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A Study Emotional Intelligence among Employees.

Dr. Ramesh D. Waghmare*

ABSTRACT

This Study Purpose was to find out the Study the Gender Difference between Emotional Intelligence on Male and Female Employees. The sample of present study was consisting of 100 Employees Jalna Dist. In Maharashtra. 50 subjects were Male Employees and 50 subjects was Female Employees was selected by Non-Probability purposive of Accident dental Sample Design was selected and Ratio 1:1. Non- probability purposive Quota Sampling will be used. The independent variables are Gender (1) Male Employees 2) Female Employees), and Dependent variables are Emotional Intelligence and the Simple Research designs will be used this Study. The data was collected by using the Emotional Intelligence scale by Dr. Mr. Anukool Hyde, Sanjyot Pethe and Upinder Dhar. The data was analyzed by using Mean, SD and ANOVA. Results show that Male Employees high Emotional intelligence than Female Employees.

Keywords: Emotional Intelligence, Employees, Male, Female.

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INTRODUCTION

The term Emotional Intelligence (EI) is combination of two words emotion and intelligence. Emotions a physical/biological and psychological state of excitement or perturbation marked by strong feelings. Intelligence is a cognitive ability, which includes memory, comprehension, understanding, reasoning, and abstract thought. On the basis of meaning of these two words, emotional intelligence is an affective domain of intelligence. Emotional intelligence is result of importance of affective domain on cognitive domain of intelligence.

The term ‘emotional intelligence’ was proposed by Salovey and Mayer in 1990 as a form of social intelligence. This term has been used in different areas such as education, work, personal growth and mental health has popularity and now it thought as a major revolution in the field of mental health. Goleman (1995) defines emotional intelligence as the ability to understand, describe, receive and restrained the excitement. Anyone with a degree of emotional intelligence in face with positive or negative life events take a certain position and deals with them. Human with emotional intelligence brings discipline and stability into their life and shows more consistency, basically, someone with high emotional intelligence experience fewer negative events in his life. Emotional intelligence is the set of abilities that accounts for how people’s emotional reports vary in their accuracy and how the more accurate understanding of emotion leads to better problem solving in an individual’s emotional life. More formally, emotional intelligence can be defined as the ability to perceive and express emotion, assimilate emotion in thought, understood and reason with emotion, and regulate emotion in the self and others (Mayer & Salovey, 1997).

Domains of emotional intelligence

Goleman's thesis is that somewhere between 75% to 90% of effective performance, particularly in the case of managers and leaders, is attributable to "emotional intelligence" (EI). What is EI? He defines it as, "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship." He devotes two thirds of the book to laying out in detail 25 competencies, grouped into five domains, the first three reflecting how we manage ourselves and the last two how we handle our relationships with others. These domains are:-

1. Self-Awareness

An ability to notice what you are feeling in the moment and to tap into your intuitive self as you deal with the daily decisions and challenges of organizational life. It includes exercising a self-confident, candid openness to feedback about your strengths, your blind spots and where you need to grow.

2. Self-Regulation

Managing your deeper emotions and impulses appropriately, rather than self-indulgently (know anyone who allows himself/herself to "fly off the handle" and lash out at others?). It includes positioning these feelings against the wider perspective of your longer-term goals and the interests of others and the organization at large. "stress-hardy" individuals are those who have mastered the ability to stay focused and constructively energized in times of stress. This domain is also about choosing to be trustworthy ("walking your talk") and allowing space in your world for ambiguity and for the (often different) ideas of others.

3. Motivation

A combination of an internally generated drive to achieve, an emotional commitment (often called passion) to goals (both your own and the organizations'), a willingness to mobilize

yourself and others to action, all the while placing an optimistic “spin” on challenges and setbacks you face.

4. Empathy

This is an absolute key to establishing working relationships. It builds on the first two domains. You cannot tune in to others if you are preoccupied by your own disrupting feelings. Empathy means having a genuine interest in, and sensitivity to, the perspectives, concerns and needs of others. In companies, it includes a service orientation to the customer as well as a healthy attunement to the prevailing organizational politics.

5. Social skills

Influencing others is a prerequisite to your success. To influence, you deal with the emotional state of others. With individuals, you build rapport, communicate resolve disagreement, and inspire them towards your vision and ideas. With groups and teams, you network (it’s a verb now), collaborate, create a sense of the team’s identity, and foster the synergy from the pursuit of collective goals.

REVIEW OF LITERATURE

Ahmad, Bangash and Khan (2009) this study revealed that males have high emotional intelligence as compare to females. Borooah and Sarma (2014) this study concluded that residential school’s students (both male and female) have higher and better emotional intelligence within each of the five domains of emotional intelligence than the students (both male and female) of day schools. Also, females have higher and better EI levels than males. Charbonneau and Nicol (2002). This study Results revealed that girls scored somewhat but not significantly higher than the boys on emotional intelligence. Darsana (2007) this study results also indicated the significant gender difference in emotional intelligence. Boys perform

better than girls in emotional intelligence and emotional understanding. Das and Sahu (2015) this study indicated that the level of emotional intelligence among female students was higher than it was in male students. Khan and Bhat (2013) this study revealed that adolescent boys and girls differ significantly on composite score of their emotional intelligence. Boys are found to have higher level of emotional intelligence than girls. Mathur, Malhotra and Dube (2005) this study concluded that there was no significant difference among boys and girls on the selected components of EQ. Mishra and Ranjan (2008) this study results showed that adolescent boys and girls differed significantly on emotional intelligence and boys were found to be significantly higher on emotional intelligence than the girls. Nara (2014) this study found that significant difference was found in emotional intelligence of male and female school students. Females were score high in emotional intelligence. Patel (2015) this study indicates that there exists a significant difference between male and female adolescents with regards to emotional intelligence and psychological well-being. Male adolescents have shown more emotional intelligence than female adolescents. Thingujam and Ram (2000) this study found that in their attempt of Indian adaptation of Emotional Intelligence Scale (Schutte et al, 1998) had developed Indian norms (N=811) for males and females separately and found that women were significantly scoring higher than men.

STATEMENT OF THE PROBLEM

To Study Emotional Intelligence among Employees

OBJECTIVES OF THE STUDY

- To examine Emotional intelligence on Male and Female Employees.

HYPOTHESES OF THE STUDY

- There are no significant differences Between Male and Female employees on Emotional intelligence.

METHODOLOGY

SAMPLE

The sample of present study was consisting of 100 Employees Jalna Dist. In Maharashtra. 50 subjects were Male Employees and 50 subjects was Female Employees was selected by Non-Probability purposive of Accident dental Sample Design was selected and Ratio 1:1.

RESEARCH DESIGN:-

Simple Design used in the present study

VARIABLES USED FOR STUDY

Independent variables- Gender - 1) Male Employees 2) Female Employees

Dependent variables- Emotional Intelligence

RESEARCH TOOLS:-

Table No. 01 Research Tools

Aspect	Name of the Test	Author	
Emotional Intelligence	Emotional Intelligence scale	Mr. Anukool Hyde, Sanjyot Pethe Upinder Dhar	Item-34
			Scoring- scored 5 for strongly agree and 4 agree, 3 for neutral, 2 for disagree and 1 for strongly disagree.
			Reliability -.0.88
			Validity - 0.93

PROCEDURES OF DATA COLLECTION:-

For the present study 100 sample was used and two instruments were administered individuals as well as a small group will be adopted. The subjects were called in a small group of 21-25 subjects. Following the instructions and procedure suggested by the author of the test. Tests were administered and a field copy of each test was collected. Following the same procedure the whole data was collected.

STATISTICAL TECHNIQUES - Mean, S.D and ANOVA was Teacher to analyses the data.

RESULTS AND DISCUSSION

Hypothesis:-

- There is no significant difference Between Male and Female Employees on Emotional intelligence.

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

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Emotional intelligence	Male Employees	110.80	3.35	50	98	7.37	0.01
	Female Employees	101.97	5.34	50			

Observation of the table No.02 indicated that the mean value of two classified group seems to differ from each other on Emotional intelligence. The mean and SD value obtained by the Male Employees was 110.80, SD 3.35 and Female Employees was 101.97, SD 5.34. Both group 'F' ratio was 7.37 at a glance those Male Employees shows high score than Female Employees.

The F value between Male and Female Employees on Emotional intelligence is observed 7.37 at 98 degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 levels of significance, this is null hypothesis is Rejected and Alternative hypothesis (There is no significant difference between Male and Female Employees on Emotional intelligence) is Accepted because table value Low than calculated value. It means that Male Employees high Emotional intelligence than Female Employees.

CONCLUSIONS

Male Employees high Emotional intelligence than Female Employees.

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Effect of Perceived Parenting Style on School Going Student's Aggression Level.

Ku. Adhya Soni* and Dr. Bharat Mimrot**

ABSTRACT

The major purpose of the present investigation was undertaken to study aggression among children's Perceived Parental style. There are 400 hundred boy and girl students with relation

to high and low perceived parenting style level by purposive sampling method. Psychological data was collected by the Aggression questionnaire developed by Dr. G.C. Pati and parenting scale developed by R.L Bharadwaj, H. Sharma and A. Garg for measuring parenting style of mothers and fathers according to adolescents. Results drawn by with help of Two-way ANOVA measuring 'f' value and comparison of two group mean used 't' tests, show that there is a significant difference in aggression level of both groups (boys and girls) high and low perceived parenting styles. Further more discussion and procedure highlighted in full-length paper.

Keywords:- Perceived parenting style, Aggression and Gender.

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INTRODUCTION

The issue of socialization has been practiced on human beings by various sources and each one makes up the cultural and social personality of the socialized one. Family played the main role in most influence in the process of human's socialization and acculturation.

Define aggression and describe its different forms:-

The original Thugs, members of a sect in northern India, were aggressing when between 1550 and 1850 they strangled more than 2 million people and claimed to do so in the service of the goddess Kali. But people also use “aggressive” to describe a dynamic salesperson. Social psychologists distinguish such self-assured, energetic, go-getting behaviour from behaviour that hurts, harms, or destroys. The former is assertiveness, the latter aggression. The definition covers two distinct types of aggression. Animals display social aggression, characterized by displays of rage, and silent aggression, as when a predator stalks its prey. Social and silent aggression involves separate brain regions. In humans, psychologists label the two types “hostile” and “instrumental” aggression. Hostile aggression springs from anger; its goal is to injure. Instrumental aggression aims to injure, too but only as a means to some other end. Overall, research has proved that parenting style has a significant impact on various aspects of a child’s global development, including his or her ability to socialize, manage behaviour, regulate emotion, and achieve future academic success. Certainly, if parenting style affects a child’s development across these aforementioned areas, the potential for an effect on overall development of the child is also likely.

REVIEWS OF STUDIES

Sandstrom (2007) examined the association between maternal discipline strategies and children's level of relational aggression and then compared these associations with those found with overt aggression (N=82). Results indicated that parental reliance on authoritarian strategies was positively associated with Children's level of overt aggression, especially among boys and there was a positive association between authoritarianism and relational aggression among boys and girls. The results in this study also showed a positive association between maternal permissiveness and relational aggression. Dailey (2008) argued that

parental challenge should be assessed as a separate component of parenting style. Analyses of a new measure, developed across three studies, showed parental challenge can be distinguished from other parenting components. Further, parental challenge made unique contributions in predicting late-adolescents' psychosocial development beyond variance explained by parental support, behavioural control, and psychological control. As such, examining challenge as a separate component of parenting style may provide additional insights regarding the relationship between parenting behaviours and adolescents development. Ho et al. (2008) examined the relationship between ethnicity, children's aggression and emotional problems, and parenting by using Parent and Teacher data for 14, 1990 Children from the National Longitudinal Survey of Children and youth. Results showed that for all ethnic groups parental harshness was positively related to children's aggression. Underwood et al. (2008) investigated whether negative interparental conflict strategies (stonewalling, triangulation, verbal aggression and physical aggression) and parenting styles were related to social and physical aggression with peers for children, followed longitudinally from age 9 to 10. Structural equation modelling demonstrated that, for girls, mothers' negative inter-parental conflict strategies were positively associated with both social and physical aggression at school. Okorodudu (2010) investigated the influence of parenting styles on adolescent's delinquency in a sample of 404 adolescents. The results showed that laissez faire parenting style effectively predicted adolescents' delinquency while authoritarian and authoritative did not. Parents who are positively oriented in their styles (demandingness and responsiveness) make their adolescents socially competent and goal – directed. Parents who exerted control and monitored adolescents' activities and promoted self-autonomy were found to have the most positive effects on adolescents' behaviour. Uninvolved parents and also non responsive to adolescents need had negative

impacts on their behaviour. Farrell et al. (2011) examined parenting variables as protective factors to reduce the influence of school and peers related risk factors on adolescents' aggression. Class-level and perceived school norms supporting aggression, delinquent peer association, parental support for fighting and support for non-violence, and parental involvement were each associated with physical aggression. Each parental variable moderated one or more risk factors, with the magnitude of many effects varying by gender and decreasing over time. Arshad & Naz (2014) conducted a study to examine the relationship between perceived interparental conflict, parental rejection and personality maladjustment in university students (N-120). Results revealed that inter-parental conflict and parental rejection had a significant positive relationship with personality maladjustment. Ozedemir et al. (2013) examined the direct and indirect relationship between parenting processes (parental closeness, parental monitoring and parental peer approval), low self-control and aggression. Results provided evidence of both direct and indirect effect of maternal and paternal parenting processes on aggression through low self-control. Specifically results showed that maternal closeness, paternal peer approval and both maternal and paternal monitoring were positively and directly related to low self-control and indirectly related to aggression through low self-control. Together parenting processes and low self-control explained 21% of the variance in aggression. Efobi and Nwokolo (2014) revealed that there is a moderate positive relationship between parenting style and an adolescent's tendency to bullying behaviour. Based on the findings, recommendations were made including that parents should be encouraged to adopt the best parenting practices in the upbringing of their children because it has been proven that authoritative parenting style is the method that yields the best results in child upbringing. Evangelista et al. (2014) conducted a study to determine the types of parenting style being practiced by the parent

respondents, and correlated it with children's aggressive behavior. Participants of the study were children of ages twelve to eighteen and their parents (either the mother or the father) who were in Batangas city. The study revealed that parental authority is average and above average on anger and fighting as regards to their aggressive behavior. It was also revealed in the study that anger of children correlated positively with authoritarian parenting style manifested by the parents. Parenting authority and parental discipline correlated with aggression of children. Gao et al. (2015) examined the parenting–aggression association using a parenting style measure sensitive to Asian culture. In their study parenting styles (i.e. warmth, control and guan/training) and proactive and reactive aggression were assessed in a large sample of school children in Hong Kong, China (N = 4,175, mean age = 11.75). They found that: (a) both low warmth (in boys only) and guan (i.e. high expectation and close supervision, in both boys and girls) were associated with elevated parent reported proactive aggression, (b) high restrictive control (i.e. dominating and rejecting) was associated with high reactive aggression (in both boys and girls) based on parent- or child-report data, and with high proactive aggression (in boys only) based on parent-report data, and (c) guan was also positively associated with parent-reported reactive aggression. Toyin and Aderemi (2015) studied the psychosocial influence of parenting styles and emotional intelligence on violent behaviour among college students. The results indicated that parenting style and emotional intelligence are powerful in the prediction of violent behaviour among college students both at joint and individual account. Hay et al. (2016) Childhood aggression consistently predicts delinquency during adolescence, but research in this area reveals exceptions, with some highly aggressive children becoming relatively non delinquent adolescents. This directs attention to the factors that explain why early aggression is sometimes not followed by later delinquency. This study considers that parenting marked by

attachment, consistent monitoring, and the avoidance of harshness and hostility may be one such factor. This is considered with data from a sample of roughly 800 U.S. families, with analyses focused on 217 youth who were highest in aggression at 4–7 years of age. The analysis revealed substantial variation among aggressive youth in the quality of parenting that they received from ages 9 to 12. This variation helped explain variation in delinquency at age 15, with this relationship being mediated by adolescents levels of school bonds, susceptibility to peer pressure, and low self-control. Kumar (2011) conducted a study on aggression among senior secondary school students in relation to some selected variables and found no significant difference in aggression among senior secondary school students at different levels of their self-esteem. There was no significant gender-wise and family-wise difference in aggression among senior secondary school students. There was no significant interaction between level of self-esteem and gender as well as family with regard to their combined influence on aggression among senior secondary school students. Students studying in private institutions exhibited higher aggression than students of government schools. Also, students studying in science stream had significantly higher mean of aggression score than students of arts stream. It was also found that the level of self-esteem and institution type as well as stream of study did not interact significantly with regard to their combined influence on aggression among senior secondary school students.

The current study sought to determine the associations between perceived parenting style and the levels of aggression in school aged children, specifically. Additionally, this study also sought to demonstrate the high and low perceived parenting style of parents, the power and importance of parenting practices on the overall development of young children. Just as environmental, social, and genetic factors affect aspects of development in children, there are also familial factors that can have an equally significant impact.

STATEMENT OF PROBLEM

“To study of aggression among children's Perceived Parental style”

OBJECTIVES OF THE STUDY

This study aims to study the role of gender of the adolescents in aggression of the school going adolescents of the school going adolescents.

- 1) To examine the influence of perceived parental style on children’s aggression Level
- 2) To study the effect of gender on children’s aggression.

HYPOTHESES:

As per research problem and objectives, researchers formulated the following main hypotheses in present study.

1. There would be a significant difference on aggression level between high and low perceived parenting style-based students.
2. There would be a significant difference in aggression level between boys and girls students.

RESEARCH METHOD

SAMPLE:-

The study covered the only Aurangabad city areas. The secondary and middle secondary Marathi and semi-Marathi level schools were selected in Aurangabad city. The school going adolescents from various schools were selected by using the successive purposive sampling

method. The age of the adolescents was ranging from 12yrs.-16yrs. Male and female both the gender was included in the study. The sample belonged to middle economic status. One of the parents was working in the family. All the families were nuclear families. The number of children in the family was not less than two and not more than three. Initially 600 students were given the perceived parenting style scale (300 male students and 300 female students) and finally out of it 400 students were selected and given the perceived parental style scale, the testers are advised to receive the responses for the mother and father on two scales separately in a group administration. After test administration, High perceived parental style students (200 both male and female) and Low perceived parental style students (200 both male and female) were selected as per scoring norms of perceived parental style scale. The high scores indicate better perceived parenting styles towards the mother and father. All the parents' educational qualification was 12th, graduation and above.

TOOLS FOR DATA COLLECTION:-

For present study standardized psychological test and scale used for data collection which are related to measuring of dependent variables and one psychological scale used for distribution of sample which is based on independent variables. The details of tools in below:-

Aggression Questionnaire:-

Aggression questionnaire was developed by Dr. G.C. Pati. The questionnaire consists of 16 questions. Each question describes a situation, where some form of aggression or deviant behavior has occurred and also some persons who have responded to that in low to mildly aggressive, moderately aggressive and highly aggressive manners. Validity score is 0.828. Reliability coefficient of the aggression questionnaire was calculated by a split-half method

of the 16 questions. Reliability coefficient is 0.71. The test norms is high score on Questionnaire indicate a high level of Aggression and Low score indicate Low Aggression.

Parenting Scale:-

The parenting scale developed by R.L Bharadwaj, H. Sharma and A..Garg for measuring parenting style of mothers and fathers according to adolescents. In the process of scale construction, 20 experts were asked to evaluate the different modes of parenting models by which parenting can be measured adequately. The final form of this scale has 40 items related to eight different modes of parenting style and are spread in a meaningful manner except those related to the marital conflict vs marital adjustment. Co-efficient of Reliability (Test-Retest) is averagely 0.65 and validity is highly satisfactory.

VARIABLES

The independent and dependent variables which were taken into consideration in the present investigation. Some other extraneous variables were controlled by sample selection procedure. The following main variables were studied in this research.

Independent Variables.

- * Level of Perceived Parental style (High & low Parental style)
- * Gender (boys and girls)

Dependent Variables.

- * Aggression

RESEARCH DESIGN:-**2X2 Factorial Design was used:-**

	Gender of Adolescents	
	B1(Boys)	B2 (Girls)
A1 (High Parental Style)	A1B1	A1B2
A2 (Low Parental Style)	A2B1	A2B2

PROCEDURES DATA COLLECTION:-

The sample from Urban area Aurangabad city was considered. The data of students was collected from various schools in Aurangabad city. All the adolescents were from the nuclear family. Their socio-economic status was middle class. Also, all school's criteria were semi-English level. Firstly, researcher has taken the permission of school principal and then after given some instruction to class teacher for helping the test administration. Initially the tests were administered on nearly 600 students of selected schools. School wise sections were formulated and tests were administered in the interval periods of schools. Finally, 400 students were chosen for actual research who were clearly high perceived parental style and low perceived parental style. This sample distributed into 200 perceived parental style and 200 perceived parental style both as boys students and girls students. Then after the actual procedure was started according to the norms below. They were asked to write their name and details on the front page of the test. Data was collected in a group of 15 to 20. After the data collection all the tests were scored according to the procedure given in the manual of the test and scale. In the present study, three standardized tools were used for data collection. Initially, the selected subjects were called in a small group wise of subjects. Prior to actual

administration of the test, a rapport was established with the subjects. Then the subjects were instructed according to the instructions led down by the author of the test/scale. Ascertaining that all the subjects cleared the instructions, the actual test was conducted one by one with a small interval between two tests. Finally, the filled copies of the test were collected and subjected for further procedure.

RESULTS OF STUDY:-

The data were analyzed as following ways:

The data were analyzed with descriptive statistics the mean (with graphical representation) and standard deviation for all the variables was done. For more understanding of the data inferential statistics was used. Two way Analysis of variance (ANOVA) was used to know the effect of the Perceived parental style and Gender of the students on the Aggression. There are two main groups in present study, which are the level of parental style (High and Low Parental style) and gender of students (Boys students and girls students), for measuring two groups significance of mean, 't' test were applied. As per hypotheses, following results were drawn:-

Result and discussion of Hypothesis No.1:-

The first main effect of Level of perceived parenting style, i.e. high perceived parenting style and low perceived parenting style indicate that significant difference in students aggression level. The f is 33.35 ($df=1,396$, $p<0.01$), the mean value of high perceived parenting style based students is 555.55 and SD is 56.16 and low perceived parenting style based students mean is 524.53 its SD is 87.32. The obtained t value is 4.23, which is significant at 0.05 level. On the basis of mean value and test norms, higher score on Aggression scale shows

high level of aggression and low score shows low level of aggression. Here the mean score of Aggression is more in high perceived parenting style based students than low perceived parenting style based students. Hence it shows that high perceived parenting style based students and low perceived parenting style based students shows significant differences for aggression. Here the level of aggression is more in high perceived parenting style based students.

Similar trend is observed in a recent study conducted by Hamid Masud et-al(2019), parenting styles have a direct impact on aggression in children. Authoritative parenting styles play a positive role in psychological behavior in children while authoritarian and permissive parenting styles result in aggressive and negative behaviors in children. The literature on aggression has identified various antecedents. Among them, biological and psychological factors are of greater interest for researchers, who have found family factors as of paramount importance as they directly and indirectly impact on aggressive behavior. Crick et al. (1999) shows parenting style is one of the most dominant factors which directly and indirectly influence psychological growth of children. Reed et al.(2008)Studies examining parenting styles and aggression have shown that the way parents interact with their children can have both positive and negative results. Positive and negative behavior in children is the result of these parenting styles. Each parenting style shapes the behavioral adjustment of children. Delores and Todd (2012) and Shoumei et al. (2014) found that parenting styles and aggression are directly associated with each other. More specifically, authoritarian parenting results in negative psychological behavior of children while authoritative parenting results in positive child behaviors. Fung et al. (2013) analyzed the association between aggression and parenting styles and found that psychological distress of parents could be decreased by mental health prevention and intervention programs.

Results inconsistent with EvisFili et-al (2016) investigates the relationship and impact of parenting styles on aggressive behavior of preschool going children and indicated that no significant relationship of parenting styles with aggressive behavior. Similar results observed in a recent study conducted by Torre-Cruz et al. (2014) on the relationship between parenting style and aggressiveness in adolescents. The result by Okorududu, (2010) regression analysis indicated that there is no significant relationship between any of the parenting styles and adolescent aggressiveness.

In the present study researchers found that high perceived parenting styles tend to be high levels of aggression. The role of parenting in child aggression has even greater impact as child behavior is shaped by parenting behavior. This fact has been supported by social learning theory (Bandura 1973). According to this theory, people learn from others by observing their actions. In the first stage, people observe the actions which they mentally rehearse later, keeping in mind the ultimate consequences of adopting such behaviours. Later on, they adopt such actions, implementing them in their daily lives. It is equally possible that there may be no change in behavior even after observing the actions of other people.

Result and discussion of Hypothesis No.2

There is a significant mean difference in level of aggression of boys and girls students, ($t=15.16$, $df 1,396$ $p<0.01$) Hence gender has a significant influence on aggression level of students. It indicates that boys and girls students show significant differences in their level of aggression. The mean value of boys students is 585.52 and SD is 49.06 and girls students mean is 494.57 its SD is 68.54. On the basis of mean value and test norms, higher score on Aggression scale shows high level of aggression and low score shows low level of aggression. Results shows, the level of aggression is more in boys than girls students.

This hypothesis relates the importance of gender variation in aggressive behaviour. The results have demonstrated a significant main effect on gender and showed that boys express higher rates of aggression than girls. This finding has relevance with several theoretical imports. Theories on biological aggression have stated that hormonal effects lead the males to express higher aggression than the females. It is the responsibility of the males to provide protection for homeland and family members. In the case of human beings, it is supposed that males will provide protection, security and shelter to the females. In these acts of self-preservation of species, males use instrumental aggression. Some social theories of aggression support this viewpoint (Burbank 1987; Cook 1992; Glazer 1992). Naorem Binita Devi (2019) has indicated that the mean value of aggression between Boys and Girls are found 79.87 and 66.42 respectively and F values between groups ($F=8.630$) are found to be significant. Jyoti Rathi (2015) found that aggressive behaviour is more in boys than girls of government and private senior secondary school boys and girls of Haryana. NahidaShaban e-tal (2016) suggesting that female participants experience high aggression (30%) in comparison to male participants (22%). The results also suggest that overall 26% participants experience high aggression indicating that one fourth of the participants are on the higher side of aggression. The results also differ from the general notion that males are more aggressive than females. These investigators described sex differences as natural developmental course and suggested that sex difference is an aggressive style that appears during all stages of life such as childhood, adolescence and adulthood. They claimed that human males are more aggressive than females. These findings provide empirical support to the findings of the present study.

Gender is an important factor that is responsible for human aggression Coie and Dodge (1997) showed that males are more aggressive than females. Maccoby and Jaklin (1974)

have reported similar findings. Laurence D. Owens(1995) showed that boys were found to be more physically and verbally aggressive than girls but girls used more indirect aggression at the higher year levels. Buss (2005) made a survey and showed that the majority of murders in society are committed by men. This is the most reliable example of behavioural sex differences. It is found across many different age groups and cultures. There is empirical evidence that males are quicker to aggression. Bjorkqvist et. al. (1994) showed that males are more likely than females to express their aggression physically. They also showed that females tend to show their aggression in less overt and less physical ways. For example, females may display more verbal and relational aggression such as social rejection.

Some findings are inconsistent with present research, SmritikanaMitra Ghosh (2012) conducted a comparative study on aggression between girls and boys. This study consists of 100 adolescents 50 boys and 50 girls of age 14 to 16 years. The outcome revealed that there was no significant difference between girls and boys on aggression. Barbara Krahe et al. (2005) conducted a study to examine the sex difference in relationship aggression among young adults and this study consisted of 248 women and 400 men between the aged of 17 to 29 years. The results concluded that women scored higher in aggression acts than men.

At all ages, girls tend to engage in less competitive, grabbing aggressive behaviors than boys. Friendships among highly relationally aggressive girls involve high levels of intimacy, jealousy and exclusivity. Girls shift to a more indirect form of aggression at the beginning of adolescence. Boys are more likely to express their aggression as an impulsive act.

While both boys and girls engage in relational aggression, girls tend to use more indirect, social and verbal forms of aggression. Examples of this include: social exclusion, collusion, gossiping, rumor spreading, character defamation, name calling, ostracism, threatening to

end valuable friendships, threatening to disclose personal information and mean-spirited teasing. This relationship aggression consists of efforts to harm others through manipulation or control of relationships with others. Such relational forms of aggression are more common in same sex peer groups. Girls in early adolescence tend to be more verbally aggressive than girls in later adolescence. But the exact form of gender differences may vary across cultures.

CONCLUSIONS

On the basis of data and discussion of results, the hypotheses were tested and verified some of them were retained and some were rejected, following conclusion were drawn:

- 1) The level of aggression is more in high perceived parenting style based students than low perceived parenting style based students.
- 2) The level of aggression is higher in boy students than girl students.

SUGGESTION AND RECOMMENDATION FOR FURTHER STUDY:-

Though the study definitely has some limitations, they can be incorporated to make it a more viable study with highly reliable and valid results. Some of the major suggestions are:

- The cross cultural study of the same aspect would also help us to understand how culture affects certain emotions and helps even to mould them according to the need of the society & culture.
- A comparative study can be conducted on religious and psycho-social domains with relation to personality traits and aggression.
- An investigation may be conducted on problems of boys and girls of different age groups in relation to their economic status and parents educational status.

- A similar study can also be carried out to see the effect of parenting style with relation to type of family i.e nuclear and joint family on the personality traits, aggression and emotional maturity.

LIMITATIONS OF THE STUDY:-

The results of the present study are given to the direction of child development, throughout the whole investigation in study some limitations were faced hence results are not generalized into a global level.

- The study is delimited to Aurangabad city of Maharashtra state only.
- The study is limited to a sample size of total 400 children out of which 200 are children from high parenting style and 200 are children from low parenting style.
- There is no consideration to type of family structure.
- In present study researchers selected adolescents on the basis of high and low perceived parenting style score of children, here there is no consideration of their academic criteria, intellectual ability and other psychological domain.
- Cast and religions of adolescents were not included in this research.

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A Study of the Parent –Child Relationship in Single Child Family with Reference to Gender.

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ABSTRACT

Researchers focused on studying parent-child relationship and its relation to gender in a single child family. For this, 200 children were chosen by the successive purposive sampling method. The children's age consists of range (age group) in between 6 to 13 years (late childhood). Primary and Pre-High school going Children were selected by difference schools from Aurangabad city and District. Parent-child relationship test (Dr. Govind Tiwari) was used for data analysis and the results were drawn with one-way ANOVA and 't' test. It shows that there is no significant difference in level of parent-child relationship towards parents of boys and girls but, boys and girls show significant difference in PCR towards their mother and father separately. Further discussion highlights in full length paper.

Keywords:- Parent-child relationship, Father and mother and Late Adolescents.

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INTRODUCTION

In family relations such as a mother and father relation, parent-child relation, relation among the children and other person's relation are included for the best development of the child. Parent-child relations should and must be cordial child rearing is a science as well as an art. Sometimes more love or affection or dictatorship in a family creates behavioral problems in a child. Adler gives importance to birth order in personality development. In the view of Adler, in a single child family, a child is always a shadow of the parents and if the parents are too careful about the child, such a child is unable to take his or her own decisions in life. Such a child also has no one to play with or talk to of its age group in a home and its adjustment among friends is below average. But in a single child family, advantages exist too. Parents are able to fully concentrate on the single child. Conflicts among siblings is absent as well. It also helps to control the growth of the population and helps parents to bring up their child excellently. The new comer in this world depends upon the adult's care and nurturance for its physical survival. Parents are the vital source of satisfaction for his physical and psychological needs. Whether the child is weaned early or late, fondled or ignored, praised or rebuked, is relatively less important than the beliefs, attitudes and broad predispositions it acquires from its parents. He receives a firm set of guiding values by perceiving them, expressed and endorsed by both his mother and his father. Rosen (1964) says that "Parents' transmit values to their children in several ways: explicitly through instructions and selective reinforcements or implicitly through instructions and selective reinforcements or through their own behavior". He further adds that the effectiveness with which transmission takes place differs from family to family. In some families, children have values very similar to those of parents whereas in other families the value systems of parents and children differ markedly.

The foremost duty of the parents is to provide their child with need satisfaction by creating in an emotional climate conducive to their healthy personality development in home. This climate is the product of a cordial relationship between the two parents. The personal adjustment of one parent to the other determines the general atmosphere of the home. In addition to fulfilling the physical needs of their child by providing food, clothing and shelter, they are also responsible to satisfy his psychological needs for affection, security, belongingness, praise and above all suitable models for behavior.

According to Chauhan and Tiwari (1980-81) Studies in this text, relate well to parenting and its dimensions but awfully lack cross-cultural context. The study related to seven areas of parent child relations with the bivariate context of “Parenting and ‘Culture’ on 10-12 years aged children of both tribal and non-tribal families of clinical concern. Spousal aggressiveness is typically feminine. Both ‘mothering’ and ‘fathering’ exhibit reverse role- shifting in certain dimensions of parent-child relationship as ‘culture’ advances.”

Definition of Parent-child relationship:-

The parent-child relationship consists of a combination of behaviors, feelings, and expectations that are unique to a particular parent and a particular child. The relationship involves the full extent of a child’s development.

Different types of Parent-Child Relationships: -

There are different kinds of attachment relationships that can be put into different categories. These categories can describe children’s relationships with both parents and childcare providers. Research has found that there are at least four attachment categories. The categories describe the ways that children act and the ways that adults act with the children. The strongest kind of attachment is called ‘secure’. The way a parent or provider responds a child may lead

to one of the four types of attachment categories. The way a child is attached to her parents also affects how she will behave around others when her parent is not around.

1. Secure relationships:-

This is the strongest type of attachment. A child in this category feels he can depend on his parent or provider. He knows that the person will be there when he needs support. He knows what to expect.

- The secure child usually plays well with other children his age.
- He may cry when his mother leaves. He will usually settle down if a friendly adult is there to comfort him.
- When parents pick him up from childcare, he is usually very happy to see them.
- He may have a hard time leaving childcare, though. This can be confusing if the child was upset when the parents left at the beginning of the day. It does not mean that the child is not happy to see the parents.

2. Avoidant relationships :-

This is one category of attachment that is not secure. An avoidant child learns that depending on parents won't get it that secure feeling it wants, so it learns to take care of itself.

- Avoidant children may seem too independent.
- They do not ask for help too often but get frustrated easily.
- They may have difficulty playing with other children their age. They may be aggressive at times.
- Biting, hitting, pushing, and screaming are common for many children, but avoidant children do those things more than other children.
- Avoidant children usually do not build strong relationships with providers in their childcare setting.

➤ They don't complain when the parents leave them, and they usually do not greet them when the parents return. They know that the parents have returned, but it is almost like they want to punish them by ignoring them.

➤ They seem to try to care for themselves.

There are different reasons why parents might act this way. Some parents just don't know when their baby or child needs something. Other parents might think that it will make their child more independent if the parents do not give in to the child. Providers who have an avoidant child in their care may be able to help parents recognize and understand their children's needs.

3. Ambivalent relationships :-

Ambivalence (not being completely sure of something) is another way a child may be insecurely attached to its parents. Children who are ambivalent have learned that sometimes their needs are met, and sometimes they are not. They notice what behavior got their parent's attention in the past and use it over. They are always looking for that feeling of security that they sometimes get.

➤ Ambivalent children are often very clingy.

➤ They tend to act younger than they really are and may seem over-emotional.

➤ When older preschoolers or early-elementary children want an adult's attention, they might use baby talk or act like a baby.

➤ Ambivalent children seem to latch onto everyone for short periods of time.

➤ They have a very hard time letting parents go at the beginning of the day, and the crying may last a long time.

4. Disorganized relationships :-

Disorganized children don't know what to expect from their parents. Children with relationships in the other categories have organized attachments. This means that they have all learned ways to get what they need, even if it is not the best way. This happens because a child learns to predict how the parent will react, whether it is positive or negative. They also learn that doing certain things will make their parents do certain things.

- Disorganized children will do things that seem to make no sense.
- Sometimes these children will speak really fast and will be hard to understand.
- Very young children might freeze in their footsteps for no apparent reason.
- Most disorganized children have a hard time understanding the feelings of other children. Disorganized children who are playing with dolls might act out scenes that are confusing and scary.

Disorganized children may be very hard to understand. They may seem very different from day to day.

There are two types of disorganized attachments:-

1. Controlling-Disorganized, children who are controlling tend to be extremely bossy with their friends.
2. Care giving-Disorganized, children who are care giving might treat other children in a childish way, acting like a parent.

What role does parenting play in determining child adjustment? How harshly does a parent punish is an important determinant of how children perceive their relationships with their parents. Harsher discipline was related to children's perceptions of their parents as less warm and more rejecting. In turn, as predicted, the quality of parent –child relationships were an important predictor of child adjustment throughout this period of development. Children who enjoyed positive relationships with their parents were less likely to engage in overt or indirect

aggression, bully others, commit property offences, or affiliate with deviant peers. They also were more involved in their schoolwork, had higher self –esteem and fewer internalizing problems, and were less likely to be victimized by others. In addition, they reported fewer hyperactivity-attention problems, were more likely to use safety precautions (i.e. seatbelts and helmets), and experienced fewer serious injuries. Children who perceived their parents as rejecting were especially likely to use alcohol, to smoke and to affiliate with deviant peers.

The positive parenting practices (i.e. responsive, rational, firm parenting) had a variety of positive effects on children’s outcomes, including levels of behavior problems and prosocial behavior. Moreover, the positive influence of responsive parenting on child adjustment increased with children’s age. Our findings extend this work by showing that the quality of parenting continues to play a significant role in determining social and emotional adjustment as children move from late childhood to adolescence. Overall, these findings are consistent with other research on the importance of a positive parent-child relationship for adjustment. Moreover, these clarify the meaning of some age difference in adjustment. Age differences in drug use, self-esteem and risk-taking behavior could be attributed to quality of the parent-child relationship.

Researches in various behavioral sciences over the last few decades have confirmed and re-confirmed the importance of home and family in the development of the child. It is of importance to the home and the family for the development of the child. It is within the family, that a child learns the fundamentals of social interactions and acquires the behavior patterns and basis personality structure. Child Psychologists on the basis of their observation established that most of the mental troubles can be traced back to early child hood experiences which led to the conclusion that the foundations of an adult personality lie deep in the early childhood years. Anthropologists also concluded that the behavior patterns of people are due

to what happened during the first few years of their lives. Sociologists, studying the contemporary society, attributed the variations in personality patterns to differences in child rearing practices of the parents.

STATEMENT OF PROBLEM:-

Comparative study of parent-child relationship of children towards their parents.

OBJECTIVES OF STUDY:-

The following objectives are given below:-

1. To study the parent-child relationship in a single child family.
2. To study parent-child relationship as relation to gender in single child family.

HYPOTHESIS :-

To attain the objectives of this study, the following hypotheses have been put forth for testing:

1. There will be significant differences between boys and girls in parent-child relationship level towards their parents.
2. The level of parent-child relationship would be more in boys than girls towards their mother.
3. The level of parent-child relationship would be more in girls than boys towards their father.

SELECTION OF THE SAMPLE:-

In this present study, the researcher at first has chosen 700 families from Social Welfare Department (Family Planning Department) and finally 200 single child families were selected from Urban and Rural areas in the Aurangabad District. Urban single child families consisting of 100 Mothers and Fathers, and rural single child family are 100 Mothers and fathers were

selected on the basis of the purposive sampling technique. These sample searches were classified from the concerned department of family planning and social well-fare department at Z.P., Collector Office and Govt. Hospital of Aurangabad District. 200 children have Also been taken from both the areas. The children's age consists of a range(age group) in between 6 to 13 yearx (late childhood) also Primary and Pre-High school going Children were selected by difference schools from Aurangabad city and District. In this above sample occupational, Educational, Economic, Social Status were controlled respectively.

TOOL FOR THE DATA COLLECTION:-

Following tool will be used for the data collection:

Indian Adaptation of Clarks Parent-Child Relation Test-Dr. Govind Tiwari.

The original test was in English and for the purpose of standardization in Indian conditions it was translated in Hindi. The Hindi version of the test was given to 10 experts who know both English and Hindi well, and asked for rating on five-point scales on (i) accuracy of translation (ii) Understandability and (iii) semantic equivalences. On the basis of expert's rating, the stanine tables were prepared for scores of each item and those items above low stained scores, they were again translated. The final form of the test was administered to a sample of 50) children (age Range of 7 to 17 years) belonging to different caste, tribal areas and also from the rural and urban areas. The reliability of the test was calculated by split-half method and test retest method was found to be 0.83 and 0.78 respectively. The validity-coefficient was found to be very high of.82.

Variables under study and its definition:-

A. Independent variables:-

1. Mother and Father in a single child family.
2. Boys and Girls in a single child family.

B. Dependent variables:- Parent-child relationship.**DEFINITION:-**

Parent-child relationship:- “Life together in the family situation has very marked psychological consequences for children and parents. Attachments, formation of a love concept, authority example, the development of conscience, implantation of attitude.”

Single child family / only child family:-

An only child is a child with no siblings, either biological or adopted. Although first-born children may be considered temporary only children, and have a similar early family environment, the term only child is generally applied only to those individuals who never have siblings. Children with much older siblings may also have a similar family environment to only children.

RESEARCH DESIGN:-

One-way factorial design was used in present study, as below: -

		Parents in Single child family (A)	
		A1	A2
Gender of child's (B)		Mother	Father
	B1 (Girls)	B1A1	B1A2
	B2 (Boys)	B2A1	B2A2

PROCEDURE OF DATA COLLECTION:-

In the first stage information was collected from registered single child family and particular number of children age group between 6 to 13 from Aurangabad district, this particular number of single child family was too limited for our research. So, we collected the record

from primary and secondary Z.P. schools in Aurangabad district and got the permission of this school head master and gave the primary information about all tests in the classroom also personally visiting the single child family for their personal data, then handing over the test to them. All the data collection around requested for the procedure of the test solutions to take. Some special precaution in that it is compulsory for all subjects to give personal response to the question.

STATISTICAL ANALYSIS AND RESULTS:-

The data were carefully scrutinized separately for four main groups as well as for the entire sample by employing frequency distributions and descriptive statistics, Means, and Standard Deviations are reported for parent-child relationship parental attitude. The above statistics are reported for the entire sample. To evaluate Ss wise differences in the various variables employed in this research, two-way analysis of variance (ANOVA) carried out for gender of parent & Children as the independent variables and parent-child relationship as the dependent variables.

Table No.1: shows difference between boys and girls for dependent Parent-child relationship towards their parents.

Group	N	Mean	SD	t	Mean Square	F	Significance level
Boys	100	127.71	9.63	0.827	59.405	0.68	NS
Girls	100	126.62	9.00				

For 't' value df=198 , P= 0.05= 1.98 and 0.01= 2.617

For 'f' value 0.01= 6.76 and 0.05= 3.89

In the above table the mean value of boys is 127.71 and SD is 9.63 as well as the mean value of girls is 126.62 and SD is 9.00. Obtained t value is 0.827 which is not significant. The value

F (df=1,198) 0.68 which is also not significant. Hence it indicates that the boys and girls show no significant difference about parent-child relationship. On the basis of mean it is concluded that boys and girls have no differences about their parent-child relationship towards parents. And rejected **first hypothesis** “There will be significant differences between boys and girls in parent-child relationship level towards to their parents.”

Table No.2: shows difference between boys and girls for dependent Parent-child relationship towards their mother.

Group	N	Mean	SD	t	Mean Square	F	Significance level
Boys	100	56.42	4.83	1.84	76.88	3.76	0.05
Girls	100	55.18	4.83				

* t shows very small difference between df value and table value. hence we concluded that shows significant level of above two group

$$df=198 P=0.05=1.980.01=2.617$$

In the above table the mean value of boys is 56.42 and SD is 4.83 as well as the mean value of girls is 55.18 and SD is 4.83. Obtained t value is 1.84 which is significant on 0.05 level. The value F (df=1,198) 3.76 which is significant on 0.05 level. Hence it indicates that boys and girls showing the significant difference about parent-child relationship towards to their mother. On the basis of mean it is concluded that boys have a more developed parent-child relationship than girls towards their mother. And accepts **second hypothesis** “The level of parent-child relationship would be more in boys than girls towards their mother.”

Table No.3: shows difference between boys and girls for dependent Parent-child relationship towards their father.

Group	N	Mean	SD	t	Mean Square	F	Significance level
Boys	100	71.29	7.53	0.44	0.088	0.02	NS
Girls	100	71.33	5.88				

In the above table the mean value of boys is 71.29 and SD is 7.53 as well as the mean value of girls is 71.33 and SD is 5.88. Obtained t value is 0.044 which is not significant. The value F (df=1,198) 0.68 which is also not significant. Hence it indicates that boys and girls show no significant difference about parent-child relationship. On the basis of the mean, it is concluded that boys and girls have no differences about their parent-child relationship towards father. And rejects **third hypothesis**, “The level of parent-child relationship would be more in girls than boys towards their father.”

Hypotheses wise Discussion:-

Hypo-1:- “There will be significant differences between boys and girls in parent-child relationship level towards their parents.”

As per table above indicates mean values of boys and girls towards their parents. Mean values of parent-child relationship score are 127.71 and 126.62 respectively for boys and girls. It shows that there is no mean difference between parent-child relationship levels. The result does not support the hypothesis stating that “There will be significant differences between boys and girls in parent-child relationship level towards their parents.”

The majority of previous studies show that gender has no effect on parent-child relationship. Wen, Ming (2008) comments on the above results, family socio-economic status and social capital are important factors of child well-being and helps to explain family structure on parent-child relationship. It indicates that boys and girls have more peaceful family environment for their rearing. Nix, Robert L. et al (2009) has shown that boys and girls

experience equal parent-child relation about their parents. According to the above hypothesis, children do not make any differences in both the parent-child relationships. From this, it is proven that the whole data which is selected for research is totally based on a single child family and each and every child has a positive relationship, a positive attitude, an emotional warmth and adequate interaction relationship are the main elements which they experience with their parents. These factors nourish and develop healthy parent-child relationship. Parents show sympathy and they also behave towards the children with more responsibility so that the effects are positive towards the relationship and thus the parents develop a better interpersonal relationship.

Hypo:- 2

“The level of parent-child relationship would be more in boys than girls towards their mother.”

In the tables shows mean values of parent-child relation towards mother, 'F' values and 't' values. Means of parent-child relation towards mother scores 56.42 and 55.18 respectively for boys and girls. The boys scored higher than the girls. The second main effect of gender of the child is significant ($F = 3.8$, $df=1$, 198 $P < 0.05$) and 't' value is $1.8 < 0.05$ ($df= 198$, $P: 0.05-1.98$, $0.01-2.61$). Thus, there is a significant difference between a mother son and a mother child relationship. This supports the hypothesis stating that “The level of parent-child relationship would be more in boys than girls towards their mother.”

According to Goldsmith and Herman (1987) the relationship between a mother and her child is more natural and interdependent. The security style is totally dependent upon how the mother responds to her child emotionally. Emotional attachment does make an effect on the child- mother relationship. The base of security style depends upon physical attachment

between the child and the mother, and the awareness about children and how the mother responds emotionally. According to Becker and Becker emotional attachment between a child and a mother effects the child-mother relationship. Physical attachment between the child and the mother, and its awareness makes the relationship. In short, child's attachment style depends upon child- mother security style. Primary group of any child is its family. Love, kindness, attachment between mother and son is very important. Dworkin, Jodi B.(2003) have found that boys reported feeling more aggressive towards their mothers with age, while girls reported less aggressive with age.

A Mother taking her child and loving it means that the child feels that she is liable for loving him. It may establish a better relationship between the mother and her son. Child-mother relationships depend upon the physical relation and the closeness between them too. If the child senses a high level of security, the child holds his mother closely. If a child-mother relationship is secure and the mother looks at her child face to face, it takes the child-mother relations on upper level. If the child and mother discuss positively, in addition to this, discussion about maturation of the child, boys experience more attachment towards their mother. Awareness of child, its necessity and responsibility, her dedication and consistent efforts to fulfill demands to satisfy the child and makes the child reciprocate in the same way towards the mother. According to the Indian culture boys are considered the "Race of family", hence mothers take more care of them. Due to the cultural impacts girls get different treatment from their mother and moreover from their entire family. The above results consequently must have been found.

Hypo:- 3 "The level of parent-child relationship would be more in girls than boys towards their father."

The table shows that the effect of the gender of the child is not significant ($F = 0.02$, $df = 1$, 198 , $P > 0.05$) As per, the means of parent-child relationship scores are 71.29 and 71.33 respectively for the boys and girls. The mean difference between two groups is almost negligible. Thus hypothesis no. three is rejected.

Above results show that boys and girls have an equal relationship with their father. There are a number of factors that affect the parent-child relationship between a father and his children. In the modern world, due to social structure, the relationship between a husband and a wife, a boy and a girl is of equal status. Being a father makes no difference in respect of girl and boy. The process of the beginning of a relationship between a parent and his ward starts from his childhood when father appreciates his child's good qualities, good habits, rights his mistakes, understands him kindly, properly, all these elements create respectful attitudes in children toward their parents. Hence, the children become good and sincere when the father interacts with them properly and praises them from time to time and the relationship between the father and the child improves as well.

The parents in rural areas at present, are educated. Due to this education, their view towards their children becomes positive. Strom, Robert.D(1996) suggested that fathers nowadays are more involved in child rearing than the fathers of the past while mothers see themselves as more successful than the father. Parents of sons reported more difficulties and frustration than parents of daughters.

Educational qualities of parents help their self-improvement. They treat their boys and girls equally, their faith, equality, positive attitude, proper guidance, adjustment in accordance with age, all these elements settle their better relationship with their fathers. To provide educational facilities, emotional warmth, mental support, proper guidance regarding solving

problems all these things are seen in modern family. In this age of competition, children get inspiration from their father with-out making any difference among them.

CONCLUSIONS

On the basis of the data and discussion of results, the hypotheses were tested and verified some of them were retained and some were rejected, following conclusions were drawn:

1. The boys and girls have no differences about their parent-child relationship towards parents.
2. The level of parent-child relationship is higher in boys than girls towards their mother.
3. There is no significant difference in the parent-child relationship of boys and girls towards their father.

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A Study of Emotional Maturity & Mental Health Among Rural And Urban College Girls of Gondia District

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ABSTRACT

The objective of the present study is to investigate the Emotional Maturity & Mental Health among rural and urban college girls. Two research questions are analyzed in this study: (1) what is the difference of between rural and urban college girls regarding emotional maturity. (2) What is the difference of between rural and urban college girls regarding mental health? The study was conducted on a sample of 100(50 rural girls, 50 urban girls) college students of Gondia District of Maharashtra. The sample was collected using stratified random sampling technique. Mental health check list by Pramod Kumar and Emotional Maturity Scale by Singh & Bhargava were used for data collection. The data was analyzed by using 't' test. The study revealed that no significant difference between rural and urban college girls in emotional maturity and mental health of college girls.

Keywords: Emotional Maturity, Mental Health, Rural, and Urban college girls.

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INTRODUCTION

World Health Organization (2004) referred to mental health as a state of well-being during which the individual recognizes his or her own abilities, can deal with the normal stresses of life, can work fruitfully and productively, and make a contribution to his or her community.

Mental health plays a crucial role in human life. It plays its role not only in the lives of individuals but also in the lives of societies. There are no areas of human life which is beyond the range of mental health. The term mental health does not refer to the proportions of human personality. It encompasses all the aspects of the individual's adjustment with himself or herself. If this adjustment is characterized by wholesome personal, social, cognitive, emotional, or moral orientations.

Emotional maturity consists of five dimensions. These are emotional instability, emotional regression, social maladjustment, personality disintegration, and lack of independence. Emotional instability represents a syndrome of lack of capacity to dispose of problems, irritability, needs and vulnerability, and stubbornness, temper tantrums, and seek help for one's day to day problems. Emotional regression is a wide group of factors representing syndromes such as feelings of inferiority, restlessness, hostility, aggressiveness, and self-centeredness. Social maladjustment includes a lack of social adaptability. A socially maladjusted person is seductive but liar, but boasting and shirker. Personality disintegration includes phobias formation, rationalization, pessimism, and immorality. This kind of person deals with inferiorities and hence responds to the environment through aggressiveness, destruction, and has a distorted sense of reality. Lack of independence involves parasitic dependence on others. Such a person lacks objective interests. People think of him as an unreliable person (Singh and Bhargava 1990).

SIGNIFICANCE OF THE STUDY

People who are emotionally and mentally healthy can cope with difficult situations and maintain optimistic outlook in bad time. The emotional maturity and mental health are important in deciding the behavior of an individual. Hence the present study intends to measure the emotional maturity & mental health of rural and urban college girls.

LITRATURE REVIEW

Desai, P. H. (2017) studied comparison of mental health among rural and urban adolescent students of higher secondary school. In the findings of the research, researcher found significant difference in mental health between male and female students. Also, significant difference between in mental health rural and urban students.

Priyadarshani, N. (2018) studied emotional maturity among adolescents in terms of sex and locality on emotional maturity. The finding of the study was there exists significant difference between rural and urban adolescents in independence, which is a dimension of emotional maturity.

PROBLEM

“A study of mental health and emotional maturity of girls in rural and urban college of Gondia District.”

OBJECTIVES

- 1) To examine the difference of mean in rural and urban college girls regarding emotional maturity.
- 2) To explore the difference of mean in rural and urban college girls regarding mental health.

HYPOTHESES

1. There is no significant difference in rural and urban college girls with reference to emotional maturity.
2. There is no significant difference in rural and urban college girls with reference to mental health.

METHODOLOGY

SAMPLE

The total sample comprised of 100 college girls, further divided into two categories namely rural girls and urban girls. Out of 100 samples of college girls, 50 girls were selected randomly from rural area and 50 from urban area of Gondia district of Maharashtra.

DESIGN OF THE STUDY

The aim of the present study was to investigate the emotional maturity & mental health in rural and urban college girls. The present investigation was a survey type and descriptive in nature.

VARIABLES

Independent Variable: Rural and Urban Girls.

Dependent Variable: Emotional Maturity, Mental Health.

TOOLS

Mental health check list (1992) - Pramod Kumar

Mental health check list consists of 11 items 6 mental and 5 somatic presented in 4-point rating format. A numerical value of 1, 2, 3 and 4 is assigned to response categories i.e. ‘rarely’, ‘at times’, ‘often’ and ‘always’ respectively. The total scores varies from 11 to 44 showing the highest to lowest mental health status of the person.

Emotional maturity scale (1984) - Singh and Bhargava.

Emotional maturity scale has a total of 48 items under the five categories’- emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence. It is a self-reporting 5-point scale. A numerical value of 5, 4, 3, 2, and 1, is assigned to response categories i.e. ‘very much’, ‘much’, ‘undecided’, ‘probably’ and ‘never’ respectively. The higher the score on scale, grater the degree of emotional maturity and vice-versa.

STATISTICAL TECHNIQUES USED

The following statistical techniques were used for testing the hypotheses:

1. Descriptive statistics like mean and standard deviation were used to analyze primary data.
2. ‘t’ Test.

RESULTS AND DISCUSSION

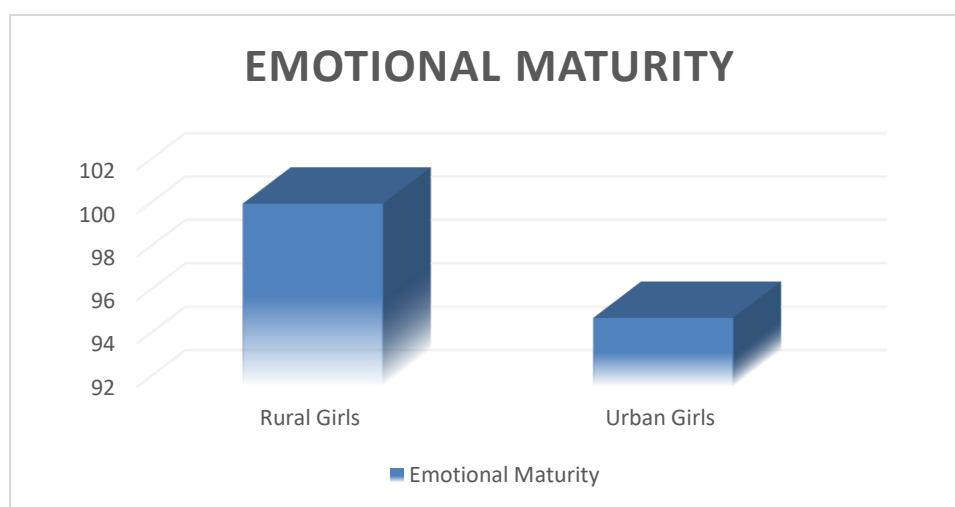
After the scoring of all the tests were completed the data was analyzed to find out emotional maturity and mental health of the rural and urban collage girls. The results of the analysis on the study are represented in the tables below.

Table 1: Emotional maturity among rural and urban college girls.

Variables	N	M	SD	t	Sig.
Rural	50	100.42	23.96	1.08	N. S.
Urban	50	95.16	24.36		

The data is graphically presented in figure no. 1.

Figure 1. Emotional maturity in rural and urban girls.



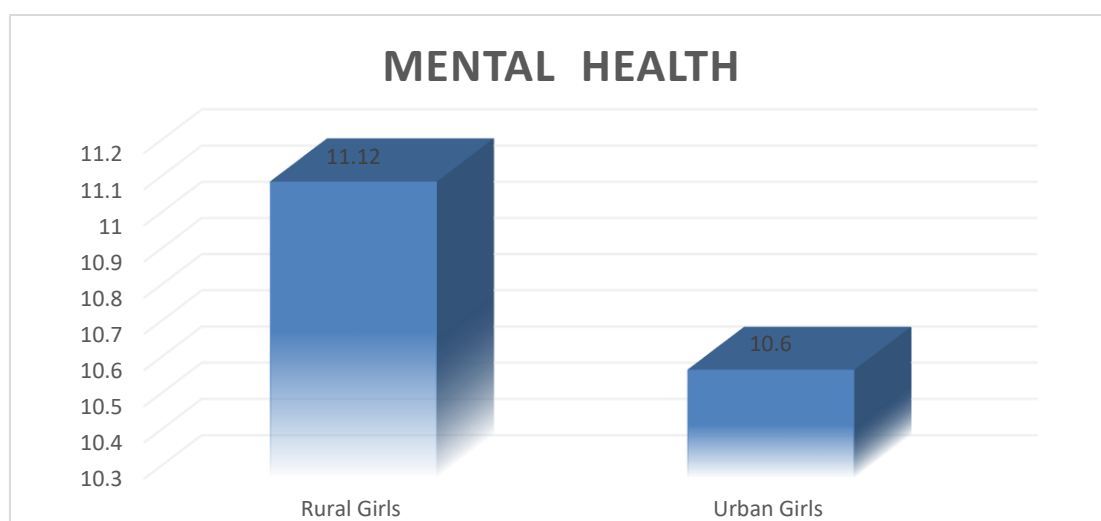
It is referred from table 1 that the mean of rural girls' emotional maturity is 100.42 and standard deviation is 23.96. For urban girls mean is 95.16 and standard deviation is 24.36. The t value is 1.08, is not significant at the 0.05 level and 0.01 level. Hence, the null hypothesis is accepted. It Means, there is no significant difference of mental health between rural and urban college girls. Both the groups are received more or less similar scores. The reason for this may be because of the similar environment and exposure in their college and homes. Hence, result of present study are consistent with those of Priadarshini (2018) and Akomolafe & Kolawole (2019) who found that location (rural and urban) was not associated with emotional maturity of adolescent students.

Table 2: Mental health among rural and urban college girls.

Variables	N	M	SD	t	Sig.
Rural	50	11.12	2.68	0.09	N. S.
Urban	50	10.60	3.05		

The data is graphically presented in figure no. 2.

Figure 2. Mental health in rural and urban girls.



It is inferred from the table 2 that the mean of rural girls' mental health is 11.12 and standard deviation is 2.68. For urban girls mean is 10.60 and standard deviation is 3.05. Here also the t value 0.09 is not significant at the 0.05 level and 0.01 level. Both the groups are received more or less similar scores. The reason for this may be because of the similar environment and exposure in their college and homes. Hence, the null hypothesis stated above is accepted. It means there is no significant difference of mental between rural college girls and urban college girls. The result supports the finding reported by Cucchiaro, G. & Dalgarrondo, P. (2007) in their study mental health & quality of life in pre and early adolescents: a school- based study in two contrasting areas.

DELIMITATIONS

Present study is delimited to the Gondia district, Maharashtra. Present study is considering the college girls those who are studying in home science in Gondia district only.

CONCLUSION

The result shows that there was no significance difference in emotional maturity of rural and urban college girls. Similarly, there was also no significant difference found with respect to mental health.

SUGGESTIONS

As the variable undertaken in the present investigation have important role in students' studies, so it can be suggested that, the future researcher should take a large sample in order to find out the generalization of results.

Impact of other affective and cognitive variables on girls' mental health can be investigated in further studies.

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Big Five Personality on Faculty

Monica Sharma*

ABSTRACT

The purpose this comparative Study of Big Five Personality on Arts, Commerce and Science Students. **Objectives:-** To Study of Arts, Commerce and Science Students on, Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness. **Hypotheses:-** There will be no significant difference between Arts, Commerce and Science Students on Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness. **Methodology- Sample:** Total sample of present study 120 College Students, in which 40 Arts Faculty Students (20 Male and 20 Female), 40 Commerce Faculty Students (20 Male and 20 Female) and 40 Science Faculty Students (20 Male and 20 Female). The subject selected in this sample was used in the age group of 25 years to 58 years and Ratio 1:1. **Variables-** The independent variables are Faculty (Arts, Commerce and Science Students) and Dependent variables are Big Five Personality (Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness). **Research Design:** 3x2 Factorial designs will be used. **Research Tools-** Big five Personality Scale (1999) by John and Srivastava. **Statistical Treatment:** Mean SD and ANOVA. **Conclusions: -** 1) Science Students high Extraversion than Arts and Commerce Students.2) Arts Students high Agreeableness than Commerce and Science Students.3) Arts Students high Conscientiousness than Commerce and Science Students.4) Arts Students high Neuroticism than Commerce and Science Students.5) There is no significant difference between Arts, Commerce and Science Students on Openness.

Key words: - Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness.

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INTRODUCTION

Latin word persona, persona means a mask that actors wore to represent a character. So personality is a reflection of an individual's behavior patterns. When people say that he has a very poor personality and he has a very jolly personality, these are mere descriptions about someone behavior. This is called very narrow meaning of personality. Personality is a wider term in itself. Not only the behavior patterns reflects a personality but some other factors also play an important role, for example:- environmental factors, physical factors, heredity factors etc. all these factors effects the personality of a person.

Personality is a wider term in itself. Not only the behavior patterns reflects a personality but some other factors also play an important role, for example:- environmental factors, physical factors, heredity factors etc. all these factors effects the personality of a person.

Neuroticism is sometimes called negative affectivity because of the neurotic person's tendency to feel anger, scorn, revulsion, guilty anxiety sadness and other negative moods. Neuroticism, or emotional instability, includes such traits as being anxious and unable to control impulses; a tendency to have unrealistic ideas; and generally being emotionally unstable and negative, Neurotic individuals are complainers and defeatists.

Extraversion means an outward turning of the libido. Extraversion is an outgoing transference of interest from the subject to the object. If it is intellectual extraversion the subject thinks himself into the objects if a feeling extraversion than the subject feels himself into the object.

The openness to experience rather than openness in an interpersonal sense. The characteristics that make up this dimension include an active imagination, a willingness to consider new ideas, divergent thinking, and intellectual curiosity.

Agreeableness is a describes the extent to which people are good-natured or irritable, gentle or headstrong, cooperative or abrasive, secure or suspicious and jealous. People who are high on the Agreeableness dimension are helpful, trusting, and sympathetic.

The conscientiousness dimension refers to how controlled and self-disciplined and People on the high end of this dimension are organized, plan oriented, determined. Those on the low end are apt to be careless, easily distracted from tasks, and undependable.

OBJECTIVE OF THE STUDY

- To Study of Arts, Commerce and Science Students on Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness I.

HYPOTHESIS OF THE STUDY

- There is no significant difference between Arts, Commerce and Science Students on Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness.

METHODS

SAMPLE:-

Total sample of present study 120 College Students, in which 40 Arts Faculty Students (20 Male and 20 Female), 40 Commerce Faculty Students (20 Male and 20 Female) and 40 Science Faculty Students (20 Male and 20 Female). The subject selected in this sample was used in the age group of 25 years to 58 years and Ratio 1:1.

Research Design: -

This study 3 x 2 Factorial Design used in the present study.

VARIABLES OF THE STUDY

Table No- 01 Variables

Variable	Type of variable	Sub. Variable	Name of variable
Faculty	Independent Variables	03	Arts Students 2- Commerce. Students 3- Science Students
Big Five Personality	Independent Variables	05	1) Extraversion 2) Agreeableness 3) Conscientiousness 4) Neuroticism 5) Openness

RESEARCH TOOLS:-

Table No- 02 Big five personality Scale (1999)

Aspect	Name of the Test	Author	Sub Factor	

Personality	Big five personality Scale (1999)	John Srivastava	1) Extraversion	Item-44 (Extraversion-08, agreeableness-09, Conscientiousness-09, Neuroticism-08, and Openness-10.)	
			2) Agreeableness		
			3) Conscientiousness		Scoring- 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree)
			4) Neuroticism		
			5) Openness	Reliability -.083	
				Validity - 0.75	

DATA ANALYSIS

The Mean and SD with graphical representation and ANOVA on Big Five Personality was analyzed.

RESULTS AND DISCUSSION

FACULTY ON EXTRAVERSION

Hypotheses-01

- There is no significant difference between Arts, Commerce and Science Students on Extraversion.

Table No.03 Show the Mean, SD and F Value of Faculty on Extraversion

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Extraversion	Arts Students	24.25	3.06	40	117	3.98	NS

	Commerce Students	25.37	3.19	40			
	Science Students	26.07	3.27	40			

Observation of the Table No. 03 indicated that Mean and SD of Arts Students is 24.25 and 3.06, Commerce Students is 25.37 and 3.19, and Science Students is 26.07 and 3.27 and F value is 3.98 on Extraversion. It is observed that the calculated 'F' value (1.196) is high than the table value (0.05= 3.94 and at 0.01 = 6.90 levels). That is to say that this null hypothesis is rejected and Alternative hypothesis is accepted. It means that Science Students high Extraversion than Arts and Commerce Students.

FACULTY ON AGREEABLENESS

Hypotheses-02

- There is no significant difference between Arts, Commerce and Science Students on Agreeableness.

Table No.04 Show the Mean, SD and F Value of Faculty on Agreeableness

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Agreeableness	Arts Students	25.97	2.86	40	117	9.215	0.01
	Commerce Students	23.72	3.98	40			
	Science Students	24.35	4.36	40			

Observation of the Table No. 04 indicated that Mean and SD of Arts Students is 25.97 and 2.86, Commerce Students is 23.72 and 3.98, and Science Students is 24.35 and 4.36 and F value is 9.215 on Agreeableness. It is observed that the calculated 'f' value (1.196) is high than the table value (0.05= 3.94 and at 0.01 = 6.90 levels). That is to say that this null hypothesis is rejected and Alternative hypothesis is accepted. It means that Arts Students high Agreeableness than Commerce and Science Students.

FACULTY ON CONSCIENTIOUSNESS

Hypotheses-03

- There is no significant difference between Arts, Commerce and Science Students on Conscientiousness.

Table No.05 Show the Mean, SD and F Value of Faculty on Conscientiousness

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Conscientiousness	Arts Students	25.77	8.29	40	117	4.620	0.05
	Commerce Students	23.65	7.19	40			
	Science Students	25.62	7.48	40			

Observation of the Table No. 05 indicated that Mean and SD of Arts Students is 25.77 and 8.29, Commerce Students is 23.65 and 7.19, and Science Students is 25.62 and 7.48 and F value is 4.620 on Conscientiousness. It is observed that the calculated 'f' value (1.196) is high than the table value (0.05= 3.94 and at 0.01 = 6.90 levels). That is to say that this null

hypothesis is rejected and Alternative hypothesis is accepted. It means that Arts Students high Conscientiousness than Commerce and Science Students.

FACULTY ON NEUROTICISM

Hypotheses-04

- There is no significant difference between Arts, Commerce and Science Students on Neuroticism.

Table No.06 Show the Mean, SD and F Value of Faculty on Neuroticism

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Neuroticism	Arts Students	28.87	3.97	40	117	21.80	0.01
	Commerce Students	25.57	2.69	40			
	Science Students	26.67	2.12	40			

Observation of the Table No. 06 indicated that Mean and SD of Arts Students is 28.87 and 3.97, Commerce Students is 25.57 and 2.69, and Science Students is 26.67 and 2.12 and F value is 21.80 on Neuroticism. It is observed that the calculated 'f' value (1.196) is high than the table value (0.05= 3.94 and at 0.01 = 6.90 levels). That is to say that this null hypothesis is rejected and Alternative hypothesis is accepted. It means that Arts Students high Neuroticism than Commerce and Science Students.

FACULTY ON OPENNESS

Hypotheses-05

- There is no significant difference between Arts, Commerce and Science Students on Openness.

Table No.07 Show the Mean, SD and F Value of Faculty on Openness

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Openness	Arts Students	26.77	15.95	40	117	1.919	NS
	Commerce Students	30.32	4.32	40			
	Science Students	26.32	6.06	40			

Observation of the Table No. 07 indicated that Mean and SD of Arts Students is 26 and 3.06, Commerce Students is 25.37 and 3.19, and Science Students is 26.07 and 3.27 and F value is 3.98 on Openness. It is observed that the calculated 'f' value (1.196) is high than the table value (0.05= 3.94 and at 0.01 = 6.90 levels). That is to say that this null hypothesis is rejected and Alternative hypothesis is accepted. It means that there is no significant difference between Arts, Commerce and Science Students on Openness.

CONCLUSIONS

- 1) Science Students high Extraversion than Arts and Commerce Students.
- 2) Arts Students high Agreeableness than Commerce and Science Students.
- 3) Arts Students high Conscientiousness than Commerce and Science Students.
- 4) Arts Students high Neuroticism than Commerce and Science Students.

- 5) There is no significant difference between Arts, Commerce and Science Students on Openness.

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A Study of Big Five Personality on Urban and Rural Adolescents

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ABSTRACT

This Study Purpose was to find out the Study the Gender Difference between Big Five Personality on Adolescents. **Objectives:-** Study of the Big Five Personality of Urban and Rural Adolescents. **Hypotheses:-** There is no significant difference between Urban and Rural Adolescents with Dimensions on Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness. **Methodology- Sample:** Total sample of present study 100 Students in which 50 were Urban Adolescents (25 Male and 25 Female Adolescents) and 50 Rural Adolescents (25 Male and 25 Female Adolescents) from Beed, Dist. in Maharashtra.. The subject selected in this sample will be used in the age group of 18 years to 25 years and Ratio 1:1. Non- probability purposive Quota Sampling will be used. **Research Design:** present study a balanced 2x2 factorial design will be used. **Variables-** The independent variables are Area of Residence (1) Urban Adolescents 2) Rural Adolescents), and Dependent variables are Big Five Personality (Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness). **Research Tools-** The data was collected by using the Big five personality Scale (1999) by John and Srivastava. **Treatment:** The data was analyzed by using Mean, SD and ANOVA. **Conclusions:** 1) There is no significant difference between and Rural Adolescents on Extraversion. 2) Rural Adolescents high Agreeableness than Urban Adolescents. 3) There is no significant difference between and Rural Adolescents on Conscientiousness. 4) Urban Adolescents high Neuroticism than Rural Adolescents.5) There is no significant difference between and Rural Adolescents on Openness.

Key words: - Adolescents, Urban, Rural, Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness.

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INTRODUCTION

Adolescence word derives from Latin Word Adolescere that meant to grow to mature. In different words, we can also call it teen age. This age covered the age from twelve to nineteen. Adolescence is a transformational stage of physical and mental human development that happens between childhood and adulthood. This is a part of life when human is leaving childhood however has not yet acquired adulthood. This transition involves biological, social and psychological changes. Adolescence can be a specifically turbulent also as a dynamic amount of one's life. It's been known as a period during which teens develop abstract thinking and become a lot of conscious of their sexuality that develop a clearer sense of psychological identity and increase their independence from parents. Adolescence extends from time of life to the attainment of full height and weight and surcease of growth. Its the period during which the person moves out of the house circle and becomes physically and mentally independent. Personality factors: In this study the researcher has consider the following operational definition for the research purpose. "Personality is an apparent quality of an individual which is obtained score by the respondents on personality test".

The NEO-FFI was used for the measurement of personality factor in NEO-FFI included five factor of personality operational definition of these following:

Neuroticism: The individual is anxious, generally apprehensive and dispute worry. Sometimes he angry with others and is prone the feeling sad, lonely and objected, controlling his impulses and desires, but he can handle stress as the most people.

Extraversion: The person is warm and affectionate toward others and sometimes enjoys large and noisy crowd or parties, prefers a slow and steady space. Excitement, stimulations and thrills have little appeal to him and he is less prone to expressiveness, feeling of joy and happiness than most men.

Openness: In experimental style, this individual is generally open. He has average imagination and only occasionally daydreams of fantasizes. He is particularly responsive to beauty as found in music, art, poetry, or nature, and his feelings and emotional reactions are varied an important the seldom enjoys the new and different activities and has low need of variety in his life. He has only a moderate level of intellectual curiosity and is generally middle-of the road in his social political and moral beliefs.

Agreeableness: This person easily trusts others and usually assumes the best about anyone the meets. He is generally frank and sincere, but he tends to put his own needs and interests before others. He is quite proud of himself and his accomplishment.

Conscientiousness: This individual is responsibly efficient and sensible and rational in making decision. He is moderately neat, punctual and well organized and responsibly dependable and reliable in meeting his obligations, he has moderately high need for achievement, but he can also set work aside for recreation. He is average in self discipline and generally finishes the task he starts. He is responsible cautious and generally think thing through before acting.

REVIEW OF LITERATURE

Leema Rajkumari and Saraswati C. Hunshal, (2015) this study found that The results revealed that urban and rural adolescents differed significantly in terms of agreeableness, conscientiousness and emotional stability, while they were similar in two personality traits i.e., extroversion and openness to experience.

Irshad Ahmad Najar, Wahid Ahmad Dar, (2017) this study found that the university students from rural and urban areas do not show significant differences in terms of the personality traits (neuroticism, extraversion, openness, agreeableness, and conscientiousness).

STATEMENT OF THE PROBLEM

To Study Big Five Personality on Urban and Rural Adolescents

OBJECTIVES OF THE STUDY

- To Study of the Big Five Personality of Urban and Rural Adolescents.

HYPOTHESES OF THE STUDY

- There is no significant difference between Urban and Rural Adolescents with Dimensions on Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness.

METHODOLOGY

SAMPLE

Total sample of present study 100 Adolescents in which 50 were Urban Adolescents (25 Male and 25 Female Adolescents) and 50 Rural Adolescents (25 Male and 25 Female Adolescents) from Beed, Dist. in Maharashtra. The subject selected in this sample will be used in the age group of 18 years to 25 years and Ratio 1:1.

Table No- 01 Sample Design

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

RESEARCH DESIGN:-

This present study a balanced 2x2 factorial design will be used.

Table 2 Research Design

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

A- Area of Residents A1- Urban Adolescents A2- Rural Adolescents

B – Gender B1- Male Adolescents B2- Female Adolescents

VARIABLES OF THE STUDY**Table No- 03 Variables**

Variable	Type of variable	Sub. Variable	Name of variable
Area of Residents	Independent Variables	02	1) Urban Adolescents 2) Rural Adolescents
Big Five Personality	Independent Variables	05	1) Extraversion 2) Agreeableness 3) Conscientiousness 4) Neuroticism 5) Openness

RESEARCH TOOLS:-**Big five personality Scale (1999)**

Aspect	Name of the Test	Author	Sub Factor	
Personality		John Srivastava	1) Extraversion 2) Agreeableness	Item-44(Extraversion-08, agreeableness-09, Conscientiousness-09, Neuroticism-08, and Openness-10.)

Big five personality Scale (1999)	3) Conscientiousness	Scoring- 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree)
	4) Neuroticism	
	5) Openness	
		Reliability -.0.83
		Validity - 0.75

PROCEDURES OF DATA COLLECTION:-

The Adolescents were called in a small group of 10 to 15 Adolescents. The Youths provided the Big five Personality Scale.

STATISTICAL TECHNIQUES

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

RESULT ANALYSIS

Table No.04 Show the Mean, SD and F Value of Area of Residents on Big Five Personality.

Sr. No	Factor	Area of Residents	Mean	SD	N	DF	F Value	Sign.
Table No. 04 (A)	Extraversion	Urban Adolescents	24.73	3.85	60	118	3.466	NS
		Rural Adolescents	25.73	3.06	60			
Table No. 04 (B)	Agreeableness	Urban Adolescents	23.58	4.49	60	118	24.79	0.01
		Rural Adolescents	25.78	2.76	60			
	Conscientiousness	Urban Adolescents	25.21	7.09	60	118	0.394	NS

Table No. 04 (C)		Rural Adolescents	24.81	8.26	60			
Table No. 04 (D)	Neuroticism	Urban Adolescents	27.93	3.69	60	118	18.42	0.01
		Rural Adolescents	26.15	2.61	60			
Table No. 04 (E)	Openness	Urban Adolescents	28.23	12.96	60	118	0.217	NS
		Rural Adolescents	27.38	6.56	60			

Observation of the table No.05 indicated that the mean value of two classified group seems to differ from each other on Extraversion. The mean and SD value obtained by the Urban Adolescents was 24.73, SD 3.85 and Rural Adolescents was 25.73, SD 3.06. Both group 'F' ratio was 3.46 at a glance those Rural Adolescents shows high score than Urban Adolescents. The F value between Urban and Rural Adolescents on Extraversion is observed 3.46 at 118 degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 levels of not significance, this is null hypothesis is Accepted and Alternative hypothesis is Rejected because table value High than calculated value. It means that there is no significant difference between and Rural Adolescents on Extraversion.

Observation of the table No.05 indicated that the mean value of two classified group seems to differ from each other on Agreeableness. The mean and SD value obtained by the Urban Adolescents was 23.58, SD 4.49 and Rural Adolescents was 25.78, SD 2.76. Both group 'F' ratio was 24.79 at a glance those Rural Adolescents shows high score than Urban Adolescents. The F value between Urban and Rural Adolescents on Agreeableness is observed 24.79 at 118 degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 levels of significance, this is null hypothesis is Rejected and Alternative hypothesis (There is no

significant difference between Urban and Rural Adolescents with Dimensions on Agreeableness) is Accepted because table value Low than calculated value. It means that Rural Adolescents high Agreeableness than Urban Adolescents.

Observation of the table No.05 indicated that the mean value of two classified group seems to differ from each other on Conscientiousness. The mean and SD value obtained by the Urban Adolescents was 25.21, SD 7.09 and Rural Adolescents was 24.81, SD 8.26. Both group 'F' ratio was 0.394 at a glance those Urban Adolescents shows high score than Rural Adolescents. The F value between Urban and Rural Adolescents on Conscientiousness is observed 0.394 at 118 degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 levels of not significance, this is null hypothesis is Accepted and Alternative hypothesis is Rejected because table value High than calculated value. It means that there is no significant difference between and Rural Adolescents on Conscientiousness.

Observation of the table No.05 indicated that the mean value of two classified group seems to differ from each other on Neuroticism. The mean and SD value obtained by the Urban Adolescents was 27.93, SD 3.69 and Rural Adolescents was 26.15, SD 2.61. Both group 'F' ratio was 18.42 at a glance those Urban Adolescents shows high score than Rural Adolescents. The F value between Urban and Rural Adolescents on Neuroticism is observed 24.79 at 118 degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 levels of significance, this is null hypothesis is Rejected and Alternative hypothesis (There is no significant difference between Urban and Rural Adolescents with Dimensions on Neuroticism) is Accepted because table value Low than calculated value. It means that Urban Adolescents high Neuroticism than Rural Adolescents.

Observation of the table No.05 indicated that the mean value of two classified group seems to differ from each other on Openness. The mean and SD value obtained by the Urban

Adolescents was 28.23, SD 12.96 and Rural v was 27.38, SD 6.56. Both group 'F' ratio was 0.217 at a glance those Rural Adolescents shows high score than Urban Adolescents. The F value between Urban and Rural Adolescents on Openness is observed 0.217 at 118 degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 levels of not significance, this is null hypothesis is Accepted and Alternative hypothesis is Rejected because table value High than calculated value. It means that there is no significant difference between and Rural Adolescents on Openness.

CONCLUSIONS

- 1) There is no significant difference between and Rural Adolescents on Extraversion.
- 2) Rural Adolescents high Agreeableness than Urban Adolescents.
- 3) There is no significant difference between and Rural Adolescents on Conscientiousness.
- 4) Urban Adolescents high Neuroticism than Rural Adolescents.
- 5) There is no significant difference between and Rural Adolescents on Openness.

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Wings of moral judgment and dark triad: gender differences

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ABSTRACT

This study was to assess whether there were any significant gender differences in terms of Dark Triad of Personality and Moral judgment among the young adults. Total 160 undergraduate individuals (20 – 21years of age) were selected for the study by purposive sampling. The Short Dark Triad (SD3), and The Moral judgment Test were used to obtain necessary data. Obtained results revealed males to be scoring significantly higher in terms of psychopathy and Machiavellianism, while females were found to score significantly higher in terms of Narcissism and Moral Judgment. The present study gives a quick review on the gender differences relating to the dark triad variables and moral judgment in a section of young adult population of Aurangabad.

Key Words: *Moral judgment, dark, triad, Gender differences.*

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INTRODUCTION

Morality and Moral Judgment

The term Morality originated from the Old French word “Moralite” of the Late Latin word ‘Moralitas’. According to Oxford dictionary the term Morality connotes principles concerning the distinction between right and wrong, or good and bad behavior. According to this perspective, cognitive maturity and social experience lead to advances in moral external consequences, social institutions, and law-making systems (Gibbs, 1995, 2010). This perspective was originally inspired from Swiss psychologist Jean Piaget’s (1932/1965) early work on children’s moral judgments. Kohlberg’s view has its own share of criticisms. One point that was raised in a lot of review studies was that is its majorly based on the perspective of Justice. But Gillian and Attanucci has argued that there is another majorly overlooked perspective to it, the Care perspective. Gilligan and Attanucci analyzed male and female responses to moral situations using content analysis to identify their moral consideration. In addition, they found that men do tend to use justice view significantly more than woman and the same for women towards the care perspective.

Personality and the Dark Triad: The general interest in this notion started much earlier than the birth of psychology as a formal discipline, right from the time of the ancient philosophers. The Dark Triad of personality comprise the three traits of Psychopathy, Narcissism, and Machiavellianism. Peter Jonason conducted a study where he found that men consistently score higher on Dark Triad traits.

Sex and Moral Judgment: To diminish situational differences and discriminate how both genders used reason in their moral judgment, they therefore ran the tests on parenting conditions, since both genders can be involved in child rearing. The research showed that

women and men use some form of moral reasoning as one another and the only difference is the moral dilemmas they find themselves in on a day-to-day basis. When it came to moral decisions both men and women would be faced with, they frequently elected the identical solution as being the preferred moral choice. A study by Singh (2014) on teenager provided data that certain antecedent conditions including sex had negligible impact on the participant's moral judgment. However much more literature is needed to make a definitive comment on this issue as of yet.

OBJECTIVES:

- To find if there is any sex difference with regard to the dark triad of personality among graduate students of Aurangabad
- To find out if there is any sex difference in moral judgment among graduate students of Aurangabad

RESEARCH METHODOLOGY

SAMPLE :

A pool of 150 Graduate students, residing in Aurangabad (both Males and Females) were chosen based on Purposive sampling technique. From them ultimately 120 were selected, and 40 were rejected as they did not meet the inclusion criteria. The final sample consisted of 120 graduate students of which 50 males and 70 were females. All the students were within the age group of 20-26 years. All the subjects belonged to Middle class section of the society, living in Aurangabad Graduate students with a Higher Secondary degree.

Inclusion and Exclusion Criteria: Residents of Aurangabad 20-26 years, unmarried, belonging to middle class section of society, living with family, without any history of

psychiatric disorders were selected for the study. Anyone who didn't match these criteria were excluded from the study.

MEASURES:

The following scales were used

The Short Triad (SD3) by D.L. Paulhus and D.N. Jones, 2011: The Short Dark Triad is a concise measure of the Dark Triad traits of personality. It is a 27-item self-report instrument used to measure to three Dark Triad traits of personality: P (Psychopathy), N (Narcissism), and M (Machiavellianism), The items are rated on a 5 point Likert-type scale. The subscales include self-descriptive statements that participants respond to using a 1 (Strongly Disagree) to 5 (Strongly Agree) Likert type scale.

The Moral Judgment Test (MJT), Georg Lind (1978, 2008): It is a 28 item self-report inventory which assesses moral competence of an individual as theorized by Kohlberg, and uses two typical dilemma situations for the purpose. In general, external reliability studies have found reliability index of the text to be around 0.40. It has good cross-cultural validity. So far the text has been translated into 30 different languages and validated. Correlations with external criteria generally stands at 0.40 (e.g. With education) which have been found to be significant.

RESULTS AND DISCUSSION

From the Table 1 it can be seen that the mean score of the group in the Psychopathy subscale is 2.49 which falls within the range of average scores. The mean score of the group in the Narcissism subscale is 3.18 which falls within the range of the average scores? The mean score of the group in the Machiavellianism subscale is 3.22 which is within the range of the average scores. The mean Moral Judgment score of the group is 15.90 which again falls in the range

of average or moderate level of moral judgment. The mean age of the individuals in the whole group is 20.63

Table 1:

Mean and Standard Deviation (SD) of Psychopathy, Narcissism, Machiavellianism, Moral judgment, Honesty-Humility, Emotionality and Age of the whole group.

Variables	MEAN (N=160)	SD (N=160)
Psychopathy	2.49	0.763
Narcissism	3.18	0.798
Machiavellianism	3.22	0.355
Moral judgment	15.90	4.567
Age	20.63	1.653

Table 2:

Mean, Standard Deviation (SD), t values of Psychopathy, Narcissism, Machiavellianism and Moral Judgment of the two groups (Male and Female)

Variable	MEAN		SD		't' Value
	Male N=70	Female N = 90	Male N = 70	Female N = 90	
Psychopathy	3.31	1.85	0.232	0.255	37.042 **
Narcissism	2.32	3.74	0.354	0.353	25.174**
Machiavellianism	3.50	3.00	0.269	2.251	11.893**
Moral Judgment	14.07	17.32	4.26	4.30	4.761**

To assess whether any significant sex difference existed with respect to the dark triad variables and moral judgment independent sample t-test was computed. With respect to psychopathy the t-test value obtained was found significant [$t(58) = 37.042 (p < 0.01)$] indicating that males and females differ significantly with respect to the factor of Psychopathy. Wertag and Hanzec (2013) found significant difference among males and females pertaining of Psychopathy. Moreover, they found significant higher scores in males than I females. Paulhus and Jones (2013) found that males and females differed significantly with respect to psychopathy and that males tend to score higher. Thus, the current finding is supported by previous findings. Males in general tend to score higher than females in psychopathy tests may be due to a stereotypical outlook towards environment that we attribute to them. Males tend to act more easily and destructively to external stimulation that females do. Another equally plausible explanation behind the apparent discrepancy in the expression of psychopathy among males and females is that expression of female psychopathy is different from the expression of male psychopathy and is thus not easily acknowledged (Johnston 2012). While expression of male psychopathy is more overt, like in destructive actions or antisocial acts that may eventually lead to loss of life or property, the expressions of female psychopathy seems to be more covert in nature and maybe mostly restricted to interpersonal domains. Mostly the female psychopathic symptoms coexist with other clinical disorders of personality like the Histrionic Personality Disorder or the Borderline Personality Disorder. For example, a woman, whose extreme fear of abandonment leads her to periodic outbursts of rage over real or imagined transgressions, oscillates between seeing her significant other as either completely flawless or totally wicked, or who has to constantly be the center of attention certainly isn't who we think of when we think of the classic psychopath. But she may be just as incapable of true empathy, and just as manipulative and deceiving, as the heartless dispassionate male (Johnston. 2012).

With respect to Narcissism the t-test value obtained was found to be significant [$t(158) = 25.174$ ($p < 0.01$)] indicating that males and females differ significantly with respect to the factor of Narcissism. Wertag and Hanzec (2013) found no significant differences among males and females with respect to narcissism. Paulhus and Jones (2013) found significant difference among males and females with respect to Narcissism. Moreover, they found males to be significantly higher in narcissism than females. In a country like India where patriarchy still rules the roost at places, it has become a general notion that men tend to be more narcissistic than women. **The present study found** females to be significantly higher in Narcissism than males. Thus, the present finding does not support previous findings. This may be attributed to pertinent cultural differences among the samples taken for these studies. Also, this finding can be attributed to a smaller number of sample sizes available for the present study. Further exploration is needed in this context with the present study. Further exploration is needed in this context with a large number of samples to make a definitive comment in this respect.

With respect to Machiavellianism the t-test value obtained was found to be significant [$t(158) = 11.893$ ($p < 0.01$)] indicating that males and females differ significantly with respect to Machiavellianism. Paulhus and Jones (2017) found that males and females differ significantly with respect to Machiavellianism and that males tend to score higher than females. Wertag and Hanzec (2013) found that males and females differed significantly in Machiavellianism and that males scored higher. Thus, the present finding supports the previous findings in literature. The finding can be attributed to a style of power hierarchy existing in the society. Although females are more and more getting drawn into this power-play with the passage of time, still largely it is a patriarchal arena with more males involved in the 'game'. And being involved in the power-play is furthered by Machiavellian characteristics which help them stay afloat in the game. However, the scenario is rapidly changing with each passing day.

With respect to Moral Judgement the t-test value obtained was found to be significant [$t(158) = 4.76$] ($p < 0.01$) indicating that males and Females differed significantly with respect to moral judgments. In India, Singh and Singh (2014) found insignificant moral judgement difference among male and female teenagers. Kelly Ann Richmond (2001) found insignificant differences among males and females pertaining to ethical reasoning. Chaganti (2012) found significant differences among males and females with respect to moral judgement. But males were found to score higher than females. The present study has found significantly higher scores in females than in males. This may be attributed to different psychosocial developmental factors pertaining to specific cultures. On hypothetical dilemmas and everyday moral problems adolescent and adult females display reasoning at the same stage as their male counterparts and often at a higher stage (Jadack et al., 1995; Joffe & Hyde, 2000; Walker, 1995). Some evidence shows that females tend to stress care, or empathic perspective taking, whereas males either stress justice or focus equally on justice and care (Joffe & Hyde, 2000). This difference in emphasis may reflect woman's greater emotional closeness in friendship and greater involvement in daily activities involving care and concern for others. Collectivistic values of Asian cultures explicitly emphasize care and concern for others as a societal norm. Also, cultural differences have been seen in Indian culture where still a majority of the female population is brought up under stringent conditions of moral framework while the same restrictions or climate are at times not applied to the males to the same degree. Thus, all of these may have led up to the present finding.

CONCLUSION

On the basis of the current findings it can be commented that there does exist significant gender differences in terms of Psychopathy, Narcissism, Machiavellianism, and Moral Judgment. However, the nature of the differences still needs further elucidation as one of the

chief limitations of the current study has been the sample size that had to be kept brief due to time constraints. Further studies can follow up on the exact nature of the differences between males and females in terms of Narcissism, and why at times the positions are reversed between the males and the females. Another limitation has been the age limits of the sample and future studies may attempt to replicate finding with a boarder age spectrum of sample.

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A Psychological Investigation Emotional maturity Among Unemployed Youth

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ABSTRACT

The main purpose of the investigation is to study the emotional states of unemployed technical and non-technical educated youths. As per our aim of study there were 400 subjects selected on the basis of their Post-Graduation with technical and non-technical education having equal male and female breakup. The Emotional Maturity level of the subject was measured with the help of Emotional Maturity Scale by Singh & Bhargava and analyzed by "t" test. It highlights that female subjects of technical education have significantly unstable level of emotionality than the male subjects. Male subjects of non-technical education have significantly unstable level of emotionality than the male subjects of technical educational group. Female non-technical educational group has significantly higher mean than technical educational group.

Keywords: -*Emotional Maturity, technical and non-technical youth.*

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INTRODUCTION

In many industrialized countries, most of the young people, especially women, are employed in the service sector. This is perhaps best exemplified by the fast- food industry, in which young workers often comprise of the vast majority of the workforce and are paid at minimum wage rates. The length of time young people takes to look for desirable employment often depends on the financial circumstances of their families and their willingness to support their children during the period of their job search. In developing countries, underemployment among those who have completed their undergraduate studies has led to a rise in graduate school enrolment. In India the trend is more recent, but it is estimated that almost six in ten 22- to 28-year-olds regard themselves as underemployed, working in lower-level jobs than those in which they might make more appropriate use of their skills. A similar problem has been identified in the Russian Federation, where 42 per cent of those employed are working in occupations that do not correspond to their qualifications. A majority of young people in the Russian Federation aspire to self-employment, which they regard as the only way to become well-paid, establish control over working conditions and achieve job satisfaction. In the transition economies of Eastern Europe, many new businesses have been started by young people as opportunities in the State sector have declined. Evidence from a range of states of India show that education clearly enhances opportunities in the labor market as those having the best qualifications enjoy superior job prospects.

there is an overabundance of students graduating with degrees in such disciplines as political science or education, but there are an insufficient number of jobs available in these areas. Conversely, engineering and high-tech jobs remain unfilled. The second factor is the overall lack of jobs in the formal economy. As most new job growth is in the informal sectors of the economy, there remain few opportunities for young graduates to find work that corresponds

to their level of educational attainment. Many of these highly educated workers end up migrating to industrialized countries to improve their job prospects. The resulting brain drain holds serious consequences for the future development of their home countries. For young people who remain in developing countries like India, self-employment is often the only option for survival. Youth entrepreneurship can be encouraged through a variety of means, including special programs that facilitate access to credit. Owing to their lack of collateral and business experience, youth are considered as a very high risk by lenders, making it difficult for them to gain access to credit. Programs can therefore be developed to provide small business loans to young entrepreneurs. Many youths currently rely on savings or turn to family and friends for start-up funding. Those without such alternatives have little chance of starting their own businesses unless special credit programs are set up for them.

Emotion:

Keys to emotional maturity are a clarity in relationship, a stable sense of integrity and self-acceptance. Then, dissolve mentor damage and find inspirational mentors to live the life you want to live. If you want clear relationships, heal toxic emotional bonds and accept yourself, systemic coaching can help you. Self-control: accept and control passions, emotions, desires, wishes, curiosity, freedom from being impulsive; choose to do what is right Wisdom: understanding; insight; learn from experience; make appropriate decisions; handle stressful problems Responsibility: accepting personal accountability for one's own actions; finances; conscientious work habits; integrity; reliability Independence: make decisions and observe consequences - to make better decisions Biological maturity, psychological maturity and social maturity may correspond to Erikson's stages of adult development. (Erikson's developmental stages are - intimacy versus isolation (young adulthood), creativity versus stagnation (middle age), and integrity versus despair age 45 onwards).

Learn to understand and accept yourself. Ask significant people to provide you with candid feedback about your behavior. Avoid being defensive; face reality and deal with it. Practice being unselfish and notice how this feels and how others respond to you. Compare the responses with how others react to your selfishness. Which reactions do you prefer? Practice finding "win-win" solutions to conflicts. Avoid dominating others. If a solution to a problem isn't good for both of you, it won't be good for your relationships, or your life. Evaluate your friends and social contacts. Study people and notice which situations which bring out your best and your worst. Expose yourself to people and situations which bring out your best. Deal with your worst. Accept responsibility as a basis for your self-respect. Starks defines psychological maturity as "being able to accept the reality of people and things as they are, without needing them to be other than that. Ann Landers views maturity in a similar way in a paraphrase of a Native American adage: "The art of living in peace with that which we cannot change, the courage to change that which should be changed, no matter what it takes, and the wisdom to know the difference."

Along with this realistic attitude towards life, mature people also possess these healthy character ability to know what you want and the capacity to make it happen Self-control and thinking before you act. Self-reliance and the ability to take responsibility for your life and actions. Patience: The ability to sustain intimate relationships and establish positive connections with others Generosity and the desire to give and be there for others. Integrity: A sense of balance and equanimity in dealing with stress. Perseverance, Decisiveness, Humility and the ability to admit when you're wrong. Emotional Maturity helps people in improving personal responsibility, increase self-control, settle conflicts peacefully, delay gratification of long-term goals, persevere, complete projects, resolve problems without complaints, make decisions and keep them, along with being dependable and resourceful.

There are several levels of Emotional Maturity -

Level One Maturity -Basic Emotional Responsibility- When a person reaches level one of emotional maturity, they realize that they can no longer view their emotional states as the responsibility of external forces such as people, places, things, forces, fate, and spirits. They learn to drop expressions from their speech that show disownership of feelings and a helpless or victim attitude towards their feelings. Level Two Maturities -Emotional Honesty - Emotional honesty concerns the willingness of the person to know and own their own feelings..

PROBLEM: -

"To study the emotional states of unemployed technical and non-technical educated youths."

OBJECTIVES OF INVESTIGATION: -

Researchers have been able to find the answers of following statement: -What is the pattern of emotional states among unemployed boys and girls of both technical and non-technical education?

HYPOTHESES: -

- The unemployed girls will be having higher emotional level than those of the boys of both technical and non-technical education.
- There will be difference in emotional states among unemployed boys and girls of both technical and non-technical education.

METHODOLOGY**SAMPLE OF INVESTIGATION:**

In the initial stage a huge sample of 500 subjects was selected randomly from various employment centers. It is necessary to take a huge sample to cover both the variables under study. Ultimately 400 subjects were selected for the present investigation. Age range of the subjects selected for study was between 25 to 30 years. They were selected on the basis of their Post-Graduation with technical and non-technical education having male and female equal breakup.

	Technical Education	Non-technical Education	Total
Boys	100	100	200
Girls	100	100	200
Total	200	200	400

Technical Education: - Who had the Engineer, polytechnic, ITI, Computer engineer-based degree.

Non-Technical Education: - Who only had BA, BSc, B. Com, MA, M.sc, M. Com, MSW based degree.

TOOLS FOR DATA COLLECTION: -

Emotional Maturity Scale:

The Emotional Maturity level of the subject is measured with the help of Emotional Maturity Scale by Singh & Bhargava (1990). The present scale prepared a list of five broad Factors of emotional immaturity. (a) Emotional un-stability. (b) Emotional regression. (c) Social maladjustment. (d) Personality disintegration. (e) Lack of independence. The reliability of the scale is measured by Test-retest reliability and is 0.75. The Internal Consistency of the scale was checked by calculating the coefficient of correlations between total scores and scores on each of the five areas i.e.,.75,.63,.58,.86 and.42 respectively for each sub-scale. The

scale was validated against external criteria i.e. the Jha area of the adjustment inventory of college students by Sinha and Singh. Product moment correlation obtained between total scores on all twenty-one 'Jha' items and total scores on EMS was.64.

PROCEDURE FOR ADMINISTRATION AND SCORING OF TESTS

In the present investigation two groups were selected of males and females belonging to technical and non-technical educational groups. They were approached at their respective places and institutes for fulfilling the above-mentioned tests. The above tests were administered individually to each subject. After establishing a rapport through informal talk, the instructions were read out by the researcher and at the same time cleared the doubts, if any which the subject had. During the process of data collection, some of the subjects due to some unavoidable circumstances did not fill the answer-sheets completely, such cases were dropped out in this way after collecting the data, final responses of 100 males from technical education and 100 males from non-technical education were selected. Similar numbers of subject of females of technical and non-technical educational groups were selected.

STATISTICAL ANALYSIS:

The obtained data scores of the 400 subjects were analyzed with adequate statistical techniques of significant mean difference like, Student "t" test. The results obtained through such statistical analysis are presented in the form of various tables and discussed their details in following.

Showing Mean and SD of male and female technical group on emotional maturity scale

Gender	N	Mean	SD	T	Significance
Male	100	72	31.78	3.44	0.05 level
Female	100	87.63	32.50		

Above table reveals that on the total score of emotional maturity scale female showed a higher mean score than the male subjects ($t = 3.44$, $p < .01$). It highlights that female subjects of technical education have a significantly more unstable level of emotionality than the male subjects. On other dimensions like social-adjustment, personality disintegration, independent characteristics, they are reported to show an inadequate adjustment level as compared to male of technical education.

Showing Mean and SD of male technical group and non-technical group on emotional maturity scale

Gender	N	Mean	SD	T	Significant
Male (T)	100	72	31.76	10.78	0.01
Female (NT)	100	123.69	35.95		

The table above shows that on the total score of emotional maturity scale male of non-technical educational group has shown higher mean score than the male subjects of technical educational group ($t = 10.775$, $p < .01$). It highlights that male subjects of non-technical education have significantly unstable level of emotionality than the male subjects of technical educational group. On other dimensions like social-adjustment, personality disintegration, independent characteristics, they are reported toward an inadequate adjustment level as compared to male of technical education.

Showing Mean and SD of female technical group and non-technical group on emotional maturity scale

Gender	N	Mean	SD	T	Significance
Female (NT)	100	142.92	38.74	10.62	0.01 level
Female (T)	100	87.63	32.50		

Above table shows the scores of female non-technical educational group and technical educational group on overall scores of sub-scales of emotional maturity scale. It shows that female non-technical educational group has significantly higher mean than technical educational group ($t = 10.62, p < .01$), on other dimensions like social-adjustment, personality disintegration, independent characteristics. They are also reported towards an inadequate adjustment level as compared to male of technical education.

DISCUSSION OF RESULTS

The present study makes it clear that the females overall showed greater anger with self-helplessness, a depressed mood, externality and low self-esteem. But paradoxically greater happiness, which can be accounted to their personality make up. Greater loneliness predisposes males, but not females to unemployment; and status has different effects upon happiness and helplessness in the two sexes. Unemployment appears to produce decreased happiness in females, but not in males, and leaving schools seems to produce decreased helplessness generally, except for the unemployed females.

The females generally expressed greater depression than the males, but less happiness. After employment the females showed greater increase in happiness. These factors may be accounted to personality makeup and societal inhibitions on them that they feel more secure. After getting a job, security is restored and they feel elated, independent and less depressed.

In present findings scores on Emotional Maturity Scale reported that male subjects of non-technical educational group have more control over their aggressive behavior as well as less-self contrast is reported among them as compared to female subjects. It can be seen that unemployed females report more unpleasant emotional stream than the employed ones. Because of their seclusion from the 'others' their contact with them is flimsy and dislike, since the others are felt unhappy, snatching and obnoxious. There is lack of emotional attachment with them and are felt non-loving. The emotions of happiness, joy, enjoyment, merriment, love, full laughter, elation etc. turn off or reduce because life does not seem to be a source of enjoyment to them. Therefore, their exposition is suppressed and that of a negative nature, like hatred, grief, sorrow etc. emerge. They turn negativistic in emotional display. The tension persists to increase negative emotions continuously. This view is supported to the findings of Cobb & Kasl (1977) and Tripett (1982) who reported that the unemployed youths showed certain psycho-physiological disorders. It was also detected that they also tended to evade certain items of the test as they made them unhappy, consciously or unconsciously. Perhaps, they disliked the items which touched their emotions and feelings related to unemployment and interpersonal attractions and interactions. The nervous system and circulation system are

most affected causing various body organs to deteriorate or deviate in their proper functions, thereby showing symptoms of unpleasant goose pimples, sweating, palpitations, heart throbbing, strain of thought, bizarre ideas, increasing hormones, cholesterol etc. The unemployed females of non-technical group showed significantly greater anxiety than the employed ones. Cobb and Kasl, (1977) says that the unemployed are in want of something which they either do not know how to achieve or they cannot achieve, there is hollowness and indecisiveness in front of them. This aimlessness and ambiguity always keep them in a

dilemmatic situation to think of various solutions to a nonplus problem. That thinking is always negativistic with continuous stream about one's own life, solution of problem of unemployment and the cursing nature of the society, which appears to be rejecting him. The negativistic ideas keep him full of anxiety about affairs.

A result of present investigation confirms the hypothesis to some extent. Gone are the days when ladies were required only to do the household work in their houses. Democracy and educational extension for them forced them to come out of the four walls of houses, compete with men and do the jobs that they do irrespective of their limitations. Unlike men, young women have lesser number of outside petty works to complete, better concentration, adaptability and ability to spare some time for studies due to which they perform even better than males in their educational fields too, and can get certain jobs meant for educated persons, such as those of teachers, office workers in private and public sectors, social workers, sellers etc. Some of the working class and rural women are already accustomed to doing certain jobs outside their houses, such as labourers, field workers etc. against payments, enabling them to help their families economically.

CONCLUSION

- Female subjects of technical education have a significantly more unstable level of emotionality than the male subjects.
- Male subjects of non-technical education have a significantly more unstable level of emotionality than the male subjects of technical educational group.
- Female non-technical educational group have a significantly more unstable level of emotionality than female subject of technical educational group.

SUGGESTIONS AND RECOMMENDATIONS :

On the basis of the above results, the following suggestions and recommendations are made: More researches on such topics are needed to improve the overall psychological well-being of the females. A need of change in the organizational set up and educational field to build up the confidence and security among the female students. Educational institutes must have counselors who can write time to time to the students for their psycho-social problems. It is recommended that whenever similar kind of research is conducted, variables like feeling of insecurity, personality factors, motivation level reaction to frustration, self-concept, adjustment process, mental health, security-insecurity feeling, stress etc. should be included. In the present investigation the number of samples is less, therefore the application of result does not have wider applicability. It is suggested that a larger number of samples should be taken for further research.

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A Comparative Study of Personality Dimensions among College Students

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ABSTRACT

The present study was undertaken to investigate personality need dimension among Male and Female college students. For the present study 100 Sample were selected from Aurangabad University, Maharashtra State. The effective sample consisted of 100 subjects, 50 subjects were Male college students and 50 subjects were Female college students. age range 18-25 year. The purpose of the study was to find out the personality need dimension among Male and Female college students college students. Hypothesis of the study are 1. There will be significantly difference between Male and Female dimension of personality. Dr C Prakash Shrama Personality Need Inventory (PNI) were used the study. Besides these, a PDS was used to get the other necessary information relating to the respondents. It was conclusion that 1. Male college students have significantly high achievement than the female college students. 2. Male college students have significantly high affiliation than the female college students. 3. Male college students have significantly better change than the female college students. 4. Male college students have significantly high order than the female college students.

Keywords- Male, Female, achievement, affiliation, change, order.

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INTRODUCTION

The personality dimension most strongly related to perseverance and effort in information seeking is conscientiousness. Conscientious persons typically have a strategic, purposeful and goal-oriented approach to information seeking. This is reflected in what they set out to find: relevant, precise and high-quality information sources. Only the very best is good enough, and this shines through in the determination and persistence of their searches. They do not give up until the goal is reached, regardless of how much effort, time or dedication is required. It is demonstrated in their efficient use of information: profound learning, high achievement and well-grounded decisions. Throughout their information interaction, conscientious person are determined and focused, knowing what they want, working hard to get it and efficiently applying what they find.

Physical traits are an important concept that through the history has always been accompanied with the concept of personality (Habibian, 2000). From long ago there was a prevalent idea among people that fat people are happy and communicative while thin people are shy, stressful and hysterical and athletes are spiritually sane people (Shamloo, 1999). This idea that there is a relationship between the physical features of people and their behavior and psychology has existed long before the advent of modern scientific psychology (Hagh-Shenas, 1999). By the appearance of the science of psychology researchers started to study and analyze the personality differences among different races of human beings, therefore, different subdivisions of professional psychology in the general psychology of personality were invented and after decades of research and study the personality psychologists are getting closer to a unanimity related to humans' personality traits. The understanding of the concept of personality is the final goal and the most complicated achievement of psychology. In fact personality is an umbrella term that includes all psychology. From long ago, to evade from the diversity of the terms related to personality, psychologists have tried to limit this diversity by

defining specific personality morphologies; the oldest and the most famous of these morphologies is Hippocrates' system of four temperaments

Barrick et al. (1998) stems from the effect of the assertiveness/dominance component of extraversion (i.e., extraverts are assertive) or from the sociability/affiliation component of extraversion (i.e., extraverts are sociable). Thus, one goal of the current research is to define specific personality facets within the higher-level Big Five traits that are relevant to team effectiveness.

AIM OF THE STUDY:

- To find out the dimension of personality need among Male and Female college students.

HYPOTHESIS OF THE STUDY:

- There will be significantly difference between Male and Female college students dimension of personality need.

METHODOLOGY

SAMPLE:

For the present study 100 Sample were selected from Aurangabad University, Maharashtra State. The effective sample consisted of 100 subjects, 50 subjects were Male college students and 50 subjects were Female college students. Age range 18-25 year.

VARIABLE OF THE STUDY:

Independent variable: Gender a) Male b) Female

Dependent Variable: 1. Personality Need Dimensions

- a) Achievement
- b) Affiliation
- c) Change
- d) Order

RESEARCH TOOLS

Personality Need Inventory (PNI):

Dr C. Prakash Sharma was used for measuring Achievement, Affiliation, Change and Order. This test is developed and standardized by Dr C. Prakash Sharma the 28 items. The subjects were required to respond to each item in terms of “A”, and “B”. The reliability of the scale was determined by using ‘test-retest’ method and was found.79. And the construct validity was determined by EPPS and correlation co-efficient was found to be.61.

DATA ANALYSIS

The Mean and SD with graphical representation and ‘t’ Value on Personality Need Dimension was analyzed.

STATISTICAL ANALYSIS AND DISCUSSION

‘t’ showing the significance of difference between the Male and Female college students respect to Personality Need Dimension.

Table No-01

Personality Need Dimension	Male (N=50)			Female (N=50)			t- ratio	df	p
	Mean	SD	SE	Mean	SD	SE			
Achievement	6.03	2.50	0.22	4.19	2.17	0.20	3.93**	98	<.01
Affiliation	6.48	1.04	0.19	3.79	2.72	0.24	6.53**	98	<.01
Change	6.21	3.55	0.35	3.81	2.23	0.19	4.04**	98	<.01
Order	4.56	1.11	0.12	3.62	1.36	0.20	3.78**	98	<.01

The results related to the hypothesis have been recorded. Mean of Achievement score of the male Mean is 6.03 and that of the female Mean is 4.19 the difference between the two mean is highly significant ($t' = 3.93$, $df = 98$, $P < 0.01$). The results related to the hypothesis have been recorded. Mean of Affiliation score of the male college students Mean college students is 6.48 and that of the female college students Mean is 3.79 The difference between the two mean is highly significant ($t' = 6.53$, $df = 98$, $P < 0.01$). The results related to the hypothesis have been recorded. Mean of Change score of the male college students Mean is 6.21 and that of the female college students Mean is 3.81 The difference between the two mean is highly significant ($t' = 4.04$, $df = 98$, $P < 0.01$). The results related to the hypothesis have been recorded. Mean of Order score of the male college students Mean is 4.56 and that of the female college students Mean is 3.62. The difference between the two mean is highly significant ($t' = 3.78$, $df = 98$, $P < 0.01$)

CONCLUSION:

- 1) Male have significantly high achievement than the female college students.
- 2) Male have significantly high affiliation than the female college students.
- 3) Male have significantly better change than the female college students.
- 4) Male have significantly high order than the female college students.

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A Study of Job Satisfaction among Teacher

Sunanda Rameshwar Korde*

ABSTRACT

This Study Purpose was to find out the Study the Gender Difference between Job Satisfaction on Male and Female Teacher. Total sample of present study Total sample of present study 100 Teacher, in which 50 were Male and 50 Female Teacher from Jalna Dist. in Maharashtra. The subject selected in this sample will be used in the age group of 25 years to 58 years and Ratio 1:1.. Non- probability purposive Quota Sampling will be used. The independent variables are Gender (1) Male Teacher 2) Female Teacher), and Dependent variables are Job Satisfaction and the Simple Research designs will be used this Study. The data was collected by using the Job Satisfaction Scale (1999) by Dr. Amar Singh and Dr. T.R. Sharma. The data was analyzed by using Mean, SD and ANOVA. Results show that Male Teacher high Job Satisfaction than Female Teacher.

Key words: - Male Teacher, Female Teacher, Job Satisfaction.

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INTRODUCTION

Job satisfaction is a complex phenomenon having multiple inter co related casual factors; personal, social, cultural and economic. Job satisfaction is the result of various attitudes the person was towards his job, job related factors and towards life in general. Job satisfaction depends on various attitudes of an employee, related to the job and are concerned with factors like wage, supervision, steadiness of employment, conditions of Work, opportunities for advancement, recognition of ability, fair evaluation of work, social relations in the job, treatment by employees, work environment and other such related factors: other personal factors such as employee's age, gender, health, temperament and level of aspiration should also be considered. Moreover, his family relationships, social status and activities in various organizations also contribute to the job satisfaction of an employee. Job satisfaction is an individual's emotional reaction to the job itself. It is a person's attitude towards the job.

REVIEW OF LITERATURE

Nagar (2012) this study found that in term of job satisfaction female teachers was higher than male teachers. Mehta (2012) investigated on job satisfaction among teachers to know whether the perception of job satisfaction among teachers was affected by the type of organization (private vs. Govt.) and the gender (male vs. female). Descriptive analysis was made to study the perception of job satisfaction of male vs. female and t-test was used. Result showed that there would be significant difference in the level of job satisfaction of Govt. and private school teachers. Kumari and Jafri (2011) this study revealed that overall percentage of female teacher's organizational commitment was much higher than male teachers. Joshi (1998) found that employees of public sector as well as private sector have shown considerable job satisfaction. The mean difference between the employees of public and private sector on job satisfaction at 0.01 level ($t=6.47$) while the employees of public sector have exhibited more

job satisfaction, the employees of private sector have exhibited relatively less job satisfaction. Chen(2010)conducted a study result revealed that there is no significant distinction in mean score among government teachers regarding gender and there exists a huge difference in mean score among private school teachers with respect to their gender. Ahmed, Raheem, and Jamal(2003) conducted a study on job satisfaction of 236 teachers in secondary school. It was observed that the female teachers are highly satisfied when compared to the male teachers. Muchhal and Satish(2010) conducted their study on job satisfaction of primary school teachers in Bagpat district. The study reveals that there exists significance between female and male teachers. Iqbar and Akhtar(2012) conducted their study to result showed that female teachers are satisfied when compared to the male teachers. Moorthy(2013) conducted an empirical study to find the satisfaction level of female employees. The result showed that the level of satisfaction is at a moderate level. Achanta & Reddy(2014) conducted a survey on the level of satisfaction among primary school teachers. The result showed that male teachers gained high mean score when compared to female teachers.

STATEMENT OF THE PROBLEM

A Study of Job Satisfaction on School Teacher.

OBJECTIVES OF THE STUDY

- To Study Job Satisfaction of Male and Female Teacher.

HYPOTHESES OF THE STUDY

- There will be no significant difference between Male and Female Teacher on Job Satisfaction.

METHODOLOGY

SAMPLE

Total sample of present study 100 Teacher, in which 50 were Male and 50 Female Teacher from Jalna Dist. in Maharashtra. The subject selected in this sample will be used in the age group of 25 years to 58 years and Ratio 1:1.

RESEARCH DESIGN:-

Simple Research designs will be used this Study.

VARIABLES OF THE STUDY

Table No- 01

Variable	Type of variable	Sub. Variable	Name of variable
Gender	Independent Variables	02	1)Male Teacher 2) Female Teacher
Job Satisfaction	Independent Variables	-	Job Satisfaction

RESEARCH TOOLS:-

Table No- 02 -Job Satisfaction Scale (1999)

Aspect	Name of the Test	Author	
			Item-30

Job Satisfaction	Job Satisfaction Scale (1999)	Dr. Amar Singh Dr. T.R. Sharma	Scoring- The positive statements carry a weight age of 4, 3, 2, 1 and 0 and the negative ones a weight age of 0, 1, 2, 3 and 4.
			Reliability -.0.978
			Validity - 0.743

PROCEDURES OF DATA COLLECTION:-

The Teacher were called in a small group of 10 to 15 Teacher. The Teacher provided the Job Satisfaction Scale (1999). To fill the inventories subjects were given general instructions belongs to each Scale.

STATISTICAL TECHNIQUES

Mean, S.D and ANOVA was Teacher to analyses the data.

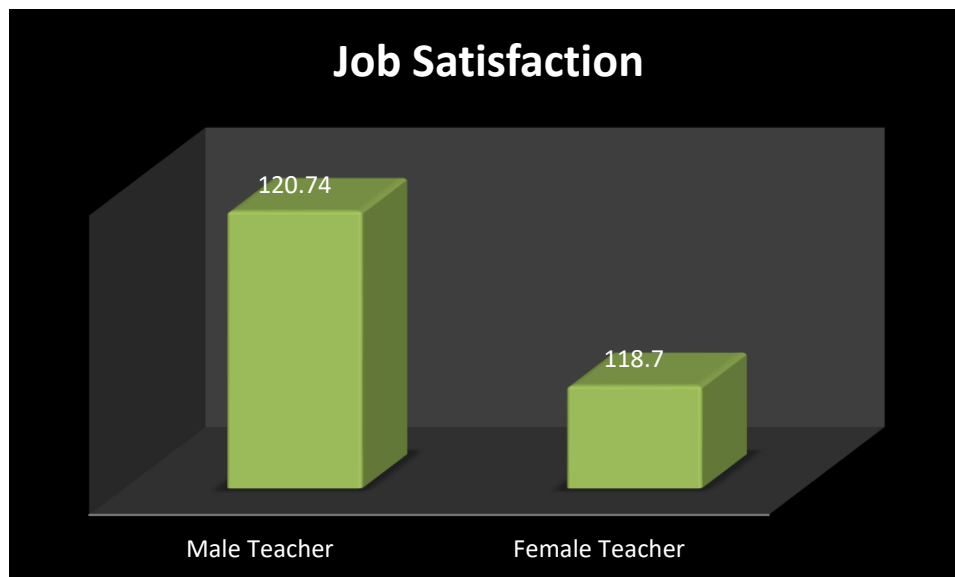
RESULTS AND DISCUSSION

Hypothesis:-

- There will be no significant difference between Male and Female Teacher on Job Satisfaction.

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

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Job Satisfaction	Male Teacher	120.74	5.85	50	98	9.705	0.01
	Female Teacher	118.70	5.72	50			

Figure No.01 Mean of Gender on Job Satisfaction

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 Job Satisfaction. The mean and SD value obtained by the Male Teacher was 120.74, SD 5.85 and Female Teacher was 118.70, SD 5.72. Both group 'F' ratio was 9.705 at a glance those Female Teacher shows high score than Male Teacher.

The F value between Male and Female Teacher on Job Satisfaction is observed 9.705 at 98 degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 levels of significance, this is null hypothesis is Rejected and Alternative hypothesis (There is no significant difference between Male and Female Teacher with Dimensions on Job Satisfaction) is Accepted because table value Low than calculated value. It means that Male Teacher high Job Satisfaction than Female Teacher

CONCLUSIONS:

Male Teacher high Job Satisfaction than Female Teacher

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Insomnia in the Covid-19 Pandemic: Sex differences in College students

Tatpar Joshipura* and Dr. Mukesh S. Prajapati**

ABSTRACT

The Corona virus disease (COVID-19) has led to a spurt of changes like lockdowns to a drastic shift in routines and lifestyles, from social distancing to work, study from home. Therefore, this study examines and compares the levels of insomnia in female and male college students.

Methods: Online survey method was used, a sample of young Indian adults, (n=142 with 21 males and 121 females, mean age =18.2 years, SD±2.02) completed questions concerning sleep, insomnia during the Pandemic. **Results:** Insomnia was found at high levels in both female and male students. It was significantly higher in female college students than male college students. **Discussion/conclusion:** The pandemic has led to individuals being at higher risk for insomnia. Interventions should also take into account the effects on people's mental health. Effects on routine should be studied and appropriate changes undertaken by people and organizations at large to enhance coping.

Keywords: covid-19 pandemic, sex differences, insomnia

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INTRODUCTION

The novel Corona virus disease 2019 (COVID-19) infection has resulted in 1.3 million deaths and a total of more than 57 million cases worldwide (John Hopkins Coronavirus Resource Center, 2020) According to official figures, cases in India have crossed 9 million, with more than 1.3 lakh deaths. (India, 2020)

Corona virus presents a threat to life, and counter-measures have to be adopted both at the individual and the collective level to slow and combat its spread. From using masks to having nationwide curfews, everything has been tried, with vaccines under development (Livemint, 2020). Symptoms such as anxiety, somatic symptoms, sleep disturbances like insomnia, have been noted during the Covid-19 pandemic (Huang, 2020). A large study in Iran reported very high fear levels of Covid-19 (Ahorsu, 2020). India's total lockdown lasted from March to June, where people were essentially confined to their homes. It changed the lifestyle of 1.3 billion Indians overnight and everything from health to education to work was affected.

Sleep and psychological symptoms are inter-connected. Kalmbach and colleagues (Kalmbach, 2018) have proposed that sleep reactivity, which is the degree to which stress disrupts sleep, which manifests as difficulty in falling or staying asleep, and cognitive emotional reactivity may share a bi-directional relationship, where stress will lead to a positive feedback loop between them, leading to nighttime wakefulness, poor quality of sleep, rumination etc.

In India, it was reported that during the Covid-19 pandemic, a majority of Anesthesiologists were suffering from anxiety and insomnia. (Jain, 2020)

The pandemic presents unique challenges to students. Education went completely online. The timing of the pandemic's arrival in India was also a jolt to the students, since the national lockdown was very near to the end of the academic year.

The cost of insomnia to the people is tremendous, with insomnia associated with depression, disability/healthcare utilization, lost productivity and functional impairment. (Simon, 1997) It was also found that not only the economic burden of insomnia was very high, but the economic burden of treating insomnia was less than untreated insomnia. (Daley, 2009)

Although the extent of damage to mental health may have been curtailed given the large access and availability of social media to communicate and stay in touch, it nevertheless threw the future of their studies and their larger future at stake, up in the air.

There have been few researches done to ascertain the link between Coronavirus and Sleep, especially in India. One study reported changes in sleep schedule and the quantity and quality of night-time sleep and a relationship between that and psychological distress where the causality wasn't certain, (Gupta, 2020) Due to the paucity of studies observed regarding the effect of the pandemic on the young adults, especially college students, this study was carried out.

METHODS

PARTICIPANTS AND PROCEDURE

The study was done online, using Google Forms platform among the general population, due to the restrictions of the pandemic. The participants filled in their demographic details after giving their consent. Insomnia was assessed using the Insomnia Severity Index (Bastien,

2001). It is a seven item scale which asks about nighttime sleep, daytime functioning and quality of sleep. Each item is scored on a five-point Likert scale with the range of scores being minimum 0 and maximum 28. The scores were summed, where the higher the score, the greater the Insomnia. Only the English version was available at the time so only that was utilized and further analyzed.

STATISTICAL ANALYSIS

Participants' demographic information and their scores on ISI were analyzed using descriptive (mean and SD) and inferential statistics (one way anova). All the analyses were performed on SPSS. The total score of the ISI is interpreted as follows: absence of insomnia (0–7); sub-threshold insomnia (8–14); moderate insomnia (15–21); and severe insomnia (22–28). Excluding the missed responses, a total of 142 responses were selected for the study.

RESULTS:

The sample was quite young (mean age= 18.9 years, SD=2.02) with fewer Males, (n=21). Only participants who were currently pursuing education were considered. Table 1 shows the difference between Male and Female students' responses to each of the questions. Table 2 shows the percentage of Male and Female participants and their severity of insomnia. Table 3 reports the Mean and SD of the participants' levels of insomnia. Table 4 showed that sex of the participant was significantly associated with insomnia.

Table 1: Showing the Percentage of the Sample who endorsed each item response

Item ISI	Female	Male	Female	Male	Female	Male	Female	Male
	1	1	2	2	3	3	4	4

1. Falling Asleep	21	14	26	14	27	23	4	5
2. Staying Asleep	17	36	27	5	10	9	2	14
3. Early Awakening	19	23	19	14	22	14	16	5
4. Satisfaction	13	27	26	41	31	14	8	0
5. Interference	40	18	30	14	9	9	2	0
6. Noticeable	37	24	17	19	15	5	2	0
7. Worry	22	9	23	23	12	9	4	5

Table 2: Showing The Severity Of Insomnia Between Female Students And Male Students:

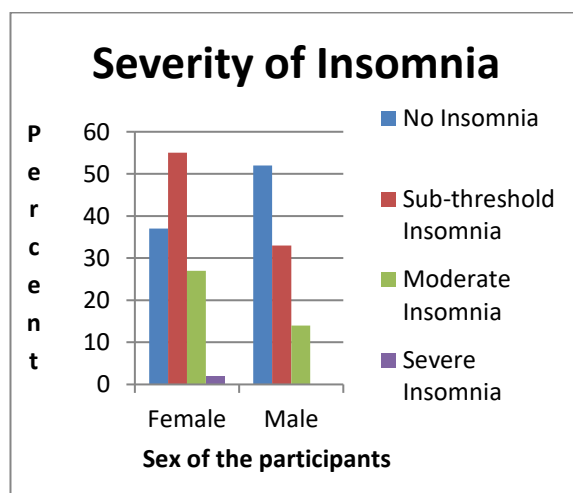


Table 3: Showing The Summary Of Comparison Of ISI Between Female Students And Male Students

SUMMARY				
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Female	121	1251	10.33884	30.8926

Male	21	160	7.619048	37.0472
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Table 4: Comparison of ISI In Female Students And Male Students Using ANOVA

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	132.370	1	132.370	4.166	0.043*
Within Groups	4448.060	140	31.772		
Total	4580.430	141			

*:-Significant at 0.05 levels

Insomnia Severity Index

Out of the 121 Female students, 30.5 % (37) had no insomnia, 45.45% (55) had sub-threshold insomnia, 22.31% (27) had moderate insomnia and 1.65% (2) had severe insomnia. In Male students, out of total 21, 52.38% (11) had no insomnia, 33.33% (7) had sub-threshold insomnia, 14.28% (3) had moderate insomnia and 0 Male s had severe insomnia.

The participants were divided into basically two groups, one where no insomnia was seen (ISI<8) and the other which had insomnia, (ISI≥8). The overall prevalence of insomnia was found to be 66.1 % (94). It is interesting to note that whereas a third of Female students had no insomnia, more than half of Male students had no insomnia and that severe insomnia wasn't seen in Males and seen at very less prevalence in Females.

The average ISI score for Female students is 10.3 and in Male students is 7.6. The F score is 4.166 which is higher than the F critical value. This indicates that we fail to accept the null hypothesis at 0.05 level of significance and thus we accept the alternate hypothesis which states that there is a significant difference between ISI scores of college going Male and Female students during the COVID-19 Pandemic lockdown.

DISCUSSION

The prevalence of insomnia at 66.1% was slightly higher than what was found in the research by Jain and colleagues (Jain, 2020) at 60.5%. Whereas in Females and Males they had found prevalence of insomnia at 66.5% and 55.8% respectively, here it was noted at 69.41% and 47.61% for Female students and Male students respectively. The reason might be that since the participants were younger in age, their coping wouldn't be as developed as other older adults and sensitivity higher.

Male students showed better adaptability to some extent. One reason for the difference in scores between Males and Females might be that Male students' routine pre-COVID-19 pandemic lockdown may be similar so the effect of lockdown on sleep was limited. As suggested by researchers, meditation, virtual counseling, helplines at various levels, etc might offer benefits (Sood, 2020)

It is also to be noted that according to one research, (Kuriyama, 2010), victims of trauma often experience insomnia, which offers prophylactic benefits against the development of Post-Traumatic Stress Disorder by the extinction of the fear-magnifying effects of memory.

Limitations of this study include the online method of collection of data due to the complete lockdown at the national level and the smaller size of the sample, where the majority of them were from a single college and from the Arts stream more than other streams.

Future research can focus on the use of social media, video games etc. The other area which can be researched is whether this insomnia pattern continues as the work/study from home becomes entrenched, where people may develop healthier coping patterns over a period of time. Another area being if these results hold true for students of other streams and people of other ages, across socio-economical factors.

CONCLUSION

This study has showed how a majority of Female students were suffering from some degree of insomnia and just under half of Male students also were suffering from some degree of insomnia. It also goes to show that in spite of the severe conditions, their numbers weren't too far away from elder, experienced medical professionals as seen in (Jain, 2020). It also showed a significant relationship between sex and level of insomnia.

This study can help to make informed decisions to improve sleep, which ultimately would have a positive effect on their academic performance and mental health.

This study can help to make informed decisions to improve sleep, which ultimately would have a positive effect on their academic performance and mental health.

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Sood, S. (2020). Psychological effects of the Coronavirus disease-2019 pandemic. *Research & Humanities in Medical Education*, 23-26.

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

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4. From the 3rd Page (i) Introduction, (ii) Method, (iii) Results, (iv) Discussion and Conclusion, Acknowledgements (if any), References, Appendix (if any), etc.
5. Minimum number of Tables or Figures should be cited not repeating each other.
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