRACT

Objective of the study was to find out the anxiety and self-confidence of Urban and Rural State Level Female Kustigir. **Hypothesis:** 1. there will be significant difference between Urban and Rural State Level Female Kustigir with respect to anxiety and self-confidence.

Sample: For the present study 100 Sample were belongings to in Maharashtra state. The age range of subjects was 18-26 years. Purposive non-probability sampling technique was used.

Tools: 1) Sports Anxiety Test (SAT) this scale was constructed and standardize by Dr. Quadri Syed Javeed. That test consists of 30 items. 2) Sports Self-confidence inventory (SSCI) this scale was constructed and standardize by Dr. Quadri Syed Javeed. That test consists of 30 items.

Conclusions: 1. Rural State Level Female Kustigir had significantly high anxiety than the Urban State Level Female Kustigir. 2. Urban State Level Female Kustigir had significantly high self-confidence than the Rural State Level Female Kustigir.

Keywords- Anxiety, Self-confidence, Male, Female, Urban, Rural.

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INTRODUCTION

The disturbing nature of elite sport, and the aggressive surroundings surrounding it, locations many needs on taking part athletes. In recreation psychology many researchers are involved in assessing anxiousness responses of athletes to aggressive events. A latest method that bills for the high quality factors of the arousal overall performance relationship is that of reversal concept (Kerr, 1993). Based upon the work of Apter (1982, 1984), the idea suggests that motivation is influenced via modifications or reversals between 4 paired alternate meta-motivational states. In a telic state, excessive physiological arousal will be interpreted as anxiety; whereas in a par atelic state, excessive physiological arousal will be skilled as excitement. Equilibrium in the favored meta-motivational nation is performed when minimal variations occur between an individual's favored and real arousal state. In addition, contingent upon the perceived pleasure or hedonic tone of the individual, performers can additionally all at once reverse from the trip of high arousal as pleasure to one of nervousness (Kerr, 1997). Unlike the inverted-U hypothesis, excessive degrees of physiological or felt arousal might also no longer routinely lead to hazardous overall performance penalties and can also sincerely be beneficial. Although some assist exists for the tenets of reversal idea (Kerr, 1997), and the reality that it tries to provide an explanation for the extra effective factors of the individual's aggressive affective experience, the strategy has been counseled as presenting little in phrases of explaining how and why nervousness (through adjustments in arousal states) would possibly have an effect on motor overall performance (cf. Woodman and Hardy, 2001).

In distinction to Hanin's strategy that suggests an terrific emotional area exists for most fulfilling overall performance (e.g., excessive ranges of anxiousness can have high quality overall performance effects), multidimensional nervousness concept (MAT; Martens,

Burton, et al., 1990) describes the relationship between the particular factors of the aggressive nation nervousness response and performance. While self-confidence is envisioned to show off a wonderful linear affiliation with overall performance and somatic nervousness a quadratic or inverted-U relationship (i.e., overall performance will increase up to a given degree of symptom intensity), cognitive nervousness is cautioned to show off a bad linear relationship with performance. Burton's (1998) overview of the relationship between the separate aspects of nervousness and overall performance indicated that of the sixteen research examined, solely two strongly supported the theoretical predictions (i.e., Burton, 1988; Taylor, 1987); six furnished reasonable or partial guide (i.e., Barnes, Sime, Dienstbeir, and Plake, 1986); and eight furnished vulnerable aid that used to be unable to reveal any anxiety-performance relationship (i.e., Caruso et al., 1990; Gould et al., 1984; Hammermeister and Burton, 1995; Karteroliotos and Gill, 1987; Martin and Gill, 1991; Maynard and Howe, 1987; Maynard, Smith, et al., 1995; McAuley, 1985). Although MAT gives some indication of the high quality impact that somatic anxiousness (up to average levels) and self-confidence can have upon perpetually be bad and detrimental, with no wonderful consequences. In addition, the findings from current meta-analyses advise susceptible to reasonable relationships between the subcomponents of multidimensional anxiousness and overall performance (e.g., Craft et al., 2003; Woodman and Hardy, 2003) and emphasize each conceptual and methodological shortcomings (Burton, 1988, 1998; Jones, 1995a, 1995b; Raglin, 1992; Woodman and Hardy, 2001). One specific criticism is that MAT tries to provide an explanation for the additive as adversarial to interactive results of the aggressive anxiousness subcomponents upon overall performance (Hardy, 1990; Woodman and Hardy 2001).

Based upon Eysenck's (1986) work in the discipline of cognitive psychology, the ride of excessive anxiousness signs and symptoms is advised to lead to high-quality overall

performance penalties (cf. Hardy 1997). Eysenck (1992) purported that cognitive nervousness served two essential functions. Firstly, it bump off some of an individual's attentional potential for the task, efficiently lowering working reminiscence potential due to venture inappropriate cognitive recreation or worry, thereby impairing processing efficiency. Secondly, cognitive anxiousness or fear additionally indicators the significance of the project to the person and may additionally lead to an multiplied funding in the venture if a under par overall performance is perceived.

The stress response is vital at some stage in emergency situations, such as when a driver has to slam on the brakes to keep away from an accident. It can additionally be activated in a milder shape at a time when the pressure's on however there may be no proper hazard like stepping up to take the foul shot that should win the game, getting equipped to go to a massive dance, or sitting down for a last exam. A little of this stress can assist hold you on your toes, prepared to upward shove to a challenge. And the anxious gadget rapidly returns to its everyday state, standing by way of to reply once more when needed. But stress does not constantly appear in response to matters that are on the spot or that are over quickly. Ongoing or long-term events, like coping with a divorce or transferring to a new local or school, can reason stress, too. Long-term disturbing conditions can produce a lasting, low-level stress it truly is difficult on people. The anxious device senses persisted strain and might also stay barely activated and proceed to pump out more stress hormones over an prolonged period. This can put on out the body's reserves, go away a individual feeling depleted or overwhelmed, weaken the body's immune system, and purpose different problems.

OBJECTIVE OF THE STUDY:

- To find out the anxiety and self confidence of Urban and Rural State Level Female Kustigir.

HYPOTHESIS OF THE STUDY:

- There will be significant difference between Urban and Rural State Level Female Kustigir with respect to anxiety and self confidence.

METHODS:

Sample:

For the present study 100 Sample were belongings to in Maharashtra state. The age range of subjects was 18-26 years. Purposive non-probability sampling technique was used.

Tools

1) Sports Anxiety Test (SAT)

This scale was constructed and standardize by Dr. Quadri Syed Javeed. That test consists of 30 items, each item 'YES' 'NO' type alternatives. Reliability of the test was found by test retest method, and it was found to be .89 for the anxiety measure. Validity the test was also validated by correlating the scores obtained on this test with the scored obtained by the subject on Dr. Ravikant and Dr. V N Mishra (2003) Sports Competition Anxiety Inventory. The Concurrent Validity coefficient obtained is .84 which is significant beyond .01 levels.

➤ **Sports Self Confidence Inventory (SSCI)**

This scale was constructed and standardize by Dr. Quadri Syed Javeed. That test consists of 30 items, each item 'YES' 'NO' type alternatives. And highly reliable and valid inventory.

Variable

Independent variable-

- 1) Area of Residence a) Urban b) Rural

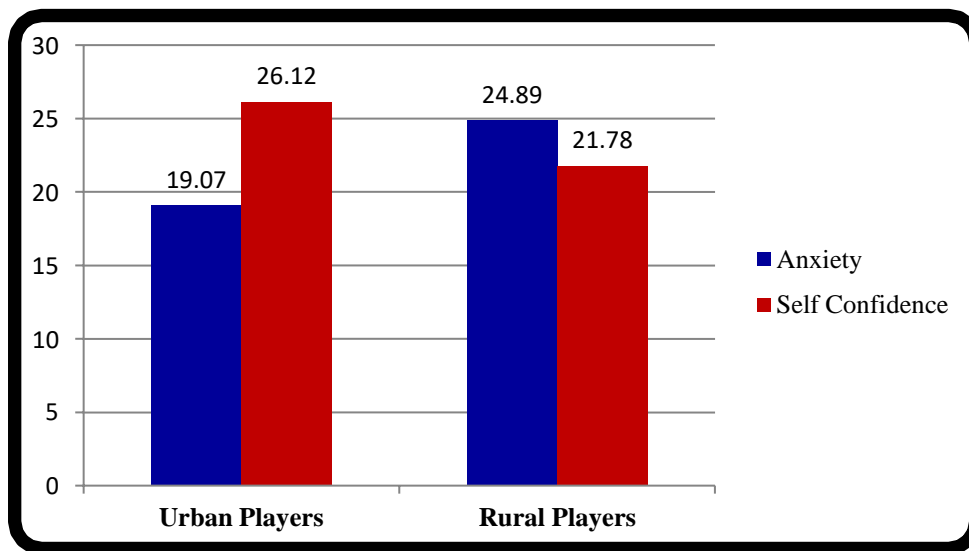
Dependent Variable

- 1) Anxiety
- 2) Self Confidence

STATISTICAL ANALYSIS AND DISCUSSION

‘t’ showing the significance of difference between the state level male and female school players with respect to Anxiety and Self Confidence.

Dimensions	Urban State Level Female Kustigir (N=50)			Rural State Level Female Kustigir (N=50)			df	t - ratio	r
	Mean	SD	SE	Mean	SD	SE			
Anxiety	19.07	3.81	0.53	24.89	4.02	0.56	98	7.43	-.52
Self Confidence	26.12	3.48	0.49	21.78	3.94	0.55	98	5.83	



The results related to the hypothesis have been recorded. Mean of anxiety score of the Urban State Level Female Kustigir Mean is 19.07 and that of the Rural State Level Female Kustigir Mean is 24.89 The difference between the two mean is highly significant ($t' = 7.43$, $df = 98$, $P < 0.01$) it was found that the Rural State Level Female Kustigir have Significantly high anxiety than the Urban State Level Female Kustigir.

Martens and his collaborators (1990) reported that women exhibit higher cognitive anxiety and lower self-confidence than men. The findings of Vosloo, Ostrow and Watson (2009) support that claim. In a study of 151 young swimmers, they reported that the women exhibited higher levels of somatic anxiety and lower levels of self-confidence than the men. Taberner and Márquez (1993) argued that women, to a greater extent than men, tend to attribute their competitive anxieties to doubting themselves and their potential, an effect that becomes more pronounced with age.

Mean of self-confidence score of the Urban State Level Female Kustigir Mean is 26.12 and that of the Rural State Level Female Kustigir Mean is 21.78 The difference between the two mean is highly significant ($t' = 5.83$, $df = 98$, $P < 0.01$) it was found that the Urban State Level Female Kustigir have significantly high self-confidence than the Rural State Level Female Kustigir. Correlation between anxiety and Self Confidence is highly correlate = $-.52$.

CONCLUSIONS

- 1) Rural State Level Female Kustigir had significantly high anxiety than the Urban State Level Female Kustigir.
- 2) Urban State Level Female Kustigir had significantly high self-confidence than the Rural State Level Female Kustigir

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A study of Emotional Intelligence on Not Internet Addiction and Internet Addiction Students

Dr. Ramesh D. Waghmare*

ABSTRACT

The purpose research attempted to study of Emotional Intelligence on Not Internet Addiction and Internet Addiction Students. **Objectives** 1) To examine the Emotional Intelligence among Not Internet Addiction and Internet Addiction Students .2) To examine the Emotional Intelligence among Male and Female Internet Addiction and not Internet Addiction Students. **Hypotheses:** 1) There is no significant difference between Not Internet Addiction and Internet Addiction Students on Emotional Intelligence. 2) There is no significant difference between Male Emotional Intelligence among Male and Female Internet Addiction and not Internet Addiction Students. **Methodology. Sample: Research Design:** the present study a 2 x 2 Factorial design will be used. **Variables-** The independent variables are Internet Addiction and Gender and Dependent variables are Emotional Intelligence. **Research Tools-** The data was collected by using the Internet addiction, Young's IAT (1998) and Emotional Intelligence Scale (2014) by Arun Kumar Singh and Shruti Narain. **Statistical Treatment:** Mean, SD and 'F' values used. **Conclusions-** 1) Internet Addiction Students high Emotional Intelligence than Not Internet Addiction Students. 2) Female Students high Not Internet Addiction than Male Students.

Keywords - *Emotional Intelligence, Internet Addiction.*

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INTRODUCTION

Internet addiction

Internet addiction is a relatively new and dangerous affliction that can wreck your health, damage relationships and reduce your overall productivity. While many people spend hours online every day for work or play, the line from plugged-in power user to addict is crossed when you can't stop spending time on the Internet, even though the rest of your life suffers for it.

Characteristics of Internet Addiction

- 1) Feel a need to internet increasing and achieving satisfaction:
- 2) Inability and ability to control internet use:
- 3) Feel re-stress or irritable to internet use:
- 4) Escaping from problems of relieving feelings of depression, helplessness, guilt, or anxiety Much relationship involvement with the internet:
- 5) obsessive and compulsive in use of the internet:

Why do People addict to the Internet?

- 1) Lake of satisfaction
- 2) Friendship problems
- 3) People feel dissatisfied in life
- 4) Behavior of accessing
- 5) Reinforcing, stimulating and rewarding
- 6) Anything people require

Who are the most likely candidates for Internet addiction?

- 1) Day trading ☉ Adult sex chat
- 2) Online pornography
- 3) Playing computer games
- 4) Gambling in virtual casinos
- 5) Chatting with online strangers
- 6) Obsessively checking stock quotes
- 7) Searching for information not relevant to work

What are the effects of internet addiction?

Internet addiction results in personal, family, academic, financial, and occupational problems that are characteristic of other addictions.

Impairments of real life relationships are disrupted as a result of excessive use of the Internet.

Individuals suffering from Internet addiction spend more time in solitary seclusion, spend less time with real people in their lives, and are often viewed as socially awkward.

Symptoms of Internet addiction

- 1) Losing track of time online
- 2) Having trouble completing tasks at work or home
- 3) Isolation from family and friends
- 4) Feeling guilty or defensive about your Internet use
- 5) Feeling a sense of euphoria while involved in Internet activities –
- 6) Carpal Tunnel Syndrome (pain and numbness in hands and wrists)
- 7) Dry eyes or strained vision
- 8) Back aches and neck aches; severe headaches

9) Sleep disturbances

10) Pronounced weight gain or weight loss

Internet addiction is described as an impulse control disorder, which does not involve use of an intoxicating drug and is very similar to pathological gambling. Some Internet users may develop an emotional attachment to on-line friends and activities they create on their computer screens. Internet users may enjoy aspects of the Internet that allow them to meet, socialize, and exchange ideas through the use of chat rooms, social networking websites, or "virtual communities." Other Internet users spend endless hours researching topics of interest Online or "blogging". Blogging is a contraction of the term "Web log", in which an individual will post commentaries and keep regular chronicle of events. It can be viewed as journaling and the entries are primarily textual.

Emotional intelligence

Emotional intelligence (EI) is a relatively new field of study (Mayor et al., 2000). The term "emotional intelligence" appears to have originated with Payne's (1985) of USA doctoral Thesis which included the phrase emotional intelligence. The concept of emotional intelligence was formally proposed by Yale psychologist (Mayer and Salovey, 1990) in Journal of Imagination and Personality. Peter Salovey and John Mayer used the term Emotional intelligence to describe traits like appreciating one's own emotions, empathy for the feeling of others and dealing with one's emotions. They defined emotional intelligence as the "ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions." The concept was more popularized by the bestselling Goldman's book "Emotional Intelligence", the cover article on Time (Gibbs, 1995) and then some other popular books (Segal, 1997). With reference to this

context, Emotional Intelligence may be understood as the capacity to comprehend emotions and their reasons and the ability of viably managing these emotions and in addition using them in solving a problem and resolving a conflict.

STATEMENT OF THE PROBLEM

“A study of Emotional Intelligence on Not Internet Addiction and Internet Addiction Students.”

OBJECTIVE OF THE STUDY

- To examine the Emotional Intelligence among Not Internet Addiction and Internet Addiction Students
- To examine the Emotional Intelligence among Male and Female Internet Addiction and not Internet Addiction Students.

HYPOTHESIS OF THE STUDY

- There is no significant difference between Not Internet Addiction and Internet Addiction Students on Emotional Intelligence.
- There is no significant difference between Male Emotional Intelligence among Male and Female Internet Addiction and not Internet Addiction Students.

METHODOLOGY

SAMPLE -

There is no significant difference between Not Internet Addiction and Internet Addiction Students on Emotional Intelligence. 2) There is no significant difference between Male

Emotional Intelligence among Male and Female Internet Addiction and not Internet Addiction Students.

Table No.01

	Internet Addiction			Total
		Not Internet Addiction	Internet Addiction	
Gender	Male	15	15	30
	Female	15	15	30
	Total	30	30	60

RESEARCH DESIGN:-

In the present study a 2 x 2 Factorial design will be used.

Table No.02

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

A- Internet Addiction **A1**-Not Internet Addiction, **A2** - Internet Addiction

B – Gender B1- Male B2- Female

VARIABLES OF THE STUDY

Variable	Type of variable	Sub. variable	Name of variable
Internet Addiction	Independent Variables	02	1) Not Internet Addiction 2) Internet Addiction
Gender	Independent Variables	02	1) Male Adolescence 2) Female Adolescence
Emotional Intelligence	Dependent Variables		Emotional Intelligence

RESEARCH TOOLS:-

Young’s Internet addiction test:

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

Emotional Intelligence Scale

Emotional Intelligence Scale (2014) by Arun Kumar Singh and Shruti Narain. There are 31 items in total in the scale and all items are into four areas (i) understanding emotions, (ii)

understanding motivation, (iii) empathy, (iv) handling relations. The scale can be administered on 12 years and above aged student. The reliability (test-retest method) of the scale is 0.86 Alfa coefficients and it is significant at 0.01 level. The concurrent validity of the scale is 0.86 and significant at 0.01 levels.

PROCEDURES OF DATA COLLECTION

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

STATISTICAL TECHNIQUES

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

RESULTS AND DISCUSSION

The analysis of data interpretation and discussion of the results are reported.

Internet Addiction on Emotional Intelligence

Hypothesis-01

- There is no significant difference between Not Internet Addiction and Internet Addiction Students on Emotional Intelligence.

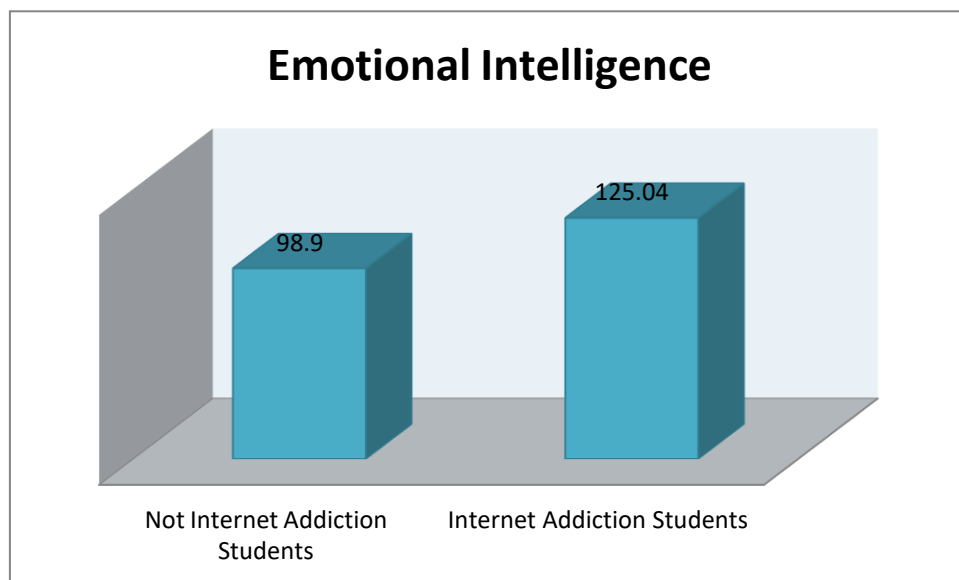
Table No.-01

Mean, SD and F Value of Not Internet Addiction and Internet Addiction Students on Emotional Intelligence

Factor	Internet Addiction	Mean	SD	N	DF	F Value	Sign.
Emotional Intelligence	Not Internet Addiction Students	98.90	22.46	50	98	65.66	0.01
	Internet Addiction Students	125.04	14.71	50			

Graph No-01

Mean Graph on Not Internet Addiction and Internet Addiction Students on Emotional Intelligence



Observation of the table No.03 and Graph No-01 indicated that mean and SD values of Emotional Intelligence obtained were Not Internet Addiction Students by 98.90 ± 22.46 and Internet Addiction Students by 125.04 ± 14.71 . It is observed that the calculated ‘f’ value (65.66) is highly than the table value (0.01 = 3.94 and at 0.05 = 6.90 levels). That is to say that this hypothesis is accepted. It means that Internet Addiction Students high Emotional Intelligence than Not Internet Addiction Students.

Gender on Emotional Intelligence

Hypothesis-02

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

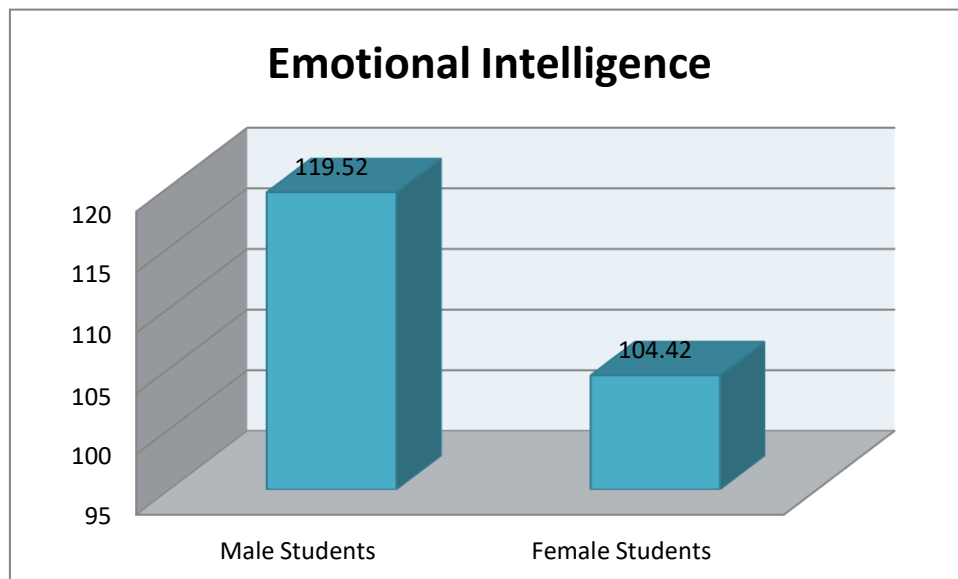
Table No.02

Mean, SD and F Value of Gender on Emotional Intelligence

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Emotional Intelligence	Male Students	119.52	16.96	50	98	21.91	0.01
	Female Students	104.42	25.79	50			

Graph No-02

Mean of Gender on Emotional Intelligence



Observation of the table No.03 and Graph No-02 indicated that mean and SD values of Emotional Intelligence obtained were Male Students by 119.52 ± 16.96 and Female Students by 104.42 ± 25.79 . It is observed that the calculated 'f' value (21.91) is highly than the table value ($0.01 = 3.94$ and at $0.05 = 6.90$ levels). That is to say that this hypothesis is accepted. It means that Male Students high Emotional Intelligence than Female Students.

LIMITATIONS OF THE STUDY

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

CONCLUSION

- 1) Internet Addiction Students high Emotional Intelligence than Not Internet Addiction Students..
- 2) Male Students high Emotional Intelligence than Female Students.

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Mental Health and Optimism of Health Care Worker's During Covid19; A Qualitative Analysis

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ABSTRACT

The purpose of this study is to understand mental health and optimistic attitude of health care worker's providing care to covid infected patients. In the rapid expansion of unusual public health crisis of Covid pandemic, it is important to acknowledge the impact of threat on mental health of healthcare professionals. Optimism is a general tendency to regard the world as a positive place accepting challenges. Optimism improves the level of functioning, patient's satisfaction and thus the results. Due to the increased risk of exposure to virus, our frontline healthcare workers fear feeling of uncertainty and threat to life, symptoms of anxiety and psychological distress. Optimism heavily influences physical and mental health, as well as coping with everyday social and working life. Worker's feel less pressure, focus on practical problem solutions, and seek social support. In this study, 10 female nurses, aged below 50 from different region providing care for covid patients at the time of interview participated. It was observed that these frontline workers undergo psychological distress especially in their initial days of work. They experienced fear, anxiety, and insomnia in these days but still continued to do their duty without hesitation. There are many factors associated in their willingness to work. Most of them accepted this as a challenge and are prepared to work in the upcoming days too.

Keywords: mental health, optimism, pandemic, psychological distress, frontline healthcare worker's, anxiety, insomnia.

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INTRODUCTION

Corona Virus Disease 2019 (Covid-19) has rapidly spread worldwide. This rapidly evolved epidemic has stressed the world's entire health care system. The worldwide impact of the crisis is comparable with war. Medical staff's and the workers are under both physical and psychological pressure; but supporting the mental health of these individuals is a critical part of the public health response. Challenges for staff include not only the increased work load created by the outbreak but also the fear of infecting themselves and their families, and also working with new and frequently changing protocol and equipment's.

Corona virus so named due to the outer fringe of envelop proteins resembling crown, are a family of enveloped RNA viruses. They are generally pathogenic to mammals and birds and cause mild upper respiratory tract infections in humans. They occasionally can be transmitted to a larger human population and can cause severe respiratory illness exemplified by Severe Acute Respiratory Syndrome (SARS) and Middle-East Respiratory Syndrome (MERS) in 2003 and 2012 respectively.

As covid-19 having the most devastating effect globally, cause confusion, anxiety and fear among the general public; due to which it make people hide their illness and not seek health care immediately. Its spread and lethality is proving to be higher than other previous epidemics, triggering severe public health measure. This has caused an unprecedented situation for citizens, policy makers; politician's and health care professionals, with the pandemic being described as most public health crisis in a generation. A very recent general public survey during the initial phase of the covid-19 outbreak in china where the epidemic began showed that about one-third of the participants reported moderate to severe anxiety, whilst more than half rated the psychological impact as moderate to severe. Even though

children have been reported to be less susceptible to covid-19 infection, it is witnessed considerable psychological implications on them due to shutting down of schools and play grounds, the restriction of outdoor activities, fear of contamination triggering anxiety.

Researchers have proven that optimism has the power to improve morbidity outcomes and enhanced performance during crisis. According to Seligman (2008), “optimism is the way we explain events and outcome to ourselves and it is a learnable approach to life and an invaluable motivator”. Knowing the potential benefit of optimism, the World Health Organization (WHO) included recommendation providing social and psychological support for Health Care Workers (HCWs), patients and communities. Also, the Centre for Disease Control and Prevention (CDC), pointed out the importance of strengthening psychological resources such as coping abilities, self-efficacy, self-esteem, perceived control, hope and optimism before and during a disaster. Gaining the skill of optimism can assist in confronting stress or set back, can help to overcome failure in particular event and strengthen self-efficacy and resilience. This will increase the Health Care Worker’s overall sense of wellbeing, helping them to be more beneficial to their society. One research focusing on optimism was conducted by Prateepko et al. It showed that staffs who were considered to be optimistic felt the threat to be of less severity and less vulnerability from possible impact of the pandemic.

Health-care professionals are vital for every country. Thus, their health and safety are crucial not only for patient care, but control of any outbreak, however healthcare professionals are experiencing the same extra ordinary stress faced during Severe Acute Respiratory Syndrome (SARS) and Middle-East Respiratory Syndrome (MERS) due to high risk of infection, stigmatization, uncertainty. According to Huang JZ and colleagues (2020), studies have

shown that frontline health care providers experience greater risk for mental health problem such as anxiety, depression, insomnia and stress. They experience additional challenges when they have to get adjusted to an entirely new working environment in a stressful situation. Thus, it is very much importance to consider the mental health of the health care workers in the outbreak of the pandemic Covid-19.

Being exposed to stress for too long can lower a person's efficiency and can trigger negative consequences on one's health or family and social life. In general, health care professionals are more prone to stress and professional burn-out, because they are responsible for human lives and their action – or lack of action can have serious impact on their patients. The decision to work is likely to be the result of a combination of motivation and beliefs.

In Honkong, a study of HCW's (2007), in response to a Severe Acute Respiratory Syndrome found that those judged be at greater occupational risk were less likely to avoid providing clinical care and had more positive attitude towards a potential epidemic than other Health care worker's . They are willing to provide direct clinical care even when their health risk is still uncertain. They fear the spread to their own health; more common concern can be the risk to the health of their family members. However, HCW's appeared to accept a duty of care to patients and intend to fulfill their duty during any pandemic regardless of the perceived actual risk.

In study conducted during the outbreak of covid-19 in 2019 in China among HCW's showed 50.4%, 44.6%, 34.0% and 71.5% of all participants reported symptoms of depression, anxiety, insomnia and distress respectively and more than 70% reported psychological distress. This was similar to a previous study during the acute SARS, outbreak, 89% of the HCW's who were in high- risk situations reported psychological symptoms. The

psychological response of health care workers to an epidemic of infectious diseases is complicated. Psychological assistance services, including telephone, internet counselling or intervention have been widely developed by each countries local and national mental health institution in response to the covid-19 outbreak; but it is least helpful to the HCW's. To sustain and restore frontline HCW's, health care organization need to monitor the mental health outcomes of clinicians over time and prioritize the mental and physical health needs and recovery of individuals caring for patients with covid-19.

STUDY DESIGN AND PARTICIPANTS

A qualitative study was conducted through telephone interview. Phenomenological approach was used to obtain detailed descriptions of the experiences of health care workers who are providing patient care during covid-19. The focus of phenomenological approach is to describe the commonality of a lived experience within a particular group. This helps to arrive at a description of the nature of the particular phenomenal. Participants were recruited through purposive and snow ball sampling. Health care workers who are providing treatments for patients with covid at the time of interview were eligible. Variation in place, years of experience, number of support days, and hospital of employment were considered to obtain differences in the experiences of providing care for patients with covid. The study objective was explained to participants and oral informed consent was obtained before each telephone interview.

CONTENT ANALYSIS

The sample consists of 10 female nurses from different countries. All the participants took care of patients with covid in the hospital in which they were employed. Participants have an experience of more than one month and are still working at the time when their interview was

done. The interview lasted for about 30-45 minutes. The overall themes that have emerged from the analysis of interview –

- 1.) Professional ethics
- 2.) Adapting to new environment
- 3.) A duty to help
- 4.) Sources of social support
- 5.) Challenges of working on covid ward.

Table 1: characteristics of participants (n=10)

	Age	Marital status	Work experience	Original department	No of days working in covid ward	Region
Nurse 1(N1)	27	M	4	Gastroenterology	90	Ireland
Nurse2 (N2)	30	M	7	Neonatal ICU	40	Dubai
Nurse3(N3)	50	M	30	Accident and emergency	90	Kuwait
Nurse 4(N4)	39	M	12	District TB centre	90	Kerala
Nurse 5(N5)	49	M	28	Med surge and Telemetry	60	Pennsylvania
Nurse 6(N6)	44	M	20	Medical ward	90	Saudi Arabia
Nurse 7(N7)	27	M	4	Stroke and Geriatric medicine	60	UK
Nurse 8((N8)	34	M	13	Cardiology	45	Kerala
Nurse 9(N9)	50	M	30	Orthopaedics	75	Karnataka
Nurse 10(N10)	50	M	30	Medical ICU	60	Kuwait

A PROFESSIONAL ETHIC

Professional ethic may be understood as professionally acknowledged measure of conduct, values and principles. Every participant responded that it is their duty to render help even in difficult and dangerous circumstances because that is why they have taken the oath when they joined the nursing profession.

- (N1) “ I will work for future too because I have idea how to deal with it. And this is my profession.”
- (N3) ”I will be warrior till I die, I took nursing as my career. I am giving my full dedication to my profession.”

Most respondents had the opinion that they are ready to continue this fight even in the future if the pandemic continue.

- (N7) “Because I am a nurse, I will continue to be provide treatment for Covid patient.”
- (N9) ”I will continue to provide care for Covid-19 patients, since it my profession, I have taken the oath which I will never forget; I value my profession.

ADAPTING TO NEW ENVIRONMENT

Although the healthcare providers carried on with their duty, they undergo lot of physical and emotional stress more than other people. Most of the participant’s (7/10) had no previous experience of working with an infectious disease. Almost everyone had a fear in their mind in the initial days when they joined for duty.

- (N5) “As the cases were high in the initial days, there was an ‘unknown fear’ and also sufficient PPE was not available.”
- (N2) “ I have no experience of working with adult patients. I could not accept at the initial days, I did not even knew how to handle the situation”

- (N8) “ I was stressed the night before, because watching the news and hearing about the news around the world, I did not know how to face it”

Initially health care providers were nervous and lacked confidence for treating covid patients. They did not know how to handle and face the situation. Most of the respondents did not have any prior experience of treating an infectious disease. Respondents commented that initial training was given for working in a Covid ward, but they needed to learn and prepare themselves mentally in a very short time.

Due to lack of availability of Health care provider’s staff’s from different departments were called together to work.

- (N10) “there is staff shortage, it is 1:1 ratio before in normal situation but now a single staff have to manage 3 -4 patients at the same time and do all their needful things ”

The entire participant’s were given training by a team of professionals on the usage of PPE. The respondents reported that the training was useful and they were confident in applying the procedures. There is a certain way to use and remove the PPE and everyone needs to follow the procedure. Health care professionals in order to take care of their health took bath in the hospital after their duty time and also after getting back to their room in warm water. They practice hygiene and control spread of disease by keeping their hands sanitize before every consultation and after every consultation. They also followed social distancing among themselves.

- (N1) “If we obey government and follow the infection control practices, I am confident that we can overcome this epidemic”.

The main reported barrier of working with new environment was working with PPE for long hours which were a major challenge. In their previously working department they just had to

wear mask and consultant patients. Everyone reported that it is really uncomfortable to wear all the personal protection equipments. They faced many health issues too. For some it caused skin allergy, headache, throat pain, breathing difficulty. Especially those who are aged were more prone since they already have underlying health issues. Once they are in their PPE, they could not have their food, nor drink water nor use toilet until they remove it.

- (N1) “Wearing the PPE and doing the work is very difficult. I had developed scars on my face and had allergic to it. Once we wear all the equipment’s we sweat from head to toe and soaked in.”
- (N2) “Wearing N95 mask, goggles caused me running nose and headaches in the initial days.”
- (N5) “We had to wear PPE continuously for 12 hours. Certain days we did not had food, water not did use toilet.”
- (N10) “Due to my age, it is hard for me to wear PPE. I have breathing difficulty due to intake of CO₂

DUTY TO HELP

Most participants spoke about an obligation that it is their ‘duty to help’, This duty to help was constructed both as an individual and a social requirement to contribute to the common good, not only as a Health Care Workers but as persons. One key point of duty to help of Health Care Workers was that they consider the covid infected patients not having an infectious disease but as normal individuals.

- (N4) “I have touched covid patients in order to console them; I considered them as my own family”.

Here, health care providers also needed to provide psychological support since the patients' mental health was low. They most often had listened to their problems and support them. They even forget the fact that they are talking to a covid infected patient. They had this notion in their mind that tomorrow it can happen to their family members also.

- (N1) “this is my duty, I cannot run away from it.”

The Health Care Workers build a relationship with the patients. Empathy was an important factor in building relationship between the Health Care Worker and the patient. They took this pandemic as a challenge. They wanted to give out their best possible care to the patients. Some health care providers themselves came forward to join this fight when they saw their colleagues struggling.

- (N3) “I personally consider this as a challenge. I want to help them within the limits of what I can, I try my level best for that.”

SOURCE OF SOCIAL SUPPORT

Health Care providers identified multiple support systems like hospital, colleges, family, and friends. With the constant support and encouragement from such sources, Health Care Workers had a sense of safety and felt that they are not alone in this fight. Even though professional support was available in some countries, none of the respondents approached to any. Talking to their beloved helped them to reduce this stress, for some the constant messages from their friends, church members about this well being made them happy and encouraged them to work

- (N2) “I stayed with my husband, family was my support, and he took initiative of the household thing.
- (N1) “whenever I am stressed, I talk to my husband he involved in household work he

Motivated me and took care of me. And staffs are very much coordinated; we supported each other in taking..... Turns during the duty hrs.

Most of the respondent's stayed with their husband and children. For them, their husband was a constant support. When the nurses went for work, their partner managed the household chores and took care of their children. They did all the needful while they come back; look after their well being and motivated them.

- (N3) “My family made me stable ; initially they were afraid, but seeing my courage They become strong.
- (N4) -“I had to stay away from my family during my work days. My husband looked after our kids. I did not had to worry about that.
- (N5)“ quotes and posters were put and hospital wards by public and students, “ our hero Lives here”.

Health Care Providers also used self management techniques to feel relaxed and remain stress free because they knew they badly needed it. Since most of the household chores were managed by their family they got enough time to take care of themselves. Most of them started to use immunity boosters in their diet, took bath in hot water, gargle, steam and added more ginger and turmeric in their daily nutrition. They just doze off when they get an off after their long hours of duty.

- (N2)“I had two days work and one day off I sleep well enough that day
- (N3) “I treat myself like a covid infected patient. I started taking Vitamin D in my food for my immunity.
- (N1) “To keep up with the workload, I sleep well; intake multivitamins and I never compromise with exercise.

CHALLENGES OF WORKING ON COVID WARD

Almost everyone reported the concern of getting infected and bringing the infection back to their family.

- (N5) “As frontline workers we had the risk of contacting virus from the patient and getting it back to family”

A more concern was expressed where some had children back at home. They had to move to the accommodation provided by their hospital leaving their family.

- (N8)“I was mentally prepared and had also convinced my family that I will have to move away from home”.
- (N4)“My elder, son used to call me every day because I was staying in the accommodation provided by the hospital”.

All the respondents faced difficulty when they were shifted from the original department to providing care for covid patients. Communication with patients was difficult as nurses have to be in full PPE. Due to the staff shortage, they had to manage 3 - 4 patients at the same time. These respondents who had prior experience of treating a deadly disease were able to manage at a level. As mentioned earlier, the other barriers were in the usage of PPE as it caused severe physical distress.

Table 2: outcome of the dimensions

Dimensions	Statement	Outcome
A professional ethic	“I will be warrior till I die, I took nursing as my career. I am giving my full dedication to my profession.”	Nurses consider this pandemic as a challenge and they are ready to put in their full efforts to treat patients.

		They consider nursing professional as a service. Participants responded they will work in the coming days of covid too.
Adapting to new environment	“ I have no experience of working with adult patients. I could not accept at the initial days, I did not even knew how to handle the situation”	Most of them did not have any experience of working with infectious disease. Every respondent was called from their working department to covid ward which caused fear and anxiety in the initial days, but gradually they got adapted to it. Working in a new environment was very much different to their previous one
A duty to help	I personally consider this as a challenge. I want to help them within the limits of what I can, I try my level best for that	As nurses, they knew that it is their duty to render help in this crisis. Some of them willingly came forward and requested their authorities for

		duty. It is seen that at time they even forget that they are dealing with covid infected patients. They try to put in their maximum efforts.
Sources of social support	<p>“I had to stay away from my family during my work days. My husband looked after our kids. I did not have to worry about that.”</p> <p>“To keep up with the workload, I sleep well; intake multivitamins and I never compromise with exercise.”</p>	Even though respondents did not seek any professional support, they rely on their family, friends and colleagues. There were times when they get exhausted, but they could overcome it. They also used many self-treatments in order to keep themselves strong.
Challenges of working on covid ward	<p>“As frontline workers we had the risk of contacting virus from the patient and getting it back to family “</p> <p>“Due to my age, it is hard for me to wear PPE. I have breathing difficulty due to</p>	Even though nurses were working, they go through lot of difficulty. The most common is in the use of PPE. Getting adapted to working on covid ward was difficult in the initial stages. They get tired too soon as they have to

	intake of CO2”	care for many patients. As frontline workers they had the high risk of getting infected and to their family.
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CONCLUSION

Health care providers play a crucial role in providing treatment to Covid infected patients. They try to provide the best care with their maximum effort in this pandemic. Despite the barriers on working in Covid ward, the Health Care providers believe that they should ‘join the fight’ and provide help in the pandemic. It is seen that there was an increased fear of infection and also worried about spreading infections to their family, but they took up the responsibility and showed a spirit of unity and professional dedication.

Most of the participants were younger than 45 years. The attitude of the healthcare providers varied on factors such as the country in which they are employed, hospital environment, age, experience. 8 of the participants were overseas. They experienced more persistent fear of survival in foreign land.

Nurses face heavy workload during pandemic. Everyone was shifted from their previously working ward to the new ward or existing ward was changed to Covid ward. Due to shortage of staff, nurses from various other departments were called together.

The critically ill patients with Covid often had other complications too. As their family members could not accompany patients, nurses were responsible for basic care, monitoring

and reach out to patients frequently. As the infectious disease had no cure medicine, supportive nursing care was necessary for patient's wellbeing.

Wearing PPE for long hours caused difficulty. Interpersonal issues arise from the infection control measures and the use of PPE. Greater difficulty was faced by staffs aged above 45 years due to their underlying health conditions. This caused barrier for their willingness to work. Patients with covid express more psychological support as they are ill, but communications to patients wearing PPE was complicated, as it covers most of their face and the staff spent less time with patients compared to their previous working departments. But still nurses provided necessary counseling and gave support being in their limits.

In certain days, frontline workers were burnt out, when the cases went high. They had to deal with many patients at a single stretch. The healthcare providers felt guilty when they remained helpless. They expressed grief and strong sense of powerlessness about patients suffering and sudden loss of lives.

In the early days of work life, healthcare providers experienced an 'unknown fear' and anxiety. Gradually as the days passed, their fear decreased as they got hands on experience and felt happy when there was more recovery rate. Infection among healthcare workers was a problem during the outbreak. Being a nurse, all were positively associated for the willingness to work. For nurses who lived along with family and especially those who have children, transmitting the infection to their family members was a major concern. They stayed in isolation in residence that was provided.

One prominent attribute is that co-workers were well supportive even though they did not know each other, as they were recruited from various departments. They helped each other in by taking turns in their work when one staff alone faced difficulty in managing. Constant

updates were given by the senior staffs via WhatsApp. Prior training was provided by the facilitators which boost their confidence and also willingness to work.

Significant proportion of them experienced anxiety, insomnia symptoms and distress. They used multiple support systems and self-management techniques to overcome their stress. They were able to deal without professional support. Family played a major role being the back bone and monitoring their health regularly. The healthcare providers showed great strength and resilience.

What can organizations do for their staff?

The organizations in which the staffs are employed play a keen role. Necessary and supportive things have to be provided for healthcare professionals working in Covid ward. It is seen that to a large extent, all staff face distress but do not seek professional support. Therefore, constant monitoring of their mental health has to be taken, rapid access to counselling should also be provided. Reinforcement should be given as it can increase willingness to work. Safe travelling to and from work also should be provided which can reduce anxiety. Measures such as rest facilities, providing food, drinks, regular acknowledgements, a dialogue of suggestions and ideas from state, formal and informal psychological support during the pandemic can improve the healthcare workers willingness to work.

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“Effect of Psychological Conditioning on Mental Health and Anxiety among College students”

Prashant Prakash Somvanshi*

ABSTRACT

Aim of the Study: To examine the Effect of Psychological Conditioning on Mental Health and Anxiety among College students. **Hypotheses:** Psychological conditioning will be positive effect on the mental health. Psychological conditioning will be reduce anxiety. **Methods:** **Sample:** For the present study 40 college students were selected and belongings to jalana, after that the randomly put 40 college students in the experimental group and kept 40 college students in the controlled group. The age range of subjects was 18-27 years. (Mean 24.56, SD 3.56) Purposive non-probability sampling technique was used. **Tools** Mental Health Inventory (MHI): Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav. Singh Personal Stress Source Inventory (SPSSI): This test is developed and standardized by Arun Kumar Singh. Anxiety Test This scale was constructed and standardize by Dr. Quadri Syed Javeed. **Variable** Independent variable- Psychological Conditioning Group a) Experimental b) Control **Dependent Variable** 1) Mental Health 2) Anxiety **Conclusions:** Psychological training has a positive effect on the mental health. Means psychological conditioning can increase of mental health. Psychological training has a positive effect on the anxiety. Means psychological conditioning can reduce anxiety.

Keywords- *Mental Health, Anxiety.*

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INTRODUCTION

Lazarus and Folkman (1984) defined stress as: ‘a pattern of negative physiological states and psychological responses occurring in situations where people perceive threats to their well-being, which they may be unable to meet’. Two terms have been introduced in sport to explain stress: eustress and distress. Eustress is a good form of stress that can give you a feeling of fulfillment. Some athletes actively seek out stressful situations as they like the challenge of pushing themselves to the limit. This can help them increase their skill levels and focus their attention on aspects of their chosen sport. The benefit is that increases in intrinsic motivation follow.

Distress is a bad form of stress and is normally what you mean when you discuss stress. It is an extreme form of anxiety, nervousness, apprehension or worry as a result of a perceived inability to meet demands.

Parivash Nourbakhsh (2004) A comparison between athlete and non-athlete students stressors and their relationships with their mental health. **Conclusions** Based on the results of this study it is therefore recommended that higher education institutions prepare suitable conditions in which students can advance their knowledge and understanding and be able to live in such dormitories where they are able to reduce their mental stressors and increase their mental health. Initial inquiries attempted to determine the anxiety-performance relationship through arousal-based explanations. For example, drive theory (Spence and Spence, 1966) purported that an increase in drive or arousal was associated with a linear increase in performance providing that the learned dominant response was one of a correct skill execution. This approach was superseded in sport psychology by the inverted-U hypothesis (Oxendine, 1970) that described the relationship between arousal and performance through an inverted-U Increases in arousal

up to an 'optimal' level were suggested to result in positive performance gains, beyond which performance decrements occurred. Optimal levels of arousal were also suggested to be dependent on the type of task, with more complex tasks requiring lower arousal levels for optimal performance (cf. Landers and Arent, 2001).

A recent approach that accounts for the positive aspects of the arousal performance relationship is that of reversal theory (Kerr, 1993). Based upon the work of Apter (1982, 1984), the theory suggests that motivation is influenced by changes or reversals between four paired alternate meta-motivational states. In a telic state, high physiological arousal will be interpreted as anxiety; whereas in a par atelic state, high physiological arousal will be experienced as excitement. Equilibrium in the desired meta-motivational state is achieved when minimal differences arise between an individual's preferred and actual arousal state. In addition, contingent upon the perceived pleasure or hedonic tone of the individual, performers can also suddenly reverse from the experience of high arousal as excitement to one of anxiety (Kerr, 1997). Unlike the inverted-U hypothesis, high levels of physiological or felt arousal may not automatically lead to detrimental performance consequences and may actually be beneficial. Although some support exists for the tenets of reversal theory (Kerr, 1997), and the fact that it attempts to explain the more positive aspects of the individual's competitive affective experience, the approach has been suggested as offering little in terms of explaining *how* and *why* anxiety (through changes in arousal states) might affect motor performance (cf. Woodman and Hardy, 2001).

In contrast to Hanin's approach that suggests an appropriate emotional zone exists for optimal performance (e.g., high levels of anxiety can have positive performance effects), multidimensional anxiety theory (MAT; Martens, Burton, et al., 1990) describes the relationship between the specific components of the competitive state anxiety response

and performance. While self-confidence is predicted to exhibit a positive linear association with performance and somatic anxiety a quadratic or inverted-U relationship (i.e., performance increases up to a given level of symptom intensity), cognitive anxiety is suggested to exhibit a negative linear relationship with performance.

Burton's (1998) review of the relationship between the separate components of anxiety and performance indicated that of the sixteen studies examined, only two strongly supported the theoretical predictions (i.e., Burton, 1988; Taylor, 1987); six provided moderate or partial support (i.e., Barnes, Sime, Dienstbeir, and Plake, 1986; Gould et al., 1987; Jones and Cale, 1989; Krane, Williams, and Feltz, 1992; Maynard and Cotton, 1993; Williams and Krane, 1993); and eight provided weak support that was unable to demonstrate any anxiety-performance relationship (i.e., Caruso et al., 1990; Gould et al., 1984; Hammermeister and Burton, 1995; Karteroliotos and Gill, 1987; Martin and Gill, 1991; Maynard and Howe, 1987; Maynard, Smith, et al., 1995; McAuley, 1985). Although MAT provides some indication of the positive influence that somatic anxiety (up to moderate levels) and self-confidence can have upon invariably be negative and detrimental, with no positive consequences.

In addition, the findings from recent meta-analyses suggest weak to moderate relationships between the subcomponents of multidimensional anxiety and performance (e.g., Craft et al., 2003; Woodman and Hardy, 2003) and emphasize both conceptual and methodological shortcomings (Burton, 1988, 1998; Jones, 1995a, 1995b; Raglin, 1992; Woodman and Hardy, 2001). One particular criticism is that MAT attempts to explain the additive as opposed to interactive effects of the competitive anxiety subcomponents upon performance (Hardy, 1990; Woodman and Hardy 2001).

AIM OF THE STUDY:

- To examine the Effect of Psychological Conditioning on Mental Health and Anxiety among College students.

HYPOTHESES:

- There will be positive effect of Psychological conditioning on mental health.
- There will be positive effect of Psychological conditioning on anxiety.

METHODS

Sample:

For the present study 80 college students were selected and belongings to jalana, After that the randomly put 40 college students in the experimental group and kept 40 college students in the controlled group. The age range of subjects was 18-27 years. (Mean 24.56, SD 3.56) Purposive non-probability sampling technique was used.

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

VARIABLE OF THE STUDY

Independent variable-

- 1) Psychological Conditioning Group
 - a) Experimental (Pre-Post Condition)
 - b) Control (Pre-Post Condition)

Dependent Variable

- 1) Mental Health
- 2) Anxiety

RESEARCH TOOLS

Mental Health Inventory (MHI):

Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav. 56 items are in the questionnaire and each of the items has four responses – 1. Almost always true, 2. Some time true, 3. Rarely true and 4. Almost never true. The reliability of the inventory was determined by split-half method using odd-even procedure. Overall mental health reliability coefficients is .73 and Construct validity of the inventory is determined by finding coefficient of correlation between scores on mental health inventory and general health questionnaire (Gold beig, 1978) it was found to be .54.

Singh Personal Stress Source Inventory (SPSSI):

This test is developed and standardized by Arun Kumar Singh. The test consisted of 35 Items. The subjects were required to respond to each item in terms of 'Seldom', sometimes, and fluently. Internal Consistency Reliability by odd – even method was found to be .784 which was highly significant.

Anxiety Test

This scale was constructed and standardize by Dr. Quadri Syed Javeed. That test consists of 30 items, each item 'YES' 'NO' type alternatives. Reliability of the test was found by test retest method, and it was found to be .89 for the anxiety measure. Validity the test was also validated by correlating the scores obtained on this test with the scored obtained by the subject on Dr. Ravikant and Dr. V N Mishra (2003) Competition Anxiety Inventory. The Concurrent Validity coefficient obtained is .84 which is significant beyond .01 levels.

PROCEDURES OF DATA COLLECTION

Firstly, the researchers choose 80 college students for research. After that the randomly

put 40 college students in the experimental group and kept 40 college students in the controlled group. Then both the group college students solved the anxiety and mental health test. Afterwards, seven days of psychological training for the college students in the experimental group. In it taught stress management, life skills and confidence building training. Secondly, this control group has not received anything training. The researchers then collected data collection from both group after taking anxiety and mental health tests.

STATISTICAL ANALYSIS AND DISCUSSION

Mental Health

	Pre-Condition (N=40)		Post-Condition (N=40)		t- ratio	df	p
	Mean	SD	Mean	SD			
Experimental Group	135.69	6.59	150.23	7.84	8.98**	88	< .01
Controlled Group	133.25	2.89	132.96	2.78	0.46	88	NS

The results related to the hypothesis have been recorded. Experimental group Mean of mental health of the pre-condition is 135.69 and post-condition mean is 150.23 the difference between the two mean is highly significant ('t' = 8.98** df = 88, P < 0.01). And controlled group Mean of mental health of the pre-condition is 133.25 and post-condition mean is 132.96 the difference between the two mean is not significant ('t' = 0.46 df = 88, P = NS). It concluded psychological training has a positive effect on the mental health. Means psychological conditioning can increase of mental health.

Anxiety

	Pre-Condition (N=40)		Post-Condition (N=40)		t- ratio	df	p
	Mean	SD	Mean	SD			
Experimental Group	22.45	3.15	16.20	2.56	9.74**	88	< .01

Controlled Group	24.20	3.59	22.87	3.45	1.69	88	NS
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The results related to the hypothesis have been recorded. Experimental group Mean of anxiety of the pre-condition is 135.69 and post-condition mean is 150.23 the difference between the two mean is highly significant ($t' = 8.98^{**}$ $df = 88$, $P < 0.01$). And controlled group Mean of anxiety of the pre-condition is 24.20 and post-condition mean is 22.87 the difference between the two mean is not significant ($t' = 1.69$ $df = 88$, $P = NS$). It concluded psychological training has a positive effect on the anxiety. Means psychological conditioning can reduce anxiety.

CONCLUSIONS

- 1) Psychological training has a positive effect on the mental health. Means psychological conditioning can increase of mental health.
- 2) Psychological training has a positive effect on the anxiety. Means psychological conditioning can reduce anxiety.

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A Study of Anxiety, Depression, Stress among UG and PG Students

Anjali Panditrao Pandit*

ABSTRACT

This Study purpose that a Study of Anxiety, Depression, Stress among UG and PG Students. **Objectives:-** 1) To Study the Anxiety, Depression, Stress of UG and PG Students. **Hypotheses:-** There is no significant difference between UG and PG Students with dimension on Anxiety, Depression, Stress. **Methodology- Sample:** The present study sample goes was selected from college students of Aurangabad City district Aurangabad in Maharashtra. The sample has 100 college students in each 50 UG Students Under Graduate Students (25 Male and 25 Female) and 50 PG Students (25 Male and 25 Female). The subject selected in this sample was age group of 18-23 year. **Variables-** The independent variables are Graduate (1) UG Students 2) PG Students) and Dependent variables are Anxiety, Depression, Stress. **Research Design:** the present study a balanced 2x2 factorial design will be used. **Research Tools-** Anxiety, Depression, Stress Scale (2011) by Pallvi Bhatnagar Megha Singh Monoj Pandey Sandhya Amitabh. **Statistical Treatment:** Mean SD and ANOVA. **Conclusions:1)** PG Students high Anxiety than UG Students. 2) PG Students high Depression than UG Students. 3) PG Students high Stress than UG Students.

Key words: - Anxiety, Depression, Stress, Male, Female.

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INTRODUCTION

Anxiety

The concept of anxiety is very important for understanding the emotional life of a person even though there is much diversity in the definition of anxiety, its origin and its role.

Anxiety is a painful uneasiness of mind concerning some impending or anticipated ill.

An anxiety reaction is a state of apprehension without an apparent object, in which attempts are made to discharge internally generated tension and to reduce anxiety through increased bodily activity. The essential aspect of anxiety is that, it brings on an internal or subjective condition. It represents a danger or threat within the person himself rather than solely on external danger. anxiety as an affective, stressful, palpable but transitory emotional state, it happens to be a highly unpleasant condition that signals a danger to the ego and is characterized by nervousness, painful uneasiness of mind with feelings of tension, apprehension and heightened arousal of autonomic nervous system. The physiological, cognitive and subjective component help the person to deal effectively with clearly recognized, real and immediate dangers but may be damaging for present or unresolved unconscious conflicts and may affect both somatic and physiological participation and threatens the integrity of the organism with acts of different discharged phenomenon along a particular path. The moderately anxious person is more apt to be vigilant, cautious and reaction sensitive to slight stimulation. Moderate anxiety can actually increase endurance during an emergency and can give time a person for defensive preparation. Therefore a person, who completely lacks any anxiety, may be as badly off as a person who is too anxious. Anxiety in adolescence can have negative consequences. Teens have a tendency to see things in stark contrast. If they are experiencing increasing levels of anxiety they may feel as though everything is falling apart. If this leads to significant and consistent bouts with anxiety, teens may engage in

behaviors that are self-destructive or self-injurious. The concept of anxiety has been important to mankind since the very beginning of philosophy and religion. Human beings are trying to fulfill their needs in order to live happy and function effectively, but these needs cannot always be adequately satisfied on account of several obstacles and obstructions. These obstructions produced tension. Today, it is being felt everywhere that anxiety is much more prevalent than it was suspected several decades ago.

The word anxiety has been derived from the Latin word 'anxieties' which commonly connotes as experience of varying blends of uncertainty, agitation and dread. It is subjective experience of the individual which meant the painful and uneasiness of mind. Everyone suffers from anxiety in greater or lesser degree from time to time as the result of specific for which anxiety is reasonable response.

Depression

Depression is a common mental disorder, characterized by persistent sadness and a loss of interest in activities that you normally enjoy, accompanied by inability to carry out daily activities, for at least two weeks.” The World Health Organization has also stated that depression is one of the leading causes of disability. Depression is a state of low mood and aversion to activity that can affect a person’s thoughts, behavior, feelings and physical well-being. Depressed people may feel sad, anxious, empty, hopeless, helpless, worthless, guilty, irritable or restless. They may lose interest in activities that once were pleasurable, experience loss of appetite or overeating, or problems concentrating, remembering details or making decisions, and may contemplate or attempt suicide. Depression is a powerful feeling of hopelessness, gloom and sadness that affects millions of people. It’s more than just a “gloomy mood”, but rather a persistent feeling that a person can’t control and that disrupts the ability to function in everyday life. Depression is the state of helplessness and hopelessness with a feeling of

loneliness and poor self-image. It is an affective disorder characterized by a disturbed mood or feeling. Depression affects physical, mental and emotional well being.

Stress

The concept of “stress” is one of the most significant concepts ever developed in the social and biochemical sciences, however, its potential as a prime intellectual tool for not only understanding but also explaining individual and collective human behavior and disorders has not yet been fully realized what has hampered the adequate use of the concept of stress is the fact that different investigations have employed somewhat different referents or meaning for the term stress and thus have employed different explicit or implicit psychological stimuli. “Stress” is the non specific (physiological) response of the body to any demand made upon it. The response syndrome mentioned in his definition represents a universal pattern of defense reactions which serve to protect the person and preserve his integrity. stress is beneficial especially when it is within limits. It can improve performance and make a job stimulating. When stress exceeds a certain level I can stop being useful and will tend to harm both physical and mental wellbeing. Stress is a big problem in our Society [Allen 1983]. Some 75 percent of bodily disease is said to be stress related. For example, stress is often a factor in heart disease and cancer, two of the leading causes of death. Furthermore, stress related diseases cost American industry billions of dollars a year; several billions of tranquilizer pills are prescribed in the United States each year; and although it can be quantified, stress seems to be involved in much of our unhappiness, irritability and dissatisfaction. stress is the psychological response of the body to physical and psychological demands. Others have conceptualized it as the condition that results when person environment transaction lead the individual to perceive a discrepancy between the demands of a situation and the resources of the person biological, psychological or social system.

REVIEW OF LITERATURE

ARCHANA KUMARI and JAGRATI JAIN,(2014) this study found that There was no significant difference found in the stress and anxiety level of undergraduate and postgraduate students. Partha Das (2016) this study found that the rate of prevalence of anxiety among the maximum number of University level students i.e. 64.44% found to be ranged from potentially and Moderate level of Anxiety. The rate of prevalence of overall Anxiety was found more in Rural Areas University level students (70%) than the Urban Areas University level students and the overall Anxiety was found more in Science Stream University level students (65.96%) than the Arts Stream University level students; and it was also statistically in significant. Sabu and Jangaiah (2005) this studied the stress and level of adjustment of secondary school teachers in Kerala. The results of the study showed that teachers with high adjustment, experienced low level of stress and the teachers with high level of stress had low adjustment. Female teachers were under high stress as compared to their male counterparts. Teachers who were above 45 years, experienced more stress. Teachers having post graduate degree experienced less stress than teachers not having postgraduate degree. Manisha Parial and Samir Kumar Saha, (2019) this study found that results showed a moderately higher level of depression and anxiety and mild degree of stress level in post graduate students. We further grouped the sample into different groups to observe the correlation of factors on the stress level in under graduate and post-graduate students. The data was grouped into four types; UG-male, UG-female, PG-male and PG-female.

STATEMENT OF THE PROBLEM

“A Study of Anxiety, Depression, Stress among UG and PG Students”

OBJECTIVES OF THE STUDY

- To examine the Anxiety, Depression and Stress among UG and PG Students.

HYPOTHESES OF THE STUDY

- There is no significant difference between UG and PG Students on Anxiety, Depression, and Stress.

METHODOLOGY

SAMPLE

The present study sample go was selected from college students of Aurangabad City district Aurangabad in Maharashtra. The sample has 100 college students in each 50 UG Students Under Graduate Students (25 Male and 25 Female) and 50 PG Students (25 Male and 25 Female). The subject selected in this sample was age group of 18-23 year.

RESEARCH DESIGN

2x2 Factorial research design used.

VARIABLES OF THE STUDY

Table No.01- Variables

Variable	Type of variable	Sub. Variable	Name of variable
Graduate	Independent Variables	02	1) UG Students 2) PG Students
	Dependent variables	03	Anxiety Depression Stress

RESEARCH TOOLS:-

Table N0.02- Anxiety, Depression, Stress Scale (2011)

Aspect	Name of the Test	Author		
Anxiety Depression Stress	Anxiety, Depression, Stress Scale (2011)	Pallvi Bhatnagar Megha Singh Monoj Pandey Sandhya Amitabh	Anxiety Depression Stress	Item- 48(Anxiety-19 Depression-15, Stress-14)
				Scoring- Each item is scored 1 if endorsed “YES” and 0 if endorsed “NO”.
				Reliability - 0.81 and 0.89
				Validity - 0.81 and 0.89.

STATISTICAL TECHNIQUES

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

RESULTS AND DISCUSSION

GRADUATE ON ANXIETY

Hypotheses

- There is no significant difference between UG and PG Students on Anxiety.

Table No.03 Show the Mean, SD and F Value of Graduate on Anxiety

Factor	Graduate	Mean	SD	N	DF	F Value	Sign.
Anxiety	UG Students	8.16	0.817	50	98	16.301	0.01
	PG Students	8.84	0.955	50			

(Critical value of “F” with df 98 at 0.01 = 3.94 and at 0.05 = 6.90 and NS-

Not significant)

Observation of the table No.03 indicated that the mean value of both classified group seems to differ from each other on Anxiety. The mean and SD value obtained by the UG

Students was 8.16, SD 0.817, and PG Students was 8.84, SD 0.955, both group ‘F’ ratio was 16.301 at a glance those PG Students shows high score than UG Students.

In the present study was this hypothesis related Anxiety and Graduate Students. It was “There is no significant difference between UG and PG Students on Anxiety.” Graduate Students effect represent the Anxiety was significant (F- 16.301, 1 and 98, P- 0.05 and 0.01). This is significant 0.01 and 0.05 levels because they obtained ‘F’ value are high than table values at 0.01 and 0.05. In the present study was found that UG and PG Students differ from Anxiety. The findings of the supported the hypothesis, they are null hypothesis Rejected the present study and Alternative hypothesis is Accepted (There is no significant difference between UG and PG Students on Anxiety). It means that PG Students high Anxiety than UG Students.

GRADUATE ON DEPRESSION

Hypotheses

- There is no significant difference between UG and PG Students on Depression.

Table No.04 Show the Mean, SD and F Value of Graduate on Depression

Factor	Graduate	Mean	SD	N	DF	F Value	Sign.
Depression	UG Students	8.40	0.67	50	98	14.72	0.01
	PG Students	9.02	0.93	50			

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

Observation of the table No.04 indicated that the mean value of both classified group seems to differ from each other on Depression. The mean and SD value obtained by the UG Students was 8.40, SD 0.67, and PG Students was 9.02, SD 0.93, both group ‘F’ ratio was 14.72 at a glance those PG Students shows high score than UG Students.

In the present study was this hypothesis related Depression and Graduate Students. It was “There is no significant difference between UG and PG Students on Depression.” Graduate Students effect represent the Depression was significant (F- 14.72, 1 and 98, P- 0.05 and 0.01). This is significant 0.01 and 0.05 levels because they obtained ‘F’ value are high than table values at 0.01 and 0.05. In the present study was found that UG and PG Students differ from Depression. The findings of the supported the hypothesis, they are null hypothesis Rejected the present study and Alternative hypothesis is Accepted (There is no significant difference between UG and PG Students on Depression). It means that PG Students high Depression than UG Students.

GRADUATE ON STRESS

Hypotheses

- There is no significant difference between UG and PG Students on Stress.

Table No.05 Show the Mean, SD and F Value of Graduate on Stress

Factor	Graduate	Mean	SD	N	DF	F Value	Sign.
Stress	UG Students	8.14	0.72	50	98	47.47	0.01
	PG Students	9.22	0.84	50			

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

Observation of the table No.05 indicated that the mean value of both classified group seems to differ from each other on Stress. The mean and SD value obtained by the UG Students was 8.14, SD 0.728, and PG Students was 9.22, SD 0.840, both group ‘F’ ratio was 47.47 at a glance those PG Students shows high score than UG Students.

In the present study was this hypothesis related Stress and Graduate Students. It was “There is no significant difference between UG and PG Students on Stress.” Graduate

Students effect represent the Stress was significant (F- 47.47, 1 and 98, P- 0.05 and 0.01). This is significant 0.01 and 0.05 levels because they obtained 'F' value are high than table values at 0.01 and 0.05. In the present study was found that UG and PG Students differ from Stress. The findings of the supported the hypothesis, they are null hypothesis Rejected the present study and Alternative hypothesis is Accepted (There is no significant difference between UG and PG Students on Stress). It means that PG Students high Stress than UG Students.

CONCLUSIONS

- 1) PG Students high Anxiety than UG Students.
- 2) PG Students high Depression than UG Students.
- 3) PG Students high Stress than UG Students.

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“A Study of Life Satisfaction of Married and Unmarried Person”

Narayan Ganapat Gavare

ABSTRACT

An aim of the Study to investigate the life satisfaction among married and unmarried person persons. **Hypothesis:** 1. There will be no significant difference between married and unmarried person with respect to life satisfaction. 2. There will be no significant difference between men and women with respect to life satisfaction. **Sample:** For the present study 100 Sample were selected from Aurangabad city, Maharashtra State. The effective sample consisted of 100 subjects, among 50 subjects were married person and 50 subjects were unmarried person. The age range of subjects was 20 to 30 years (Mean 25.36, SD 4.56). **Tools** 1. Life Satisfaction Scale (L-S Scale) constructed by Singh and Joseph (1996). **Variable** Independent variable-1. Type of Life a) Married b) Unmarried person Gender a) Men b) women Dependent Variable 1. Life Satisfaction **Conclusions:** 1. married person had significantly high life satisfaction than the unmarried person. 2. Men had significantly high life satisfaction than the women.

Keyword: life satisfaction, married, unmarried person, men, women.

INTRODUCTION

Marriage is a fundamental institution in society. Marriage is one of the most important institutions affecting people's life and well-being. Marital institutions regulate sexual relations and encourage commitment between spouses. This commitment has positive effects, for instance on spouses' health and their earnings on the labor market. to analyze whether marriage makes people happy, or whether happy people are more likely to get married. We want to go beyond the numerous previous studies that document that married people are happier than singles and those living in cohabitation (e.g., Myers, 1999). We have two main interests in this paper: one goal is to provide systematic evidence on who benefits more and who benefits less from marriage. This evidence helps in assessing the crucial auxiliary assumption in models of the marriage market. Becker's seminal work on the economics of marriage (1973, 1974)¹ is based on the gains married people get from household production and labor division. Other theories focus on spouses' joint consumption of household public goods or on reciprocity and social equality in homogamous² relationships. In the latter case, it is argued that the tendency for "like to marry like" facilitates compatibility of spouses' basic values and beliefs. Our empirical analysis studies whether couples with different degrees of potential and actual specialization of labor and more or less difference in education systematically differ in their benefits from marriage.

It is not our intent to recommend whether people should or should not marry. Rather, we intend to contribute to the public discussion about the value of intact marriages and legislators' debates about marriage penalties in tax codes, or the effect of welfare programs and social security on marriage. Moreover, empirical evidence on different couples' utility levels helps us to better understand the sources of well-being in marriage. The empirical analysis is challenged by the question of causality. Does marriage make

people happier or is marriage just more likely for happier people? The second goal of our analysis is to address the question of selection. So far, there is no large-scale evidence on the role of selection in the relation between marriage and happiness. In a longitudinal data set, we compare singles who remain single with singles who marry later as well as with people who are already married.

With marriage, people engage in a long-term relationship with a strong commitment to a mutually rewarding exchange. Spouses expect some benefits from the partner's expressed love, gratitude and recognition as well as from security and material rewards. This is summarized in the protection perspective of marriage. From the protective effects, economists have, in particular, studied the financial benefits of marriage. Marriage provides basic insurance against adverse life events and allows gains from economies of scale and specialization within the family (Becker, 1981). With specialization, one of the spouses has advantageous conditions for human capital accumulation in tasks demanded on the labor market. It is reflected in married people earning higher incomes than single people, taking other factors into consideration and explicitly dealing with the possibility of reverse causation (Chun and Lee, 2001; Korenman and Neumark, 1991 and Loh, 1996). According to this latter view, the marriage income premium would be solely due to men with a higher earnings potential being more likely to find a partner and get married (Nakosteen and Zimmer, 1987).

Aim of the Study:

1. To investigate the life satisfaction among married and unmarried person.

Hypothesis:

1. There will be no significant difference between married and unmarried person with respect to life satisfaction.

2. There will be no significant difference between men and women with respect to life satisfaction.

METHODOLOGY

SAMPLE:

For the present study 100 Sample were selected from Aurangabad city, Maharashtra State. The effective sample consisted of 100 subjects, among 50 subjects were married person and 50 subjects were unmarried person. The age range of subjects was 20 to 30 years (Mean 25.36, SD 4.56).

RESEARCH DESIGN:

2x2 Way ANOVA was used.

A = Type of Life		B = Gender	
A1 = Marital	A2 = Bachelor	B1 = Men	B2 = Women

A (Type of Life) 100			
A1 (Marital) 50		A2(Bachelor) 50	
B1 (Men)	B2 (Women)	B1 (Men)	B2 (Women)
A1B1 (25)	A1B2 (25)	A2B1 (25)	A2B2 (25)

VARIABLE

Independent variable-

1. Type of life	a) Marital	b) Bachelor
2. Gender	a) Men	b) Women

Dependent Variable 1. Life Satisfaction

RESEARCH TOOLS

Life Satisfaction Scale

Life Satisfaction Scale (L-S Scale) constructed by Singh and Joseph (1996) intends to measure the life satisfaction of employees which include all round activities of an employee. The scale is based on the following dimensions: Taking pleasure in everyday activities, considering life meaningful, holding a positive self-image, having a happy and optimistic outlook, and Feeling success in achieving goals. This scale consists of 35 items; each item is to be rated on the 5-point scale- Always, often, sometime, seldom, and never. The respondent are ask to express their view on each item depending on their importance to them. The test-retest reliability computed (after a lapse of 8 weeks) turned out to be 0.91 and the scale possesses face and content validity.

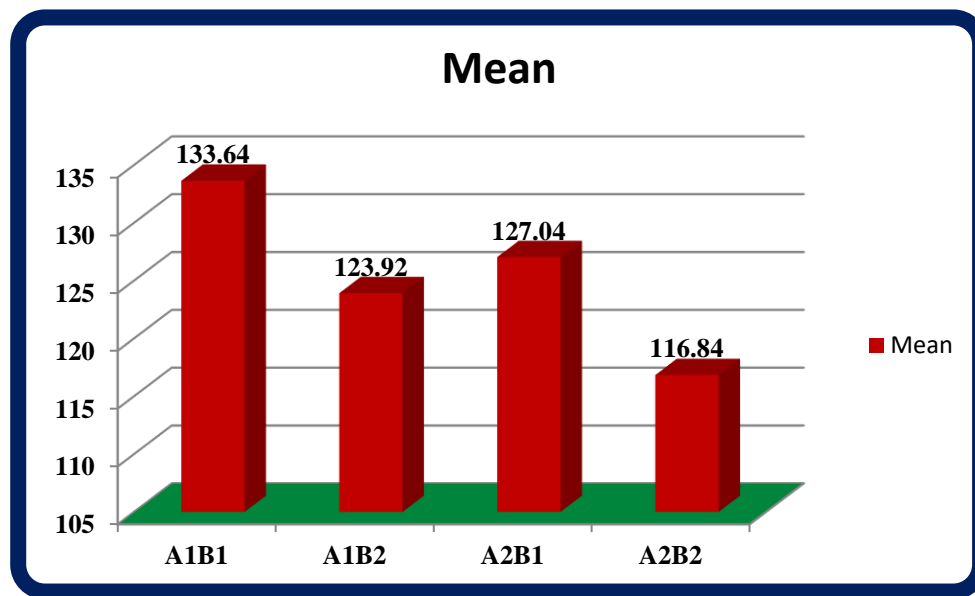
PROCEDURES OF DATA COLLECTION

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

STATISTICAL ANALYSIS AND DISCUSSION

Summary of Two Way ANOVAs (2x2) of married and unmarried person on dimension Life Satisfaction

Factor	Group	A1B1	A1B2	A2B1	A2B2
Life Satisfaction	Mean	133.64	123.92	127.04	116.84
	S.D.	3.96	5.88	7.38	8.74
	SE	0.79	1.18	1.48	1.75
	N	25	25	25	25



Source	SS	DF	MS	F	P
A (Type of Life)	2480.04	1	2480.04	54.81	< 0.01
B (Gender)	1169.64	1	1169.64	25.85	< 0.01
A X B	1.44	1	1.44	0.03	NS
Error	4343.92	96	45.25		
Total	7995.04	99			

At the first Factor of A (type of life) F value was 54.81 and both levels were significant. Mean of A1 married person was 128.78 SD 6.98 and SE was 0.99. Second mean of A2 unmarried person person was 121.94 SD 9.52 and SE 1.35.

Factor of B (Gender) F value was 25.85 and both levels were significant. Mean of A1 men was 130.34 SD 6.74 and SE was 0.95. Second mean of A2 women was 120.38 SD 8.19 and SE 1.16.

CONCLUSION

- 1) Married person had significantly high life satisfaction than the unmarried person.
- 2) Men had significantly high life satisfaction than the women.

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“Impact of Anxiety on Reaction Time among College Going Students”

Kedar Sominath Rahane*

ABSTRACT

An Aim of the study: To search the reaction time among high anxious and low anxious college going students. Hypotheses: There will be no significant difference between high anxious and low anxious college going students dimension on visual reaction time. There will be no significant difference between high anxious and low anxious college going students dimension on auditory reaction time. Methods: Sample: For the present study 100 Sample were belongings to Aurangabad, 100 college going students among them 50 high anxious college going students and 50 low anxious college going students. The age range of subjects was 18-25 years. (Mean = 21.36, SD = 3.41). Tools: 1. Sports Anxiety Test (SAT) This scale was constructed and standardize by Dr. Quadri Syed Javeed 2. Chronoscope measure for visual reaction time. Tools Reaction Time Chronoscope
Result:- Low anxious college going students had significantly high visual reaction time than the high anxious college going students. low anxious college going students had significantly high auditory reaction time than the high anxious college going students.

Keywords- Sports Anxiety

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INTRODUCTION

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

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

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

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

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

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

AIM OF THE STUDY:

- To search the reaction time among high anxious and low anxious college going students.

HYPOTHESES:

- There will be no significant difference between high anxious and low anxious college going students dimension on visual reaction time.
- There will be no significant difference between high anxious and low anxious college going students dimension on auditory reaction time.

METHODS

Sample:

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

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

VARIABLE

Independent variable-

- a) Types of Anxiety 1) High Anxious 2) Low Anxious

Dependent Variable

- 3) Visual Reaction time 2) Auditory Reaction time

RESEARCH TOOLS

1) Sports Anxiety Test (SAT)

This scale was constructed and standardized by Dr. Quadri Syed Javeed. That test consists of 30 items, each item 'YES' 'NO' type alternatives. Reliability of the test was found by test retest method, and it was found to be .89 for the anxiety measure. Validity the test was also validated by correlating the scores obtained on this test with the scores obtained by the subject on Dr. Ravikant and Dr. V N Mishra (2003) Sports Competition Anxiety Inventory. The Concurrent Validity coefficient obtained is .84 which is significant beyond .01 levels.

2) Reaction Time Chronoscope

To Measure the disjunctive RT of the students a specially designed instrument called as electronic chronoscope which measure both Visual and Auditory RT was used. It consists of four different types of sound for Auditory RT. It is very sophisticated apparatus which measures RT up to 1/1000 of seconds; time taken by the subject in giving response to the stimulus is recorded with a digital timer in millisecond.

PROCEDURE OF DATA COLLECTION

The data were collected during the matches for measuring RT first of all they were given instruction in a group of 4 – 6 students about the use of electronic chronoscope apparatus. Then each one was called made to sit comfortably before the apparatus, before the start of the Experiment, the following instruction are given. 'Here I am measuring your quick responses to light and sounds you find that there are four seconds of different colors and four sounds of different types. I will switch on one the light and you are to switch off the same light with the four finger of your right hand as fast as you can. You

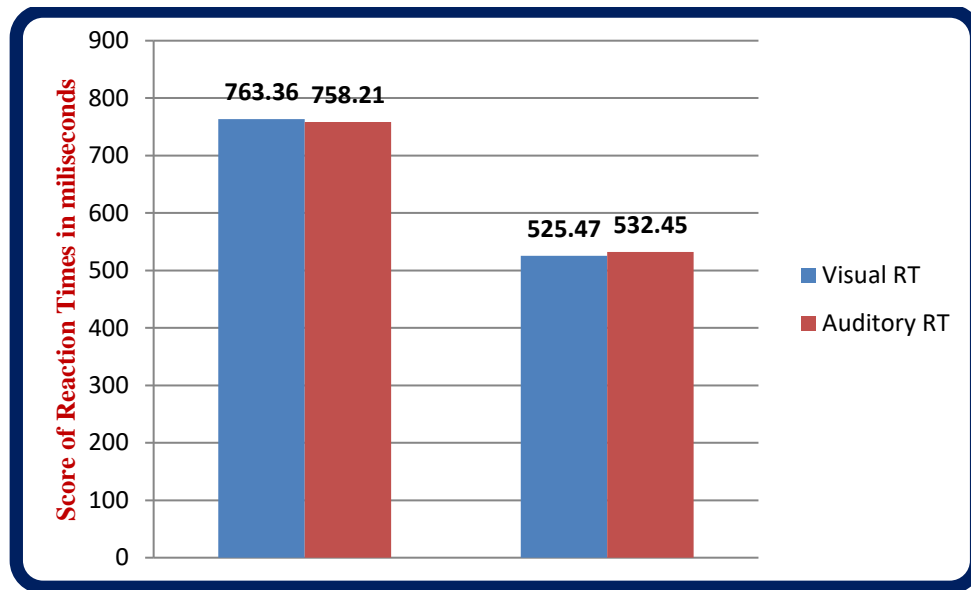
cannot use all the fingers. Similarly, I shall give you a sound and you are to press the button of the same sound. Will give you many trials, both lights as well as for songs and on each trial. I will give you ready signal. Before final experiment work, first of all a few practice trials were given in order to make them acquainted with the working of the apparatus and also to make them adopted with the different types of sounds. When it was ensured that the subject had understand the what procedure take trials for both Visual and Auditory the time as recorded on the digital timer was noted down for each trials, the average of then trials was considered as the reaction time of students.

STATISTICAL ANALYSIS AND DISCUSSION

Mean SD and t value among high anxious and low anxious college going students
on dimension reaction time

	High Anxious College going students			Low Anxious College going students			DF	't'
	Mean	SD	SE	Mean	SD	SE		
Visual RT	763.36	54.66	7.73	525.47	38.99	5.51	98	25.09**
Auditory RT	758.21	53.47	7.56	532.45	46.95	6.63	98	22.43**

**Low Scores indicate High Performance*



Result showed that the Mean of high anxious college going students on dimension visual reaction time was 852.36 and mean of low anxious college going students mean was 594.25, the difference between the two mean was highly significant $t(98) = 25.09$, $p < .01$. Research Null hypothesis had been rejecting there was no significant difference between high and low anxious college going students with respect to visual reaction time. And alternative hypothesis was accepted Low anxious college going students had significantly high visual reaction time than the high anxious college going students.

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

CONCLUSION

- 1) Low anxious college going students had significantly high visual reaction time than the high anxious college going students.
- 2) Low anxious college going students had significantly high auditory reaction time than the high anxious college going students.

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A study of Self-Confidence among Male and Female College Students

Sharda Vasantao Matsagar*

ABSTRACT

The purpose research attempted to comparative study of Self-Confidence among Male and Female College Students. **Objectives** To examine the Self-Confidence of among Male and Female College Students. **Hypotheses:** There is no significant difference between Male and Female College Students on Self-Confidence. **Methodology. Sample:** Total sample of present study 50 College Students, in which 25 were Male College Students and 25 were Female College Students from Aurangabad City from Aurangabad Dist. in Maharashtra. The subject selected in this sample will be used in the age group of 18 years to 21 years. **Research Design:** the present study Simple design was used. **Variables-** The independent variables are Gender and Dependent variables are Self-Confidence. **Research Tools-** Agnihotri's Self-confidence Inventory by Rekha Agnihotri (1987). **Statistical Treatment:** Mean, SD and 'F' values used. **Conclusions** - Female College Students high Self-Confidence than Male College Students.

Keywords- Self-Confidence, Male, Female.

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INTRODUCTION

Self-confidence is a term used in psychology. Sieler (1998),“Self-confidence is an individual’s characteristic (a self-construct) which enables a person to have a positive or realistic view of themselves or situations that they are in.”According to Stevens (2005), “It refers to a person’s expectation of his or her ability to achieve a goal in a given situation and is a very influential factor in ensuring a person’s potential.” The evaluative dimension of the self that includes feelings of worthiness, pride and discouragement is also termed as self-confidence. Self-confident people have a wide-ranging sense of control in their lives, and believe that, within reason, they will be able to do what they wish, plan, and expect and moreover trust their own abilities. The people who are not self-confident have a tendency to rely extremely on the acceptance of others. Because of their fear of failure they are not interested in taking risks.

REVIEW OF LITERATURE

Vyas and Gunthey (2017) this study found that male and female adolescents have no significant difference with respect to their self-confidence. Reddy (2014) this study found that girls and boys student teachers had similar level of self-confidence. Kaur and Ranu (2013) this study found that boys have higher self-confidence than girls. Ziegler et al. (2000) this study found that girls expressed significantly lower level of self-confidence than boys. Vanja and Geetha (2017) this study found that that male students and those students who preferred Tamil medium had higher self-confidence as compared to those students who preferred English medium.

STATEMENT OF THE PROBLEM

“A study of Self-Confidence among Male and Female College Students.”

OBJECTIVE OF THE STUDY

- To examine the Self-Confidence of among Male and Female College Students.

HYPOTHESIS OF THE STUDY

- There is no significant difference between Male and Female College Students on Self-Confidence.

METHODOLOGY

SAMPLE -

Total sample of present study 50 College Students, in which 25 were Male College Students and 25 were Female College Students from Aurangabad City from Aurangabad Dist. in Maharashtra. The subject selected in this sample will be used in the age group of 18 years to 21 years.

RESEARCH DESIGN:-this present study Simple design was used.

VARIABLES OF THE STUDY

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

Dependent variables - Self-Confidence

RESEARCH TOOLS:-

Table No.01 Agnihotri's Self-confidence Inventory (ASCI):

ASPECT	NAME OF THE TEST	AUTHOR	INFORMATION
Self-confidence	Agnihotri's Self-confidence Inventory	RekhaAgnihotri (1987)	Item-56
			Scoring-Yes or No.
			Reliability - 0.91
			Validity-0.82

STATISTICAL TECHNIQUES

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

RESULTS AND DISCUSSION

The analysis of data interpretation and discussion of the results are reported.

Hypothesis-

- There is no significant difference between Male and Female College Students on Self-Confidence.

Table No.02 Mean, SD and F Value of Gender on Self-Confidence

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Self-Confidence	Male College Students	28.66	1.63	25	48	12.69	0.01
	Female College Students	31.56	1.87	25			

Observation of the Table No. 02 indicated that the mean value of two classified group seems to differ from each other on Self-Confidence. The mean and SD value obtained by the Male College Students was 28.66, SD 1.63 and Female College Students was 31.56, SD 1.87. Both groups 'F' Value were 12.69. The F value between Male and Female College Students on Self-Confidence is observed 12.69 at 48 degree of freedom. The table value of F value is 0.05 = 6.90 and at 0.01 = 3.94 levels of not significance, because table value low than calculated value. This is null hypothesis is Rejected and Alternative hypothesis (there is no significant difference between Male and Female Students on Self-Confidence). It means that Female College Students high Self-Confidence than Male College Students.

CONCLUSION

Female College Students high Self-Confidence than Male College Students.

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Modes of frustration in Adolescents

Deepali Srivastava*

ABSTRACT

The present study attempts to the dimension of frustration level experienced by adolescent boys and girls. A frustration test was administered on a sample of 60 adolescents, 30 boys and 30 girls of DSVV University within the age bracket 17 to 18 years. T-test was computed for four modes of frustration viz . Aggression, fixation, regression, Regression and resignation. The result found that Boys' adolescent higher Aggression, frustration than the Girls adolescents. 2) There is no significant difference between Boys and Girls adolescents on Fixation and Resignation. **Keywords-** Frustration, Aggression, Resignation, Fixation, Regression.

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INTRODUCTION

The study of frustration has gained importance for its value in contributing to the understanding of some theoretical problems and for its practice usefulness in understanding the dynamics of abnormal behavior. The concept of frustration therefore, however has an importance of the modes of response to the frustrating situations. According to Rosenweigh (1944) frustration occurs whenever the organism meets a more or less in surmountable obstacles or constructions in the route to the satisfaction of any vital need. Frustration reactions vary depending mostly upon the strengths and liabilities of both the barrier and frustrated. In the present study, the definition provided by Chauhan

and Tiwari (1972) has been accepted for its greater comprehensiveness, as a working definition. Frustration has a different set of behavior mechanisms. Its intense cathecticity and combativeness get expressed in various modes such as aggression, fixation, regression, resignation.

Aggression

Aggression has been defined as an act whose goal response is injury to an organism. Aggression results where punishment is inflicted (Sears, Robert, R. 1951). Frustration results in aggression (Frustration - Aggression Hypothesis of the Yale group, Weller and Suleman, 1968). Aggression may be defined operationally in terms of rude answering to elders, irritation, feeling of unfairness, carrying grudges, frequent quarrelling, broken engagement, impulses to take revenge, and reactionary attitudes to traditions and beliefs.

Resignation

Resignation is an emotionally tinged attitude shown by cessation of active response to a situation which we have previously been making efforts to alter. In resignation behavior, we obtain extreme elimination of needs, no plans, no definite relations to the future; either no hopes at all or hopes which are not taken seriously (Zawadski and Lazaresfeld, 1935). The designated behavior possesses limitation of all needs, no plans, no social contacts, frequent and serious consideration of committing suicide, longing for loneliness, retreats, returning within one's self, and lack of interest in surroundings etc.

Fixation

Fixation has been taken as a defense against anxiety by stopping the process of development (Symonds, 1946). In fixation, it is noted that behavior appears that tends to be repeated over and over again without variations and shows a degree of resistance to change. Fixated behavior may be taken in terms of interests and emotional attitudes to

designate the attachment generally interpreted to belong to an early stage of development. The fixated persons experience difficulty in forming new attachments, developing new interests or adaptations. Fixation may occur in one's behavior due to trauma or due to frustration of the normal expression of instinctual drive, or its over gratification. It weakens the ego of a person. It may be defined operationally in terms of cherishing for deep and lasting hurts, persistence of childhood fears, worries of hypo weight, feeling of being physically handicapped, falling health and negligence etc.

Regression

Regression in Freudian terms means a return to an earlier mode of adjustment. It is an 'acting out' i.e. resistance in analysis against the remembering of painful ideas. Operationally regression may be defined in terms of a behavior characterized by bashfulness, j inicky about foods, feel lacking in self control, wish to be again escapist, homesick when away from home, cries easily, speech defective, excessively day dreams, exorbitantly ambitious etc.

Review of literature

Pareek (1958a , 1960b, 1960c) Joshi and Solanki (1975) lata (2003) this study in india several studies have been conducted to study different factors responsible in determining the individual differences in reaction to frustration. Beena , C and Poduval P.R. (1992), Khalid et .al (1995) this study the relation of gender differences in work stress of executives found that there was significant effect of sex differences and age differences is the source of stress. Sears et. Al. (1953) found a positive relationship between child rearing practices and aggressiveness among children. Lata P. (1995) found significant sex differences in types of reactions to frustration among adolescent boys and girls. The type

of differential treatment in the socialization may be the important determinant of sex differences in various modes of frustration.

Statement of the problem

“Modes of frustration in Adolescents”

Objective of the study

- To examine the modes of frustration and gender difference in adolescents.

Hypothesis of the study

- There is no significant difference in modes of reaction to frustration in adolescent boys and girls.

METHOD

Sample :

The study was conducted on 60 adolescents 30 boys and 30 girls drawn from DSVV University, Haridwar purposive sampling was adopted.

Research Design:-

In the present study Simple Research design was used.

Variables of the Study

Independent Variables- Gender- Boys Adolescent 2) Girls Adolescent

Area of Residence - 1) Urban Students 2) Rural Students

Dependent variables- Frustration, Aggression, Resignation, Fixation, Regression

Tool Used:

Frustration test

To measure the frustration level of subjects , a frustration test developed by Chauhan and Tiwari (1972) was used. The test consist of total 40 items , 10 items each to measure the

four modes of frustration, viz . Aggression, fixation, regression, resignation.

Procedure:

After selecting the subjects on the basis of purposive sampling the frustration test was administered individually and standard scoring ;procedures were adopted. The means and S.Ds of two groups were calculated separately . 'T' test was also worked out for testing the significance of difference between the means of the groups on frustration level along with its various modes.

RESULTS AND DISCUSSIONS

Table No.01 –

Distribution of scores and t- value of Adolescent Boys and Girls on modes of reaction to frustration

Mode of reaction to	Adolescents boys		Adolescent girls		't' value
Frustration	X	S.D.	X	.D.	
Aggression	25.46	6.86	19.66	.53	2.65
Resignation	29.00	7.15	29.13	5.16	.51
Fixation	25.66	6.24	25.28	5.16	.22
Regression	26.33	5.25	21.33	5.51	2.70
Total frustration scale	106.13	20.57	95.33	8.03	2.03

P <.05

Table 1 clearly reveal that mean frustration scores of adolescent boys are higher than the adolescents girls on all the modes of reaction to frustration, statistically speaking the differences between the mean scores of adolescent boys and girls on aggression and regression are significant (Aggression 2.65<.01) regression 2.70< .01) whereas for fixation and resignation modes of frustration the difference between the two groups mean is not

significant. Since the mean of frustration the difference between the two groups mean is not significant. Since the mean values of adolescent boys are higher, they suffer from higher level of aggression (mean 25.46) and regression (mean 26.33) . Regression mode indicates greater suggestibility and lower self control in adolescent boys and girls.

The total frustration level is also significant at 0.5 level ($t= 2.03$) hence the hypothesis is rejected in the case of total frustration level and its two modes i.e. regression and aggression.

Various researches have observed the similar trends as found in the present investigations. The reason for these results is obvious. Our society expects different roles from boys and girls in the life. Boys are more permissibly reared than girls with respect to aggression. Females are supposed to inhibit aggression while males are urged to aggressive in face of attack.

CONCLUSIONS

- 1) Boys' adolescent higher Aggression than the Girls adolescents.
- 2) There is no significant difference between Boys and Girls adolescents on Fixation.
- 3) There is no significant difference between Boys and Girls adolescents on Resignation.
- 4) Boys' adolescent higher Regression than the Girls adolescents.
- 5) Boys' adolescent higher frustration than the Girls adolescents.

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