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A Rare Case Report of Doose syndrome with attention Deficit Hyperactivity disorder (ADHD)

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ABSTRACT

Introduction: - Doose syndrome also known as myoclonic-astatic epilepsy of early childhood (MAE), a rarely diagnosed entity, a kind of cryptogenic epilepsy with myoclonic astatic seizures as per the International League against Epilepsy (ILAE).

Case Report: -A9-year-old male child was brought by his mother with complaints of hyperactivity, excessive talking, and difficulty in paying attention noticed for 4 years of age. At 4 years of age, child had multiple episodes of unprovoked seizures on different occasions for which he was evaluated. EEG showed Myoclonic jerks in sleep with generalized poly spikes. The MRI Brain was normal. Genetic tests done showed no reportable genomic sequencing. The child was started on multiple anticonvulsants and advised for Ketogenic diet. At our hospital, a detailed psychological evaluation was done. The child was evaluated using Vanderbilt ADHD diagnostic parent rating scale and diagnosed with ADHD. Cognitive Behavior Therapy was initiated. There was significant reduction in the scores following intervention indicating clinical improvement and quality of life of the child. **Conclusion:-** This case report concludes that a holistic approach is needed in treating such cases to improve the quality of life. Most of the time behavioral problems remain unaddressed in search of primary ethiology.

Keywords: Doose, epilepsy, syndrome.

INTRODUCTION

Doose syndrome also known as myoclonic-astatic epilepsy of early childhood (MAE), a rarely diagnosed entity, a kind of cryptogenic epilepsy with myoclonic astatic seizures as per the International League against Epilepsy (ILAE).¹ MAE, which accounts for 1%-2.2% of childhood-onset epilepsy cases, is characterized by normal development before seizure onset, which generally occurs between 7 months to 6 years of age.² The

defining characteristics include normal development prior to seizure onset, no identifiable cause of seizures, onset of myoclonic-tonic seizures between the ages of 7 months and 6 years, a 2:1 male: female ratio, multiple generalized seizure types including recurrent status epilepticus, and initially normal electroencephalogram (EEG; or centro parietal theta) followed by generalized poly spike-and-wave epileptiform activity.³ Here by we are reporting a rare case of Doose syndrome with Attention Deficit Hyperactivity Disorder (ADHD).

CASEREPORT

A 9-year-old male child was brought by his mother with complaints of hyperactivity, excessive talking, and difficulty in paying attention noticed for 4 years of age. He also has difficulty in waiting for his turn and is always disturbing his peer group. His teachers noticed that he is slow in copying notes and is forgetful in his daily activities. At 4 years of age, child had multiple episodes of unprovoked seizures on different occasions for which he was evaluated. EEG showed Myoclonic jerks in sleep with generalized poly spikes. The MRI Brain was normal. Inborn errors of metabolism screening were normal. Genetic tests done showed no reportable genomic sequencing. The child was started on multiple anticonvulsants and advised for Ketogenic diet. His parents noticed increasing hyperactivity, inattention and impulsivity behavior. There were regular complaints from school regarding his inattention.

At our hospital, a detailed psychological evaluation was done. The child was evaluated using Vanderbilt ADHD diagnostic parent rating scale and diagnosed with ADHD. The report was as follows

Table1: Scores Pre-Intervention

Pre-intervention or Baseline Scores	
Inattention	9
Impulsivity/Hyperactivity	9
Total Score	18

Cognitive Behavior Therapy was initiated. It was given for 45 minutes once a week.

Twelve such sessions were conducted. These strategies helped him to increase his attention span, self-control and problem-solving abilities.

Table2:The attention enhancement techniques used.

Activities	Report
1. Grain Sorting 2. Coloring 3. Painting 4. Letter Cancellation 5. Digit Cancellation	His attention span was only 02minutes 32 seconds pre intervention Post therapy i.e. by 12th session his attention span was 14 minutes15 seconds.

Table3:To improve his self-control self-instruction and covert modeling technique was used.

Academic Activities	Intervention	Effect seen	Result
Delay in copying Notes from the Black Board	The Therapist modeled him on how to talk to himself i.e. give instructions to self without uttering but only in thought—I will complete copying my work from the black board today	The child would talk to self in thought that he should complete copying the notes from black board without spelling mistakes and would try to do it as much as possible	The child does this task to an extent of 65% by the end of 12th session of therapy

Table4:RolePlaying

Behavior	Therapist	Result
Blurt out answers to questions before having finished asking questions	The Therapist demonstrates— blurting out answers with impulsivity while doing roleplaying with other people and also the consequences were projected	Child showed improvement by the end of 12th session of therapy

Parental activities that helped the child to modify the behaviors were such as

1. Maintaining a daily Schedule
2. Keeping distractions to a minimum
3. Setting small reachable goals
4. Rewarding positive behavior
5. Using charts and checklists to help the child stay on task
6. Finding activities in which the child can be successful (sports/games)
7. Using calm discipline (time out being avoided, distraction, removing the child from the situation)

Table 5: Scores of Mast L Post Intervention

Post Intervention Scores	
Inattention	4
Impulsivity/Hyperactivity	3
Total Score	7

There was significant reduction in the scores following intervention indicating clinical improvement and quality of life of the child.

DISCUSSION

Doose syndrome, also known as epilepsy with myoclonic atonic seizure (EMAS), was previously called myoclonic astatic epilepsy (MAE), a rare childhood EE. First reported by Doose in 1970, the International League Against Epilepsy (ILAE) in 2010 changed its name to epilepsy with myoclonus-ataxic seizures based on the characteristics of epileptic seizures.⁴ A similar case was reported by Singh A et al.¹ in a 2-year-old child with isolated speech delay and seizures.¹ Hinokuma N et al.² reported 29 cases of Doose syndrome with their genetic analysis. They reported that these patients had genetic heterogeneity and febrile seizures prior to epileptic seizures and myoclonic-ataxic seizure at onset indicated a genetic predisposition.² Magsi R et al.⁵ reported Doose Syndrome in an 8-year-old female who presented with multiple types of seizures with Genetic testing showing SUOX gene mutation.⁵

About 80–90% of children with Doose syndrome may exhibit normal cognition or only

minimal cognitive impairment.¹ These children can have behavioral disorders also and such problems may not be addressed adequately by parents or treating physicians. As in the present case, the child was initially treated only for seizures without psychological intervention. This did not make difference in quality of child's life until the ADHD was treated. Currently child is under follow-up with clinical improvement.

CONCLUSION

This case report of a 9-year-old male with Doose Syndrome who has seizures and ADHD without remarkable genetic sequencing concludes that, a holistic approach is needed in treating such cases to improve the quality of life. Most of the time behavioral problems remain unaddressed in search of primary ethiology.

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Use of SocialMedia and Students` Academic Performance: A Case Study of Annamalai University, Tamil Nadu, India.

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ABSTRACT

The present age is known as the Networking age and social media is one of the most widely used platforms offered by the internet. During this era, young people especially students have taken a keen interest in communication on these social networking sites. The current study focuses to extrapolate the effect of social media on students' academic performance. To achieve the goal of the study, a sample of seventy(70) undergraduate and postgraduate students from the three departments (Psychology, Library Sciences & Sociology) of Annamalai University were selected randomly. The data were analyzed by using SPSS. The results of the study showed that There is a significant relationship between the duration of using social media and the academic performance of college students. It also revealed that the students who use social media daily for long durations are having high academic performance while the students who use social media for fewer durations are having low academic performance. Moreover, it was also proved that the parental education of the participants is a significant factor to predict the effects of social media on the academic performance of students.

KeyWords: Social Networking Sites, Social Media, Academic Performance, User-Profile.

INTRODUCTION

The origin and invention of the internet were developed by ARPA (Advanced Research Project Agency) back in 1969 which operated with US Defense Department at that time (Lent R W, *et al.*, 2009). Since then it has revolutionized the world with the advancement of different technologies and the most influential one is the Communication field which has led to the development of Social Media. Social media is one of the most common platforms accessed on the internet. As per the data by Zephoria Inc (2019), there are 2.45

billion active users of Facebook on the monthly basis worldwide, 1.62 billion logins are experienced daily on this most popular social media platform (Facebook). Social media facilitates web-based activities and permits any user to create a user profile and set up an online account and gives access to locate, share, view and navigate the list of connections with the ones created by others within the same application (Boyd and Ellison, 2007). User profile means organization and recording of behaviors (Aimeur. E, et al., 2010). The Profile contains all information about the user like Name, Gender, Age, Locality, Hobbies, Likes, Dislikes and many more. Dwyer et.al, (2008) define the user profile as the digitally self-presenting machinery of the users. Social media provides full accommodation for different groups of the same interest to create possible interactions until the user is registered with that particular social media application.

REVIEW OF LITERATURE

The number of students using social media is surprisingly in the millions. Charlene Li, et al., (2007) social media is used mostly by students, nearly 47% of students (12-17 years old) and 69% of young students (18-21 years old), and 20% of adult students, and only 20% of them use social media to connect other people. social media Tariq and Mehboob (2012) reported that it is estimated that more than 90% of undergraduate students use social media. The reason for this huge use and abrupt promotion of social media may be due to the advanced development in the hardware of communication devices, which are the most means of accessing social media anytime, anywhere. One of the biggest issues associated with the use of social media is that most users spent more time than necessary time for using it. Akubugwo et al., (2013) reported that students using social media Apps, especially Facebook, Instagram, WhatsApp, Tiktok, and PubG, spend an increasing amount of their quality time which in turn negatively affects the student's academic performance and mental health. One same study was conducted by Kuppuswamy and Shankar (2010) wherein, it was observed that the use of social media grabs the attention of students and diverts it to non-educational and inappropriate actions including chit-chatting. It has been observed that students give more attention and spend more time on social media than they do for their studies and finally are experiencing setbacks in exams (Osharive, 2015). Also, the research conducted by Maya (2015) supported that social media use contributes to low academic performance, low self-esteem

and less interest in job-oriented careers. Previous studies have revealed that social media use affects students' use of language. Usually, students use short handwriting during typing the course material and chatting with friends and replicating the same mistakes (spelling) during examinations (Obi, et al., 2012). Arnold and Paulus (2010) revealed that students incorporate technology into their lives in a way that may differ from the intentions of the course instructor even when social media is used for educational purposes. Also, Davis and Cranston (2008), put forward some of the risks associated with the use of social media including fake identity, fake relationships, sexual harassment and unsuitable advertisement (pornography). In the same direction, O`Keefle and Clake Pearson (2011) argued Cyber bullying, sexting, online harassment, Facebook depression and privacy concerns are some of the issues related to the use of social media. As it is known that nothing interesting in this world is completely one-sided, i.e. There are always two sides to the same coin. Thus, it is not surprising as it is the same case with social media, as it comes with positive as well as negative effects. Social media has been acknowledged as an effective instrument to enhance academic performance by several authors (Lau, 2016). Now social media is used by students for a myriad of purposes. The positive effects of social media on students associated with academic performance are said to include: (a) better communication between students and teachers, (b) enhancing collaboration among students, (c) instant material sharing, (d) repeatedly accessing missed lectures and exposure and awareness about different technologies and skills that may help them in employment achievement (Legaree, B. A, 2015). In one research conducted by Onyeka, N.C., et al., (2013), the result exhibited that social media is usually used for keeping in touch and a majority of students use it for academic purposes only. In the same way, one other research carried out by S. R. Buhari, et al (2014) proved that students consider social media as an effective tool for accomplishing academic excellence. Indeed, it is believed that social media has contributed a lot to facilitating learning in the 21st century. It is evident from the study by Khan (2010) that there is a greater percentage of students including Ph.D. scholars commonly use social media to ameliorate their studies. Wheeler, et al., (2009) reported that there are four major advantages of social media through which students' academic performance can be enhanced. These include; improving relationships, enhancing learning motivation, providing course material and developing collaborative abilities. In the same way, Liccardi, et al., (2007) argues that students are socially connected on social media, share daily

experiences and have conversation on different trending topics.

OBJECTIVES OF THE STUDY

1. To determine the relationship between social media use and students` academic performance.
2. To determine how the duration of using social media affects the academic performance of students.
3. To determine if Parental education is a significant factor to measure the effects of social media on the student`s academic performance.

RESEARCH METHODOLOGY

PARTICIPANTS:

This study aimed to determine the impact of social media on the Academic Performance of University Students. The target population in this research was all the full-time undergraduate and postgraduate students from the department of Library Science, Department of Psychology and Department of Sociology of Annamalai University. The total population comprised 700 full-time undergraduate and postgraduate students. To achieve the goal of the study, a sample of seventy (70) undergraduate and post graduate students from the three departments (Psychology, Library Sciences & Sociology) of Annamalai University were selected randomly leaving a percentage of 10% for the sample size.

Inclusion Criteria:

The inclusion criteria for selection of the sample were all the students of the said departments (Department of Psychology, Library-Science and Sociology) who were

- I. Using at least one platform of social media on regular basis.
- II. Well familiar with English speaking.

Exclusion Criteria:

The exclusion criteria in the selection of the sample were all the students who were absent on the data collection day and those students who were not using social media daily.

DATA COLLECTION:

The Researcher collected the necessary data with the help of a self-developed questionnaire from the students of selected departments of Annamalai University with the permission of concerned authorities. A total of 70 copies of the questionnaire were distributed to elicit responses from the students and all the copies were retrieved on the spot by the researcher.

STATISTICALMETHOD

The collected data were carefully analyzed by the statistical software i.e. SPSS and the results were obtained.

ANALYSIS

Table-1.

Shows a correlation between the Duration of using Social Media per day and Academic Performance

Variable	Academic performance
Duration of using Social Media	0.221*

Level of Significance:0.05%

Source: Primary Data

H1:There is a significant relationship between the duration of using social media and the academic performance of college students.

In table 1, the Correlation between the duration of time spent on social media and the Academic Achievement of respondents was analyzed by using Pearson's Product-moment method. It is evident from table 1 that the obtained 'r'-value 0.221* is statistically significant at a 0.05 level of significance. As per the norms of correlation quotient, the obtained 'r'-value (0.221*) is depicting a positive correlation between the duration of using social media and Academic Achievement. This reveals that the higher the amount of time spent on social media better the Academic Achievement. Therefore, the formulated hypothesis that there is a significant relationship between the duration of time spent on social media and the Academic Achievement of college students is accepted. The above result shows a positive relationship between Academic Achievement and the duration of using social media per day which reveals that if students are spending much time on social networking sites, their Academic Achievement will be high. And if students are spending less time on social media platforms, their Academic Achievement will be low.

Table2showstheMean,StandardDeviation,F-ValueandP-

Valueoftheeffectsofsocialmediaonstudent'sacademic performance based on the Duration of using social media per day

Duration	N	Mean	Std.	F-Value	P-Value	(Per day)
Deviation						
0-30minutes	9	33.22		3.930		
30-60minutes	15	35.81		4.044		
1-2hours	16	37.60		5.154	4.33	0.004
2-5hours	10	38.90		4.427		(Significant)
Above5 hours	20	39.73		3.892		
Total	70	37.46		4.723		

LevelofSignificance 0.05,

Source:PrimaryData

H1: Duration of using social media is a significant factor to predict the effects of social media on the student's academic performance.

The table-2, exhibits the Mean, standard deviation, F-value and P-value related to the effects of social media on the Academic Achievement of students on the basis of duration of using social media were analyzed by ANOVA From the above table, the obtained F-value (4.33) is statistically significant as its P-value (0.04) is less than the standardized significance level value (0.05). Hence, it is evident that there is a significant difference in the effects of social media on the Academic Achievement of respondents based on their duration of using social media per day. So, it is concluded that the stated hypothesis "duration of using social media per day is a significant factor to predict the effects of social media on Academic Achievement of college students" is accepted. The results of the table-4.8 exhibit the group Mean of Student's Academic Achievements (37.46) with the lowest Mean (33.22) for only 0-30 minutes in a day and the highest Mean value (39.73) for the students who were using social media for above 5 hours. It reveals that the students who use social media daily for long durations are having positive effects on their Academic Achievement while the students who use social media for fewer durations are having low Academic Achievement.

Parental Education	N	Mean	Std. Deviation	F-Value	P-Value

Illiterate	32	36.26	4.563			
School	23	37.20	3.816			
Graduate	10	37.63	5.770	3.69	0.04	
Postgraduate	5	42.40	5.413			(Significant)
Total	70	37.46	4.723			

Table 3 shows the Mean, Standard Deviation, F-Value and P-

Value of the effects of social media on student's academic performance based on Parental education Level of Significance 0.05 Source: Primary

H1: Parental education is significant factor to measure the effect of Social media on the student's academic performance.

From the table-3, the Mean, standard deviation, F-value and P-value related to the effects of social media on the Academic Achievement of students based on parental education were analyzed by applying ANOVA. The group Mean of Student Academic Achievement was (37.46) with the lowest Mean of Student Academic Achievement (36.26) for those whose parental education was in land the highest Mean value (42.40) was for the students whose parents were post-graduated. From the table-4.5, the obtained F-value (3.69) is statistically significant as its P-value (0.04) is less than the standardized significance level value (0.05). Hence, it is evident that there is a significant difference in the effects of social media on the Academic Achievement of respondents based on their parental education. So, it is concluded that the stated hypothesis "parental education is a factor to measure the effects of social media on Academic Achievement of college students" is accepted. From the above results, Mean-scores 36.26, 37.20, 37.63 and 42.40 were for the students whose parents were having educational qualification levels as illiterate, secondary, graduate and post-graduation respectively. The results reveal that the students whose parents were having low educational qualifications were having low Academic Achievement by using social media while the students who were having parents with higher educational qualifications are having positive effects of using social media on their Academic Achievement.

CONCLUSION

The results of the study showed that there is a significant and positive relationship between the duration of social media use and students' academic performance. It also revealed that

the students who use social media for a long duration of the day are having high academic performance and vice-versa. Furthermore, the study also determined the effect of social media on the academic performance of students based on their parental education wherein, it was proved that the students whose parents have higher educational qualifications are better at using social media for academic purposes as compared to the students whose parents are having Nil (Illiterate) or low educational qualification. In the future, new research would like to correlate social media with their academic records rather than asking for responses at face value to authenticate the exact effect of social media on students` academic performance.

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IMPACT OF INTERNET ADDICTION ON MENTAL HEALTH OF ADOLESCENTS

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ABSTRACT

This study investigates the impact of internet addiction on the mental health of adolescents, specifically focusing on dimensions such as Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group-Oriented Attitudes, and Environmental Mastery. A sample of 150 adolescents (aged 18-21 years) from Chh. Sambhaji Nagar District, Maharashtra, was selected using purposive sampling, divided into three groups based on their internet usage: average, moderate, and severe. The study employs Young's Internet Addiction Test to classify internet use and the Mental Health Inventory (MHI) to assess mental health. The analysis, utilizing ANOVA and SPSS 16.0, reveals that adolescents with severe internet use show significantly higher levels in all mental health dimensions compared to those with average or moderate internet use. The findings suggest that increased internet usage, particularly severe addiction, is linked to enhanced self-perception, reality awareness, personality integration, autonomy, group orientation, and environmental mastery, highlighting the complex relationship between internet addiction and mental health.

Keywords:- Internet Addiction, Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group-Oriented Attitudes, and Environmental Mastery, Mental Health.

INTRODUCTION

The advent of the digital age has revolutionized how individuals interact, learn, and live, with adolescents being one of the most impacted demographics. As digital natives, today's adolescents engage extensively with the internet for educational purposes, entertainment, and social connections. However, the excessive use of the internet has brought about concerns regarding its potential to disrupt psychological and emotional development. Internet addiction, a condition marked by compulsive internet use despite

adverse consequences, has emerged as a pressing global issue, particularly among adolescents (Young, 1998).

This developmental stage is marked by heightened vulnerability due to ongoing biological, psychological, and social changes (Kuss & Griffiths, 2012). Adolescents navigate the challenges of forming their identity, establishing autonomy, and developing interpersonal relationships. Consequently, their mental health is shaped significantly by external influences, including the internet. Understanding how internet addiction affects key dimensions of mental health is essential for identifying at-risk populations and developing targeted interventions. Internet addiction, also referred to as pathological internet use, is characterized by excessive online engagement that interferes with daily functioning (Young, 1998). The behavior is often described as a process addiction, akin to gambling or shopping addiction, with similar psychological and neurobiological underpinnings. Studies have highlighted the association of internet addiction with mood disorders, anxiety, depression, and impaired social functioning (Brand et al., 2019). Adolescents with internet addiction often struggle to balance their online and offline lives, leading to disruptions in personal, social, and academic domains.

To understand the nuanced impact of internet addiction on mental health, it is essential to classify internet use into levels: average, moderate, and severe.

- **Average Internet Use:** This level is characterized by balanced online engagement for educational, recreational, and social purposes, without significant interference in daily life.
- **Moderate Internet Use:** At this level, adolescents may show signs of over-reliance on the internet but retain the ability to control usage and prioritize offline responsibilities.
- **Severe Internet Use:** Severe user exhibit compulsive online behavior that significantly disrupts their psychological, social, and academic functioning (Kuss et al., 2013).

Adolescence is a critical period for mental health, as it lays the foundation for future psychological well-being. The interplay between internet addiction and mental health during this stage is particularly concerning, given that adolescents are still developing

self-regulatory mechanisms and coping strategies. Research shows that internet addiction is more prevalent among adolescents than other age groups, with detrimental effects on emotional regulation, academic performance, and social relationships (Ko et al., 2012).

Mental Health

Mental health is a multi dimensional construct encompassing emotional, psychological, and social well-being. In the context of internet addiction, the following dimensions of mental health are particularly relevant:

Positive Self-Evaluation: The ability to maintain a healthy sense of self-worth and self-acceptance is crucial for adolescents. However, excessive internet use, particularly on social media, can lead to unfavorable comparisons, reduced self-esteem, and distorted self-image (Andreassen et al., 2016). Studies have consistently shown that adolescents with high levels of internet use exhibit lower self-esteem and heightened self-doubt. Social media platforms often exacerbate these issues by promoting idealized lifestyles and appearance standards, which lead to unfavorable social comparisons (Andreassen et al., 2016). Severe internet use is associated with increased body dissatisfaction, anxiety, and depressive symptoms, particularly among female adolescents (Meier & Gray, 2014).

Perception of Reality: Internet addiction often results in detachment from the real world, as individuals become engrossed in virtual environments. This can blur the line between reality and fantasy, affecting adolescents' ability to discern objective truths and navigate real-world challenges (Brandetal.,2019). Excessive internet use distorts adolescents 'perception of reality. Virtual interactions often replace meaningful face-to-face relationships, leading to isolation and a diminished understanding of real-world consequences. Gaming addiction, a subset of internet addiction, has been particularly linked to a distorted sense of time and space, affecting adolescents' ability to manage real-world responsibilities (Gentile et al., 2011).

Integration of Personality: A balanced personality integrates thoughts, feelings, and actions. Internet addiction disrupts this balance by fostering dissonance between virtual and real-life identities, leading to fragmented personality development (Kardefelt-Winther, 2014). The duality of online and offline identities poses challenges for adolescents' personality integration. Adolescents addicted to the internet may

experience a disconnection between their virtual persona and their true self, leading to identity confusion and reduced psychological coherence (Kardfelt-Winther, 2014).

Autonomy: Autonomy involves independent decision-making and self-regulation. Adolescents with severe internet addiction often exhibit dependency on online platforms for validation, reducing their ability to act independently (Tateno et al., 2019). Internet addiction undermines autonomy by fostering dependency on digital validation. Adolescents with severe internet addiction often exhibit reduced impulse control and decision-making abilities, making them more susceptible to external influences (Tateno et al., 2019).

Group-Oriented Attitudes: Internet addiction can erode group-oriented attitudes, as excessive online interactions often replace face-to-face communication, diminishing empathy and collaborative skills (Kim et al., 2008). While the internet offers opportunities for social interaction, excessive use often replaces in-person communication, leading to a decline in social skills and empathy. Adolescents with severe internet addiction are more likely to experience social withdrawal, loneliness, and difficulty in forming meaningful relationships (Kim et al., 2008).

Environmental Mastery: The ability to manage life's demands effectively is critical for psychological well-being. Excessive internet use hampers time management, academic performance, and social engagement, leading to reduced environmental mastery (Pontes et al., 2015). Environmental mastery is compromised in adolescents with severe internet addiction, as they struggle to manage time, prioritize responsibilities, and maintain a healthy balance between online and offline activities. This often leads to academic underachievement and strained family relationships (Pontes et al., 2015).

Significance of the Study

The escalating prevalence of internet addiction among adolescents necessitates a deeper understanding of its impact on mental health. By examining how different levels of internet use influence key dimensions of psychological well-being, this study aims to identify patterns and vulnerabilities among adolescents. The findings will provide valuable insights for educators, parents, and mental health professionals, enabling them to develop targeted interventions that promote healthier internet habits and enhance

adolescent mental health.

REVIEW OF RELATED LITERATURE

Caplan (2002) found that adolescents who spent excessive time online had difficulties in adapting to and managing the demands of the offline world. Their ability to perform everyday tasks, cope with stressors, and maintain control over their surroundings may be impaired as they withdraw into the virtual world. Adolescents addicted to the internet often struggle with time management, academic responsibilities, and real-life challenges, leading to diminished environmental mastery. **Chatterjee and Sharma (2018)**, adolescents heavily involved in online activities, particularly social media, tend to develop a distorted view of self-worth based on the number of likes or followers. This external validation undermines their internal positive self-evaluation, leading to feelings of inadequacy in real-life situations. **Chou & Hsiao (2000)** argued that internet addiction can lead to a lack of independence in decision-making, as adolescents become reliant on online communities for socialization and approval. Additionally, adolescents with internet addiction may experience difficulties in making autonomous decisions outside of the digital world, contributing to a lack of agency and self-determination. **Gupta and Joshi (2022)**, adolescents with internet addiction struggle with navigating real-life challenges, as their focus shifts to the virtual world. This affects their problem-solving skills and their capacity to adapt to the demands of their physical environment. **Hale and Guan (2015)** further confirmed that poor sleep quality, as a result of excessive internet use, leads to significant mood swings, irritability, and cognitive difficulties, all of which impact adolescents' mental well-being. **Kaur and Gill (2021)**, excessive internet use can foster social isolation, weakening group-oriented attitudes and leading to a preference for online interactions rather than face-to-face communication. **Kuss & Griffiths (2017)**, internet addiction correlates with decreased self-esteem, particularly in adolescents who spend excessive time on social media platforms, where they compare themselves to others and seek approval through likes and comments. **Kuss and Griffiths (2011)** found that internet addiction can lead to lower self-esteem, as adolescents often compare themselves to others in online environments. **Kuss and Griffiths (2012)** highlighted that online environments allow adolescents to present a curated version of themselves, which may conflict with their real-world identity. This inconsistency can contribute to confusion about their roles and behavior in real-life situations, hindering the development

of a cohesive self-concept. Adolescents who struggle with internet addiction may find it difficult to navigate between their online persona and offline reality, which can lead to personality fragmentation. **LeBourgeois et al. (2017)** found that adolescents who engage in excessive screen time, particularly before bedtime, experience poor sleep quality and shorter sleep duration. This disruption in sleep patterns has been shown to contribute to the development of mental health issues such as depression and anxiety. **Mehta et al. (2019)** suggested that social media addiction, in particular, makes adolescents more focused on virtual friendships, affecting their ability to engage meaningfully in real-world social groups. **Patel and Jha (2019)**, adolescents addicted to the internet are more likely to experience a shift in their perception of social norms and values, affecting their understanding of reality. **Patel et al. (2017)** argue that the overuse of digital technologies leads to a lack of independent decision-making and problem-solving, reducing adolescents 'ability to cope with challenges in the real world. **Raghav and Agarwal (2020)** similarly found that internet addiction led to poor coping strategies and difficulties in managing day-to-day activities. **Ramasubramanian and Krishnamurthy (2017)** examined the relationship between internet addiction and mental health among adolescents. Their study found a strong correlation between excessive internet use and higher levels of anxiety and depression. Adolescents who spent more than three hours a day online were significantly more likely to report symptoms of anxiety, stress, and depression. The authors suggested that internet addiction can act as a maladaptive coping mechanism for adolescents dealing with social or emotional issues. **Rathod et al. (2021)** also found that adolescents with high internet addiction showed a lower sense of self-worth compared to those with moderate use of technology. **Rosen et al. (2013)** also argued that online social interactions often lack the depth and emotional connection of face-to-face interactions, leading to a false sense of social fulfillment. As a result, adolescents may feel increasingly isolated, even while engaging in online activities. **Scherer (1997)** found that adolescents who are heavily engaged in online gaming or social networking tend to develop social attitudes that prioritize virtual interactions over face-to-face engagements. This shift can affect their ability to build meaningful relationships in real life, leading to social isolation and a diminished sense of belonging in real-world groups. **Sharma and Saini (2017)**, internet addiction can lead to identity confusion, where adolescents become more attached to their virtual identity than their authentic self. This dissonance can disrupt their psychological development and personality integration. Kumar and Mehta (2018) similarly pointed out that excessive

online gaming or social networking impacts the balance between social and personal identity. **Singh and Verma (2020)** discussed how social media platforms, where reality is often distorted, influence young users' views of body image, relationships, and success. **Smahel et al. (2012)** highlighted the potential for online bullying and cyber harassment to negatively impact an adolescent's sense of self-worth, leading to emotional distress and an increased risk of mental health disorders. **Sreenivas and Srinivas (2019)** also explored the impact of internet addiction on the mental well-being of adolescents in urban India. Their study concluded that prolonged internet use contributes to decreased academic performance, emotional instability, and feelings of isolation. The study highlighted that internet addiction disrupts sleep patterns, leading to fatigue, irritability, and increased vulnerability to mood disorders. **Verma and Yadav (2020)** found that adolescents addicted to the internet show decreased autonomy, as they often rely on online validation and engagement rather than developing self-reliance. **Weinstein et al. (2015)** suggested that internet addiction fosters a detachment from real-world interactions, where adolescents may develop unrealistic expectations about relationships, appearance, and lifestyle. This perception can create confusion and difficulty in distinguishing between virtual and actual experiences, impacting their ability to function effectively in everyday situations. **Young (1996)** this study found that internet addiction is characterized by excessive time spent online, leading to a neglect of other important aspects of life, including physical health, academic responsibilities, and social interactions. Adolescents who exhibit signs of internet addiction often report symptoms such as irritability, anxiety, and depression when they are unable to access the internet.

STATEMENT OF THE PROBLEM

To Impact of Internet Addiction on Mental Health of Adolescents.

OBJECTIVE OF THE STUDY

- To Study the Mental Health on Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group-Oriented Attitudes, and Environmental Mastery on Average Internet use, Moderate Internet use and Severe Internet use of adolescents.

HYPOTHESIS OF THE STUDY

- There is no significant difference Between Average Internet use, Moderate

Internet use and Severe Internet use of adolescents with dimension Mental Health on Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group-Oriented Attitudes, and Environmental Mastery.

METHODOLOGY

SAMPLE:

The sample of present study was consisting of 150 Internet addictions of adolescents from Chh. Sambhaji nagar District of Maharashtra State. 50 subjects were Average Internet use of adolescents, 50 subjects were Moderate Internet use of adolescents and 50 subjects where Severe Internet use of adolescents was selected by purposive Sampling Method. The subject selected in this sample was in the age group of 18 years to 21 years.

RESEARCHDESIGN:

Simple research design was used.

VARIABLESUSEDFORSTUDY

Independent Variables-

Internet Addiction-

- 1) Average Internet use of adolescents
- 2) Moderate Internet use of adolescents
- 3) Severe Internet use of adolescents

Dependentvariables-Mental Health

- 1) Positive self-evaluation
- 2) Perception of reality
- 3) Integration of personality
- 4) Autonomy
- 5) Group oriented attitudes
- 6) Environmental mastery

RESEARCHTOOLS

Young's Internet addiction test:

Young's Internet Addiction Test(1998) is a validated tool to assess problematic Internet use. It includes 20 self-report items rated on a 5-point Likert scale (0–5), yielding scores between 0 and 100. The test evaluates the impact of Internet use on daily life, productivity, emotions, and relationships. Scores classify use as average (20–39), moderate (40–69), or severe (70–100).

Mental Health Inventory

The Mental Health Inventory (MHI), developed by Jagdish and Srivastava (1983), assesses the mental health of normal individuals, emphasizing psychological well-being alongside the absence of mental ill health. It comprises 56 items (24 positive and 32 negative), rated on a 4-point scale (1: Never to 4: Always). Positive items are scored directly, while negative items are reverse scored. The MHI evaluates six dimensions: Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group-Oriented Attitudes, and Environmental Mastery. Reliability indices for these dimensions range from 0.71 to 0.75, with an overall reliability of 0.73 (split-half method). The inventory shows moderate validity, correlating with the General Health Questionnaire (0.54) and Pistone's Personal Adjustment scale (0.57).

PROCEDURES OF DATA COLLECTION:-

For the present study 150 sample was used and two instruments were administered to individuals as well as a small group were adopted. The subjects were called in a small group of 05-10 subjects and their seating arrangements were made in a classroom. 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 ANALYSIS

Table No. 01	Factor	Internet Addiction	Mean	SD	N	DF	F Value	Sign.
Table No. 01(A)	Positive self-evaluation	Average Internet use of adolescents	26.50	5.67	50	147	19.29	0.01
		Moderate Internet use of adolescents	23.36	6.78	50			

		Severe Internet use of adolescents	30.44	4.43	50			
Table No.	Perception of reality	Average Internet use of adolescents	23.64	6.34	50	147	6.73	0.01

For data analysis responses was expressed as on Measure Aggression was analyzed under descriptive statically and inferential statistical analysis the mean, Standard Deviation, ANOVA was used. Data analysis was performed using SPSS 16.0 software under windows.

Table No.01. Mean SD and F Value of Internet Addiction on Mental Health

01(B)		ModerateInternet of adolescents	us	21.66	4.02	50			
		SevereInternetuse of adolescents	of	25.34	4.36	50			
Table No. 01(C)	Integration of personality	Average Internet use of adolescents		30.20	4.41	50	147	17.33	0.01
		ModerateInternet of adolescents	us	26.80	4.17	50			
		SevereInternetuseof adolescents	of	31.70	4.19	50			
Table No. 01(D)	Autonomy	Average Internet use of adolescents		16.62	3.96	50	147	14.26	0.01
		ModerateInternet of adolescents	us	15.14	3.20	50			
		SevereInternetuseof adolescents	of	18.72	2.83	50			
Table No. 01(E)	Group oriented attitudes	Average Internet use of adolescents		23.58	7.78	50	147	15.02	0.01
		ModerateInternet of adolescents	us	23.62	3.22	50			
		SevereInternetuseof adolescents	of	28.64	3.69	50			
Table No. 01(F)	Environmental mastery	Average Internet use of adolescents		19.26	7.31	50	147	42.92	0.01
		ModerateInternet of adolescents	us	24.34	2.88	50			
		SevereInternetuseof adolescents	of	28.92	4.44	50			
Table No. 01(G)	Mental Health	Average Internet use of adolescents		139.82	21.45	50	147	45.65	0.01
		ModerateInternet of adolescents	us	134.18	10.20	50			
		SevereInternetuseof adolescents	of	163.76	15.67	50			

DISCUSSION

The observation of Table No. 01(A) indicates that the mean values of the three classified groups differ significantly in terms of Positive self-evaluation. The mean and standard deviation (SD) for adolescents with average internet use were 26.50 ± 5.67 , for those with moderate internet use were 23.36 ± 6.78 , and for those with severe internet use were 30.44 ± 4.43 . The F-value obtained from the analysis was 19.29, with degrees of freedom(df=2,147)and a significance level of $p=0.01$. ThisF value exceeds the critical values at both the 0.05 and 0.01 significance levels, indicating a statistically significant effect of internet addiction on Positive self-evaluation. These results support the hypothesis that Positive self-evaluation levels vary based on the severity of internet use. The findings of the study indicate that adolescents with severe internet use exhibit significantly higher Positive self-evaluation levels compared to those with average or moderate internet use. The finding that adolescents with severe internet use exhibit significantly higher levels of positive self-evaluation compared to those with average or moderate internet use appears paradoxical, given that excessive internet use is often associated with negative psychological outcomes. However, this result can be understood in the context of the complexities of self-evaluation and internet usage behaviors. Adolescents with severe internet use often show higher positive self-evaluation due to frequent online validation through likes and comments, boosting self-esteem temporarily (Valkenburg et al., 2017). They can craft idealized online personas that align with their ideal selves, enhancing self-perception (Higgins, 1987). Severe use may also serve as a coping mechanism for insecurities, creating inflated self-evaluations (Kime et al., 2021). In societies valuing digital skills, technological proficiency may further enhance self-worth (Li et al., 2020). However, this self-evaluation is often superficial, as excessive internet use can lead to anxiety, depression, and difficulties in offline interactions (Kuss et al., 2014).

The observation of Table No. 01(B) indicates that the mean values of the three classified groups differ significantly in terms of Perception of reality. The mean and standard deviation (SD) for adolescents with average internet use were 23.64 ± 6.34 , for those with moderate internet use were 21.66 ± 4.02 , and for those with severe internet use were 25.34 ± 4.36 . The F-value obtained from the analysis was 6.73, with degrees of freedom (df=2,147)and a significance level of $p=0.01$. ThisF value exceeds the critical

values at both the 0.05 and 0.01 significance levels, indicating a statistically significant effect of internet addiction on Perception of reality. These results support the hypothesis that Perception of reality levels vary based on the severity of internet use. The findings of the study indicate that adolescents with severe internet use exhibit significantly higher Perception of reality levels compared to those with average or moderate internet use. The finding that adolescents with severe internet use exhibit significantly higher levels of perception of reality compared to those with average or moderate internet use is intriguing. This observation challenges the common narrative that excessive internet use distorts adolescents' sense of reality. The results may be understood through several theoretical perspectives and the unique role of the internet in shaping adolescent cognition and socialization. Adolescents with severe internet use engage with diverse digital content, broadening their understanding of social issues and sharpening their perception of reality (Livingstone & Helsper, 2007). Familiarity with digital media enhances critical thinking, helping them identify misinformation (Livingstone et al., 2014). Exposure to global issues through social media fosters awareness of societal complexities (Ellison et al., 2007). However, overexposure to curated content can create echo chambers and biases (Pariser, 2011). While internet use can develop critical thinking and digital literacy, risks like algorithm-driven content remain. Balanced internet use and digital literacy programs can optimize these benefits and reduce drawbacks.

The observation of Table No. 01(C) indicates that the mean values of the three classified groups differ significantly in terms of Integration of personality. The mean and standard deviation (SD) for adolescents with average internet use were 30.20 ± 4.41 , for those with moderate internet use were 26.80 ± 4.17 , and for those with severe internet use were 31.70 ± 4.19 . The F-value obtained from the analysis was 17.33, with degrees of freedom (df=2,147) and a significance level of $p=0.01$. This F-value exceeds the critical values at both the 0.05 and 0.01 significance levels, indicating a statistically significant effect of internet addiction on Integration of personality. These results support the hypothesis that Integration of personality levels vary based on the severity of internet use. The findings of the study indicate that adolescents with severe internet use exhibit significantly higher Integration of personality levels compared to those with average or moderate internet use. The finding that adolescents with severe internet use exhibit higher levels of personality integration highlights the dual-edged

nature of internet use. While the internet can serve as a valuable tool for identity exploration and self-integration, the outcomes depend on the quality of online experiences and the adolescent's ability to balance their online and offline lives. Interventions promoting healthy internet use and fostering digital literacy can help adolescents harness these benefits while mitigating risks. The internet offers adolescents platforms for self-expression, aiding in identity exploration, a key developmental task (Erikson, 1968). Severe internet users engage in content creation and social interactions, which fosters self-reflection and personality integration (Subrahmanyam & Smahel, 2011). Feedback from peers on social media contributes to self-awareness and coherence (Michikyan et al., 2014). Overcoming online challenges, such as cyber bullying, enhances resilience, supporting personality integration (Luthar et al., 2000). Online communities offer belonging and validation, aiding self-discovery (Turkle, 2011). However, overdependence on online interactions can lead to a fragmented personality, especially in negative environments (Kuss & Griffiths, 2015). Balancing online and offline life is essential for healthy development.

The observation of Table No. 01(D) indicates that the mean values of the three classified groups differ significantly in terms of Autonomy. The mean and standard deviation (SD) for adolescents with average internet use were 16.62 ± 3.96 , for those with moderate internet use were 15.14 ± 3.20 , and for those with severe internet use were 18.72 ± 2.83 . The F Value obtained from the analysis was 14.26, with degrees of freedom (df = 2, 147) and a significance level of $p = 0.01$. This F-value exceeds the critical values at both the 0.05 and 0.01 significance levels, indicating a statistically significant effect of internet addiction on Autonomy. These results support the hypothesis that Autonomy levels vary based on the severity of internet use. The findings of the study indicate that adolescents with severe internet use exhibit significantly higher Autonomy levels compared to those with average or moderate internet use. The finding that adolescents with severe internet use exhibit significantly higher levels of autonomy compared to those with average or moderate internet use may seem counterintuitive given concerns about dependency on digital devices. However, this result aligns with the nuanced relationship between internet use and developmental processes in adolescence. The internet fosters autonomy in adolescents by enabling self-expression, decision-making, and independent exploration through online communities, social media, and digital

platforms. Severe internet users often engage in self-directed learning, enhancing knowledge, decision-making, and self-reliance. Online interactions allow adolescents to navigate social dynamics without adult supervision, boosting social autonomy. However, risks include overdependence on online validation and reduced real-world interaction, potentially leading to superficial autonomy. Balancing online and offline activities is crucial for genuine autonomy. Educators and parents should guide adolescents toward purposeful internet use that promotes healthy development while addressing potential pitfalls of excessive screen time.

The observation of Table No. 01(E) indicates that the mean values of the three classified groups differ significantly in terms of Group-oriented attitudes. The mean and standard deviation (SD) for adolescents with average internet use were 23.58 ± 7.78 , for those with moderate internet use were 23.62 ± 3.22 , and for those with severe internet use were 28.64 ± 3.69 . The F-value obtained from the analysis was 15.02, with degrees of freedom (df=2,147) and a significance level of $p=0.01$. This F-value exceeds the critical values at both the 0.05 and 0.01 significance levels, indicating a statistically significant effect of internet addiction on Group-oriented attitudes. These results support the hypothesis that Group-oriented attitudes levels vary based on the severity of internet use. The findings of the study indicate that adolescents with severe internet use exhibit significantly higher Group-oriented attitudes levels compared to those with average or moderate internet use. The finding that adolescents with severe internet use exhibit significantly higher levels of autonomy compared to those with average or moderate internet use may seem counterintuitive given concerns about dependency on digital devices. However, this result aligns with the nuanced relationship between internet use and developmental processes in adolescence. Adolescents with severe internet use exhibit higher group-oriented attitudes due to online interactions fostering collaboration, social bonds, and community. Participation in virtual communities strengthens pro-social behaviors and teamwork, while exposure to diverse cultures promotes empathy and inclusivity. Activities like multiplayer gaming and group chats encourage collective goals and mutual support. However, risks include neglect of offline relationships and exposure to harmful online group norms. Balancing online and offline socialization is crucial, alongside promoting digital literacy to guide adolescents toward positive group interactions. This highlights the internet's potential to enhance social development while addressing challenges associated with severe internet use.

The observation of Table No. 01(F) indicates that the mean values of the three classified groups differ significantly in terms of Environmental mastery. The mean and standard deviation (SD) for adolescents with average internet use were 19.26 ± 7.31 , for those with moderate internet use were 24.34 ± 2.88 , and for those with severe internet use were 28.92 ± 4.44 . The F-value obtained from the analysis was 42.92, with degrees of freedom (df=2,147) and a significance level of $p=0.01$. This F-value exceeds the critical values at both the 0.05 and 0.01 significance levels, indicating a statistically significant effect of internet addiction on Environmental mastery. These results support the hypothesis that Environmental mastery levels vary based on the severity of internet use. The findings of the study indicate that adolescents with severe internet use exhibit significantly higher Environmental mastery levels compared to those with average or moderate internet use. The finding that adolescents with severe internet use exhibit significantly higher levels of environmental mastery compared to those with average or moderate internet use suggests that digital platforms may play a role in enhancing their ability to manage and adapt to their environments. Environmental mastery, a component of psychological well-being, refers to an individual's capacity to effectively manage life's challenges and make use of surrounding opportunities (Ryff, 1989). Adolescents with severe internet use often develop environmental mastery through digital problem-solving, resource access, and participation in strategic activities like gaming or content creation. These experiences enhance adaptability, cognitive flexibility, and self-efficacy, fostering a sense of control over their environment. Supportive online community's further aid stress management and real-world challenges. However, overreliance on digital tools may limit offline problem-solving skills, and the impact of internet use depends on whether it involves constructive activities or passive consumption. Balanced and purposeful internet use, guided by educators and parents, can maximize its benefits while mitigating risks, supporting adolescents' overall well-being and competence.

The observation of Table No. 01(G) indicates that the mean values of the three classified groups differ significantly in terms of Mental Health. The mean and standard deviation (SD) for adolescents with average internet use were 139.82 ± 21.45 , for those with moderate internet use were 134.18 ± 10.20 , and for those with severe internet use were 163.76 ± 15.67 . The F-value obtained from the analysis was 45.65, with degrees of freedom (df=2,147) and a significance level of $p=0.01$. This F-

value exceeds the critical values at both the 0.05 and 0.01 significance levels, indicating a statistically significant effect of internet addiction on Mental Health. These results support the hypothesis that Mental Health levels vary based on the severity of internet use. The findings of the study indicate that adolescents with severe internet use exhibit significantly higher Mental Health levels compared to those with average or moderate internet use. The finding that adolescents with severe internet use exhibit significantly higher levels of mental health compared to those with average or moderate internet use offers an alternative perspective to the predominantly negative discourse surrounding internet use. While excessive internet use is often linked to negative outcomes such as anxiety or depression, this finding underscores the potential positive contributions of internet use to adolescent mental health under certain conditions. Severe internet use can support adolescent mental health by providing access to online resources, therapy apps, and supportive communities that reduce isolation and stigma. Activities like blogging, vlogging, and forums foster emotional expression and regulation, while educational content and games enhance cognitive growth and problem-solving skills, promoting well-being. Identity exploration in virtual spaces improves self-awareness, confidence, and self-efficacy. However, risks include passive use, cyber bullying, and reliance on online validation, which can harm mental health. Constructive internet use, guided by educators and parents, is crucial for leveraging its benefits, emphasizing digital literacy and purposeful engagement while mitigating potential negative effects.

CONCLUSIONS

1. Adolescents with severe internet use exhibit significantly higher Positive self-evaluation levels compared to those with average or moderate internet use.
2. Adolescents with severe internet use exhibit significantly higher Perception of reality compared to those with average or moderate internet use.
3. Adolescents with severe internet use exhibit significantly higher Integration of personality levels compared to those with average or moderate internet use.
4. Adolescents with severe internet use exhibit significantly higher Autonomy levels compared to those with average or moderate internet use.
5. Adolescents with severe internet use exhibit significantly higher

Group-oriented attitudes levels compared to those with average or moderate internet use.

6. Adolescents with severe internet use exhibit significantly higher Environmental mastery levels compared to those with average or moderate internet use.
7. Adolescents with severe internet use exhibit significantly higher Mental Health levels compared to those with average or moderate internet use.

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IMPACT OF INTERNET ADDICTION ON AGGRESSION OF ADOLESCENTS

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ABSTRACT

The present study examines the impact of internet addiction on aggression among adolescents, focusing on varying levels of internet use average, moderate, and severe. A sample of 150 adolescents aged 18–21 years from Chhatrapati Sambhajinagar District, Maharashtra, was selected through purposive sampling. The Young's Internet Addiction Test and Aggression Inventory by Dr. M.K. Sultania were employed to measure internet addiction and aggression levels, respectively. Using descriptive and inferential statistical analyses, including ANOVA, the study found significant differences in aggression levels across the three groups. The results, supported by Adolescents with severe internet use exhibit significantly higher aggression levels compared to those with average or moderate internet use.

Keywords:-Internet Addiction, Aggression.

INTRODUCTION

The internet has become an integral part of adolescent life, offering opportunities for education, socialization, and entertainment. However, the increasing prevalence of internet use has raised concerns about its potential negative effects, particularly on adolescents' psychological health. One area of growing interest is the relationship between internet addiction and aggression in adolescents, as excessive online activity may lead to emotional and behavioral issues. This summary explores how different levels of internet usage average, moderate, and severe affect aggression in adolescents.

Internet Addiction and Aggression in Adolescents

Adolescence is a crucial developmental period marked by cognitive, emotional, and social changes. These changes make adolescents more vulnerable to external influences, such as internet use, which can impact their emotional and behavioral responses. Internet addiction, defined as the excessive and compulsive use of the internet that disrupts daily life, is increasingly recognized as a serious issue (Young, 1998). It is characterized by compulsive behavior, with adolescents spending more time online than

is healthy, leading to negative consequences such as increased aggression (Anderson & Dill, 2000). Recent research has begun to categorize internet use based on its frequency and duration into three levels: average, moderate, and severe. Each level has different implications for adolescent behavior, particularly in terms of aggression. Aggression in adolescents is defined as behaviors intended to harm others physically or psychologically, and it has been linked to various psychological, social, and environmental factors, including internet use.

Average Internet Use and Aggression

Adolescents with average internet use typically spend a balanced amount of time online, engaging in activities such as social media, gaming, and educational content while maintaining offline activities like academics, sports, and socializing. This balanced use of the internet generally does not lead to significant psychological issues. In fact, average internet use can have some positive outcomes, such as better access to educational resources, social connections, and communication skills (Kuss & Griffiths, 2017). However, research has shown that even adolescents with moderate internet engagement can experience mild forms of aggression, particularly when they encounter negative online experiences such as cyber bullying or exposure to aggressive content. For example, a study by Przybylski and Weinstein (2017) found that online activities such as social media and online gaming could lead to frustration, which may result in brief episodes of aggression. However, these experiences are typically short-lived and resolved through offline interactions or other coping strategies. Overall, the impact of average internet use on aggression is relatively minimal compared to higher levels of internet engagement.

Moderate Internet Use and Aggression

When adolescents transition from average to moderate internet use, their risk for developing behavioral issues, including aggression, tends to rise. Adolescents who engage in moderate internet use spend a significant amount of their time online, often leading to a decrease in face-to-face interactions with peers and family. This reduction in direct social engagement may impair their social development and emotional regulation, leading to increased irritability and aggression. Moderate internet use is commonly associated with activities like online gaming and social media engagement, which can expose adolescents to stressors such as online arguments, cyber bullying, and

negative social comparisons (Choo et al., 2014). Additionally, research suggests that prolonged engagement in competitive online gaming environments can contribute to frustration and aggression, especially when adolescents fail to succeed in these virtual spaces. Moreover, exposure to hostile content, such as violent video games or aggressive online interactions, can desensitize adolescents to aggression, making them more likely to exhibit aggressive behaviors in real life (Anderson & Dill, 2000).

A study by Gentile et al. (2017) found that adolescents who engage in moderate internet use and frequently play violent video games tend to show higher levels of aggression, especially when faced with real-life frustrations. The frustration experienced in virtual environments may contribute to impulsive, aggressive reactions to social or academic conflicts. The increased aggression associated with moderate internet use may also be linked to the development of maladaptive coping mechanisms, such as venting anger online or using the internet as a way to manage stress.

Severe Internet Use and Aggression

Severe internet use, which is often classified as internet addiction, refers to adolescents who engage in compulsive, excessive internet use that interferes with their daily activities and overall well-being. Adolescents who experience severe internet use tend to spend several hours a day online, neglecting important activities such as academics, social interactions, and physical health (Kuss&Griffiths, 2017). This level of internet use is closely linked to several negative psychological outcomes, including increased aggression. Research consistently shows that severe internet use, particularly involving violent online games or excessive social media interactions, is a significant risk factor for aggression in adolescents. Studies by Anderson et al. (2017) and Gentile et al. (2017) demonstrate a strong correlation between severe internet addiction and aggressive behaviors both online and offline. Adolescents with severe internet use are more likely to engage in cyber bullying as perpetrators or victims, escalating their aggressive tendencies (Smith et al., 2019) Moreover, severe internet use is associated with emotional dysregulation and increased impulsivity, both of which contribute to aggressive behavior. Adolescents who struggle with internet addiction often experience difficulties in managing their emotions, which can lead to frustration and anger. A study by Van der Laan et al. (2013) found that adolescents with severe internet use exhibited poor emotional regulation and were more likely to engage in aggressive behavior when faced with stress or frustration.

The impact of internet addiction on aggression in adolescents is a complex issue that varies depending on the level of internet use. Adolescents who engage in average internet use may experience minimal increases in aggression, particularly compared to those with moderate or severe internet use. As the frequency and duration of internet use increase, so does the risk of aggression, with severe internet use being strongly associated with heightened aggressive behaviors. Understanding the relationship between internet use and aggression is critical for developing interventions that promote healthy internet habits and emotional regulation among adolescents. Future research is necessary to further explore the underlying mechanisms behind these associations and to develop effective strategies for mitigating the negative effects of excessive internet use on adolescent behavior.

REVIEW OF RELATED LITERATURE

Anderson and Dill (2000) found that violent video games can increase aggressive cognition and behavior among adolescents.

Bhatia and Sharma (2015) observed that male adolescents in India are more prone to internet addiction and aggressive behaviors than females. The study attributed this to the higher engagement of males in online gaming and competitive activities.

Chung et al., (2021) this Studies suggest that the overuse of internet-based activities, such as gaming or social media, can provoke frustration and irritability, which manifest as aggression when access is restricted or when online interactions become stressful.

Gupta and Mehra (2016), highlight the role of parenting in moderating the effects of internet addiction. Adolescents with permissive or neglectful parenting styles were more likely to exhibit aggression linked to excessive internet use.

Kaur and Arora (2020) studied the impact of excessive social media usage on adolescent behavior and noted that exposure to cyber bullying, trolling, and negative online interactions exacerbated aggression. The constant need for validation and social comparison was also found to be a trigger for aggressive tendencies.

Ko et al., (2009) this study found that Adolescents with internet addiction often exhibit increased impulsivity and reduced emotional regulation, which can lead to aggressive behaviors.

Kuss and Griffiths (2012) noted that adolescents addicted to online games often

experience heightened aggression, especially when game play is disrupted.

Nalwa and Anand (2003) reported that adolescents with internet addiction often prioritize online activities over real-life interactions, leading to behavioral changes, including aggression.

Patchin and Hinduja (2010), cyber bullying is both a cause and consequence of internet addiction, leading to elevated aggression levels due to feelings of anger, retaliation, or frustration.

Sharma and Sharma (2018) revealed a positive correlation between internet addiction and aggression among Indian adolescents. The researchers observed that excessive internet use, particularly for gaming and social media, increased irritability and hostility when adolescents faced restrictions or online conflicts.

Singh et al. (2017) emphasized that internet addiction leads to emotional dysregulation in adolescents, making them more prone to aggressive behaviors. The study pointed out that sleep disturbances and stress caused by excessive internet use were significant mediators in this relationship.

Verma et al. (2020) proposed cognitive-behavioral therapy as an effective tool for reducing internet addiction and associated aggression.

Yadav et al. (2019) found that adolescents engaged in violent online games demonstrated higher levels of aggression compared to those who used the internet for educational purposes. The competitive and often violent nature of gaming environments was cited as a major contributing factor to this aggression.

Yang et al., (2013) this Studies suggest that male adolescents are more likely to develop internet addiction and exhibit aggressive behaviors compared to females.

Yen et al. (2011) emphasized the importance of early intervention to mitigate the impact of internet addiction on aggressive behavior.

Young (1998) this study internet addiction is characterized by excessive use of the internet that interferes with daily life activities. A study by Anderson et al. (2020) highlights that adolescents are particularly vulnerable due to their developmental stage, which includes heightened sensitivity to social stimuli online.

STATEMENT OF THE PROBLEM

To Study Impact of Internet Addiction on Aggression of Adolescents.

OBJECTIVE OF THE STUDY

- To compare levels of aggression between adolescents with A level s of Internet addiction.

HYPOTHESIS OF THE STUDY

- The impact of Internet addiction on aggression will differ significantly between Average Internet use, Moderate Internet use and Severe Internet use of adolescents.

METHODOLOGY

SAMPLE:

The sample of present study was consisting of 150 Internet addictions of adolescents from Chh. Sambhaji nagar District of Maharashtra State. 50 subjects were Average Internet use of adolescents, 50 subjects were Moderate Internet use of adolescents and 50 subjects where Severe Internet use of adolescents was selected by purposive Sampling Method. The subject selected in this sample was in the age group of 18 years to 21 years.

RESEARCH DESIGN:

Simple research design was used.

VARIABLES USED FOR STUDY

Independent Variables-

Internet Addiction

-
- 4) Average Internet use
- 5) Moderate Internet use
- 6) Severe Internet use

Dependent variables- Aggression

OPERATIONAL DEFINITIONS

1. Internet Addiction

Internet addiction refers to excessive or problematic internet use that significantly impacts daily functioning, emotions, and relationships.

2. Aggression

Aggression is defined as any behavior intended to harm or threaten another individual, either overtly or covertly.

3. Adolescents

Adolescents refer to individuals aged between 18 and 21 years.

RESEARCH TOOLS

Young's Internet addiction test:

Young's Internet Addiction Test (1998) is a validated tool to assess problematic Internet use. It includes 20 self-report items rated on a 5-point Likert scale (0–5), yielding scores between 0 and 100. The test evaluates the impact of Internet use on daily life, productivity, emotions, and relationships. Scores classify use as average (20–39), moderate (40–69), or severe (70–100).

Aggression Inventory (AI) (2006)

The Aggression Inventory by Dr. M. K. Sultania is designed to measure the levels and types of aggression in individuals, particularly in Indian contexts. The inventory comprises 30 items, rated on a 5-point scale, assessing both overt and covert expressions of aggression. Scoring is directionally aligned, with higher scores indicating higher levels of hostile aggression, classified as low, moderate, or high. The inventory demonstrates a reliability coefficient of 0.67 and a validity coefficient of 0.45, making it a useful tool for research and assessment purposes, despite modest psychometric properties.

PROCEDURES OF DATA COLLECTION:-

For the present study 150 sample was used and two instruments were administered individuals as well as a small group were adopted. The subjects were called in a small

group of 05-10 subjects and there seating arrangements was made in a classroom. 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 ANALYSIS AND DISCUSSION

For data analysis responses was expressed as on Measure Aggression was analyzed under descriptive statically and inferential statistical analysis the mean, Standard Deviation, ANOVA was used. Data analysis was performed using SPSS 16.0 software under windows.

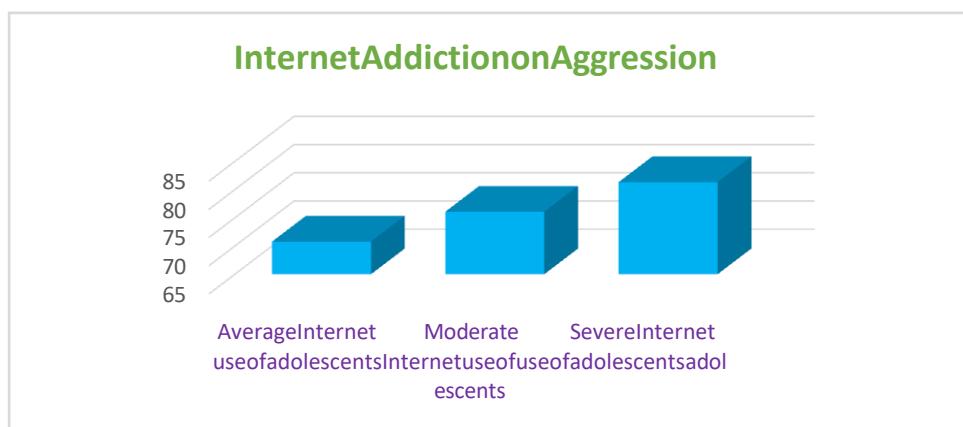
HYPOTHESIS

- The impact of Internet addiction on aggression will differ significantly between Average Internet use, Moderate Internet use and Severe Internet use of adolescents.

Table No.01. Mean SD and F Value of Internet Addiction on Aggression:

Internet Addiction	Mean	SD	N	DF	F Value	Sign.
Average Internet use of adolescents	70.78	7.01	50	147	16.45	0.01
Moderate Internet use of adolescents	76.08	11.13	50			
Severe Internet use of adolescents	81.32	8.97	50			

Figure No.01. Mean of Internet Addiction on Aggression



The observation of Table No. 01 and Figure No. 01 indicates that the mean values of the three classified groups differ significantly in terms of aggression. The mean and

standard deviation (SD) for adolescents with average internet use were 70.78 ± 7.01 , for moderate internet use were 76.08 ± 11.13 , and for severe internet use were 81.32 ± 8.97 . The F-value obtained from the analysis was 16.45, with degrees of freedom ($df = 2, 147$) and a significance level of $p = 0.01$. This F-value exceeds the critical values at both the 0.05 and 0.01 significance levels, indicating a statistically significant effect of internet addiction on aggression. These results support the hypothesis that aggression levels vary based on the severity of internet use. Specifically, adolescents with severe internet use exhibit significantly higher aggression levels compared to those with average or moderate internet use.

The findings of the present study indicate that adolescents with severe internet use exhibit significantly higher aggression levels compared to those with average or moderate internet use. This is consistent with prior research highlighting the psychological and behavioral effects of excessive internet usage on adolescents. Excessive internet use has been linked to increased aggression due to several psychological and environmental factors. Adolescents with severe internet use may experience heightened frustration, social isolation, and exposure to aggressive content online, which can contribute to aggressive behaviors (Kuss & Griffiths, 2015). Moreover, the displacement of time that could be spent on social interactions and physical activities may lead to poor emotional regulation, a factor commonly associated with increased aggression (Young, 1998).

The findings are also supported by Anderson and Bushman's (2001) General Aggression Model (GAM), which postulates that repeated exposure to aggressive stimuli (such as violent games or cyber bullying) through online platforms can escalate aggressive tendencies by influencing cognitive and emotional processes. Severe internet users may also develop maladaptive coping mechanisms and reduced empathy, further exacerbating aggressive behavior. Furthermore, adolescents with moderate internet use showed higher aggression levels than those with average use, albeit significantly lower than severe users. This aligns with studies suggesting a dose-response relationship where higher levels of internet use correspond to increased psychological and behavioral issues (Hawi & Samaha, 2017).

These findings underscore the importance of monitoring adolescents' internet usage and promoting balanced online habits to mitigate potential negative outcomes. Parental guidance, digital literacy programs, and mental health interventions can play a critical role in managing the impact of internet use on adolescent behavior.

CONCLUSIONS

Adolescents with severe internet use exhibit significantly higher aggression levels compared to those with average or moderate internet use.

This study highlights that adolescent with severe internet use exhibit significantly higher aggression levels compared to those with average or moderate internet use. Research has consistently shown that excessive internet usage, particularly involving violent content or prolonged screen time, can lead to heightened aggression and irritability. The General Aggression Model (GAM) suggests that repeated exposure to violent stimuli through online platforms can amplify aggressive thoughts, emotions, and behaviors. Moreover, excessive internet use can result in social isolation, impairing the development of social skills and emotional regulation, which further contributes to aggression. Adolescents may also experience withdrawal symptoms, such as anxiety or irritability, when unable to access the internet, leading to increased aggression. The study's findings suggest a dose-response relationship, where higher internet use correlates with greater aggression, a conclusion supported by previous research. Adolescents with moderate internet use also showed increased aggression, reinforcing the need for balanced internet consumption. These results underscore the importance of managing screen time and implementing interventions like parental guidance and digital literacy programs to reduce the adverse effects of internet addiction on adolescents' behavior and mental health.

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Psychological Warfare in Modern Politics:Tactics and Implications

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ABSTRACT

Psychological warfare, a strategic tool used in modern politics, involves the use of propaganda, misinformation, and other psychological tactics to influence, manipulate, and control the behavior, beliefs, and perceptions of individuals or groups. This research paper explores the various tactics employed in psychological warfare within the political realm, including disinformation campaigns, social media manipulation, and targeted messaging. It also examines the implications of these tactics on democratic processes, public trust, and international relations. The paper highlights the need for effective countermeasures and ethical considerations in addressing the challenges posed by psychological warfare in contemporary politics.

Keywords:-Psychological warfare, modern politics.

INTRODUCTION

Psychological warfare, also known as psy-war or political warfare, refers to the strategic use of psychological tactics and strategies to influence, manipulate, or control the attitudes, beliefs, and behaviors of individuals, groups, or entire populations. It is a potent tool that has evolved alongside advancements in communication technology and the digital age, enabling actors to reach wider audiences with greater precision. In the context of modern politics, psychological warfare is increasingly employed by both state and non-state actors to achieve various strategic objectives. These objectives may range from influencing election outcomes and policy decisions to destabilizing political systems and undermining international relations. The digital era has significantly enhanced the effectiveness and reach of psychological warfare. Social media platforms, digital advertising, and the internet have provided unprecedented tools for propagating disinformation, spreading rumors, and manipulating public opinion. These platforms

allow for rapid dissemination of content, targeted messaging based on data analytics, and the ability to create echo chambers where people are only exposed to information that aligns with their existing beliefs. This creates fertile ground for psychological warfare, where misinformation, propaganda, and selective exposure can distort political discourse and shape voter perceptions.

The tactics used in psychological warfare today are varied and sophisticated. They include the dissemination of false or misleading information (disinformation), targeted social media campaigns, psychological profiling, and the exploitation of cognitive biases. These tactics aim to create confusion, erode trust in democratic institutions, and polarize public opinion. For instance, disinformation campaigns during political elections are designed to spread false or misleading information about candidates, political parties, or the electoral process itself. This can sow distrust among voters, undermine the legitimacy of the political system, and contribute to voter apathy or disengagement. Moreover, the implications of psychological warfare extend beyond individual elections and domestic politics. These tactics can influence international relations, strain diplomatic ties, and contribute to geopolitical tensions. By targeting public opinion in other countries or leveraging global media platforms, psychological warfare can be used to shape perceptions of other nations, influence foreign policy, and undermine international cooperation. The impact of these strategies can be far-reaching, affecting everything from trade agreements to military alliances.

This research paper aims to explore the various tactics employed in psychological warfare within the political realm, examine their implications for democratic processes, public trust, and international relations, and discuss the ethical considerations they raise. It will also look at the need for effective countermeasures and the role of media literacy and education in mitigating the impact of psychological warfare. By understanding these dynamics, we can better address the challenges posed by psychological warfare in contemporary politics and work towards safeguarding democratic principles and the integrity of political processes.

Psychological warfare in modern politics involves a range of tactics designed to manipulate and influence public opinion, behavior, and perceptions. These strategies exploit vulnerabilities in individuals and societies, leveraging information, emotions, and psychological profiling to achieve strategic objectives. Here, we delve deeper into some of the key tactics used in psychological warfare within the political context:

1. Disinformation and Misinformation:

Disinformation refers to the deliberate dissemination of false information, intended to deceive or mislead the public. This can include fabricated news stories, manipulated videos, doctored images, and false reports spread through various media channels, including social media, traditional news outlets, and websites. The goal is to create confusion, undermine trust in credible sources, and shape opinions in a way that aligns with the objectives of the originators. For example, during an election campaign, disinformation might be used to portray a political candidate in a negative light, spread rumors of voter fraud, or create doubt about the legitimacy of the voting process.

Misinformation, on the other hand, involves the spread of false or misleading information that may not be intentionally deceptive but is still inaccurate. It often results from negligence, misunderstanding, or accidental distribution of information. Psychological warfare tactics can amplify misinformation by leveraging it as part of a broader strategy to influence public perception and sow discord. These tactics exploit cognitive biases, such as confirmation bias, where individuals tend to favor information that supports their pre-existing beliefs, making misinformation particularly effective.

2. Social Media Manipulation:

Social media platforms are powerful tools for psychological warfare due to their ability to target specific audiences based on user behavior and demographics. These platforms allow for the rapid dissemination of messages, memes, and content that can virally spread across communities. Political actors can use sophisticated algorithms to identify and manipulate groups that are more susceptible to specific messages, allowing them to craft tailored content that resonates with different segments of the population. For example, campaigns might use hashtags, viral challenges, or bot-driven accounts to amplify divisive content and create a sense of urgency or fear.

Algorithmic Amplification: The use of algorithmic amplification involves deploying bots and algorithms to increase the visibility of certain content. This can create an artificial sense of consensus or controversy, pushing the narrative in a particular direction. By manipulating the reach and engagement of posts, psychological warfare actors can dominate public discourse and control which information is most visible, further polarizing audiences and creating echo chambers.

Psychological Manipulation: These campaigns often target specific psychological triggers, such as fear, anger, and hope, to elicit emotional responses. For instance, fear-

based messaging might be used to stoke fears about immigration, terrorism, or economic collapse, while hope-based messaging might promise change and progress through a particular political agenda. The aim is to exploit these emotions to mobilize supporters or deter opposition.

3. Targeted Messaging and Psychological Profiling:

Psychological Profiling involves analyzing large datasets to identify individual psychological traits, preferences, and vulnerabilities. This information is used to create highly targeted political messages that exploit specific cognitive biases and emotional triggers. By understanding what motivates individuals, political actors can tailor content to resonate on a personal level, increasing the likelihood of engagement and influence. For example, a campaign might use psychological profiling to target young, impressionable voters with content that highlights specific cultural issues or appeals to identity politics.

Echo Chamber Creation:

Psychological warfare actors often exploit echo chambers to reinforce specific viewpoints and limit exposure to conflicting information. By manipulating algorithms and using targeted advertising, they can create an environment where individuals are more likely to encounter only information that aligns with their existing beliefs, making it difficult for opposing viewpoints to penetrate. This can lead to polarization and further entrenchment of ideological divides.

Voter Suppression Tactics:

Targeted messaging can also be used to suppress voter turnout, particularly among demographic groups less likely to support a particular political party. This can involve discouraging participation through misinformation about voting procedures, spreading apathy-inducing content, or leveraging identity politics to suggest that a candidate is not aligned with certain groups' interests.

4. Exploitation of Cognitive Biases:

Cognitive biases, such as confirmation bias, motivated reasoning, and social identity theory, are exploited to manipulate public opinion. Confirmation bias refers to the tendency of people to favor information that confirms their pre-existing beliefs. By selectively exposing individuals to information that supports their views, psychological warfare actors can create an environment where misinformation is more easily accepted. Motivated reasoning involves individuals shaping their views based on their

desires and emotions rather than objective facts. By appealing to these biases, psychological warfare tactics can skew perceptions and undermine rational decision-making.

Social Identity Theory:

This theory suggests that people's identities are influenced by the social groups they belong to. Political actors can exploit this by framing issues in ways that align with the identities and values of specific groups. For instance, they might use identity-based messaging to appeal to nationalist sentiments or racial/ethnic identities, thereby reinforcing group solidarity and inciting conflict between different demographic groups.

5. Global Implications and International Relations:

Psychological warfare tactics are not confined by national borders; they can be used to influence international relations and global political landscapes. By targeting public opinion in other countries, psychological warfare actors can disrupt diplomatic relations, influence foreign policy decisions, and contribute to geopolitical tensions. For instance, during a major international conflict, one country might use psychological warfare to weaken the resolve of its adversary's public or its allies, creating divisions and undermining international solidarity.

Impact on Trust and Legitimacy:

The use of psychological warfare tactics can erode trust in international institutions, such as the United Nations or the World Health Organization, by spreading misinformation and disinformation. This can weaken the effectiveness of global governance and coordination, as member states may question the legitimacy of decisions made by these organizations. Moreover, the manipulation of public opinion in other countries can also lead to a decline in trust towards foreign governments and international media, exacerbating political tensions.

These tactics are sophisticated and multi-faceted, designed to exploit human psychology, societal divisions, and technological platforms. The implications are profound, affecting everything from individual perceptions and public discourse to the stability of democracies and international relations. Understanding these strategies is crucial for developing effective countermeasures and safeguarding the integrity of political processes in the digital age.

Implications of Psychological Warfare

Psychological warfare in modern politics has far-reaching implications that affect democratic processes, public trust, societal cohesion, and international relations. These tactics exploit psychological vulnerabilities and societal divisions to manipulate public opinion and behavior, with significant consequences for political stability, trust in institutions, and the overall health of democracies. Here, we delve deeper into the implications of psychological warfare:

1. Impact on Democratic Processes:

Erosion of Public Trust:

Psychological warfare tactics, such as disinformation and misinformation campaigns, can erode public trust in democratic institutions, including the media, political parties, and government. When voters are exposed to false information, they may question the integrity of elections, the credibility of political leaders, and the overall fairness of the political system. This undermines the foundation of democratic governance and can lead to increased cynicism, voter apathy, and disengagement. The spread of misleading information during election periods, for example, can create doubt about the legitimacy of results and contribute to public disenchantment with the democratic process.

Polarization and Fragmentation:

Psychological warfare tactics are designed to exploit societal divisions, such as political, cultural, and racial lines, to polarize public opinion. By creating —us versus them— narratives and reinforcing identity-based conflicts, these strategies can deepen societal rifts. This polarization can be particularly damaging in democracies, where consensus and dialogue are essential for effective governance. When citizens are divided and mistrust each other, the ability to address common challenges and find mutually acceptable solutions becomes severely hindered.

Impact on Voter Behavior:

Psychological warfare tactics can influence voter behavior in ways that distort democratic choice. By targeting specific groups with tailored messages, these tactics can sway opinions, suppress turnout among certain demographics, or galvanize particular constituencies to support specific candidates or agendas. For instance, fear-based messaging might be used to increase turnout among a base by exploiting anxieties about national security or economic stability, while spreading disinformation

to discourage the opposition from voting.

2. Public Trust and Media Integrity:

Decline in Media Integrity:

The integrity of the media is crucial in combating psychological warfare. When the media is manipulated through fake news, sensationalized reporting, or biased journalism, it becomes a tool for spreading misinformation and disinformation. This can lead to a decline in public trust in journalism, as people become skeptical of what they read or see. Independent and trusted media sources are essential for providing accurate information and serving as a counterbalance to psychological warfare tactics. The erosion of media integrity undermines the public's ability to make informed decisions, leaving them vulnerable to manipulation.

Manipulation of Information:

Psychological warfare actors use media manipulation to create narratives that serve their objectives. They may employ propaganda techniques to portray a distorted view of reality, attack political opponents, or create panic. This manipulation can stoke fear, uncertainty, and anxiety among the public, which can be leveraged to advance specific political agendas. For example, during a crisis, misinformation about health or safety issues can be used to create fear and uncertainty, leading people to question government actions and guidance.

3. Ethical Considerations:

Manipulation vs. Free Speech:

The use of psychological warfare tactics raises ethical questions about the manipulation of individuals' beliefs and behavior. It challenges the principle of free speech and democratic discourse, as the setactics aim to distort truth and undermine rational decision making. The ethical implication so fusing psychological strategies to manipulate public opinion must be carefully considered, as they can infringe upon individual rights and freedoms. There is a need for ethical guidelines and international agreements to prevent the misuse of psychological warfare tactics in political campaigns and international relations.

Human Rights and Privacy:

The use of data analytics and psychological profiling for targeted messaging can lead to invasions of privacy and the exploitation of personal information. The ethical

issues surrounding the collection and use of data, as well as the potential for abuse, highlight the need for regulatory frameworks that protect individual rights and prevent undue manipulation. The impact on human rights is particularly concerning when psychological tactics are used to coerce or intimidate individuals into making decisions that are not in their best interest.

4. Counter measures and Defenses:

Media Literacy and Education:

One of the most effective defenses against psychological warfare is media literacy and education. By educating the public about the methods and tactics used in psychological warfare, individuals can become more critical consumers of information. This involves teaching people how to identify fake news, understand propaganda techniques, and recognize cognitive biases. Media literacy programs can empower citizens to make informed decisions and resist manipulation.

Legal and Institutional Reforms:

Governments and international organizations must implement legal and institutional reforms to counter psychological warfare. This includes stricter regulations on media, advertising, and online platforms to prevent the spread of disinformation. Developing policies that protect journalists, enhance transparency, and hold perpetrators accountable are essential for maintaining democratic norms and integrity. Legal frameworks need to adapt to the digital age to address new forms of psychological manipulation and to protect democratic processes from external threats.

International Cooperation:

Psychological warfare tactics often transcend national borders, making international cooperation essential. Countries need to work together to detect and mitigate these threats, share information on best practices, and support initiatives that promote global media integrity. Collaborative efforts to combat disinformation and improve cyber security are critical in an increasingly interconnected world. International bodies, such as the United Nations and the European Union, can play a key role in setting standards and fostering cooperation.

5. Global Implications and International Relations:

Impact on Global Stability:

Psychological warfare can destabilize international relations by creating distrust and inciting conflict. By manipulating perceptions of foreign governments, spreading false

narratives, and exploiting existing tensions, psychological warfare can contribute to geopolitical instability. This can weaken international alliances, fuel nationalist sentiments, and lead to increased diplomatic tensions. The manipulation of public opinion in one country can also have ripple effects, influencing perceptions in neighboring countries and impacting global stability.

Trust in International Organizations:

The spread of misinformation and disinformation about international organizations can undermine public trust in these institutions. This erosion of trust can hinder international cooperation on issues such as climate change, pandemics, and security. When people lose confidence in the ability of international bodies to address global challenges, they may become more nationalistic or isolationist, which can further complicate international relations.

These implications underscore the need for a comprehensive approach to counter psychological warfare. This includes public education, regulatory reforms, international cooperation, and ethical considerations. By understanding and addressing the challenges posed by psychological warfare, we can work towards safeguarding democratic principles, protecting individual rights, and promoting global stability.

CONCLUSION

Psychological warfare in modern politics is a complex and multifaceted phenomenon that has the potential to disrupt political systems, erode public trust, and undermine democratic values. The tactics employed, such as disinformation, social media manipulation, and psychological profiling, exploit vulnerabilities in individuals and societies. Addressing these challenges requires a comprehensive approach that includes public education, legal reforms, and international cooperation. It is essential to safeguard the integrity of political processes and uphold democratic principles in the face of these psychological threats.

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The Impact of Propaganda on Collective Political Behavior: A Psychological Approach

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ABSTRACT

Propaganda has long been a powerful tool in shaping political behavior and collective decision-making. This paper explores the psychological mechanisms through which propaganda influences groups and individuals, focusing on cognitive biases, emotional appeals, and social identity theory. By examining historical and contemporary examples, the study highlights the multifaceted impact of propaganda on political preferences, polarization, and group dynamics. The findings underscore the importance of media literacy and critical thinking in mitigating propaganda's effects.

Keywords:-political behavior, collective decision-making.

INTRODUCTION

Propaganda has long been a central tool in shaping public opinion, particularly during periods of political unrest, war, or elections. Defined as the systematic dissemination of information, often biased or misleading, to influence public perception, propaganda exploits psychological principles to mold collective attitudes and behaviors. From the ancient art of rhetoric in Greco-Roman politics to the sophisticated digital campaigns of the modern era, propaganda has evolved, adapting to the technological and cultural contexts of its time. In contemporary society, where digital platforms have revolutionized communication, the reach and impact of propaganda have been magnified. The advent of social media, algorithmic targeting, and artificial intelligence has enabled unprecedented levels of personalization and scale, making propaganda more potent and insidious. As individuals are exposed to tailored content that reinforces preexisting beliefs, echo chambers emerge, fostering polarization and reducing the capacity for critical thinking. This phenomenon is

Roman politics to the sophisticated digital campaigns of the modern era, propaganda has evolved, adapting to the technological and cultural contexts of its time. In contemporary society, where digital platforms have revolutionized communication, the reach and impact of propaganda have been magnified. The advent of social media, algorithmic targeting, and artificial intelligence has enabled unprecedented levels of personalization and scale, making propaganda more potent and insidious. As individuals are exposed to tailored content that reinforces preexisting beliefs, echo chambers emerge, fostering polarization and reducing the capacity for critical thinking. This phenomenon is

particularly evident in the political domain, where narratives crafted by state and non-state actors alike manipulate emotions such as fear, hope, and anger to sway electoral outcomes and reinforce ideological divides.

The psychological underpinnings of propaganda are deeply rooted in theories of persuasion, social influence, and group dynamics. Classical concepts, such as the *Elaboration Likelihood Model (ELM)* and *Cognitive Dissonance Theory*, shed light on how individuals process persuasive messages, while social identity theory explains the role of group affiliations in shaping collective behavior. Propaganda leverages these mechanisms by appealing to emotions, exploiting cognitive biases, and capitalizing on the human tendency to seek conformity within groups. Despite its profound implications, the psychological dimensions of propaganda remain underexplored in the context of collective political behavior. This study seeks to bridge this gap by investigating how propaganda campaigns influence not only individual attitudes but also collective decision-making processes. By focusing on the interplay between psychological principles and modern communication strategies, this research aims to provide a nuanced understanding of propaganda's role in shaping political landscapes.

This paper will first explore the historical evolution of propaganda and its integration with psychological theories. It will then examine contemporary examples of propaganda, focusing on its impact on voter behavior, public opinion, and social cohesion. Finally, strategies for mitigating its effects through media literacy and critical thinking will be discussed, offering insights into safeguarding democratic processes in an era of pervasive misinformation.

Psychological Mechanisms of Propaganda

Propaganda operates by leveraging fundamental psychological mechanisms that govern human cognition, emotion, and behavior. Its effectiveness lies in exploiting cognitive shortcuts, emotional appeals, and social influences, often bypassing rational deliberation to achieve persuasive objectives. This section explores the primary psychological mechanisms that make propaganda a powerful tool in shaping collective political behavior.

1. Cognitive Biases

Cognitive biases are systematic errors in thinking that affect decision-making and judgment. Propaganda capitalizes on these biases to manipulate perception and

reinforce desired narratives. Key biases exploited in propaganda include:

Confirmation Bias: Individuals tend to favor information that aligns with their preexisting beliefs while dismissing contradictory evidence. Propaganda reinforces these beliefs by presenting one-sided or distorted messages that resonate with the audience's worldview.

Availability Heuristic: Repeated exposure to specific messages makes them more mentally accessible, creating the illusion that these messages represent truth or common consensus.

Framing Effect: The way information is presented significantly influences decision-making. Propaganda frames issues in a manner that aligns with its agenda, highlighting certain aspects while obscuring others.

2. Emotional Appeals

Emotions play a critical role in decision-making, often overriding logical reasoning.

Propaganda strategically invokes emotions to drive engagement and compliance.

Fear: Messages emphasizing threats, whether real or exaggerated, compel individuals to seek security, often leading to support for authoritative figures or policies.

Hope and Optimism: Positive emotional appeals promise a better future, inspiring trust and loyalty toward the propagandist's cause.

Anger and Outrage: Propaganda leverages anger to mobilize collective action against perceived adversaries, fostering in-group cohesion against out-groups.

3. Social Influence

Humans are inherently social beings, influenced by the opinions and behaviors of others. Propaganda uses social dynamics to shape attitudes and behaviors:

Conformity: The desire to fit in with a group leads individuals to adopt its beliefs and practices, even when these contradict personal convictions.

Social Proof: People tend to align with actions they perceive as widely accepted or endorsed, making propaganda more effective when it appears popular or mainstream.

Authority: Messages endorsed by credible or authoritative figures carry greater weight, compelling individuals to accept them without question.

4. Repetition and the Illusory Truth Effect

Repetition is a core tactic of propaganda, as repeated exposure to a message increases its perceived validity. This phenomenon, known as the Illusory Truth Effect, exploits the brain's tendency to equate familiarity with truth. By consistently reiterating specific

narratives, propaganda injects its ideas into public consciousness, making them difficult to dislodge.

5. Priming and Agenda-Setting

Priming involves preparing an audience to interpret information in a specific way by highlighting particular themes or ideas. For instance, repeated discussions about national security might prime individuals to prioritize this issue over others, such as economic inequality. Similarly, agenda-setting ensures that certain topics dominate public discourse, directing attention and concern toward them while diverting focus from alternative narratives.

6. Group Identity and Polarization

Propaganda often appeals to group identity, emphasizing "us versus them" dynamics. By fostering in-group favoritism and out-group hostility, propagandists create a sense of unity among supporters while deepening societal divisions. Social Identity Theory explains how individuals derive self-esteem from group membership, making them susceptible to messages that affirm their group's superiority or victimhood.

7. Misinformation and Cognitive Dissonance

Propaganda often disseminates misinformation to create confusion or reinforce desired beliefs. When individuals encounter contradictory information, they experience cognitive dissonance, a psychological discomfort caused by holding conflicting beliefs. To resolve this discomfort, people may disregard evidence that contradicts propaganda, doubling down on their original beliefs.

8. Narrative Transportation

Propaganda leverages the human affinity for stories by embedding messages within compelling narratives. When individuals become emotionally immersed in a story, they are more likely to accept its premises and adopt its conclusions without critical scrutiny.

Historical and Contemporary Examples

- World War II Propaganda** Governments utilized propaganda to rally citizens, demonize enemies, and sustain morale. Posters, films, and radio broadcasts were tailored to evoke national pride and solidarity while dehumanizing opposing forces.
- Modern Social Media Campaigns** The rise of social media has revolutionized the dissemination of propaganda. Platforms like Facebook and Twitter have been used to spread misinformation, deepen political divides, and influence elections. Algorithms prioritize sensational content, inadvertently amplifying propagandist

messages.

Impact on Political Behavior

Propaganda exerts profound influence on political behavior by shaping public opinion, influencing voter decisions, polarizing societies, and undermining democratic institutions. Its effects are multidimensional, often operating at individual, group, and societal levels. This section explores the various ways propaganda impacts political behavior, supported by historical and contemporary insights.

1. Shaping Public Opinion

Propaganda molds public perception of political leaders, policies, and events by selectively presenting information and framing narratives.

Agenda-Setting: By controlling the topics discussed in public discourse, propaganda prioritizes specific issues, directing public attention and concern. For instance, media coverage during political campaigns often emphasizes specific policy areas (e.g., national security) to align with propagandists' agendas.

Perception Management: Propaganda distorts reality to favor certain political actors or ideologies, as seen in state-sponsored media campaigns that present authoritarian leaders as benevolent or infallible.

2. Influencing Voter Decisions

Propaganda plays a critical role in shaping voter behavior, often by exploiting cognitive biases and emotional appeals.

Emotional Decision-Making: Voters are swayed by messages that evoke strong emotions such as fear, hope, or anger. For example, fear-based propaganda about immigration has influenced electoral outcomes in multiple countries by fostering nationalist sentiments.

Identity Politics: Propaganda appeals to ethnic, religious, or ideological identities to mobilize specific voter bases, deepening divisions between groups and creating voting blocs based on identity rather than policy.

Disinformation Campaigns: The spread of false information about candidates or parties has led to shifts in voter preferences, sometimes swaying election results.

3. Polarization and Social Fragmentation

Propaganda contributes to societal polarization by promoting "us versus them" narratives that amplify divisions within communities.

Echo Chambers and Filter Bubbles: Social media algorithms often amplify

propaganda by reinforcing users' preexisting beliefs, creating insular environments where opposing views are excluded.

Demonization of Opponents: Political opponents are framed as existential threats, fostering mistrust and hostility that erode social cohesion. For example, propaganda during the Brexit referendum polarized British society, creating lasting divisions over identity and policy.

Radicalization: In extreme cases, propaganda fosters radical political behavior, including support for violence or extremism. Groups such as ISIS have effectively used propaganda to recruit and radicalize individuals globally.

4. Undermining Democratic Institutions

Propaganda erodes trust in democratic processes, often paving the way for authoritarianism or political instability.

Delegitimizing Elections: Claims of election fraud, often unsupported by evidence, have been used to undermine confidence in electoral outcomes, as seen in the aftermath of the 2020 U.S. presidential election.

Suppressing Dissent: Authoritarian regimes use propaganda to discredit opposition parties, activists, and journalists, framing them as traitors or foreign agents.

Manipulating Judicial Processes: Propaganda campaigns sometimes target judicial institutions to sway public opinion on court rulings, undermining the rule of law.

5. Mobilizing Mass Movements

Propaganda has been a key tool in mobilizing mass political movements, both for progressive and regressive causes.

Revolutions and Protests: Propaganda played a role in mobilizing participants during the Arab Spring, where social media campaigns highlighted government corruption and human rights abuses.

Authoritarian Consolidation: Conversely, propaganda has been used to suppress mass movements, as seen in China's portrayal of Hong Kong protests as Western conspiracies.

6. Long-Term Behavioral Changes

The effects of propaganda often persist beyond immediate political events, influencing long-term political attitudes and behaviors.

Partisan Loyalty: Repeated exposure to partisan propaganda fosters entrenched political loyalties, making individuals resistant to alternative viewpoints.

Distrust in Media: Persistent propaganda campaigns that label independent media as

"fake news" create widespread skepticism toward information sources, making it harder for the public to discern truth from falsehood.

Normalization of Extreme Ideologies: Over time, propaganda can normalize fringe or extreme political ideologies, shifting societal norms and political discourse.

Strategies to Mitigate Propaganda's Effects

Mitigating the effects of propaganda requires a multifaceted approach that combines individual resilience, institutional safeguards, and technological interventions. These strategies aim to enhance critical thinking, promote transparency, and counteract the spread of misinformation while fostering a more informed and engaged citizenry.

1. Promoting Media Literacy

Media literacy education equips individuals with the skills to critically analyze information, identify biases, and discern credible sources.

Critical Thinking Skills: Teaching individuals to question the intent, source, and evidence behind media messages helps reduce susceptibility to propaganda.

Fact-Checking Practices: Encouraging the use of reputable fact-checking platforms like Snopes or PolitiFact empowers people to verify information before accepting or sharing it.

Understanding Algorithms: Educating users about how algorithms shape their news feeds can help them recognize echo chambers and actively seek diverse perspectives.

2. Strengthening Independent Media

A robust, independent media sector is essential for countering propaganda and providing accurate information.

Journalistic Standards: Supporting investigative journalism that adheres to ethical standards ensures the public receives balanced, well-researched reporting.

Community Media Initiatives: Local media outlets can provide context-specific information, countering generalized or misleading propaganda campaigns.

Funding for Free Press: Governments, NGOs, and international organizations should invest in protecting journalists and ensuring the sustainability of independent media.

3. Regulating Disinformation on Digital Platforms

Governments and tech companies must collaborate to address the proliferation of propaganda online without infringing on free speech.

Content Moderation: Platforms can employ advanced AI tools to identify and remove false or harmful content while maintaining transparency about moderation processes.

Accountability for Platforms: Social media companies should be held accountable for the spread of

f propaganda, requiring them to implement measures such as labeling dubious content or reducing its visibility.

Regulatory Frameworks: Policies like the EU's Digital Services Act aim to combat misinformation by mandating greater oversight of online platforms.

4. Empowering Civil Society

Nongovernmental organizations (NGOs) and grassroots movements play a critical role in combating propaganda by fostering public awareness and resilience.

- **Public Awareness Campaigns:** NGOs can run campaigns to educate the public about the dangers of propaganda and provide tools for identifying it.
- **Coalitions Against Misinformation:** Collaborative networks of organizations can pool resources and expertise to counter large-scale disinformation efforts.
- **Community Engagement:** Encouraging open dialogues within communities can bridge divides and counteract the polarizing effects of propaganda.

5. Enhancing Government Transparency and Communication

Governments can counter propaganda by building trust through transparent and consistent communication.

Proactive Information Sharing: Providing timely, accurate information reduces the vacuum in which propaganda thrives.

Crisis Communication Strategies: In times of crisis, governments should establish clear channels to communicate directly with the public, countering misinformation with authoritative facts.

Public Oversight Mechanisms: Engaging citizens in policy-making and oversight fosters trust and reduces susceptibility to manipulative narratives.

6. Technological Innovations in Counter-Propaganda

Advances in technology can be harnessed to detect and neutralize propaganda.

AI and Machine Learning: Tools can identify patterns in propaganda dissemination, such as coordinated bot activity or viral misinformation.

Blockchain for Verifiable News: Blockchain technology can ensure the authenticity of news sources and prevent tampering.

Counter-

Messaging Campaigns: Algorithms can be used to promote accurate information and positive narratives to audiences exposed to propaganda.

7. Fostering International Cooperation

Global challenges like propaganda require cross-border collaboration to develop unified

strategies.

International Agreements: Treaties and frameworks can establish norms for combating state-sponsored disinformation campaigns.

Knowledge Sharing: Nations and organizations can share best practices and technological tools to combat propaganda effectively.

Global Fact-Checking Networks: International networks of fact-checkers can provide rapid, reliable verification of disputed claims.

8. Encouraging Civic Engagement and Dialogue

Promoting active participation in democratic processes and fostering open dialogue can reduce the effectiveness of propaganda.

Community Forums: Public discussions and town halls encourage critical engagement with political issues, countering simplistic propaganda narratives.

Deliberative Democracy Practices: Initiatives like citizen assemblies involve diverse groups in policy discussions, promoting nuanced understanding and reducing polarization.

Education on Democratic Values: Teaching the principles of democracy and civic responsibility can inoculate individuals against authoritarian propaganda.

CONCLUSION

Propaganda remains a formidable force in shaping collective political behavior, leveraging psychological principles to influence attitudes and actions. Its impact on polarization, group dynamics, and critical thinking underscores the need for robust countermeasures. By fostering media literacy, promoting dialogue, and regulating misinformation, societies can mitigate propaganda's influence and strengthen democratic resilience. Future research should delve deeper into the interplay between technology and propaganda, examining how emerging tools like artificial intelligence can both amplify and counteract propagandist efforts.

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Diagnosing Depression with Artificial Intelligence: A Systematic Literature Review

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Abstract

Background: Artificial intelligence is a new wonder to predict and assess the severity of mental health disorders. Undoubtedly, the Audio/Visual Emotion Challenge (AVEC 2016) has boosted the research in the related subject but there is still a dearth of reviews related to artificial intelligence and depression.

Aim:

To extrapolate the handouts about the quality assessment of included studies of this Systematic Literature Review

(SLR). To find out the most widely adopted AI approach to predict depression. To find out the most widely used biomarker for predicting depression. To identify the Model Accuracy of the included studies.

Methods: The articles related to the applications of artificial intelligence predicting depression were searched by inputting the keywords (—Depression||) AND (—Artificial Intelligence|| OR —Machine Learning|| OR —ML||)

AND (—Prediction|| OR —Diagnosis||) in the search engine of websites like ScienceDirect, Web of Science,

PubMed and Springerlink. The outputs were filtered with the inclusion and exclusion criteria. The quality assessment was done based on the Quantitative Assessment Tool for Studies with Diverse Designs (QATSDD). **Results:** A narrative approach was adopted to encapsulate the Quality assessment of included studies to predict depression. The

findings of this study concluded that the study carried out by Marques, et al., (2020) came with

the highest quality score of 36 on rating with the QATSDD among the included studies of this Systematic

Literature Review (SLR). This study also found that the top accuracy of the developed model was detected from the model developed by Sharma, et al., (2018).

Keywords:- Artificial intelligence, predict depression.

INTRODUCTION

Psychological disorders are experienced worldwide which embrace switches in mood, difficulty in coping with stressful day-to-day problems, alienation, and so on. In 2010 psychological disorders were the prime spawns of years living with disability (YLD) with depression and anxiety in the middle of the most frequent disorders (Whiteford et al., 2013).

Depression is one of the most common psychological disorders that exerts influence on 10-20% of women and 5-12% of men (Ozdas et al., 2004). Depression is a condition wherein a person feels low mood, low appetite & energy, changes in sleep patterns, less interest in daily activities, and thoughts of suicidal behavior which makes them feel apprehensive. Coherently, depression is highly prevalent, more than 300 million people worldwide suffer from this mental health condition (Schrecker, 2017), which is as same as adding fuel to the burdens of people in this difficult time of COVID-19 (Chlasta et al., 2019; Friedli, 2009). Depressed patients are tormented with devastating episodes of sadness for long durations (6 months onwards). People suffering from depression display massive impressions of deviancy in their social setup and society as a whole (Centre for Mental Health). It is estimated that global mental health costs will jump up to about 6 trillion dollars annually by 2030, which at times will be much more than the expected costs of diabetes, respiratory diseases, and cancer combined (Bloom et al., 2018).

The gateway to the treatment of any psychological disease is its accurate diagnosis and in the case of depression, it needs strenuous upskilling & experiences and people must seek help from mental health professionals. However, the closure of the fate is that it is always burdensome for depressive patients to obtain medical attention for the reasons for curtailment of transportability, fare, and motivation.

The atrocious complexion of depression is the rule and not the exception, making long-term follow-ups and effective assessment an essential part of a patient's recovery. Customary tracking methods anticipate retrospective descriptions that are contingent on recall bias. This method hinders the accurate characterization, understanding, and recovery rate in real-life settings (Shiffman et al., 2008). The substitute for retrospective methods is ecological momentary assessment (EMA) which permits repeated sampling of thoughts, apprehensions, and distortions as direct in time to the encounter as practicable in actual situations (Shiffman et.al., 2008). This approach (EMA) beat paper and pencil approaches in the assessment (Moore et al., 2016). However, for diagnosing any psychiatric disorder, no approved biomarker is available (Bandelow et al., 2017; Gururajan et al., 2016; Lakhan et al., 2010), but psychiatrists and clinicians use several biomarkers to detect depression which broadly includes speech, and text, and expression. The broad availability, acceptance, and intense use of social media platforms and other wearable gadgets make them budding stage or source house of the main biomarkers i.e., speech, text, and expression for the assessment and treatment of depression through the EMA approach with Artificial Intelligence (AI) to treat depression by cutting-off expenses and widen the scope of mental health services to masses. Moreover, the new generation prefers to contact mental health amenities via websites and applications (Becker et al., 2016; Cunningham et al., 2014). For the same purpose demand and preference) several prototypes have been scrutinized to predict and estimate depression(Cohnetal., 2009; Cummins et al., 2011; Koolagudi& Rao, 2012). In these prototypes, the researchers use different AI models like Convolution Neural Networks (CNN), Deep Convolution Neural Networks (DCNN), Support Vector Machines (SVM), Artificial Neural Networks (ANN), and so on, to predict and assess depression. As there are several biomarkers of depression and AI methods through which one can make an early diagnosis of depression, there is a need for a Systematic Literature Review (SLR) of the past studies to answer the following questions; quality assessment of past studies? the model accuracies? which biomarkers of depression and which AI approaches are mostly used by researchers for the early diagnosis of depression? But to date, there are only a few SLRs as Cummins et al., (2015) which has used only those articles that have used speech as a biomarker of depression, the other one was done by Zhang et al., (2020) was limited to include only those studies who have used EEG and Physiological signals as a biomarker of depression and the last one done by William &Suhartono, (2021) which too is limited to text-based analysis (only

textual Biomarker) of depression. This study aims to make a systematic literature review of all those studies that have used speech, text, and emotion as biomarkers of depression, their quality assessment, mostly used biomarkers of depression, widely used AI approaches, and their model accuracies that are developed for early diagnosis of depression.

METHOD

This SLR inspects qualitative as well as quantitative assessments of chief studies related to diagnosing depression with AI. The authors developed a three-stage model shown in Figure 1 1 as a blueprint to conduct this study. The first stage (Plan) holds two steps: (a) the need for a literature review and (b) proposed research questions. The second stage (Conduct) comprises three steps: (a) search strategy, (b) selection of prime studies, and (c) extract data. The final stage (Document) holds two steps: (a) obtain results and (b) conclusion.

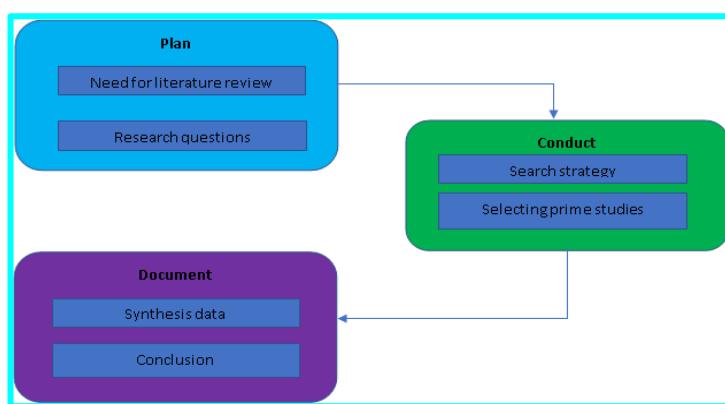


Figure 1 Three-stage Model of this SLR

NEEDFORLITERATUREREVIEW

This SLR pursues to recognize and summaries existing studies related to the diagnosis of depression with the help of AI. Currently, there are systematic literature reviews (Cummins et al., 2015; Sirriyah et al., 2012; Zhang et al., 2020; William & Suhartono, 2021) that are similar to our work at certain points but none of them review the proposed research questions of this study. From this stand point, we hunted the principal differences from other reviews by identifying:(a) the best quality research paper related to the field, (b)their model accuracies the most popular AI method in

diagnosing depression, and (d) the most widely used biomarkers used for diagnosing depression.

RESEARCH QUESTIONS

To achieve the objective of this research, the researcher set 2 research questions.

1. To assess the quality of research studies included in this SLR?
2. To identify the Model Accuracy of the included studies?

SEARCH PROCESS

Four digital libraries: Science Direct, PubMed, Web of Science, and Springer Link were geared for searching the related literature of this SLR. These digital libraries were selected as they are prestigious and popular in the scientific community and these libraries give access to a huge part of digital literature on a wide range of areas, including those related to our research. In the second step, we searched the related literature in these selected digital libraries by inserting keywords. To do this, an advanced (Boolean) search included the key terms: [(Depression OR Depressive OR Depressed)AND(Artificial Intelligence OR Machine Learning ORML)AND (Prediction OR Diagnosis)] was conducted in these selected digital libraries in mid-2021.

Table 1. Identification and selection of related literature for this SLR.

Source	Identified	Selected
ScienceDirect	600	31
PubMed	490	06
SpringerLink	206	07
Web of Science	162	11
Total	1458	55

Table 1 exhibits identification as well as the total number of articles for the selection of prime records in this SLR. Overall total identified records were 1458 from these digital libraries. 31 articles were included from the Science Direct library, 06 records were selected from PubMed, 07 were selected from SpringerLink, and 11 articles, were selected from Web of Science.

To better unify and shape the whole process, this SLR followed the PRISMA (preferred reporting items for systematic reviews and meta-analysis) guidelines.

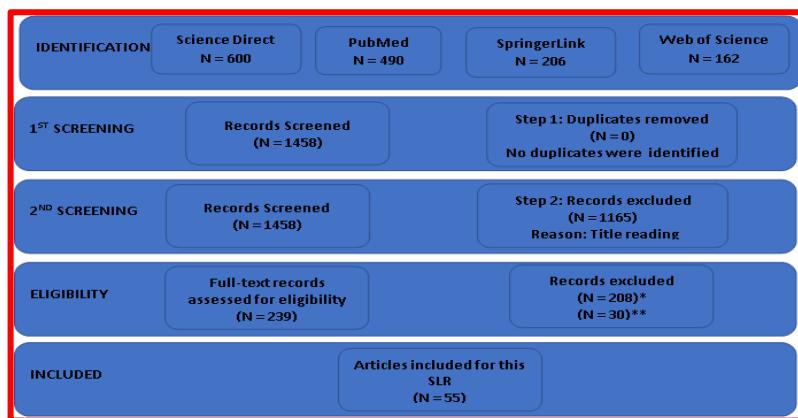


Figure 2 Prisma Flowchart of literature research and selection

*Articles were excluded that do not contain selected search terms in the title, abstract, or keywords.

**Articles excluded that were not specified in detecting depression with Artificial Intelligence.

Inclusion Criteria: In this study, the reviews were addressed from 2014 onwards. The Audio Visual and Emotion Challenge (AVEC_2014) with the theme —3D dimensional effects and depression recognition challenge boosted the research related to the role of artificial intelligence in predicting mental disorders. All the replenished results were shrouded by title and abstract to check if they converged the inclusion and exclusion criteria.

The inclusion criteria consisted:

- Only empirical papers were included.
- Only those Articles included that contained selected search terms in the title, abstract, or keywords.
- Only those articles selected that were specified in detecting depression with Artificial Intelligence
- Articles published from 2014 onwards.

RESULTS

Table 2. Quality assessments scores of the top 10 studies among the 55 selected records (Evaluated using the Quality Appraisal Tool)

S.No.	Research study	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Total Quality Score
1	Marques et al. (2020)	3	3	3	3	3	3	2	3	2	2	2	2	2	1	1	1	36
2	Sharma et al. (2018)	3	3	2	2	2	3	3	3	2	2	2	2	2	1	2	1	35
3	Chiong et al. (2021)	3	3	2	2	2	2	2	2	2	2	2	2	2	2	1	1	33
4	Acharya et al. (2018)	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1	30
5	Yue et al. (2020)	2	2	2	2	2	2	2	2	2	1	2	2	2	2	1	1	30
6	Liet al. (2016)	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	29
7	Byune, et al., (2019)	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	29
8	Dong and Yang (2021)	2	2	2	2	2	2	2	1	2	2	2	2	2	1	1	1	29
9	Bueno et al. (2019)	2	1	2	2	2	2	2	2	2	2	2	2	1	2	1	1	28
10	Cai et al. (2020)	2	1	2	2	2	2	2	2	2	2	2	2	2	1	1	1	28

with Diverse Design (QATS) DD. Explicit theoretical framework. B = Statement of aims/objectives in the main body of the report. C = Clear description of the research setting. D = Evidence of sample size considered in terms of analysis. E = Representative sample of the target group of a reasonable size. F = Description of the procedure for data collection 's. G = Rationale for choice of data collection tools. H = Detailed recruitment data. I = Statistical assessment of reliability and validity of measurement tools (Quantitative only). J = Fit between stated research question and method of data collection (Quantitative). K = Fit between the stated research questions and the format & content of the data collection tool. E.g. interview. (Qualitative). L = Fit between research question and method of data analysis. M = Good justification for the analytical method selected. N = Assessment of reliability of analytical process (Qualitative only). O = Evidence of user involvement in design. P = Strengths and limitations critically discussed.

Table 2 presents the quality assessment scores of the top 10 studies from the 55 selected records, evaluated using the Quality Appraisal Tool for Studies with Diverse Designs (QATSDD). The studies were rated across 16 criteria (A to P),

each representing a specific aspect of research quality, with scores ranging from 1 to 3.

1. **Marques et al. (2020)** achieved the highest quality score of 36, indicating robust adherence to the criteria, with consistent scores across most categories.
2. **Sharma et al. (2018)** followed closely with a score of 35, demonstrating high methodological rigor but showing slight variations in specific areas.
3. **Chiong et al. (2021)** scored 33, reflecting moderate quality with some areas for improvement.
4. **Acharya et al. (2018)** and **Yue et al. (2020)** both obtained scores of 30, showcasing moderate quality with relatively consistent performance across the criteria.
5. **Li et al. (2016)**, **Byune et al. (2019)**, and **Dong and Yang (2021)** each scored 29, indicating comparable quality with minor shortcomings in specific categories.
6. **Bueno et al. (2019)** and **Cai et al. (2020)** scored the lowest among the top 10, with 28 points each, highlighting areas for significant improvement while maintaining reasonable methodological standards.

The criteria with the most variability across studies included explicit theoretical frameworks (A), evidence of user involvement in design (O), and strengths and limitations critically discussed (P), suggesting these as common areas for enhancement. This assessment provides a comparative overview of the methodological rigor of the studies, facilitating informed decisions regarding their use in further research or practice.

Table-3. Model Accuracies of the included studies.

S.No.	Research Study	Model Accuracies
1	Sharma et al. (2018)	99.58%
2	Acharya et al. (2018)	99.5%
3	Gudigare et al. (2021)	99.33%
4	Sharma G, et al. (2021)	99.10
5	Ali et al. (2018)	98%
6	Marques et al. (2020)	96%

7	Chattpadhyay(2017)	95.5%
8	Mumtaz and Qayyum(2019)	95.14%
9	Chiongetal.(2021)	95%
10	Heetal. (2021)	93.6%

Table 3 summarizes the model accuracies reported in the included studies. The accuracies range from a high of 99.58% to a low of 93.6%, highlighting the varying performance of the models across the studies.

1. **Sharma et al. (2018)** reported the highest model accuracy at 99.58%, demonstrating exceptional predictive performance.
2. **Acharya et al. (2018)** followed closely with an accuracy of 99.5%, indicating comparable effectiveness.
3. **Gudigare et al. (2021)** achieved an accuracy of 99.33%, showcasing strong model performance.
4. **Sharma et al. (2021)** reported a slightly lower accuracy of 99.10%, still reflecting high reliability.
5. **Ali et al. (2018)** achieved an accuracy of 98%, maintaining robust predictive capability.
6. **Marques et al. (2020)** demonstrated a slight decline in accuracy at 96%, which is still substantial.
7. **Chattpadhyay (2017)** reported an accuracy of 95.5%, suggesting moderate effectiveness.
8. **Mumtaz and Qayyum (2019)** achieved 95.14%, closely aligned with Chattpadhyay's results.
9. **Chionget al. (2021)** reported a similar accuracy of 95%, indicating consistent model performance.
10. **He et al. (2021)** presented the lowest accuracy at 93.6%, reflecting relatively weaker but still acceptable predictive capability.

The reported accuracies indicate a high level of performance across most studies, with marginal variations. Studies such as **Sharma et al. (2018)** and **Acharya et al. (2018)** stand out for their near-perfect model accuracy, while **Heetal. (2021)** demonstrates room for improvement. This comparative evaluation provides a clear perspective on the effectiveness of the models examined.

DISCUSSION

This study evaluated the quality and performance of the top 10 selected studies on the basis of their methodological rigor and reported model accuracies. The quality assessment using the Quality Appraisal Tool for Studies with Diverse Design (QATSDD) revealed that most studies demonstrated strong adherence to core research standards, with scores ranging from 28 to 36. High-quality studies, such as those by Marques et al. (2020) and Sharma et al. (2018), excelled in theoretical framework, data collection, and alignment between research questions and methodology. However, areas like user involvement in study design and critical discussion of strengths and limitations were identified as common weaknesses across the studies.

Model accuracies were uniformly high, indicating the effectiveness of the models used in the studies. Sharma et al. (2018) reported the highest accuracy (99.58%), suggesting state-of-the-art model performance. Despite high accuracy rates, some studies, such as He et al. (2021), demonstrated relatively lower accuracies (93.6%), pointing to potential areas for improvement in model optimization or data preprocessing.

The variability in quality and accuracy underscores the importance of a balanced focus on both methodological rigor and technical performance. Higher-quality studies tended to align with better model accuracies, highlighting a possible relationship between research quality and outcomes.

CONCLUSION

The findings of this review underscore the overall robustness of the included studies, with notable strengths in methodological execution and predictive model performance. However, recurring gaps in user-centered design and the critical evaluation of study limitations warrant attention for future research. By addressing these areas, researchers can enhance both the validity and applicability of their findings.

This study provides a foundation for further exploration into the interplay between methodological quality and model performance, offering insights for the development of more rigorous and impactful research in this domain.

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Hindu Philosophy as the Foundation of Modern Science

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ABSTRACT

Hindu philosophy, rooted in the Vedas, Upanishads, and other ancient texts, presents profound insights that align with principles of modern science. This review explores how Hindu thought, emphasizing interconnectedness, empirical inquiry, and systematic observation, laid the foundation for scientific advancements. By examining philosophical tenets and their parallels in contemporary science, this paper underscores the timeless relevance of Hindu wisdom in understanding and advancing scientific pursuits.

Keywords:-

Interconnectedness, Quantum physics, Causality, Consciousness, Ayurveda, Philosophical inquiry

INTRODUCTION

The philosophy and science discussion is an ongoing discussion; philosophy offers the building blocks and often shapes the questions which are tested and explored through science. In essence, philosophy tackles issues of existence, knowledge, and truth that are deeply intertwined with the scientific pursuit of knowledge of the physical world. However, the very interface between philosophy and refined scientific epistemology has historically spurred identifications of emerging paradigms and methodologies that have additionally reconstructed philosophical premises. This allows science and Hindu philosophy to have an intersection with each other since Hindu philosophy has a very large system of logic, metaphysics, and ethics which extends this relationship into impactful ways both directly and indirectly.

Hindu philosophy includes various schools of thought, including Samkhya, Vedanta, and Nyaya, each of which provides its own insights into the nature of reality, consciousness, and causality. These schools, including the ones above, preach principles such as interlinking, causality, and the search for absolute truth — concepts aligned closely with contemporary scientific methods. The metaphor of interconnectedness, for example, resonates with quantum physics and ecological sciences, which study entities in the light of interdependence instead of isolation. This foundational analytical framework still informs the philosophical landscapes, and systems like Nyaya echo the logical coherence that underpins scientific reasoning, revealing the philosophical depths entwined with ancient Indian discourse.

This paper addressing the impact of Hindu philosophy in contemporary scientific models, and how it stands as a priory postulate for the development of scientific theories. The discussions ranges from ancient India's contributions to mathematics and astronomy to modern dialogues on consciousness and quantum mechanics, all contextualizing how principles of Hindu philosophy have fueled intellectual inquiry and innovation. This not only highlights the timeless relevance of these principles but also exemplifies how philosophical traditions continue to inspire and shape our understanding of the universe, well-illustrated by the alignment of these principles with scientific ideals. In end, this exploration highlights the deep connection between the disciplines of philosophy and science, shedding light on their common pursuit of knowledge and truth.

Hindu Philosophy and Scientific Inquiry

One of the oldest intellectual traditions in the world, Hindu philosophy is first and foremost rooted in observation, experimentation and reasoning — the three main pillars of the scientific method. Rather than relying solely on faith or dogma, this philosophical framework encourages investigation of the nature of reality, existence, and the universe. Meditation, self-reflection, and systematic study centre around the emphasis on critical thinking and experiential understanding that is the quintessence of ancient Hindu thought. Thus these have greatly affected the process of knowledge development from all perspective in which Hindu philosophy is friend with science.

Ancient Hindu texts (Vedas, Upanishads) demonstrate a significant engagement with

scientific principles such as those found in discussions on cosmology, mathematics, as well as medicine. Here we find hymns and references in the Vedas that correspond to modern astronomical ideas like the cyclic universe and the motion of celestial objects, to name only two. Likewise, the Upanishads explore existential inquiries concerning the nature of existence, consciousness, and the unity of all existence. This is not just a theoretical viewpoint, however, but rather a reactionary stance on the part of humanity as we attempt to understand and explain the mysteries of existence through logic and scientific inquiry akin to that of the contemporary scientific method.

In addition to theoretical detailing, the ancient HINDU scriptures also have practical applications of scientific principles in various branches of science such as mathematics, and literature. The Sulba Sutras, for instance, contain advanced concepts in geometry that originated before Pythagoras did. We can see the systematic study of human body, diseases and natural remedies in Ayurveda also, the traditional system of medicine. Foreground: Ayurvedic treatment. It stresses observation, diagnosis and treatment in a way similar to modern medicine. Such a combination of raising philosophical questions and practical utility characterize the scientific attitude which is at the core of Hindu thought, demonstrating its eternal relevance and its ability to transcend the limitations of either ancient wisdom or modern science.

Hindu philosophy includes a wide variety of systems, including Samkhya, Vedanta, and Nyaya, with unique views on the fundamental principles of existence, awareness, and causality. These schools emphasize ideals such as interdependence, causality, and the search for ultimate truth — concepts which, in many ways, parallel the modes of thought of modern science. One example is that concepts such as the interconnectedness of all things align with principles in quantum physics and ecological sciences — wherein entities are considered interdependent rather than separate. The close logical analysis that systems like Nyaya have brought to bear is comparable to that often seen in scientific investigation, illustrating the profound and far-reaching philosophical legacy that has characterized ancient Indian intellectual life.

This paper elucidates the importance of Hindu philosophy in the unfolding of scientific principles by analyzing the incorporation of Hindu principles in modern day science. Hindu dharmic tenets have allowed for a rigorous intellectual field for inquiry and innovation, from ancient Indian contributions to math and astronomy to modern debates

around consciousness and quantum mechanics. The link of these values with scientific ideals only reinforces their timeless nature, and shows how philosophical legacies continue to inspire and shape how we interpret the cosmos. This exploration reveals a deep relationship between philosophy and science, two fields that ultimately share the same goal: to understand and uncover the mysteries of the world around us.

The Concept of the Cosmos

The Rigveda, dating back over 3,000 years, is one of the oldest known texts, and its connection with modern physics tells an intriguing story of ancient knowledge and present-day scientific breakthroughs. The Rigveda itself shows the cosmos as an interconnected entity reflecting an ancient awareness of the very interdependence of the universe. This viewpoint parallels the nature of reality in contemporary physics, such as in Einstein's theory of relativity or quantum mechanics, where things are linked and unified in the context of space-time or quantum interactions between particles.

The concept of Brahman in Hinduism, representing the absolute, universal consciousness or reality, parallels the scientific notion of a unified field in physics— theoretical construct that aims to illustrate forces and particles of the universe as expressions of a single fundamental entity. Although it may feel rotating from one hand to another These kinds of ideas highlight how ancient schools of thought can deepen our knowledge of modern science by framing the bigger picture of what reality, consciousness, and everything in between potentially.

In Hindu philosophy that also includes schools as Samkhya, Vedanta, and Nyaya which formation a wide range of perspectives on the nature of reality, consciousness, and causation. j)These schools dwell on principles of interconnectedness, causality, and the pursuit of ultimate truth, and they are all concepts that tend to ride very closely, if not completely parallel, to modern scientific methodologies. For example the notion of interrelatedness is similar with the principles of quantum physics and ecological sciences that acknowledges the interdependence of entities rather than solely viewing them as individual, separate entities. The system of logic such as Nyaya have also had a similar rigor that can be seen in scientific reasoning, revealing the philosophical depth and foundations that played a crucial role in shaping the classical dating of Indian

thought and practice.

By focusing on the contribution of Hindu philosophy to modern scientific ideas, this paper demonstrates its contribution as a lodestar in the progression of science. With this bridge and perspective of science as instead being a fabric of the cosmos, Hindu scientific philosophy has grounds to trail out from ancient mathematics and astronomy (in India) to contemporary conversations on synesthesia and quantum mechanics. Not only does their synchronicity with scientific tenets demonstrate their perennial pertinence, it also shows that philosophical paradigms remain a wellspring for the cosmos's comprehension. The investigation unfolds the deep-rooted connection between philosophy and science, revealing the ways both disciplines seek knowledge and truth.

Mathematics and Logical Reasoning

Nicknamed 'Tim' for short, this guide was originally involved in the world of mathematics, where each new theorem or result opened new vistas for exploration and the hierarchy of knowledge changed by the second. Aryabhata developed new techniques in arithmetic and algebra, such as the approximation of π , as well as trigonometric concepts. The trailblazer behind this was Brahmagupta, who, in fact, made the first major uses of zero as both a number and a placeholder, revolutionizing math calculations. This evidence is contained in the ancient texts such as Aryabhatiya and Brahmasphutasiddhanta, which illustrate how an advanced groundwork of mathematical principles helped the eventual evolution of fields like astronomy, engineering, and computer science (Kapoor, 2015)

Among Hindu philosophy, There are many Schools like Samkhya, Vedanta, Niyaya which give different explanations for the nature of reality, consciousness and causation. These schools of thought emphasize concepts like interconnectedness, causation, the pursuit of ultimate truth—all principles that correspond remarkably with modern scientific methodology. The hierarchical nature of metaphysics becomes a perspective of interconnectedness resonating with, ideas of quantum physics and ecological sciences where, being can comprehend as relational and interdependent instead of discrete and isolated. The logical precision is echoed in the scientific frameworks established in the country, showcasing how these classical philosophies have been the

bedrock of intellectual exploration during ancient Indian civilization.

It further attempts to show how Hindu Philosophy is not only the foundation of everything primitive & earliest but the torch bearer in the modern scenario by reflecting on great attractiveness & inceptions of its philosophy leading to great fallacies of modern science. From contributions to sacred geometry and astronomy in ancient India to modern questions about consciousness and quantum mechanics, the principles of Hindu philosophy have offered fertile ground for intellectual and spiritual endeavor. These principles make it clear that love, hope, and a unity are not only universal motifs, but also that the metaphysical traditions serve as an inspiration throughout history and shape our modern scientific understanding to a greater degree. By undertaking this journey, it is possible to see how closely entwined philosophy and science are revealing their connection in their innate quest for knowledge and truth.

Medicine and Biology

Ayurveda is an ancient Hindu system of medicine that provides a holistic perspective on health, emphasizing the integration of body, mind, and spirit as a path to optimal health. Centered on the idea that health is the natural state of being, Ayurveda locates imbalances as the source of disease and seeks to return to balance through individualized therapies. Such treatments typically involve a mixture of dietary recommendations, herbal treatments, yoga, meditation and lifestyle modifications, underscoring the mind-body-spirit relatedness of health and wellness. An ancient practice developed more than 5,000 years ago, Traditional Chinese Medicine can still find relevance today as its guiding principles provide solutions to both modern needs and diseases.

The holistic philosophy of Ayurveda resonates very well with the current trends of integrative and preventive medicine. Both pathologies work on the whole individual and not just the symptoms. Today's revealing research has verified much of Ayurveda's knowing, displaying an advanced understanding of human biology and its links with the atmosphere. For example, the doshas of Ayurveda—Vata, Pitta, and Kapha—as living energies unfolding physical and mental phenomena echo the ecological and syndromic paradigms that inform modern health sciences. For example Sharma (2017) rightly

points out that Ayurvedic principles blended with scientific advancements can lead to innovative healthcare systems that honor and support sustainable well-being throughout natural rhythms of life.

Hindu philosophy is a collection of many schools of thought including the Samkhya, the Vedanta, Nyaya, and many more that debate the nature of the universe, consciousness, and causation. These schools prioritize principles such as interconnectedness, causality, and ultimate truth—principles that are in line with modern scientific methodologies. The notion of interconnection, for example, has its echo in quantum physics and ecology, as things are understood to be interdependent rather than distinct. Furthermore, the strict logic of systems such as Nyaya is akin to scientific reasoning, illustrating the profound philosophy behind and the tradition of inquiry that existed in ancient India from which intellectual traditions like science were inspired.

This paper emphasizes Hindu philosophy as a stepping stone in the growth of Science, as it examines the impact of this philosophy on the established modern science concepts. This has ranged from contributions to mathematics and astronomy in ancient India to contemporary topics focusing the interplay of consciousness and quantum mechanics, placing Hindu philosophical principles as a fertile ground for inquiry and contribution. So these teachings were eternal, and the picture of the universe of Kaos, of the Philosophers is still valid. Through this guide, readers will discover the manifold ways in which philosophy and science, although often seen as polar opposites, are actually inextricably linked, and how, when linked together, they provide a promising approach to understanding reality and the pursuit of knowledge and truth.

Ethical Implications of Inter connectedness in Hindu Thought

The Tantric worldview includes a reverent perspective embodied by the goddess and recognizing the inter-connection of all living beings in an ecology of reciprocity based on the transcendental principle of—Advaita (non-dualism), resonating with the ecological and systems thinking of modern science. The principle of—Dharma, which emphasizes balance and order, correlates with systemic balance aims present in scientific domains like biology or ecological sciences.

The Hindu Ethic and the Scientific Mindset

With its ethical foundation of —Ahimsa (non-violence) and —Satya (truth), Hindu philosophy encourages a mindset conducive to scientific integrity and responsible innovation. The Gita's teachings on detachment and perseverance resonate with the unbiased pursuit of knowledge that defines scientific inquiry.

Inspirations for Contemporary Scientists

Many contemporary scientists have been inspired by Hindu philosophy. For example, Nikola Tesla was fascinated with Vedantic thought which inspired them in his theories of energy and reality (McTaggart, 2003). Likewise, Robert Oppenheimer's meditations on the Bhagavad Gita informed his notions of atomic physics.

Barriers and Future Perspectives

However, promoting such a connection between Hindu philosophy and science will require extensive input from a wide variety of interdisciplinary fields backed by sound commitment. Hindu philosophy includes various other schools such as Samkhya, Vedanta, and Nyaya, which provide diverse understandings of the nature of reality, consciousness, and causation. Such schools preach concepts of interconnectedness, causation, and the quest for absolute truth — ideas very much aligned with contemporary scientific thought. For example, relatedness is a fundamental concept in quantum physics and ecological sciences and refers to interconnectedness rather than isolation of entities. Moreover, semantic clarity in Nyaya exists hand-in-hand with the logical rigor that seems comparable to scientific reasoning — an indication of the strong philosophical foundations that governed ancient Indian thought.

The objective of this paper, therefore, is to demonstrate that many of the modern scientific concepts emanate from Indian philosophy, thus establishing it as a foundational pillar of modern science. From ancient times when concepts from Vedic science influenced mathematics and astronomy to modern-day explorations of consciousness and quantum mechanics, Hindu philosophical tenets have served as a fertile ground for intellectual inquiry and innovation. This affiliation of such tenets with scientific dogma explicates their

persistently relevant, the sustenance of philosophical disciplines that inform their suitability. This realization reveals the deep connections between philosophy and science, and sheds light on their mutual pursuit of knowledge and truth.

CONCLUSION

Hindu philosophy, with its profound insights and systematic approach, has provided a foundation for many scientific principles and practices. By recognizing and integrating these philosophical contributions, modern science can enrich its perspectives and methodologies, fostering a holistic understanding of the universe.

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Gender based attitude in the workplace

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ABSTRACT

This study examines the attitude between men and women in the Industrial sector. This study included workers from the age of 30 to 70 with a self-administrated questionnaire. They were given the questionnaire at their work place to get proper results. We predicted that women will have more of a negative attitude in the working industry than men. But as per the results we got, men and women only have a slight difference in their attitude which shows us that the men and women are treated equally in their workplace regardless of their gender.

Keywords:-workplace.Maleand Female.

INTRODUCTION

The American Psychology Association defines social culture psychology as environmental conditions that play a part in healthy and adaptive behavior and well-being or in maladaptive behavior and the etiology of mental disorder and social pathology. Examples of sociocultural factors of a positive nature are a strong sense of family and community support and mentorship, good education and health care, availability of recreational facilities, and exposure to the arts. Examples of a negative nature are poverty, extreme or restrictive occupational pressures, lack of good medical care, and inadequate educational opportunities.

The American Psychological Association (APA) defines attitude as "A relatively

enduring and general evaluation of an object, person, group, issue, or concept on a dimension ranging from negative to positive. Attitudes provide summary evaluations of target objects and are often assumed to be derived from specific beliefs, emotions, and past behaviors associated with those objects." The concept of attitude occupies a very favored position in the field of Social Psychology. Psychologists as well informed as G. Allport (1) and G. Murphy (1) consider it the central concept in the field. Attitudes in the narrow and more specific sense are essentially motor sets of the organism toward some specific or general stimulus.

REVIEW OF LITERATURE

Attitudes Toward Workplace Fun: A Three Sector Comparison

Katherine Karl, Joy Peluchette, [...], and Lynn Harland

This study examined the issue of "fun at work" across three sectors: public, nonprofit, and private. Specifically, we examined employees' attitudes toward fun, their perceptions of what is (and is not) fun, and the role of trust in the supervisor and coworkers. While there were no significant differences across the three sectors in their attitudes toward fun, there were significant differences across sectors in their ratings of the company-wide outings category and ten (of forty) individual fun activities. Public sector employees tended to rate the activities as less fun than at least one of the other two groups. Employees in all three sectors agreed that food-related activities were fun. In addition, attitudes toward fun were found to be positively related to trust in one's supervisor and trust in one's coworkers. The implications of these results and directions for future research are discussed.

Workplace effects on employee attitudes and organizational performance

P. Bartel, Richard B. Freeman, Casey Ichniowski, Morris M. Kleiner

Using the employee opinion survey responses from several thousand employees working in 193 branches of a major U.S. bank, we consider whether there is a distinctive workplace component to employee attitudes despite the common set of corporate human resource management practices that cover all the branches. Several different empirical tests consistently point to the existence of a systematic branch-specific component to employee attitudes. —Branch effects can also explain why a significant positive cross-sectional correlation between branch-level employee attitudes

and branch sales performance is not observed in longitudinal fixed- effects sales models. The results of our empirical tests concerning the determinants of employee attitudes and the determinants of branch sales are consistent with an interpretation that workplace-specific factors lead to better outcomes for both employees and the bank, and that these factors are more likely to be some aspect of the branches' internal operations rather than some characteristic of the external market of the branch.

AIM OF THE STUDY

To understand the difference between the attitude of men and women in the workplace.

METHODOLOGY

- **Hypothesis 1:** Popular culture shapes how men and women behave in the workplace, often resulting in men and women taking on different roles effectively based on societal expectations and norms.
- **Hypothesis2:** Eventhough popular culture shows men and women differently, there is no real difference in how they act at work. Both men and women adjust to similar roles and expectations.

METHOD

This research study had a total of 100 participants, 50 men and 50 women, from the working industry ages ranged from 30 to 70. Participants were workers from the education sector, such as teachers, principals and tutors. A self-administered questionnaire about social attitude was given to the participants to fill it at a quiet room located at the furthest corner of the school. It was conducted after their working hours to get a more accurate result.

RESULTS AND DISCUSSION

This study aimed to explore workplace attitudes among men and women, analyzing how popular culture influences their roles and behaviors in professional environments. The data was collected from 50 male and 50 female participants, with the intent to examine whether gender differences exist in how individuals adapt to workplace expectations. The results provide insight into the mean scores for both groups, allowing

for an assessment of whether societal expectations and cultural portrayals have a significant impact on workplace behavior.

These findings suggest that while popular culture may shape expectations for men and women differently, this influence does not result in a significant disparity in how they adjust to workplace roles. Differences in how they are portrayed in popular culture behave similarly in the workplace and adjust to similar roles and expectations. The small difference in scores may indicate that while cultural expectations influence attitudes to some extent, the difference is not large enough to claim that men and women behave entirely differently at work. This points to the growing importance of workplace environments that foster similar expectations for both genders, encouraging more uniform attitudes and behaviors.

SUMMARY AND CONCLUSION

The study finds minimal gender differences in workplace attitudes, aligning with Hypothesis 2. Despite popular culture's influence, men and women adapt similarly to workplace roles, indicating that gender equity is increasingly reflected in professional behaviors and expectations.

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PERCEIVED DISCRIMINATION, POLITICAL SOLIDARITY AND MENTAL HEALTH AMONG DISADVANTAGED GROUPS

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ABSTRACT

This study examines the relationship between perceived discrimination, political solidarity, and mental health among disadvantaged groups, focusing on Muslim and Dalit adults. Drawing on intergroup contact theory, the research integrates theoretical insights and empirical data to explore the psychological effects of perceived discrimination and the role of political solidarity in promoting mental health. A t-test was used to compare perceived discrimination, mental health, and political solidarity between the two groups. Pearson's correlation analysis investigated the relationships among these variables, while regression analysis assessed the predictive influence of perceived discrimination and political solidarity on mental health outcomes. The findings provide valuable insights into the interaction between social adversity and psychological resilience, offering a deeper understanding of the challenges and coping mechanisms within marginalized communities.

Keywords: Perceived discrimination, Political solidarity, mental health.

INTRODUCTION

Despite much progress towards equality, many minority groups worldwide still seek equitable treatment. Some minority groups have a strong sense of collective identity, even though they face discrimination on a wider range. The 'untouchables', as they were called pre-Independence, or 'Dalits', as described by the Indian Constitution, constitute the major percentage among manual workers, landless agricultural workers and those employed in the lowest paid jobs in the country even today (Thorat and Umakant 2004). Shah (2001) reveals that Dalits in India have been socio-economically oppressed, culturally subjugated and politically marginalized for centuries. They have begun to articulate their identity, asserting not only equality for themselves but also bring about revolutionary changes in the social order.

Though many Muslims in India occupy various important positions in the state and the society – which mostly depend on where they come from and what are their class, caste, and gender – growing sense of marginalization among Muslims across India is hard to deny. The marginalization of

Muslims in India is, indeed, well documented. In the mid- 2000s, the Indian government commissioned two studies — the

Sachar Committee Report of 2006 and the Mishra Commission Report of 2007. These highlighted a higher prevalence of discrimination towards Muslims and socio-economic deprivation among them as compared to other religious groups. Perceived discrimination may shape inter group relations among members of different stigmatized groups. Recent studies have focused increasingly on how contact reduces feelings of anxiety about others and encourages more positive emotional responses, including the capacity to feel empathy across group boundaries. Research studies show that people who are discriminated against are more likely to suffer from mental health issues. Past studies have revealed that variables like social support act as a moderator between perceived discrimination and mental health, where in the aspect of political solidarity as a measure not taken in advance. Further, the premise of intergroup contact theory developed by Allport states that under appropriate conditions, interpersonal contact is one of the most effective ways to reduce prejudice between majority and minority group members. Why is it important to quantify experiences and perceptions of discrimination? Such experiences bring pain, distress, humiliation, and discouragement (Jadhav et al 2016; Guru 2009; Sukumar 2008). There is mounting evidence that experiencing discrimination impacts mental and physical health (Paradies 2006). Experiences of discrimination are particularly significant when they occur in schools and during interactions with government officials, as these institutions are supposed to provide equal treatment and create equal opportunities.

Perceived Discrimination

Discrimination is most conceptualized as the directed negative treatment of a social group and its members. Perceived discrimination refers to a discrimination based on a perception that an individual is a member of a relevant protected out group. It depends on the position of one's group in social structure. Researches on perceived discrimination have been investigated by the experience of discrimination from the target group and target of discrimination is associated with reduced wellbeing and long term negative consequences for physical and mental health (Major, Quinton & McCoy, 2002). Schmitt (2011) points out that the subjective meaning of perceived discrimination depends on the position of one's group in social structure.

Sidanius & Pratto, 1999 notes that, at a societal level widespread discrimination systematically places members of socially devalued groups in an disadvantaged position which ultimately results in and maintains an unjustified group based social hierarchy. Discrimination also may have several ill-effects at the individual level. For example, an individual may not receive employment due to that individual's membership in a socially devalued group, resulting in financial strain and increased stress which, when prolonged, may lead to any number of stress-related health problems (e.g., hypertension; Clark, Anderson, Clark, & Williams, 1999).

Equally important, many studies have suggested that the mere perception that one has been personally discriminated against (i.e., perceived personal discrimination) may have similar consequences. For example, perceptions of personal discrimination have been linked to higher

rates of psychological distress and psychopathology (Chou, Liang, & Sareen, 2011; Gee, Spencer, Chen, Yip, & Takeuchi, 2007; Kessler, Mickelson, & Williams, 1999; Soto, Dawson-Andoh, & BeLue, 2011). Relative deprivation theory (Pettigrew, 1967; Runciman, 1966; Stouffer, Schuman, DeVinney, Star, & Williams, 1949) posits that psychological responses to personal deprivation experiences are contingent upon social comparison processes.

In particular, relative deprivation theory suggests that an individual's judgment of the level to which he or she is (or is not) deprived of valued social and economic resources depends upon how he or she believes that he or she compares to similar others. A large body of empirical evidence has supported this contention (for reviews, see Smith & Ortiz, 2002; Smith, Pettigrew, Pippin, & Bialosiewicz, 2012).

Armenta and Hunt (2009) argued that perceptions of personal discrimination, one potential source of deprivation (Smith et al., 2012), may have more negative psychological consequences for individuals who believe that they experience more discrimination than do other members of their socially devalued group. They referred to this construct as perceived relative discrimination. Empirical examinations have provided strong evidence that greater perceptions of personal ethnic discrimination among Latinos are associated with poorer psychological functioning. This includes, for example,

- Lower self-esteem (e.g., Armenta & Hunt, 2009; Armenta et al., 2013),
- Less life satisfaction (e.g., Huynh, Devos, & Smalarz, 2011; Soto et al., 2012),
- More anxiety (e.g., Huynh, Devos, & Dunbar, 2012; Hwang & Goto, 2008),
- More depressive symptoms (e.g., Armenta et al., 2013; Zeiders et al., in press),
- Higher rates of psychiatric disorders (e.g., Chou, Asnaani, & Hofmann, 2012).

Perceived discrimination has been studied about its impact on several types of health effects. A Meta-Analysis conducted by T. Brown et al., 2000; D. R. Williams & Mohammed, 2009 provides a comprehensive account of the relationships between multiple forms of perceived discrimination and both mental and physical health outcomes. In addition, this meta-analysis examines potential mechanisms by which perceiving discrimination may affect health, including through psychological and physiological stress responses and health behaviors. Analysis of 134 samples suggests that when weighting each study's contribution by sample size, perceived discrimination has a significant negative effect on both mental and physical health. Previous research showing that perceived discrimination is associated with a variety of negative physical and mental health consequences, including increased psychological distress and increased symptoms of depression (T. Brown et al., 2000; D. R. Williams & Mohammed, 2009). Target of discrimination is associated with reduced well-being and long-term negative consequences for physical and mental health (Major, Quinton & McCoy, 2002). Wirth & Williams (2009) suggested that attributing negative social treatment to discrimination is distressing because discrimination is due to an internal characteristic of the target (discrimination is due to race) which cannot be changed and might

therefore lead to future instances of discrimination. Jost, Banaji & Nosek (2004) argued that disadvantage group may be likely to hold belief that legitimize the current social structure and that structure can hurt their group and their personally. The avoidance to support the idea that people tend to rationalize the status quo, this means that, to the extent that they see the system as legitimate members of high-status groups would be more likely to favor the in-group, but members of low status groups would be more likely to favor the out group.

2. POLITICAL SOLIDARITY

Political solidarity is defined as the degree to which a person —stands with a minority outgroup and their cause and is committed to working alongside them to achieve the desired social change (Starzyk, Neufeld, El-Gabalawy, & Boese, 2019). The terms —minority— and —Majority— respectively refer to social groups in each context that have lower and higher levels of social status, power, or privilege (Tajfel, 1981;). In Another definition, Political solidarity, in contrast to social solidarity and civic solidarity, aims to bring about social change by uniting individuals in their response to situations of injustice, oppression, or tyranny.

Political solidarity can emerge across and within these status categories:

A majority group member can feel political solidarity towards a minority outgroup (Greenwood et al 2005) and a minority group member can feel political solidarity towards a minority outgroup (Craig & Richeson, 2012).

Here we define the political solidarity as the degree to which a person stands with his own minority group and their cause, committed to work alongside with them to achieve the desired social change.

Components of Political Solidarity

Ally ship with the minority out group

Political solidarity is inherently relational, involving a feeling of ally ship with the minority outgroup. Ally ship is thus redefined as a sense of connection or unity with the outgroup. (Scholz, 2008).

Connection to the minority out-group's cause — Ally ship can stem from or reinforce a connection to the out-group's cause, which is another component of political solidarity. By cause connection, we mean feelings of responsibility to the minority outgroup's cause.

Social change commitment — The Third component of political solidarity is social change commitment. Subašić et al. (2008) asserted that political solidarity involves not only helping the minority but also challenging the authority and the status quo, as well as existing intergroup power relations to achieve social change.

Dixon et al.'s (2015) South African work, found that positive contact between Indian and Black South Africans was associated with an increase in political solidarity, as evidenced, for example, by greater support for policies that benefited another disadvantaged community.

Another study by Dixon et al (2016) on Contact, Political Solidarity and Collective Action: An Indian Case Study of Relations between Historically Disadvantaged Communities showed similar results. The results indicated that Muslim students' experiences of contact with other disadvantaged communities were associated with their willingness to participate in joint collective action to reduce shared inequalities. Dixon, Durrheim and colleagues (2015) explored relations between an established Indian community and a newer community of black African residents in a district called Northdale. In line with traditional contact research, they found that more positive neighborly interactions were associated with favorable intergroup attitudes. However, perhaps more interesting, they also found such interactions laid the foundations for political solidarity between the communities.

3. Mental Health

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and able to contribute to her or his community. The positive dimension of mental health is stressed in

WHO's definition of health as contained in its constitution: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." This fact file highlights the important aspects of mental health and disorders. The Images include pictures drawn by children who participated in the WHO Global School Contest of Mental Health in 2001. Mental health is an individual and personal matter. It involves a living human organism or, more precisely, the condition of an individual human mind. As a social environment or culture maybe conducive either to sickness or health, but the quality produced is characteristic only of a person; therefore, it is improper to speak of a "sick society" or a "sick community." In speaking of a person's mental health, it is advisable to distinguish between attributes and actions. The individual may be classified as more or less healthy in a long-term view of his behavior or, in other words, according to his enduring attributes.

Concept of mental health

The concept of mental health usually comes under the realm of culturally bound concepts where one's existing culture decides what is normal or what is deviating from normal, but overall, it relates to the establishment of goals, to gain pleasures in life, cope with stressors and have a connection with one's society. According to World Health Organization (2014) Mental health is characterized as a condition of prosperity in which everyone understands his or her own potential, can adapt to the ordinary worries of life, can work gainfully and productively, and can make a commitment to her or his group. The definition they have given focusing on more of the optimistic aspect of mental health which is as follows — health is a state of complete physical, mental and social well-being and not merely the absence of disease or

infirmity.

Factors influencing mental health

Mental health not merely refers to the absence of mental illness. It is the summation of all the other factors such as one's ability to cope and enjoy life and make connection with one's society. Everybody everywhere experiences emotional turmoil in life related to numerous numbers of aspects of lives. But there are several factors that judges one's vulnerability to fall in the trap of mental illness.

Mental health is more than the absence of mental illness. As already noted, mental health implies fitness rather than freedom from illness. In 2003, George Vaillant in the USA commented that mental health is too important to be ignored, it needs to be defined. As Vaillant (2003) points out, this is a complex task. —Average mental health is not the same as—healthy, for average signal way includes mixing in with the healthy the prevailing amount of psychopathology. What is healthy sometimes depends on geography, culture, and the historical moment. Even so, Vaillant advocates that common sense should prevail and that certain elements have a universal importance to mental health; just as despite every culture differing in its diet, the importance of vitamins and the four basic food groups is universal. Several comprehensive literature reviews find substantial evidence—from both laboratory and community studies—for the harmful health effects of discrimination across a range of mental health outcomes including depression, psychological distress, anxiety, and wellbeing (e.g., D.R. Williams, Neighbours, & Jackson, 2003; Paradies, 2006).

Other researchers have theorized that depression may have originated as a response to loss or failure to make progress toward goals (Akiskal & McKinney, 1973; Strauman, 2002). Accumulation of these sorts of failures is thought to lead to more prolonged and severe psychological consequences until the individual can no longer function in a normal fashion (Strauman, 2002). Mental states caused by stress may also be a pathway by which the perception of discrimination may lead to negative health. For example, Kubzansky et al. (1997) found that worry, which is an important component of anxiety, may have increased the risk of coronary heart disease in a sample of men. Combined, these findings highlight the viability of the link between stress responding to the onset of mental and physical illness: Increased and/or sustained mental and physical responses to stress can lead to negative mental and physical health outcomes.

Research showing that perceived discrimination is associated with a variety of negative physical and mental health consequences, including increased psychological distress and increased symptoms of depression (T. Brown et al., 2000; D. R. Williams & Mohammed, 2009), and can be conceptualized as a specific form of stress.

RATIONALE OF THE STUDY

Socially disadvantaged groups arises when a group's right is denied by another group. Discrimination creates socially disadvantaged groups in country like India where there exists

agradedsystemofinequality,whichhasalong-roothistoricalcause.MuslimsandDalitsareoneofthemostdiscriminatedgroups.Inpastdecadestherhasbeeninstanceswherethemassidentificationofcommondenialoffrightsaswellasidentitythreatsresultedinwidespread movements from minority communities. Researchers showed that contact seemedtoencourageparticipantsrecognizemorefullycommonformsofinjustice.Majority of research on Intergroup contact is underpinned by a prejudice reduction model, which focuses on altering the negative feelings and beliefs that the historically advantaged group harbor, the recent studies focus on positive intergroup relations. Perceived discrimination has been studied about its impact on mental health. Target of discrimination is associated with reduced wellbeing and long term of negative consequences for physical and mental health(major,Quinton&McCoy,2002).Thisstudyaimedtofindthesignificance of perceived discrimination on mental health of socially disadvantaged group, the role of political solidarity and Perceived discrimination in predicting the mental health and relationship between these variables in the population.

OBJECTIVES

The main objectives of this study are:

- To Study and compare Perceived discrimination, Mental health and Political solidarity among Muslims and Dalit Adults.
- To Study the relationship between Perceived discrimination, mental health and Political solidarity among Muslims and Dalit Adults.
- To Study significant variance by Perceived discrimination and Political solidarity on mental health among Muslim and Dalit Young Adults.

HYPOTHESIS

- There would be a significant difference on the dimensions of Perceived discrimination, mental health and Political solidarity among Muslim and Dalit Adults.
- There would be a significant relationship between Perceived discrimination, mental health and Political solidarity among Muslim and Dalit Adults.
- There would be a significant variance by Perceived discrimination and Political solidarity on mental health of Muslim and Dalit Adults.

Methodology

- SAMPLE

The sample of the present study will comprise of 100 research Participants, of which 50 from Muslim community and 50 from Dalits.Purposive sampling technique will be used for the selection of sample.

The Inclusion criteria:

Male and female will be Included.

Age ranging from 20 and above

Muslim and Dalit.

Exclusion criteria

Individuals below age of 20
 Individuals from other religion

STATISTICALTOOLS

Perceived Discrimination Questionnaire

Developed by Williams, Yu, Jackson, & Anderson (1997), the 20-item Perceived Discrimination Scale measures how often people feel that others treat them badly or unfairly based on race, ethnicity, gender, age, religion, physical appearance, sexual orientation, or other characteristics. The scale covers discrimination in different areas of life, including at school, at work, and neighborhood. The 20-item Perceived Discrimination Scale has two subscales:

The Lifetime Discrimination Scale.

Respondents complete the 11-item Lifetime Discrimination scale by indicating how many times they have been treated unfairly over the course of their lives (e.g., — You were discouraged by a teacher or advisor from seeking higher education ||). To score this scale, researchers add the number of events that happened at least once for the respondent. Higher scores on this scale mean more experiences of lifetime discrimination.

Daily Discrimination scale

The 9-item Daily Discrimination scale captures respondents' experiences with unfair treatment in their day-to-day lives (e.g., — You are treated with less courtesy than other people ||).

Mental Health Continuum-Short Form (MHC-SF)

The original 14-item Mental Health Continuum-Short Form (MHC-SF; Keyes, 2005) was developed by Keyes in response to demands for a brief self-rating assessment tool that combined the three components of wellbeing: emotional, social, and psychological.

The emotional well-being subscale—EWB—

(three items) is defined in terms of positive affect/satisfaction with life.

Social well-being – SWB – is assessed with five items that represent each aspect of the model described by Keyes (1998): social contribution, social integration, social actualization, social acceptance, and social coherence. Finally, six items represent each of the dimensions of 3.

2. Psychological well-being – PWB – as described in Ryff's model (Ryff, 1989): self-acceptance, environmental mastery, positive relations with others, personal growth, autonomy, and purpose in life. ***The reliability of the scale is the Cronbach's alpha 0.96 and has a convergent validity of 0.83.***

3. Political solidarity measure-

Political solidarity measure was developed by Lee et al. (1997) consists of three factors. It has 9 items. The scale itself has several implications for the study of not only political solidarity, but also intergroup relations and social change. Components are Allyship, Cause connection, Social change commitment.

The responses were noted in a 7-point scale and average the multi-item measures to obtain a composite score, and response options ranged from 1= strongly agree to 7=strongly disagree. The **Reliability** of the scale is Cronbach's alpha 0.89.

PROCEDURE

Subjects meeting the criteria of the research will be selected from on availability basis. The respondents will be briefed about the purpose of the present study and any doubts pertaining to the same will be clarified prior to data collection. Subjects will be administered the above-mentioned tool so questionnaires and will be requested to respond freely. The collected data will then be analyzed statistically.

STATISTICAL ANALYSIS

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RESULT AND DISCUSSION

The Purpose of the study was to compare the Perceived discrimination, Mental Health and Political Solidarity on Dalit and Muslim Adults. The study also aimed at Understanding the Relationship between the variables, Perceived Discrimination, Mental Health and political Solidarity. The study Intend to examine whether perceived discrimination and Political solidarity would predict mental health among Dalit and Muslim Adults.

T-Test was computed to the study and compare Perceived Discrimination, Mental Health and Political solidarity among Muslim and Dalit Adults. Pearson product moment correlation was used to find the relationship between Perceived Discrimination, Mental health and Political Solidarity. Regression was carried out to see whether Perceived Discrimination and political solidarity predicts mental health.

Hypothesis 1: *It was predicted that there would be a significant difference between perceived Discrimination, Mental health and Political solidarity among Dalit and Muslim Adults.*

Table 3.1–Table showing values, sig2-tailed value for Perceived Discrimination, Mental health and Political Solidarity

variables	Category	N	Mean	SD	Sig(2 tailed)	Significance
Perceived Discrimination	Dalit	50	23.88	9.436	.003	3.034
	Muslim	50	18.88	6.838		
Mental Health	Dalit	50	33.20	15.945	.000	4.126
	Muslim	50	45.60	14.051		
Political Solidarity	Dalit	50	57.26	12.204	.411	0.826
	Muslim	50	58.80	4.978		

The significant 2tailed values are .003 for Perceived discrimination, .000 for Mental Health

and .411 for Political Solidarity and the corresponding significant values are 3.034, 4.126 and 826. This indicates that the values are not significant at .05 for Political Solidarity. And there is no significant difference between Dalit and Muslim Adults on Political Solidarity.

The Result can be supported by looking at the mean value of Political Solidarity among Dalit and Muslim Adults which are 57.26 and 58.80 respectively. The two groups showed lesser difference in mean and standard deviation. This can be supported by a Research on contact, *Political Solidarity and Collective Action: An Indian Case Study of Relations between Historically Disadvantaged Communities* (Dixon teal, 2017) which highlighted the role of contact in improving intergroup relations in historically advantaged communities, thereby eroding wider patterns of discrimination and Inequality. Both Dalit and Muslim are Disadvantaged groups but whose contact would have multiple Advantages. But in the case of Perceived Discrimination and Mental Health, there exists a significant difference in Dalit and Muslim Adults. The values are significant at .05. The Results can be supported by looking at the greater difference in values of mean in both case. Another study which points out that not only can one's perceptions about discrimination influence psychological well-being, it may also influence their expectations and aspirations (Schmitt et al 2014; Singh et al 2009), which is talking about the relation between Perceived discrimination and mental health. Though, both groups have been historically Disadvantaged the way they shape their social life, reasons for being discriminated varies according to the established Social system.

Hypothesis 2 There would be a significant relationship between Perceived discrimination, Mental Health and Political solidarity.

Table 3.2 shows the Relation between Perceived discrimination, mental health and political solidarity among Dalit and Muslim Adults.

3.2-1-Relationship between Mental Health and Perceived Discrimination

		MHS	PDQ
MHS	Pearson correlation	1	-.130
	Sig.(2-tailed)		.197
	N	100	100
PDQ	Person correlation	-.130	1
	Sig.(2-tailed)	.197	
	N	100	100

Karl Pearson product moment correlation value for Relationship between Mental health and Perceived Discrimination is Negative (-.130) and the p value is .197, not less than 0.05 indicating there is no significant relationship between the two variables in this population. The Negative correlation justifies the research question which says when Perceived discrimination increases, mental health decreases and vice versa. Thus, our hypothesis gets rejected.

3.2-2 Relationship between Political Solidarity and Perceived discrimination

		PSMQ	PDQ
PSMQ	Pearson correlation	1	-.124
	Sig.(2-tailed)		.217
	N	100	100
PDQ	Pearson correlation	-.124	1
	Sig.(2-tailed)	.217	
	N	100	100

The table 3.2-2 shows the correlation between Political solidarity and perceived discrimination is Negative and p value is .217 which is not less than 0.05, which indicates that when the aspect of political solidarity is enhanced, the extent of Perceived discrimination can be reduced. Dixon, Durrheim and colleagues (2015) recent work on changing relations in post-apartheid South Africa highlights, this form of contact carries implications for social change beyond the reduction of intergroup prejudices. It has the potential to enable new forms of political solidarity, opening up the possibility that communities not only come to like one another more, but also become more willing to work together to challenge the inequalities they jointly face. The significant p value further says that there is no significant relationship between the two variables in this population and our hypothesis is rejected.

3.1-3- Relationship between Political solidarity and Mental Health

		PSMQ	MHS
PSMQ	Pearson correlations	1	-.170

		Sig.(2tailed)		.092
	N		100	100
MHS	Pearson correlation	-.170	1	
	Sig.(2tailed)	.092		
	N	100	100	

The table shows the value of correlation between Political solidarity and mental health, which is $p > 0.05$ and our hypotheses is got rejected. Though, little research is known in this regard, it is clear from the above findings that contact between groups can enhance mental health.

Hypothesis-3

There would be a significant variance by perceived discrimination and Political solidarity on mental Health among Dalit and Muslim Adults.

Table 3.3 shows the multiple regression analysis between Perceived discrimination, Political solidarity and Mental health among Dalit and Muslim Adults.

R	R Square	F	Sig.
.228	.052	2.657	.075

From the table, R value was found to be .228 Indicating poor correlation between predictor variables and mental health. The R Square value was found to be .052, Indicating that only 5% variance in mental health can be predicted by Perceived discrimination and Political Solidarity among Dalit and Muslim adult sample. Further the F value was found to be 2.657 and significant value came out to be .075. Thus, we can infer that predictor variables do not play a significant role in determining mental health of Dalit and Muslim Adults. We may thus conclude by saying that probably some other variables apart from the one taken into consideration in the study may predict the mental health.

FINDINGS

For this study Perceived Discrimination, Mental health and Political solidarity was compared among the two Disadvantaged groups, Dalits and Muslims. The first Objective which

intended to see the significant difference between perceived discrimination, mental health and Political solidarity showed that there exists significant difference in Perceived discrimination and Mental health among Dalit and Muslim Adults. This can be due to difference in the historical, social and economic aspects. Further, the result says that there is no significant difference in the Political Solidarity among Dalit and Muslim Adults.

The second Objective was to find out the significant relationship between Perceived discrimination, Mental health and Political solidarity among Dalit and Muslim Adults. Perceived discrimination shows negative correlation with mental health. This result indicates that perceived discrimination has a role in mental health, when one Increases, the other decreases. In the same way, Political solidarity and Perceived discrimination has a significant negative correlation. This can be supported by the studies on contact hypothesis, which say show the contact between the groups can reduce the Inequalities. The Third Objective was to find out the predict or variables role in Mental health. The result showed that 5% variance in mental health is due to predict or variables like perceived discrimination and mental health.

LIMITATIONS

- Every study suffers from some limitation because of limited time and resources at the hand of the researcher looking from this perspective the present study suffers from some limitations. Some of the limitations are enumerated as follows:
- The sample was collected from Delhi NCR and Kerala alone and not from all the towns and cities of the country.
- The total sample size chosen was 100, due to time constraints and difficulty in the availability of the sample selected was small, thus making it difficult to generalize the results.
- The analysis of the data has been carried out only by using quantitative methods, which may not provide underlying reasons for the observations made.
- The present research focuses only on 3 variables. If more variables are added deeper insights should be achieved.
- Purposive sampling method was used, it might have an influence on the study

SUGGESTIONS

- The study can be done on a larger sample to gain better research insight.
- More Variables can be added to valuable research insight.
- Other different statistical methods can be used.
- Sample should be randomly selected to be the representative of the whole population under study, which would help generalize the finding of the study.
- Qualitative methods can be used to gain deeper insight to the variables used in the Research

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"GENDER DIFFERENCES IN HAPPINESS AMONG ADOLESCENTS"

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ABSTRACT

Happiness, a core aspect of human well-being, has been extensively explored by philosophers and psychologists as a key component of a fulfilling life. It is characterized by feelings of contentment, joy, and a sense of life satisfaction. This study examines gender differences in happiness among college-going adolescent, aiming to understand how male and female adolescent experience and express happiness. The present study investigates happiness levels among male and female adolescents in the Jalna district of Maharashtra. The sample comprised 100 adolescents, evenly split between 50 males and 50 females, aged 17 to 18 years, selected using purposive sampling. A Simple Research Design was employed, with gender as the independent variable and happiness as the dependent variable. Data were collected using the Happiness Scale developed by Dr. R.L. Bhardwaj and Dr. Poonam R. Das, which consists of 28 items and demonstrates strong reliability (0.74–0.79) and validity (0.84–0.88). Statistical analysis was performed using descriptive statistics and ANOVA via SPSS. The findings reveal a significant gender difference in happiness levels ($F = 14.571$, $p < 0.01$). Male adolescents reported higher happiness (Mean = 17.65, SD = 1.65) than female adolescents (Mean = 15.45, SD = 1.89). The null hypothesis, stating no significant difference between male and female adolescents in happiness, was rejected. These results suggest that male adolescents exhibit greater happiness, potentially influenced by societal norms, coping strategies, and emotional

regulation. Males may prioritize achievements and independence, which positively correlate with happiness, while females might focus more on relational aspects, making them more vulnerable to stress and emotional fluctuations.

Keywords: Happiness, Male Adolescents, Female Adolescents.

INTRODUCTION

Happiness during adolescence is particularly significant as it serves as a predictor of positive outcomes in adulthood, including better health, stronger interpersonal relationships, and higher levels of achievement (Park, 2004). However, this stage also brings vulnerabilities, such as emotional instability and heightened sensitivity to social feedback, making the study of happiness within this demographic both timely and necessary. Happiness is a multidimensional construct that includes emotional well-being, life satisfaction, and the presence of positive emotions (Lyubomirsky, 2001). In adolescence, happiness plays a critical role in shaping psychological development, fostering social relationships, and enhancing overall life satisfaction (Gilman & Huebner, 2003). This developmental stage is characterized by significant physical, emotional, and social transitions, underscoring the need to understand factors that influence well-being, including happiness.

Adolescence is a transitional period between childhood and adulthood, marked by rapid biological, emotional, and social changes. Steinberg (2005) emphasizes that during this phase, adolescents experience significant neurological and hormonal changes, which shape their emotional experiences and psychological well-being. Additionally, adolescents face challenges such as identity formation, peer pressure, academic demands, and the quest for autonomy from parental figures (Erikson, 1968). The happiness of adolescents is shaped by various environmental factors, including family dynamics, peer relationships, and academic pressures. Research suggests that females are more likely to derive happiness from social relationships, whereas males tend to prioritize personal accomplishments (Eryilmaz, 2011). Understanding these gender-based differences is crucial for designing effective interventions to enhance adolescent well-being.

Gender differences in happiness have been a focal point in psychological research, with

evidence indicating that males and females experience and express happiness differently due to a combination of biological, psychological, and socio cultural influences(Nolen-Hoeksema& Rusting, 1999). For instance, females often report higher levels of emotional expressiveness and interpersonal connectedness, which can have both positive and negative effects on their happiness (Diener & Lucas, 2000). In contrast, males may derive happiness from autonomy and achievements, reflecting gender-specific pathways to emotional well-being (Inglehart, 2002). Biological factors, such as hormonal differences between males and females, including levels of estrogen and testosterone, significantly impact mood regulation and emotional expression (Sherwin, 2003). Psychologically, females tend to be more emotionally expressive and are more likely to seek social support, which can positively influence their happiness (Nolen-Hoeksema & Rusting, 1999). However, this emotional awareness can also make them more vulnerable to stress and mood disorders. Conversely, males are often socialized to value independence and achievement, which may lead them to focus on different sources of happiness (Eagly, 1987).

Despite growing interest in this area, there remains a lack of comprehensive understanding of how gender moderates the relationship between various predictors of happiness in adolescents. This study aims to address this gap by exploring gender-specific differences, contributing to a broader understanding of adolescent mental health, and informing gender-sensitive strategies for promoting happiness.

REVIEW OF RELATED LITERATURE

Ading, Seok, Hashmi, and Maakip (2012) also reported that male university students scored higher on happiness than females, implying that males may experience fewer restrictions and more freedom in personal and academic domains.

Crossley and Langridge (2005), Khalek (2006), Selim (2008), Mishra (2017), Dar and Wani (2017), Kaur and Kaur (2018), Vyas and Prajapati (2020), and Sharma and Parveen (2021) have reported significant gender differences in happiness, though findings have not been consistent across contexts.

Flenger and Jensen (1981) explored urban and non-urban populations, noting significant

differences in happiness levels but without a clear gender trend.

Graham and Chattopadhyay (2012) and **Tiefenbach and Kohlbacher (2013)** also concluded that women tend to be happier than men, emphasizing cultural and emotional factors as contributors to their findings.

Jaisri (2015) found males to be happier than females, highlighting societal expectations and roles as possible contributors.

Kamthan et al. (2018) reported that male medical students exhibited greater happiness compared to their female counterparts, suggesting gender-based differences in coping mechanisms and stress levels among medical students.

Malik (2013) observed no significant gender-related differences in happiness levels, attributing this finding to evolving gender roles and shared stressors in modern society.

Shafiq et al. (2015) concluded that gender does not influence happiness among university students, emphasizing the universal nature of factors affecting happiness such as personality traits and life circumstances.

Sharma and Gulati (2014) have emphasized the evolving roles of women and men in modern society, which may explain variations in happiness levels reported over time.

Sharma and Gulati (2015) found that female adolescents perceived significantly more happiness than their male counterparts, possibly due to stronger social support networks and emotional expressiveness in females.

Vyas and Prajapati (2020) found significant differences in happiness mean scores between male and female students, suggesting that societal roles and academic pressures may differentially affect genders.

STATEMENT OF THE PROBLEM

- To study of Happiness Among Male and Female Adolescents.

OBJECTIVE

- To Study the Happiness Among Male and Female Adolescents.

HYPOTHESIS

- There is no significant difference between male and female Adolescents on happiness.

METHODOLOGY

SAMPLE

The sample for the present study consisted of 100 adolescents from the Jalna district of Maharashtra. The sample included 50 male adolescents and 50 female adolescents, selected using the purposive sampling method. The participants were within the age range of 17 to 18 years, maintaining a gender ratio of 1:1.

RESEARCHDESIGN:-the present study Simple Research design was used.

VARIABLES:-

Independent Variables:-Gender1)Male adolescents2)Female adolescents.

Dependent Variables:-Happiness

RESEARCHTOOLS:-

Happiness Scale

The Happiness Scale developed by Dr. R.L. Bharadwaj and Dr. Poonam R. Das, is designed to measure happiness levels. The scale consists of 28 items. For scoring, positive items are awarded points as follows: 5, 4, 3, 2, and 1, where 5 indicates the highest level of agreement and 1 the least. Conversely, for negative items, the scoring is reversed, ensuring accuracy in reflecting the respondent's happiness levels. The scale demonstrates strong psychometric properties, with a reliability coefficient ranging from .74 to .79. Its validity coefficients fall within the range of .84 to .88

PEOCEDURESOFDATACOLLECTION:-

The primary information was gathered by giving personal information from to each Adolescents. The students were called in a small group of 10 to 15 students. To fill the inventories subject were general instructions belongs to each test. Data were obtained by

using particular scoring particular scoring palter standardized for each scale.

STATISTICAL TREATMENT:

At the first stage data were treated by descriptive statistical techniques i.e. mean and standard Deviation and ANOVA was done by using SPSS Software.

RESULTS AND DISCUSSION

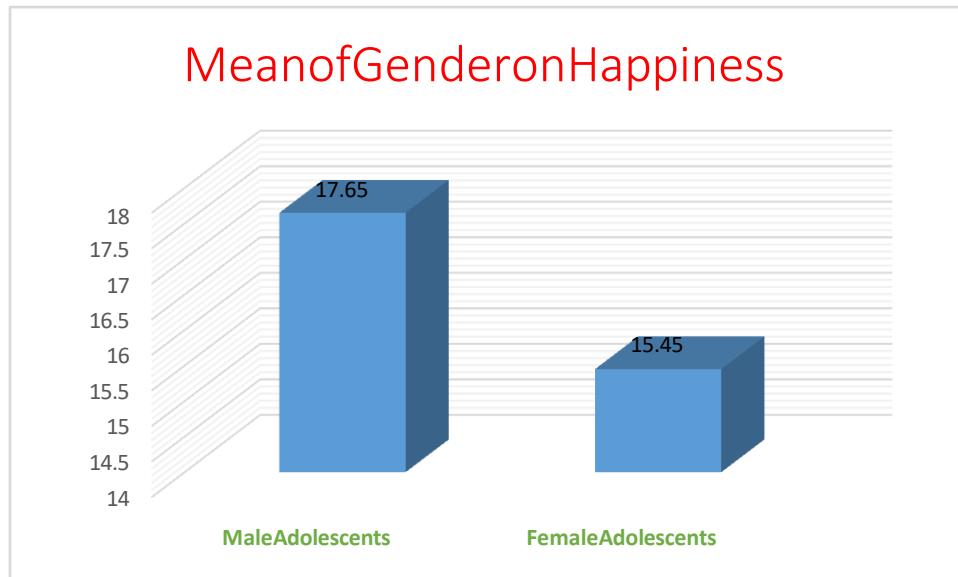
Hypothesis

- There is no significant difference between male and female Adolescents on happiness.

TableNo.01ShowtheMean,SD and F Value of Gender on Happiness

Gender	Mean	SD	N	DF	F Value	Sign.
Male Adolescents	17.65	1.65	50	98	14.571	0.01
Female Adolescents	15.45	1.89	50			

FigureNo.01.Mean of Gender on Happiness



Observation of the Table No 01and Figure No.01. Indicated that the mean value of two classified group seems to differ from each other on Happiness. The mean and SD value obtained by the Male Adolescents was 17.65, \pm 1.65, and Female Adolescents was 15.45,

± 1.89 . Both group F value was 14.571. Gender effect represent the Happiness was significant ($F = 14.571$, 1 and 98, $P = 0.01$). This is significant at 0.05 and 0.01 levels because they obtained F value are high than table values at 0.05 and 0.01. That is to say that this null hypothesis is rejected and Alternative hypothesis is accepted (There is significant difference between male and female Adolescents on happiness). It means that Male Adolescents high level Happiness than Female Adolescents.

The findings of the study reveal that male adolescents exhibit significantly higher levels of happiness compared to their female counterparts. This result aligns with prior research indicating that gender differences in emotional expression, coping strategies, and socialization patterns may influence overall happiness levels (Nolen-Hoeksema & Aldao, 2011). One possible explanation for this difference is the societal expectation that males often suppress emotional distress and emphasize external positivity, leading to higher self-reported happiness levels (Matud, 2004). In contrast, females may be more likely to internalize stress and report emotions more accurately, which could influence their perceived happiness (Fujita et al., 1991). Furthermore; differences in how male and female adolescents perceive and respond to life challenges could contribute to this disparity. Male adolescents may focus more on individual achievements and independence, which are positively correlated with happiness, while female adolescents might prioritize relational and emotional aspects, making them more susceptible to fluctuations in happiness due to interpersonal conflicts or societal pressures (Diener & Lucas, 2000).

This gender difference in happiness may also reflect underlying biological factors. Research suggests that hormonal variations during adolescence can influence mood and emotional regulation differently for males and females (Hyde et al., 2008). Overall, the findings emphasize the importance of tailoring mental health and well-being interventions to address gender-specific needs during adolescence. Programs aimed at fostering resilience, emotional regulation, and coping skills may help reduce the observed gender gap in happiness levels.

CONCLUSION

Male adolescent's significantly higher levels of happiness compared to female adolescents.

Male adolescents often report significantly higher levels of happiness compared to females, influenced by various psychological, biological, and social factors. Gender socialization encourages boys to display positivity and discourages vulnerability, while girls face societal pressures related to body image, academics, and social expectations, which can reduce their happiness. Females are more likely to express and report negative emotions openly, impacting self-reported happiness levels. Coping strategies also differ between genders, with males favoring distraction and physical activities that buffer against stress, while females tend to ruminate, which is associated with decreased happiness. Hormonal fluctuations during adolescence may further exacerbate mood instability in females. Males often experience less social scrutiny and have simpler social relationships, contributing to greater emotional freedom and satisfaction. They also engage more in activities like sports and gaming, which provide immediate joy, whereas girls prioritize responsibilities, such as academics or social obligations that may yield delayed gratification and emotional challenges.

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Gender Differences in Social Media Usage and Addiction in Adolescents

Mriduta Bajpai

ABSTRACT

The study titled "*Gender Differences in Social Media Usage and Addiction in Adolescents*" aimed to examine gender differences in the levels of internet addiction (average, moderate, and severe) among adolescents. The sample comprised 50 adolescents (25 males and 25 females) aged 16 to 25 years from the Jalna district of Maharashtra, selected using purposive sampling. Young's Internet Addiction Test (1998), a validated 20-item self-report measure, was used to assess problematic internet use. The tool categorizes addiction into average, moderate, and severe levels based on scores. Data were analyzed using descriptive and inferential statistics, with SPSS 16.0 employed for calculations. Findings revealed no significant gender differences in average internet use, as indicated by a mean of 29.20 for males and 28.70 for females ($F=0.93$, NS). However, significant gender differences emerged in moderate and severe internet use. Male adolescents demonstrated significantly higher levels of moderate internet use (mean = 49.24) compared to females (mean = 45.62), with $F=12.20$ at a 0.01 significance level. Conversely, female adolescents exhibited significantly higher levels of severe internet use (mean = 81.58) compared to males (mean = 75.76), with $F=17.73$ at a 0.01 significance level. These findings highlight nuanced gender differences in internet addiction patterns, with males engaging more in moderate use and females more prone to severe addiction. The study emphasizes the importance of targeted interventions to address specific gender-related patterns of internet addiction, particularly in adolescents, to promote healthier digital behaviors and mitigate risks associated with excessive usage.

Keywords:-Internet Addiction, Male adolescents, Female adolescents

INTRODUCTION.

Internet addiction refers to excessive or compulsive use of the internet, leading to negative

psychological, social, and physical consequences. Psychologically, it can cause emotional regulation issues, mental health problems like depression and anxiety, and withdrawal symptoms when offline. Socially, it disrupts relationships and affects work or academic performance due to time spent online instead of engaging in real-life interactions. Physically, it can lead to sleep disorders, eye strain, and other health problems from sedentary behavior. Behavioral signs include preoccupation with the internet, difficulty controlling usage, and escalating time spent online. Early intervention is essential to manage and prevent these negative impacts. Internet Addiction refers to excessive or compulsive use of the internet, which can lead to negative psychological, social, and physical consequences. The severity of internet addiction can range from mild to severe, and it affects individuals in various ways. the levels of Internet use(average, moderate, and severe), here's an interpretation of what each level might imply in terms of internet addiction:

Average Internet Use:-

This group likely uses the internet for routine activities like social media, academic tasks, or entertainment. Their usage is balanced and typically doesn't interfere with daily responsibilities. Individuals with average use may not show significant signs of addiction. They may experience some positive outcomes from internet use, like connecting with others or gathering information, without facing negative consequences. However, they still need to maintain balance in their use to avoid crossing into higher levels of addiction.

Moderate Internet Use:-

These individuals use the internet more frequently, but their behavior hasn't yet become excessively disruptive. They might spend extended periods on the internet for socializing, gaming, or entertainment, and this could be interfering with time for studies, work, or relationships. People in this category might be at risk of developing an addiction. They may experience some negative impacts, such as disrupted sleep, decreased physical activity, or reduced face-to-face interactions. It's important to monitor usage to prevent further escalation.

Severe Internet Use:-

This category indicates problematic or addictive use of the internet, where it becomes the primary activity, leading to neglect of responsibilities like school, work, or relationships. There might be feelings of anxiety, restlessness, or irritability when offline, and individuals may prioritize internet use over essential activities. Severe internet addiction can lead to significant psychological and social consequences, such as increased isolation, depression, anxiety, or physical health issues (e.g., sleep deprivation, sedentary lifestyle). Intervention may be necessary to manage or reduce usage.

Gender differences in social media usage and addiction have been an area of increasing research interest. Studies have shown that while both male and female adolescents engage with social media platforms, there are significant differences in the ways they use these platforms. For instance, females are more likely to use social media for social interaction, emotional support, and relationship-building, whereas males tend to use social media for entertainment and information-sharing (Subrahmanyam & Smahel, 2011). Furthermore, females may be more vulnerable to developing social media addiction, especially in the context of issues such as body image concerns and social comparison (Fardouly et al., 2015). These gender differences in usage patterns and the associated risks of addiction highlight the need for a deeper understanding of how gender influences social media behaviors and their potential consequences. The rapid expansion of internet access and use has significantly impacted adolescents' daily lives, leading to changes in how they interact with the world around them. Adolescents are particularly vulnerable to internet addiction due to their developmental stage, where exploration, social connections, and identity formation are key processes. As internet use becomes more ingrained in daily activities ranging from social media interaction and entertainment to academic research there are increasing concerns about its potential to foster addictive behaviors. Internet addiction refers to excessive or compulsive internet use that interferes with daily functioning, well-being, and responsibilities (Young, 1998). Gender differences in internet use and the susceptibility to internet addiction have been an area of growing interest. Research indicates that while both male and female adolescents engage in internet use, their patterns and reasons for use can differ. Males are often found to engage in online gaming and entertainment activities, while females are more likely to use the internet for social

networking, communication, and academic purposes (Weinstein & Lejoyeux, 2010). These differences might influence their susceptibility to developing internet addiction, with males typically showing higher levels of gaming addiction, and females being more prone to social media-related compulsive use (Kuss & Griffiths, 2017). Understanding these gendered patterns is important for identifying at-risk groups and developing appropriate prevention and intervention strategies.

REVIEW OF RELATED LITERATURE

Bányai et al. (2017) found that females experience a stronger emotional attachment to social media, leading to higher rates of addictive behavior. Fardouly et al., (2015) this study found that Female adolescents are more likely to face challenges related to body image dissatisfaction, self- esteem issues, and cyber bullying. Frost & Rickwood, (2017) This study found that female adolescents are more likely to engage in selfie culture, which can be linked to self-esteem and body image issues, while males typically use social media for sharing news, opinions, and gaming-related content. Kapidzic, (2013) this study found that Males tend to use social media for self-presentation, but their interactions are often more related to competition and self-promotion than social bonding, which can influence their mental health in different ways compared to females. Kuss & Griffiths, (2012) this study found that male adolescents may struggle with issues related to gaming addiction, online gaming communities, and exposure to violent content, which could foster aggression and social isolation. Kuss and Griffiths (2011) discuss how the constant need for validation through likes, comments, and shares can lead to an increased risk of addiction, particularly among female adolescents, who tend to experience higher levels of social comparison. Lenhart et al. (2015), females are more active on platforms that emphasize emotional expression, such as Face book and Instagram, whereas males prefer platforms like Twitter and Reddit, which offer more content-based interactions. Rosen et al., (2013) this study shows that there are gender-based differences in social media usage. Studies indicate that females tend to use social media for social interaction and emotional connection, while males are more likely to use it for entertainment and information. Sussman et al., (2017) this study indicated that social media addiction among females is often associated with anxiety, depression, and poor sleep patterns. On the other hand, male

adolescents may exhibit addictive behaviors through gaming and consuming content rather than emotional engagement. Tiggemann and Slater (2014) highlight how females often internalize idealized body types presented on social media, leading to a decline in mental well-being.

STATEMENT OF THE PROBLEM

To Study the Social Media Usage and Addiction in Male and Female Adolescents

OBJECTIVE OF THE STUDY

- To compare the levels of average, moderate, and severe internet use between male and female adolescents.

HYPOTHESIS OF THE STUDY

- There will be a significant gender difference in the levels of average, moderate, and severe internet use of adolescents.

METHODOLOGY

SAMPLE:

The sample for the present study consisted of 50 adolescents from the Jalna district of Maharashtra. The sample included 25 male adolescents and 25 female adolescents, selected using the purposive sampling method. The participants were within the age range of 16 to 25 years, maintaining a gender ratio of 1:1.

RESEARCH DESIGN:

Simple research design was used.

VARIABLES USED FOR STUDY

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

Dependent variables- Internet Addiction-

- 7) Average Internet use
- 8) Moderate Internet use
- 9) Severe Internet use

RESEARCH TOOLS

Young's Internet addiction test:

Young's Internet Addiction Test (1998) is a validated tool to assess problematic Internet use. It includes 20 self-report items rated on a 5-point Likert scale (0–), yielding scores between 0 and 100. The test evaluates the impact of Internet use on daily life, productivity, emotions, and relationships. Scores classify use as average (20–39), moderate (40–69), or severe (70–100).

PROCEDURES OF DATA COLLECTION

For the present study 150 sample was used and two instruments were administered individuals as well as a small group were adopted. The subjects were called in a small group of 05-10 subjects and there seating arrangements was made in a classroom. 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 ANALYSIS

For data analysis responses was expressed as on Measure Aggression was analyzed under descriptive statically and inferential statistical analysis the mean, Standard Deviation, ANOVA was used. Data analysis was performed using SPSS 16.0 software under windows.

Table No.01. Mean SD and F Value of Gender on Internet Addiction

Table No.	Leves of Internet Addiction	Gender	Man	DF	N	DF	F Value	Sign.
Table No. 01.(A)	Average Internet use of adolescents	Male adolescents	29.20	5.95	25	48	0.93	NS
		Female adolescents	28.70	5.27	25			
Table		Male adolescents	49.24	3.08	25	48		

No. 01.(B)	Moderate Internet use of adolescents	Female adolescents	45.62	4.10	25		12.20	0.01
Table No. 01.(C)	Severe Internet use of adolescents	Male adolescents	75.76	2.52	25	48	17.73	0.01
		Female adolescents	81.58	6.41	25			

DISCUSSION

Gender on Average Internet use of adolescents

Observation of Table No. 01(A) indicates that the mean and standard deviation (SD) values for average internet use among male adolescents were 29.20 ± 5.95 , while for female adolescents, they were 28.70 ± 5.27 . The calculated F-value for the comparison of average internet use between male and female adolescents was 0.93, with 48 degrees of freedom. The critical table values for F at the 0.05 and 0.01 significance levels are 3.94 and 6.90, respectively. Since the calculated F-value is lower than the table values, the result is not significant. Therefore, the hypothesis is rejected, indicating no significant difference in average internet use between male and female adolescents.

The findings of this study indicate that there is no significant difference in the average internet usage between male and female adolescents. This aligns with the changing trends in technology adoption and usage patterns, where access to digital devices and the internet has become increasingly ubiquitous across genders. Previous studies have reported similar results, suggesting that internet usage is influenced more by accessibility and individual interests rather than gender-specific preferences. For example, Jackson et al. (2008) found that both male and female adolescents spend comparable amounts of time online, although the purposes of usage might vary. Males often engage more in gaming, while females tend to use the internet for social networking and communication. Cietal shifts and equal access to technology in educational and recreational settings may have contributed to the diminishing gender gap in internet usage. Research by Lenhart (2015) supports this observation, noting that with the widespread availability of smart phones, adolescents of all genders are online nearly constantly, with usage patterns converging. However, it is interesting to note that while male and female adolescents engage with the internet in similar ways, there are qualitative differences in how they use it. For example, males are more likely to use the internet for gaming and work, while females are more likely to use it for social networking and communication.

Although time spent online may be similar, studies such as those by Kuss and Griffiths (2015) suggest that males might exhibit higher rates of gaming- related internet addiction, while females are more prone to social media-related dependency.

Gender on Moderate Internet use of adolescents

Observation of Table No. 01(B) indicates that the mean and standard deviation (SD) values for moderate internet use among male adolescents were 49.24 ± 3.08 , while for female adolescents, they were 45.62 ± 4.10 . The calculated F-value for the comparison of moderate internet use between male and female adolescents was 12.20, with 48 degrees of freedom. The critical table values for F at the 0.05 and 0.01 significance levels are 3.94 and 6.90, respectively. Since the calculated F-value is higher than the table values, the result is significant. Therefore, the hypothesis is accepted, indicating that male adolescents have significantly higher levels of moderate internet use compared to female adolescents.

The study's findings reveal that male adolescents have significantly higher levels of moderate internet use compared to female adolescents. This result aligns with existing literature suggesting that males often engage in more frequent online activities for leisure, entertainment, and gaming purposes, which may contribute to higher overall internet use. Research by Rideout et al. (2015) highlights that male adolescents are more likely to use the internet for gaming and related activities, which demand consistent engagement over extended periods. These activities are often classified under moderate internet use, as they do not necessarily escalate to pathological levels but still account for a significant portion of time spent online. In contrast, female adolescents may focus more on specific, less time-intensive activities, such as social networking and browsing, leading to a lower frequency of moderate usage levels. Another factor contributing to these findings could be gendered preferences in technology interaction. Studies such as that by Kuss and Griffiths (2015) show that males tend to exhibit a higher affinity for interactive and competitive online environments, which are associated with prolonged and consistent internet use. This aligns with the current study's observation of increased moderate usage among male adolescents. Additionally, cultural norms and parental monitoring may play a role in these differences. In certain cultural contexts, males may be granted more autonomy regarding technology use compared to females, who might experience stricter regulation of screen

time (Kirkpatrick et al., 2016). Such disparities could influence the frequency and duration of online activities.

Moderate internet use among males may positively contribute to skill development in areas such as problem-solving and teamwork through gaming (Granic et al., 2014), but it also raises concerns about potential overuse or reliance on the internet as a primary source of recreation. Future research should explore the qualitative differences in usage patterns and the impact of these behaviors on mental health and academic performance.

Gender on Severe Internet use of adolescents

Observation of Table No. 01(C) indicates that the mean and standard deviation (SD) values for severe internet use among male adolescents were 75.76 ± 2.52 , while for female adolescents, they were 81.58 ± 6.41 . The calculated F-value for the comparison of severe internet use between male and female adolescents was 17.73, with 48 degrees of freedom. The critical table values for F at the 0.05 and 0.01 significance levels are 3.94 and 6.90, respectively. Since the calculated F-value is higher than the table values ,the result is significant. Therefore, the hypothesis is accepted, indicating that female adolescents have significantly higher levels of severe internet use compared to male adolescents.

The results of this study indicate that female adolescents exhibit significantly higher levels of severe internet use compared to male adolescents. This finding contrasts with traditional expectations that males typically show higher levels of internet use overall, particularly for activities such as gaming, which can contribute to moderate usage. The observed gender differences in severe internet use, however, can be understood through several psychological and social factors that influence female adolescents' online behaviors. Research by Kuss and Griffiths (2015) suggests that females are more likely to engage in social media use, which, when excessive, can lead to internet addiction or severe usage patterns. Female adolescents often use social networking sites as a primary means of maintaining social connections and enhancing social validation. The intense need for social interaction and the pressures associated with maintaining a curated online persona can contribute to prolonged engagement, leading to severe internet use. Furthermore, excessive engagement with social media platforms, which are popular among females, has been associated with higher levels of anxiety and stress, further reinforcing problematic

usage (Tiggemann & Slater, 2014). A contributing factor could also be the relationship between social comparison and self-esteem in female adolescents. Studies have shown that females, especially during adolescence, are more susceptible to the negative effects of social comparison on social media platforms, leading to higher levels of time spent online in an attempt to attain social validation (Fardouly et al., 2015). This phenomenon can manifest in behaviors consistent with severe internet use, where adolescents spend excessive amounts of time online in an effort to maintain their social status or self-worth. Another important factor is the role of cyber bullying, which has been found to be more prevalent among female adolescents compared to males. The emotional and psychological impact of online harassment may drive females to engage with the internet more frequently as they seek support or coping mechanisms, which can lead to severe use patterns (Grigg, 2010). Moreover, cultural and environmental factors might contribute to these gender differences. Female adolescents may experience more pressure to adhere to social norms around appearance and behavior, which can drive excessive online activity, particularly on image-driven platforms like Instagram or TikTok (Tiggemann & Slater, 2014). This contrasts with male adolescents, who may not feel the same level of pressure to maintain an online persona focused on appearance. The higher levels of severe internet use in female adolescents are likely linked to a combination of social, psychological, and cultural factors, including the need for social connection, social comparison, and the pressures associated with online interactions. Future research should investigate how these behaviors affect mental health and well-being, particularly focusing on the long-term impacts of severe internet use in adolescent females.

CONCLUSIONS

- 1) There is no significant difference in average internet use between male and female adolescents.
- 2) Male adolescent's exhibit significantly higher levels of moderate internet use compared to female adolescents.
- 3) Female adolescents exhibit significantly higher levels of severe internet use compared to male adolescents.

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A Comparative Study of levels of stress between employed women and housewives.

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ABSTRACT

The present study aimed to compare the levels of stress between employed women and housewives. A sample of 50 participants from Beed district, Maharashtra, was selected using purposive sampling, comprising 25 employed women and 25 housewives. The Stress Scale by Vijaya Lakshmi and Shruti Narain (2007) was used to measure stress across four dimensions: physical, emotional, social, and environmental. The study employed a simple research design, with employment status as the independent variable and stress levels as the dependent variable. Data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (ANOVA), conducted via SPSS software. The results revealed that employed women had a higher mean stress score (29.20 ± 5.95) compared to housewives (28.70 ± 5.27). The calculated F-value (61.42) exceeded the critical values at both the 0.05 and 0.01 levels of significance, indicating a statistically significant difference in stress levels between the two groups. Consequently, the null hypothesis of no significant difference was rejected. The findings suggest that employed women experience greater stress, likely due to the dual responsibilities of professional and domestic roles, coupled with societal expectations.

Keywords:- Stress, Employed Women, House wives.

INTRODUCTION

Stress is an inevitable aspect of human life, characterized by physical, emotional, and

psychological responses to perceived pressures or threats. Women, as pivotal members of society, often encounter stress due to their multifaceted roles. Balancing professional commitments and domestic responsibilities has posed unique challenges for employed women, while housewives face distinct stressors tied to societal expectations and domestic life. Understanding the comparative stress levels between these groups is crucial for fostering mental well-being and societal progress.

Stress is broadly defined as a state of mental or emotional strain resulting from adverse or demanding circumstances (Selye, 1976). It can be acute, arising from immediate pressures, or chronic, stemming from prolonged challenges. While stress is a universal experience, its manifestations vary based on individual circumstances, societal roles, and cultural contexts (Lazarus & Folkman, 1984). For women, stress often stems from juggling multiple responsibilities, with significant implications for their health and quality of life.

Historically, women's roles have been largely confined to the domestic sphere, with care giving and household management as primary responsibilities (Oakley, 1974). However, societal transformations over the past century have led to increased participation of women in the workforce. Despite this shift, traditional expectations regarding domestic duties have persisted, creating a "double burden" for many employed women (Hochschild & Machung, 1989). On the other hand, housewives, though exempt from professional demands, often face challenges such as social isolation, monotony, and lack of recognition for their labor (Matud, 2004).

Stress Among Employed Women

Employed women face diverse stressors, including workplace pressures, role conflicts, and societal biases. Research indicates that women in professional roles often experience gender-based discrimination, limited career progression opportunities, and unequal pay, contributing to workplace stress (Eagly & Carli, 2007). Additionally, balancing career demands with domestic responsibilities frequently leads to emotional exhaustion and burnout (Frone et al., 1992). The challenges of time management, coupled with societal expectations to excel in both professional and personal domains, exacerbate stress levels among employed women.

Stress Among Housewives

Housewives, while not subjected to workplace stress, face significant challenges within the domestic sphere. The repetitive nature of household tasks, lack of financial independence, and societal undervaluation of domestic labor can lead to feelings of frustration and low self-esteem (Kumaretal.,2018). Furthermore, the absence of structured routines and limited social interaction often contribute to mental health issues such as depression and anxiety (American Psychological Association, 2019). Unlike employed women, housewives may also experience a sense of invisibility or lack of purpose, further intensifying stress.

Comparative studies on stress levels among employed women and housewives reveal nuanced insights. Some research suggests that employed women experience higher stress levels due to the dual burden of work and family responsibilities (Chandola et al., 2010). Conversely, other studies highlight that housewives face significant stress from unstructured routines, social isolation, and lack of personal autonomy (Matud, 2004). These findings underscore the importance of understanding stress in relation to women's roles, societal expectations, and individual circumstances.

The impact of stress on women's health is profound and multifaceted. Chronic stress is associated with a range of physical and mental health issues, including hypertension, cardiovascular diseases, depression, and anxiety (McEwen, 2007). For employed women, the physical demands of work combined with emotional exhaustion can lead to burnout, while housewives often experience mental health challenges stemming from isolation and lack of recognition (Schaufeli et al., 2009).

Need of the Study

Despite extensive research on stress among women, comparative studies focusing on employed women and housewives remain scarce. Existing literature often examines stress in isolation, without addressing the interplay of professional and domestic roles. A comparative analysis provides a holistic understanding of the unique stressors faced by each group, highlighting the need for tailored interventions (Goyal et al., 2017).

Significance of the Study

Understanding the stress experiences of employed women and housewives is essential for promoting mental well-being and gender equity. This study contributes to the broader discourse on women's health by highlighting the unique challenges associated with different lifestyles. The findings can inform policies and interventions aimed at reducing stress and enhancing the quality of life for women across diverse contexts.

REVIEW OF RELATED LITERATURE

Bhattacharya (2020) highlights those women in dual-earner households report higher stress due to the lack of adequate support systems and rigid gender roles. Workload, long working hours, and workplace discrimination further exacerbate stress among employed women.

Gupta and Pandey (2023) indicated that housewives often experience stress due to the lack of financial independence and the undervaluation of their domestic contributions. Additionally, housewives may face social isolation and feelings of inadequacy, as their role is traditionally viewed as secondary to their partner's economic role.

Gupta and Singh (2018) concluded that housewives were more prone to stress stemming from lack of autonomy, whereas employed women faced stressors associated with workplace challenges and role overload. The study emphasized the role of social support and coping mechanisms in mitigating stress levels.

Kapoor et al. (2021) highlighted that employed women reported higher levels of anxiety, exhaustion, and emotional stress compared to housewives, primarily because of work-related demands and the lack of a clear boundary between professional and personal life.

Kumar and Devi (2022) indicated that stress levels were significantly correlated with mental health issues in both groups, but the triggers differed, with employed women citing workplace conflicts and housewives citing familial issues.

Malhotra and Bhardwaj (2022) found that while both groups experienced high levels of

stress, the types of stress differed. Employed women were more likely to experience work-related stress, including pressure to perform and long hours, while housewives faced stress linked to domestic work and societal perceptions of their roles. The study also found that employed women with higher levels of social support were able to manage stress more effectively compared to housewives, who often lacked such support.

Mehta et al. (2017) found that employed women were more likely to adopt problem-focused coping strategies, such as seeking professional help or time management, while housewives predominantly relied on emotion-focused coping, which was less effective in alleviating stress.

Patel & Chawla, (2020) this study found that Economic independence plays a significant role in stress levels. Employed women, despite experiencing higher stress in certain areas, often have better access to resources and social networks, which act as buffers against stress. On the contrary, housewives may lack such resources, leading to feelings of helplessness.

Patel et al. (2023) showed that employed women tend to use problem-focused coping strategies like time management, seeking social support, and professional help. On the other hand, housewives often rely more on emotion-focused coping strategies, such as rumination and passive acceptance, which can exacerbate stress in the long term. The study suggested that improving social networks and promoting stress management programs for housewives could significantly reduce their stress levels.

Rahman and Ali (2019) highlighted that in patriarchal societies, housewives often face higher levels of stress due to restrictive gender roles, whereas employed women face challenges in balancing their dual roles.

Rani & Raghav (2021) found that chronic stress among both employed women and housewives was associated with negative health outcomes such as anxiety, depression, and sleep disturbances. However, the study found that employed women were more likely to seek psychological support and exhibit resilience through external activities, whereas housewives often internalized their stress, leading to higher levels of mental health issues such as depression.

Rathi and Barath (2021) conducted a comparative study of stress levels between employed women and housewives. The findings revealed that employed women experienced higher stress related to work-life conflict, while housewives faced stress due to financial dependency and societal expectations. However, employed women who had flexible working hours and supportive families reported lower stress levels compared to housewives.

Sharma & Sharma (2022), working women experience stress primarily due to role conflict, time pressures, and workplace challenges. The study found that factors such as long working hours, gender bias in the workplace, and insufficient support at home contributed to elevated stress levels.

Sharma and Sharma (2019) found that housewives reported higher levels of stress associated with social isolation, limited personal growth, and an over reliance on family members for decision-making. The lack of external validation also contributes to feelings of inadequacy and stress.

Singh et al. (2023) compared the perceived stress among 200 women in urban India100 employed women and 100 housewives. The study concluded that employed women generally exhibited higher stress levels due to the demands of balancing career and household responsibilities. Housewives experienced stress primarily due to their limited social interactions and dependency on their husbands, which contributed to a sense of lower self-worth.

STATEMENT OF THE PROBLEM

To Study of level s of stress between employed women and housewives

OBJECTIVE OF THE STUDY

- To compare the levels of stress between employed women and housewives.

HYPOTHESIS OF THE STUDY

- There is no significant difference in the levels of stress between employed women and housewives.

METHODOLOGY

SAMPLE:

The sample for the present study comprised 50 Employment Status from the Beed district of Maharashtra. The sample included two equal groups: 25 employed women and 25 housewives. Participants were selected using the purposive sampling method, ensuring they met the inclusion criteria of being married and within the age range of 20 to 40 years.

RESEARCHDESIGN:

Simple research design was used.

VARIABLESUSEDFORSTUDY

- **IndependentVariables**-EmploymentStatus-1)Employed women2)housewives
- **Dependen tvariables**-levels of stress

OPERATIONALDEFINITIONS

Employed Women: Women who are engaged in regular income-generating work or jobs outside the home for a minimum of 20 hours per week.

Housewives: Women whose primary role is managing household responsibilities and who are not engaged in any formal income-generating employment outside the home.

Levels of Stress: Levels of stress refer to the intensity of psychological and physiological responses experienced by an individual when faced with perceived demands or challenges that exceed their coping abilities. It encompasses feelings of tension, worry, or strain, which can vary from mild to severe depending on individual perceptions and external circumstances.

RESEARCHTOOLS

Stress Scale

The Stress Scale by Vijaya Lakshmi and Shruti Narain (2007) is a psychological tool

designed to assess stress levels in individuals across four key dimensions: Physical Stress, Emotional Stress, Social Stress, and Environmental Stress. The scale typically consists of 40–50 items, which are rated on a Likert-type scale, enabling individuals to indicate the degree of stress they experience in various life situations. It measures stress across multiple life domains, including physical strain, emotional challenges, social pressures, and environmental factors. Respondents rate their experiences, with higher scores indicating higher levels of stress. The scale has demonstrated high reliability, with a Cronbach's alpha greater than 0.80, confirming its consistency and accuracy in measuring stress levels.

PROCEDURES OF DATA COLLECTION:-

For the present study, a sample of 50 participants was used. Two instruments were administered, both individually and in small groups. The subjects were invited in small groups of 5-10 participants. Seating arrangements were made in a classroom to ensure a structured and conducive environment for test completion. The tests were administered following the instructions and procedures outlined by the authors of the respective instruments. After each participant completed the test, a field copy of the test was collected for further analysis. This procedure was consistently followed for all participants, ensuring uniformity in the data collection process

STATISTICAL ANALYSIS AND DISCUSSION

For data analysis responses was expressed as on Measure Stress was analyzed under descriptive statically and inferential statistical analysis the mean, Standard Deviation, ANOVA was used. Data analysis was performed using SPSS 16.0 software under windows.

Hypothesis:-

- There is no significant difference in the level of stress between employed women and housewives.

Table No.01. Mean SD and F Value of Employment Status on Stress

Factor	Employment Status	Mean	SD	N	DF	FValue	Sign.
Level of Stress	Employed women	25.48	3.21	25	48	61.42	0.01
	Housewives	18.68	2.91	25			

Figure No.01. Mean of Employment Status on Stress



Observation of Table No. 01 and Figure No. 01 illustrate the descriptive and inferential statistics comparing stress levels between employed women and housewives. The mean stress level for employed women was 29.20 with a standard deviation of 5.95, whereas housewives had a mean of 28.70 with a standard deviation of 5.27. An F-test was conducted to evaluate the variance between the two groups, yielding a calculated F-value of 61.42 with 48 degrees of freedom. The critical table values for F at the 0.05 and 0.01 significance levels were 3.94 and 6.90, respectively. Since the calculated F-value exceeds these critical values, the result is statistically significant. Therefore, the null hypothesis, which stated no significant difference in stress levels between employed women and housewives, is rejected. The findings indicate that employed women experience significantly higher stress levels compared to housewives.

The results of this study indicate that employed women experience significantly higher levels of stress compared to housewives. This can be attributed to the dual responsibilities

of managing professional commitments alongside household and familial obligations. Employed women often face role overload, wherein the demands of multiple roles exceed their available resources and time. Such circumstances are linked to heightened stress levels, as documented in earlier research (Sharma, 2019). The workplace introduces stressors such as deadlines, work pressure, and conflicts, which compound the domestic challenges faced by women. Furthermore, the societal expectation for women to excel both professionally and domestically exacerbates their stress levels. Lazarus and Folkman (1984) noted that stress is influenced by an individual's perception of demands and their ability to cope with them, highlighting the complex interplay of professional and personal factors in employed women's lives. Housewives, on the other hand, while not exempt from stress, encounter a different set of challenges. Their stress is predominantly rooted in household responsibilities and care giving roles. However, the predictability and control over their schedules might provide a buffer against the intensity of stress compared to employed women (Chaturvedi, 2021).

CONCLUSIONS

Employed women experience significantly higher stress levels compared to Housewives.

The findings of this study demonstrate that employed women experience significantly higher stress levels compared to housewives. This can be explained by the multifaceted challenges that employed women face, such as balancing professional responsibilities with personal and familial obligations. The dual roles often lead to role conflict and role overload, where the demands of work and family compete for attention and resources, resulting in elevated stress levels (Kumari & Joshi, 2020).

Employed women are exposed to workplace stressors, including tight deadlines, performance pressures, and interpersonal conflicts, which can accumulate over time and spill into their personal lives. Additionally, societal expectations often pressure employed women to excel professionally while maintaining traditional roles within the household. These compounded stressors may lead to feelings of inadequacy and burnout, as highlighted in previous research by Chaturvedi (2021).

Housewives face stress predominantly related to household responsibilities, care giving,

and, in some cases, social isolation. While these challenges can be demanding, they often provide more flexibility and predictability in scheduling compared to the rigid demands of a professional environment. Lazarus and Folkman (1984) have emphasized that stress levels are influenced by the individual's perceived control over their environment and coping resources, which may explain why housewives report slightly lower stress levels than employed women. Employed women may lack adequate support systems, such as equitable division of household labor or institutional provisions like maternity leave, flexible work hours, and childcare facilities. These factors contribute significantly to the stress gap between employed women and housewives (Sharma, 2019).

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Exploring the Relationship Between Stress and Mental Health Among Secondary School Students"

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ABSTRACT

The present study explores the relationship between stress and mental health among secondary school students. A sample of 60 students (30 boys and 30 girls) from the Nashik district of Maharashtra was selected using purposive sampling. The Bisht Battery of Stress Scales and the Mental Health Battery were employed to measure stress and mental health, respectively. Data analysis using Pearson's correlation revealed a strong negative relationship between stress and mental health ($r = -0.87$, $p < 0.05$), indicating that higher stress levels are associated with poorer mental health. The findings suggest that stress significantly impacts adolescents' psychological well-being, with those experiencing greater stress facing challenges such as emotional instability and reduced mental health.

Keywords:-stress and mental health.

INTRODUCTION

Adolescence, particularly during the academic years, is a period of heightened vulnerability due to the increasing demands placed on students. Academic stress, defined as the distress caused by an individual's perception of excessive academic demands, is one of the most significant challenges faced by students (Lee & Larson, 2000; Lou & Chi, 2000). It encompasses factors such as academic overload, pressure to perform, competitive environments, and parental expectations, all of which contribute to psychological strain. Prolonged exposure to academic stress can negatively impact both mental and physical

health, thereby hindering students' overall well-being and academic success (Clark & Rieker, 1986; Felsten & Wilcox, 1992).

Adolescence is a crucial developmental period characterized by numerous physical, emotional, and psychological transitions. During this phase, secondary school students often face significant stressors, one of the most prominent being academic stress. Stress, broadly defined as a state of mental or emotional strain resulting from adverse or demanding circumstances, arises in the context of secondary school students due to academic pressures, peer relationships, parental expectations, and the challenges of balancing schoolwork with personal and social responsibilities (Lazarus & Folkman, 1984).

Mental health, as conceptualized by the World Health Organization (WHO, 2005), is a state of well-being in which individuals realize their potential, cope with life's stresses, work productively, and contribute to their communities. Positive mental health is crucial for adolescents to navigate the complexities of academic and social environments. However, high levels of academic stress can undermine mental health, leading to issues such as anxiety, depression, sleep disturbances, and reduced self-esteem (Struthers, Perry, & Menec, 2000).

The relationship between academic stress and mental health is intricate and multifaceted. While moderate levels of stress can motivate students to achieve their goals, excessive and chronic academic stress often overwhelms their coping capacities, resulting in mental health challenges (Yikealo, Tareke, & Karvinen, 2018). Unaddressed academic stress not only affects psychological well-being but also impairs cognitive functioning, social relationships, and physical health, making it a critical area of concern for educators, parents, and mental health professionals.

The relationship between stress and mental health is bidirectional; stress negatively affects mental health, and poor mental health exacerbates stress levels. Adolescents under chronic stress often develop maladaptive coping mechanisms, further compromising their mental health (Santiago et al., 2011). Additionally, unrelieved stress can impair cognitive functions such as attention, memory, and decision-making, which are critical for academic success (McEwen & Sapolsky, 1995).

Understanding the intricate relationship between stress and mental health among secondary school students is essential for developing interventions that promote resilience and psychological well-being. By addressing the sources of stress and equipping students with effective coping strategies, schools and mental health professionals can foster an environment conducive to both academic achievement and emotional growth. Given the significant impact of academic stress on mental health, there is a pressing need to identify protective factors and develop effective interventions. Cultivating resilience, fostering supportive environments, and teaching adaptive coping strategies can help students manage academic stress and enhance both their mental health and academic performance.

REVIEW OF RELATED LITERATURE

Compas et al. (2017), high levels of academic, social, and family-related stress significantly impact adolescents' psychological well-being. Chronic stress exposure during adolescence is associated with an increased risk of depression and anxiety disorders.

Espelage et al. (2013) revealed that students exposed to chronic social stress exhibited higher levels of emotional distress, including symptoms of anxiety, depression, and low self-esteem.

Lazarus and Folkman (1984) emphasized the importance of understanding stress through a transactional model, which considers individual, cultural, and environmental factors. Students from low-income families often experience compounded stress due to financial challenges, which exacerbates mental health issues.

Liu and Lu (2012), adolescents with overly demanding parents reported higher levels of stress, which negatively affected their mental health, particularly in the domains of emotional well-being and interpersonal relationships.

Misra and Castillo (2004) found that excessive academic stress contributes to decreased life satisfaction, increased symptoms of depression, and poor mental health outcomes. This study also noted that students experiencing high academic stress reported lower levels of emotional stability and resilience.

Pomerantz et al. (2002) found that female students were more likely to internalize stress, resulting in higher rates of anxiety and depression compared to their male counterparts.

Male students, on the other hand, were more prone to externalizing behaviors in response to stress.

Sandi (2013) explored how stress impacts the brain's neurobiological pathways, leading to impaired emotional regulation and cognitive dysfunction. These changes contribute to poor mental health, including heightened anxiety and depressive symptoms.

Suldo and Shaffer (2008) demonstrated that secondary school students who engaged in regular stress-relief practices, such as mindfulness and physical activities, reported better mental health outcomes compared to their peers who lacked coping mechanisms.

STATEMENT OF THE PROBLEM

- To Study the Exploring the Relationship Between Stress and Mental Health Among Secondary School Students.

OBJECTIVE OF THE STUDY

- To study the correlation between Stress and mental health among secondary school students.

HYPOTHESIS OF THE STUDY

- There would be a negative relationship between stress and mental health among secondary school students.

METHODOLOGY

SAMPLE:

The sample for the present study comprised 60 secondary school students from the Nashik district of Maharashtra. The sample included two equal groups: 30 Boys Students and 30 Girls Students. Participants were selected using the purposive sampling method, ensuring they met the inclusion criteria of being married and within the age range of 16 to 18 years.

RESEARCH DESIGN

Present research is correlation study which includes two variables stress and mental health.

VARIABLES USED FOR STUDY

- **Independent Variables**-Gender -1) Boys Students 2) Girls Students
- **Dependent variables** -1) Mental Health 2) Stress

OPERATIONAL DEFINITIONS

Stress: For the purpose of measuring academic stress the researcher used Bisht Battery of Stress Scales.

Mental Health: Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and can make a contribution to his or her community.

RESEARCH TOOLS

Bisht Battery of Stress Scales

The Bisht Battery of Stress Scales (1987), developed by Dr. Abha Rani Bisht, assesses stress in six domains: physical, emotional, social, educational, familial, and financial. It comprises 13 scales with 80 items that use a Likert-type response format. Scoring involves summing responses to determine stress levels in each domain, with higher scores indicating greater stress. Norms are available for adolescents and young adults. The scales demonstrate high reliability (test-retest and internal consistency) and strong validity, supported by correlations with related constructs and expert reviews. This tool is widely applied in stress research, offering a robust measure of multidimensional stress.

Mental health battery

The Mental Health Battery (2000), developed by A.K. Singh and Alpana Sen Gupta, assesses mental health across six dimensions: emotional stability, overall adjustment, autonomy, security- insecurity, self-concept, and intelligence. It consists of 130 items, tailored for individuals aged 13 and above. Scoring involves summing responses, with higher scores indicating better mental health. Norms are provided for adolescents and

adults, enabling comparisons across age groups. The battery exhibits high reliability, including internal consistency and test-retest reliability, and strong validity, confirmed through expert evaluations and correlations with related constructs. It is extensively used in psychological assessments and mental health research.

PROCEDURES OF DATA COLLECTION

For the present study, a sample of 60 participants was used. Two instruments were administered, both individually and in small groups. The subjects were invited in small groups of 5-10 participants. Seating arrangements were made in a classroom to ensure a structured and conducive environment for test completion. The tests were administered following the instructions and procedures outlined by the authors of the respective instruments. After each participant completed the test, a field copy of the test was collected for further analysis. This procedure was consistently followed for all participants, ensuring uniformity in the data collection process.

STATISTICAL ANALYSIS

For data analysis responses was expressed as on Measure Stress and Mental Health was analyzed under correlation was used. Data analysis was performed using SPSS 16.0 software under windows.

RESULT AND DISCUSSION

To analyses the data means and Pearson product movement correlation r was computed to check the relationship the obtained data is systematically presented as follows.

Variables	N	Mean	r	Significance
Stress	30	32	-0.87	Significant
Mental health	30	19.36		

The mean score for Stress is 32, indicating a moderate level of stress among the

participants. The mean score for Mental Health is 19.36, suggesting a lower level of mental health well-being in the sample. The Pearson product-moment correlation coefficient (r) between stress and mental health is **-0.87**, which indicates a strong negative correlation. This relationship is statistically significant, implying that as stress levels increase, mental health significantly deteriorates. The results highlight a significant and strong inverse relationship between stress and mental health. This finding aligns with previous studies, which suggest that higher stress levels are strongly associated with a decline in mental health. The strong negative correlation (-0.87) indicates that stress is a major contributing factor to poor mental health. Participants with higher stress levels likely experience greater mental health challenges, such as anxiety, depression, and emotional instability. This underscores the importance of interventions focused on stress management to improve mental health outcomes. Strategies such as coping mechanisms, counseling, and lifestyle modifications are critical, particularly for individual sex posed to chronic stressors. Future research can further explore these relationships in diverse populations and evaluate the effectiveness of targeted intervention programs.

CONCLUSIONS

Negative correlation between stress and mental health among secondary school students.

The findings indicate a negative correlation between stress and mental health among secondary school students, suggesting that as stress levels increase, mental health significantly deteriorates. This relationship highlights the substantial impact of stress on the overall psychological well-being of students during this critical developmental stage.

Secondary school students often experience high levels of stress due to academic pressures, peer relationships, parental expectations, and the challenges of adolescence. Chronic stress can lead to various mental health issues, including anxiety, depression, emotional dysregulation, and reduced self-esteem, all of which can impair their ability to function effectively in daily life.

The negative correlation observed in this study (-0.87) aligns with existing literature, which underscores the detrimental effects of prolonged stress on mental health. Elevated

stress levels are known to disrupt cognitive processes, emotional stability, and social interactions, further exacerbating mental health challenges in young individuals.

Addressing this issue requires implementing proactive measures within school systems and at home. Schools should focus on fostering a supportive environment by introducing stress management programs, such as mindfulness training, counseling services, and extracurricular activities that promote relaxation and resilience. Parents can also play a crucial role by maintaining open communication, providing emotional support, and reducing unrealistic expectations.

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The work of Dr.Gail Omvedt about Gender Justice

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ABSTRACT

The Indian Constitution, renowned as the "Document of Social Change," upholds principles of justice, equality, and fraternity, yet gender disparities persist. Dr. Gail Omvedt, a distinguished sociologist and activist, championed gender justice through her writings and grassroots movements. Her work highlighted issues of caste, class, and patriarchal oppression, focusing on Dalit and rural women. She participated in movements for equal pay, land rights, and political power for women, emphasizing the intersectionality of caste and gender oppression. Inspired by Ambedkar, Phule, and the Buddha, Dr. Omvedt's contributions provide a framework for advancing social and gender justice in contemporary India.

Keywords:-Dr. Gail Omvedt, justice.

INTRODUCTION

India is one of the biggest democratic countries having 28 states and 8 Territories. The Indian constitution is called the 'Document of Social Change'. The Indian constitution is the world's longest written constitution, with 395 articles organized into 22 parts accompanied by 8 schedules. (Now 444 articles spread across 25 parts in reached with 12 schedules)

The great success of the Indian constitution is building unity between people of

various religions, castes, languages, and cultures. Recently, India celebrated the 75th Constitution Day on 26 November 2024. The Indian constitution is unique and has objectives of Justice, Liberty, equality, and fraternity.

Article 15 of the constitution of India enshrines the principles of equality between men and women. Accordingly, Indian citizens are protected from all forms of discrimination by the state on the basis of religion, race, caste, sex or place of birth. Not only that the constitution of India has directed the states to implement rules, laws, and policies as required for the advancement and empowerment of women.

The constitution of India has provided 6 fundamental rights to Indian citizens for personal development and a better life.

- Right to Equality(Articles14to 18)
- Right to freedom (Articles19to22)
- Right against exploitation(Articles23to24)
- Right to freedom of religion(Articles25to 28)
- Cultural an deducational rights(Articles29to30)
- Right to Constitutional Remedies(Article32)

However, in real life, the treatment received by men and women is discriminatory and unfair to women. See from the below reports-

- Ministry of Education 2021- 22 report, The rate of school dropping is 12.6% Bihar, Karnataka and Punjab have the highest dropout rates for girls.
- Between 2017 and 2021, the number of women who were victims of dowry was 35493. According to Government data around 20 women lose their lives every day due to dowry harassment. Uttar Pradesh has the highest number of cases.
- NCR Biannual report shows that 31677 women were raped in 2021 and 28460 in 2020.

From this, even after 75 years of independence, it is seen that half of India's population of women is living in various forms of slavery and oppression and waiting for Gender Justice to live life with respect and confidence. The Indian constitution is the one and only place of hope.

Meaning of Gender Justice

Gender justice aims to eliminate inequalities between women and men in the family,

community, market, and state. It requires institutions, from the justice system to economic policymakers, to address discrimination and injustice that marginalize women. Unlike women's empowerment, gender justice emphasizes accountability in ending discrimination and the subordination of women.

Main causes of Gender Injustice in Indian society

- -lack of education
- -lack of employment equality
- -lack of bodily autonomy
- -Poor medical care
- -lack of religious freedom
- -lack of political representations

The ways of Gender Justice in daily life

- Violence against women
- Economic and legal discrimination
- Inequality in employment and earnings
- Domestic exploitation
- Gender socialization
- Ownership inequality
- Women have less political power

Legal laws for Gender Justice in Indian constitution

The framers of the constitution believed that Indian women should be treated with equality and that the state should protect their rights. Thus they included provisions to protect women's interests to achieve gender justice.

Gender equality is enshrined in the Preamble of the Indian Constitution and has provided many arrangements to protect women's rights.

- Article 14: Ensure equality between men and women through equal rights and opportunities in the political, economic and social spheres.
- Article 15: Forbids discrimination on the basis of sex, ethnicity, color, caste etc. against any person.
- Article 16: Concerned with equal opportunities.

- Article 23: Equality between men and Women must be ensured in the areas including employment work and pay.
- Article 39(d) and 41: Recognised the principles of 'Equal Pay for Equal Work' for the men and women as well as the 'Right to Work.'
- Article 51A(e): Provides that it will be the duty of every citizen to enounce practices derogatory to the dignity of women.
- Article 325: Guarantees women's political equality.

The preamble of the Indian constitution guarantees social, economic and political justice as well as equality of status and opportunity and individual dignity. Gender Justice is a Human Right.

According to the Indian constitution and Gender Justice, I present here the work of Dr. Gail Omvedt proposed the Gender Justice by her writings and movements.

Key Notes

1. Movements for the rights of common women
2. Ideological and academic writings for women's empowerment and human rights

OBJECTIVES

1. To observe the work done by Dr Gail Omvedt to help oppressed women in rural areas to live a life of dignity.
2. To describe Dr. Gail Omvedt's participation in the movement ensures that women have the same economic, social and political rights as men.
3. To expose the exploitation of rural, Dalit and oppressed women through writings.

HYPOTHESIS

1. The pain and sufferings of rural and urban, upper and lower caste women are not the same.
2. The Indian constitution grants equal rights to all citizens yet discrimination between men and women is still in day-to-day life.

WORK OF DR GAIL OMVEDT ON GENDER JUSTICE

Dr. Gail Omvedt is a world-class sociologist, activist, thinker, scholar of social and political affairs and a prolific writer who writes tirelessly.

Her academic writing includes numerous books and articles on class, caste and gender issues and women's struggles in India. She was involved in Dalit and anti-caste movements, rural farmers and women's movements. She was active in 'Shramik Mukti Dal', 'Stree Mukti Sangharsh Chalvel' which works on issues of abandoned women in Sangli and Satara districts of Southern Maharashtra and the 'Shetkari MahilaAghadi' which works on issues of women's land rights and political power.

Dr. Gail Omvedt was born on 2 August 1941, in America. She received her study from school to PhD in Minnesota State USA. In 1963, Dr. Gail Omvedt came to India for her M.A. thesis named 'Caste in India' and in 1971 again she visited India for her Ph.D. thesis 'Cultural Revolt in Colonial Society: The Non-Brahmin Movement in Western India (1873 to 1930).

For her Ph.D. thesis Dr. Gail Omvedt visited every nook and corner of Maharashtra and communicated with women, and underprivileged, farmers, Adivasi and Dalits.

In 1973 the University of California awarded Dr. Gail Omvedt by Ph.D. degree.

While preparing this thesis Dr. Gail Omvedt got acquainted with the deprived, exploited and suffering people in India. She also came into contact with social and political organisations like Magowa, Ukan Lal Nishan party and Dalit Panther.

Dr. Gail Omvedt accepted Indian citizenship after getting married to social activist Dr. Bharat Patankar in 1976. Before it, Dr. Gail Omvedt took part in the 'First Indian Women's Liberation Conference' held in Pune in 1975. And informed the Indian women about the World Women's Liberation Movement, and made them think about the injustice they were facing.

DR GAIL OMVEDT'S IDEOLOGICAL AND ACADEMIC WRITINGS

Dr. Gail Omvedt was the first major scholar who wrote extensively on the social movements against discrimination of caste, Class, Gender and Religion. She has left behind a rich corpus of research documentation and academic work. Her contribution to the study of women's movement and feminism in India is pioneering as her initial works were on women's movements in the 70's and 80's. Dr. Gail Omvedt wrote many books.

Some of them are below

- We Will Smash this Prison: Indian Women in Struggle(1980)
- Land, Caste and Politics in India(1982)

- Dalits and Democratic Revolution(1984)
- Violence against Women: New movements and New theories in India(1990)
- Reinventing Revolution: New Social Movements in India(1993)
- Jotirao Phule and Ideology of Social Revolution in India (2004)
- Seeking Begampura(2008)
- Understanding casts from Buddha to Ambedkar and Beyond (2011)
- Dalit Visions :The Anti-Caste Movements and Indian Cultural Identity
- Gender and Technology: Emerging Asian visions.

From her academic writing, Dr. Gail Omvedt raised her voice against exploitation, caste, class, and patriarchy and gender injustice. Through her writings, she exposed how Dalit women are still oppressed and unsafe. Dr Gail Omvedt described the movements of Dalit, Adivasi, farmer women, and abandoned, widowed women who struggle against exploitation and injustice. Dr. Gail Omvedt was part of that movement. She believed that the Liberation of women and men through the awakening of women's power.

1. The United Nations started celebrating the year 1975 as 'World Women's Year' and March 8 as ' International Women's Day.' This is a very important event for all the females in the world. In India, the First Women's Liberation Conference was held in 1975 in Pune Maharashtra. Dr. Gail Omvedt, Mrinal Gore, Ahilya Ranganekar, Chhaya Datar, Com. Leelatai Bhosle took part actively in the conference. These women organized some movements like,
2. Female agricultural laborers working in Mahatma Phule Agricultural University in Rahuri in Ahmednagar district were getting lower wages than male agriculture laborers whereas male farmer laborers had no job security or leave of any kind.
3. Therefore, in October 1974, these former workers went on hunger strike to demand the implementation of their job security and that women workers should also get the same wages as male workers.
4. Here we see that the strike was for 'Equal Pay for Equal Work' and 'Right to Work.'
5. During the consecutive drought from 1970 to 1973, various sociologists and communist parties came together and allied in 1972 under the name ' Women's Joint Action Committee for Anti-Inflation. It was the largest women's Movement in India and stood around the capitalistic centre of India. About 10000 women

from textile mills and other industries in Mumbai took to the streets. Working women as well as housewives also took part in this movement. These women chased Indira Gandhi and asked about the increasing price and storage of food grains. The women demanded food grains, stopped prices from rising and rationed to all. This movement was for the 'Right to Live.'

6. Under the leadership of 'Shramik Mukti Dal' Dr. Gail Omvedt has made an invaluable contribution as an intellectual and grassroots activist. She actively participated in movements like Equal Distribution of Water, Women's Liberation Struggle Movement, Movement for Reservation of Women's Political Power, Dalit Panther's March, and Vitthal-Rukhmai Mukti Andolan in West Maharashtra.
7. These struggles were for the 'Right to Equality.'
8. To organize the struggle of abandoned widowed women to get their own houses. As a result of the struggle, those women got houses in their own names. Abundant women put their names on their children as parents.
9. Through these struggles, women get Self- Respect, Position as Human beings and Freedom of Decision.
10. In 1986, Dr Gail Omvedt and Sharad Joshi together organized the 'Shetkari Mahila Parishad' at Chandwad, Maharashtra. And implemented experiments like 'Sita Farming' and 'Laxmi Mukti' for women in rural farming families. In this project, the woman was given collective cultivation of agricultural land and achieved objectives like 'Food Security' and 'Protection of the Environment' through organic farming.

CONCLUSION

Dr. Gail Omvedt argued that although Gender-based exploitation and Cultural oppression are both real but not the same. she pointed out that Upper Caste women faced domestic oppression but women from Dalit communities, lower caste groups, and laborer classes were oppressed by patriarchy. Dr. Gail Omvedt considered rape, dowry, and domestic violence a stools of patriarchy in India.

Dr Gail Omvedt showed that the caste system, class system, patriarchal family system, and

male ownership of land are closely related to the exploitation of women like molestation, rape, foeticide, sati and physical violence.

She was quoted as saying her view that violence, exploitation and sexuality are interrelated to violence against women. The role of the state behind this violence, the evils of capitalism, the development of religious fundamentalism ethnic and religious riots should also be examined.

Dr. Gail Omvedt writings record many stages of the anti-caste, peasant, women and labours movements. And provide frame works for analyzing and understanding them. The common thread running through her academic, research, activism and intellectual contributions is Social Justice. It is significant that Dr. Gail Omvedt works are shaped primarily by the ideas of the Buddha, Kabir, Phule and Dr. Ambedkar.

Dr. Gail Omvedt's life and writing will prove to be an extremely valuable intellectual research for those who care about the future of India, Indian Constitution, and oppressed, deprived people and women. It is extremely valuable for those who want to spread Fraternity and Gender Justice.

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Beyond Borders: Climate Change & Impacts on South Asia

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“Climate change is the single greatest threat to a sustainable future, but at the same time, addressing the climate challenge presents a golden opportunity to promote prosperity, security and a brighter future for all.”

Ban Ki-Moon (Former Secretary-General of the UN)

ABSTRACT

South Asia is already facing many challenges, such as political tensions and unequal opportunities. Now climate change is adding to these problems. South Asia, a region characterized by its diverse ecosystems, dense population and socio-economic challenges is at the threshold of climate change impacts. The region's exposure to rising temperatures, unpredictable rainfall patterns and extreme weather events has far-reaching implications not only for environmental and economic stability but also for regional security. Climate change is causing water shortages, food insecurity and compelling people to leave their homes. It is also damaging the environment and making existing political problems worst. These problems can affect each other and make things very unstable and even lead to violence. Combating these threats, countries in South Asia need to work together and find ways to adapt to the changing climate. This includes things like sharing water resources, helping people who have become refugees and protecting the environment. This paper examines the complex impacts of climate change in South Asia and their connection with security risks, emphasizing the need for cooperative policies and strong frameworks.

Keywords: -climate change, Beyond Borders.

INTRODUCTION

South Asia, a region characterized by diverse landscapes, speedy population growth and

significant poverty, is principally disposed to the adverse effects of climate change. Rising temperatures, unpredictable rainfall patterns, glacial melt and sea-level rise are already impacting the region's agriculture, water resources and ecosystems. These environmental changes have reflective security implications, intimidating to aggravate existing tensions and threaten the entire region.

South Asia is home to over a fifth of the world's population, surrounding countries such as India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan and the Maldives. The region is highly visible to climate change due to its geographical location, dependency on agriculture and socio-economic disparities. Increasing evidence highlights how climate change intensifies existing weaknesses and introduces new security risks, including resource conflicts, forced migration and socio-political instability. This article talks about how climate change is linked to issues of South Asia, and it gives ideas on how to deal with these problems.

Key Resource Concerns of South Asia

South Asia faces a complex web of resource concerns, including water scarcity, energy insecurity, food security challenges, deforestation, and severe air and water pollution. These problems are all connected and made worse by fast economic growth, a large and growing population and climate change.

1. Water:

- **Scarcity:** South Asia faces severe water scarcity aggravated by climate change. Declining glaciers in the Himalayas, unreliable rainfall patterns and rising temperatures are impacting water availability.
- **Interdependence:** Major river systems like the Indus, Ganges and Brahmaputra flow through multiple countries, creating complex water-sharing agreements and ground for conflicts.
- **Pollution:** Rapid industrialization and urbanization have led to significant water pollution, further compromising water quality and availability.

2. Food:

- **Food Insecurity:** Despite being a major agricultural producer, there are still serious problems with food security in South Asia. Climate change is harming crop production and things like poverty, inequity and difficulty in selling crops make it hard for people to get enough food.

- Land Degradation: Soil erosion, deforestation and unsustainable agricultural practices are degrading land, reducing agricultural productivity and threatening food security.

3. Energy:

- Energy Poverty: Many people in South Asia can't get reliable and affordable energy, which makes it hard for the economy to grow and worsens poverty.
- Energy Security: As South Asia heavily depends on fossil fuels and is easily affected by changes in global energy prices, it faces serious problems with energy security.

4. Air and Water Pollution:

- Fast industrial growth and the rapid expansion of cities have led to very serious air and water pollution, which creates significant health risks to people.

Climate Change Impacts in South Asia

Climate change has a big impact on South Asia, affecting things like farming, water supplies, people's health and the economy.

1) Temperatures:

In recent years, temperatures in South Asia have been steadily rising. This has led to more frequent and intense heat waves, which have caused many deaths and illnesses, especially among people who are more vulnerable to heat. The Himalayas, often called the "Water Tower of Asia," are experiencing faster melting of glaciers, which threatens the water supply for millions of people in the region.

2) Unpredictable Monsoon Patterns:

Unpredictable weather is making it harder to grow crops, leading to fights over good farmland and water for irrigation. The South Asian monsoon is very important for farming and water supplies. Climate change has made the monsoon less predictable, leading to heavy and unexpected rainfall that causes extensive displacement and economic losses. Long periods of dry weather also harm crops and the livelihoods of people of rural areas.

3) Sea-Level Rise & Mass Displacement:

Low-lying coastal areas in Bangladesh, India and the Maldives are at high risk due to rising sea levels. This can lead to the loss of farmland and the contamination of freshwater with salt. Rising sea levels, coastal erosion, and severe weather events are forcing many people to leave their homes, both within their own countries and across borders. This can put a stress on resources, increase competition for land and jobs and create social tensions. Sea-level rise and extreme weather events have forced millions of people to become 'climate refugees,' putting a strain on cities. The movement of people across borders, especially

from Bangladesh to India, has caused political and social tensions.

4) Extreme Weather Events:

South Asia is experiencing a sharp increase in the frequency and strength of cyclones, floods, and landslides. These disasters cause severe damage to infrastructure and result in tragic loss of human life.

5) Resource Scarcity:

Melting glaciers and unpredictable rainfall are causing water shortages across the region, especially in the Indus Basin. This can lead to competition for water between countries and within countries, potentially causing conflict. Climate change is harming crop production, leading to food shortages and unstable prices. This can worsen poverty, hunger, and social unrest. Competition for the decreasing amount of water, particularly in rivers shared by multiple countries like the Indus and Ganges, has increased tensions between nations.

6) Environmental Degradation:

More frequent and stronger natural disasters, like floods, droughts, and cyclones, can cause widespread damage to infrastructure, disrupt people's livelihoods and overcome the ability to respond to emergencies. Climate change is harming biodiversity and the ecosystem services that support life, impacting people's livelihoods and worsening poverty. Unsustainable use of resources and environmental damage are draining natural resources and making environmental problems worse.

7) Intensifying of existing Conflicts:

Competition for resources like water and land can worsen existing tensions between countries and within them. Climate change can make political instability worse, especially in countries already struggling with poverty, inequality and weak governance. Scarcity of resources and displacement can create conditions where extremist ideologies can flourish. Climate-induced migration and competition for resources could lead to larger geopolitical conflicts. Political tensions between countries, especially over water-sharing agreements and other resource-related issues, hinder cooperation and sustainable resource management in the region."

Regional Cooperation and Adaptation Strategies

Resource security in South Asia is a complex issue with major implications for stability and development in the region. Addressing the security challenges posed by climate change

in South Asia requires a multi-layered approach. These strategies are interconnected and require a holistic approach to address the complex security challenges posed by climate change in South Asia. By making things stronger to resist climate change, encouraging ways of living and growing that don't harm the environment and using farming methods that are better for the climate, countries in South Asia can lessen the effects of climate change and create a safer and more prosperous future.

1. Regional Cooperation:

- Establishing frameworks for Trans boundary water sharing and disaster response including data sharing and coordinated water release strategies.
- Promoting South Asian Association for Regional Cooperation (SAARC) initiatives focused on climate flexibility.
- Developing joint water management strategies and building trust among countries sharing river basins.
- Establishing early warning systems, developing regional disaster response plans and promoting knowledge sharing.
- Implementing regional policies to reduce greenhouse gas releases and promote Sustainable Development.

2. Strengthening Governance:

- Developing comprehensive policies to address climate-induced migration.
- Enhancing primary warning systems and disaster preparedness.
- Implementing policies to protect forests, conserve biodiversity and restore degraded ecosystems.

3. Technological and Financial Support:

- Investing in renewable energy to reduce carbon footprints.
- Mobilizing international funding for adaptation projects.
- Constructing stronger floodwalls, improving drainage systems, and creating early warning systems can help protect communities from the increasing frequency and intensity of floods.

- Investing in sustainable land management practices, such as reforestation and a forestation, can help mitigate climate change and protect ecosystems.
- Shifting towards renewable energy sources can reduce greenhouse gas emissions and mitigate climate change.
- Implementing efficient irrigation techniques, such as drip irrigation, can reduce water consumption and improve water use efficiency in agriculture.
- Promoting organic farming practices and using natural fertilizers can reduce environmental pollution and improve soil health.

4. Community-Based Initiatives:

- Empowering local communities with knowledge and tools for climate adaptation.
- Enhancing local communities capacity to adapt to climate change through education, training, and access to resources

5. Addressing Inequality:

- Improving access to resources with ensuring equitable access to resources like water, land, and energy for all sections of society.
- Helping poor and vulnerable people by providing them with support systems like financial assistance, food aid and insurance programs can help them deal with the problems caused by resource shortages.

CONCLUSION

Climate change poses a significant threat to the security and stability of South Asia. Addressing these challenges requires a comprehensive approach that integrates climate change considerations into regional security strategies. By fostering regional cooperation, investing in adaptation measures and promoting sustainable development, South Asian countries can mitigate the security risks associated with climate change and build a more constructive and prosperous future. South Asia is facing critical challenge of Resource security. Addressing these challenges requires a multi-pronged approach that includes regional cooperation, sustainable resource management and addressing the root causes of inequality and environmental degradation. By working together, South Asian countries can

ensure that their resources are managed sustainably for the benefit of present and future generations.

The link between climate change and security risks in South Asia highlights the need for immediate action from every member country. While facing these challenges, we need a multi-layered approach that combines scientific research, policy decisions and community involvement. By prioritizing sustainability and working together, South Asia can overcome the twin challenges of climate change and security, ensuring a safe and prosperous future for entire region.

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A comparative study on Self-Esteem levels of Working and Non-working women in India

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ABSTRACT

This study investigates the self-esteem levels of working and non-working women in India, focusing on a sample of 100 women (50 working and 50 non-working) aged 25-60 years from middle socioeconomic backgrounds. Using the Self-Esteem Scale by Dr. R.N. Singh and Dr. Ankita Srivastava, data were collected via an online survey. Statistical analysis, including descriptive and inferential methods with SPSS 16.0, revealed significant differences in self-esteem levels. The mean self-esteem score for working women (63.46, SD = 7.33) was significantly higher than that of non-working women (52.61, SD = 9.40), with an F-value of 41.37 ($p < 0.01$). The findings suggest that workforce participation enhances self-esteem through financial independence, social recognition, and professional networks. Conversely, non-working women may experience lower self-esteem due to limited opportunities for personal achievement and societal expectations.

Keywords: - Self-Esteem, Working and Non-working women.

INTRODUCTION

Self-esteem, defined as an individual's overall evaluation of their worth, plays a crucial role in shaping one's mental health and social interactions (Rosenberg, 1965). It is a dynamic construct influenced by various factors such as personal achievements, social roles, cultural norms, and the perception of self in relation to societal expectations. For women, self-esteem is intricately tied to their social and occupational roles, making it a subject of significant psychological and sociological inquiry. Working women, who actively engage in professional employment, often derive self-esteem from their economic independence, professional achievements, and recognition in society. Studies suggest that employment provides women with opportunities for personal growth, financial autonomy, and social connections, contributing positively to their self-esteem (Twenge & Campbell, 2002). On the other hand, non-working women, whose primary roles are centered on domestic responsibilities, might experience a different set of challenges and rewards. While they may not have the external validation of a professional role, many non-working women find fulfillment and self-worth in their roles as caregivers and homemakers, particularly in cultures that emphasize the

importance of family (Singh & Bhandari, 2015). However, societal expectations and stereotypes can sometimes negatively influence self-esteem in both groups. Working women may face workplace discrimination, role conflict, or guilt over balancing professional and familial duties, which can impact their self-perception (Desai et al., 2020). Conversely, non-working women might struggle with societal undervaluation of their contributions, leading to feelings of inadequacy or lower self-esteem (Joseph, 2017).

In the Indian context, the distinction between working and non-working women provides a unique lens to explore self-esteem differences. Working women, who participate in formal or informal employment, often gain a sense of accomplishment, financial independence, and societal recognition. These factors have been positively associated with higher self-esteem levels (Twenge & Campbell, 2002). Conversely, non-working women, who primarily manage household responsibilities, may encounter challenges in achieving similar levels of societal validation, potentially affecting their self-esteem negatively (Joseph, 2017). However, cultural and familial dynamics can also shape self-esteem differently. In some cases, non-working women derive a strong sense of self-worth from fulfilling traditional roles as caregivers and homemakers, a concept deeply rooted in Indian cultural values (Singh & Bhandari, 2015). On the other hand, working women might experience role strain or workplace discrimination, potentially diminishing their self-esteem despite economic independence (Desai et al., 2020).

The comparative analysis of self-esteem levels in working and non-working women is thus essential to understanding how occupational roles, societal expectations, and cultural contexts interact to shape psychological outcomes. By examining these dynamics, this study aims to contribute to the broader discourse on women's mental health and well-being in India.

REVIEW OF RELATED LITERATURE

Bajpai & Sharma (2018) observed that non-working women often experience social isolation, leading to lower self-esteem. **Barnett & Hyde, (2001)** this study found that Working women, by contrast, benefit from interactions that enhance their sense of self. However, balancing professional and personal roles can sometimes lead to stress and negatively impact self-esteem. **Chowdhury (1999)** analyzed self-esteem among Indian women, highlighting how cultural norms and gender roles impact their self-perception.

Dubey & Bhardwaj (2016) pointed out that some non-working women derive self-esteem from fulfilling traditional roles and responsibilities effectively. **Joshi & Bindu (2018)** found that working women in India exhibited greater self-esteem levels compared to their non-

working counterparts, attributing this to increased exposure to diverse social and professional experiences. **Kaur & Kaur, (2020)** this study found that Non-working women, often limited to household responsibilities, may experience lower self-esteem due to societal undervaluation of unpaid domestic labor. **Naik & Patel (2015)** have consistently reported higher self-esteem among working women. The authors linked this to increased autonomy and decision-making power. **Pillai et al. (2006)** reported that working women with supportive families demonstrated higher self-esteem than those with conflicting familial expectations. **Rosenberg (1979)** emphasized that self-esteem stems from a sense of personal competence and social worth, often enhanced by employment. **Singh & Mishra (2014)** revealed that working women in urban areas tend to have higher self-esteem due to better education and opportunities, whereas rural women face additional challenges, regardless of employment status. **Tharenou, (2001)** this study found that Women with jobs reported higher self-esteem due to feelings of contribution and acknowledgment in professional settings. **Twenge & Campbell (2002)** in the United States, support the idea that working women exhibit higher self-esteem due to societal recognition of their roles.

STATEMENT OF THE PROBLEM

- To comparative study on Self-Esteem levels of Working and Non-working women in India.

OBJECTIVE OF THE STUDY

- To Study the self-esteem levels of working and non-working women in India.

HYPOTHESIS OF THE STUDY

- There is no significant difference in the self-esteem levels of working and non-working women in India.

METHODOLOGY

SAMPLE:

The sample consisted of independent variables of a total 100 women: 50 working women and 50 non-working women in the age range of 25-60 years. The sample consisted of women from middle socioeconomic status groups. The sample was drawn using an online survey questionnaire from various parts of India.

RESEARCH DESIGN:

Simple research design was used.

VARIABLES USED FOR STUDY

Independent Variables-Women in the workforce -

- 1) working women
- 2) non-working women

Dependent variables- self-esteem

RESEARCH TOOLS

self-esteem scale

The Self-Esteem Scale, developed by Dr. R.N. Singh and Dr. Ankita Srivastava, is a Hindi adaptation based on Early's scale, revised by Robinson and Shaver (1973). Designed to measure self-esteem rather than self-concept, it includes 20 items with five response options. Positive items are scored from 5 to 1, while negative items are reverse-scored. The scale's reliability indices are 0.86 (split-half) and 0.82 (test-retest), and validity is 0.89. Norms were established using a sample of 900 individuals, including adolescents and adults. Higher scores indicate higher self-esteem, with scores ranging from 20 to 100.

PROCEDURES OF DATA COLLECTION

An online based survey was distributed to female participants, accompanied by clear instructions regarding age and other demographic information. Respondents were guaranteed confidentiality, assured that their data would be used solely for academic research, and informed of the voluntary nature of their participation. Participants were thanked for their time and contribution.

STATISTICAL ANALYSIS AND DISCUSSION

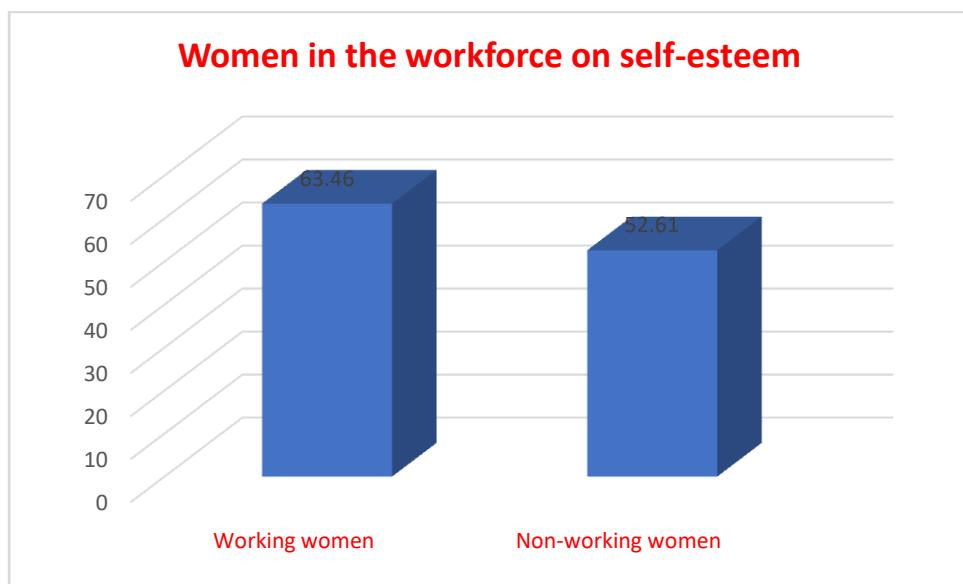
For data analysis responses was expressed as on Measure self-esteem was analyzed under descriptive statically and inferential statistical analysis the mean, Standard Deviation, ANOVA was used. Data analysis was performed using SPSS 16.0 software under windows.

Hypothesis: -

- There is no significant difference in the self-esteem levels of working and non-working women in India.

Table No. 01. Mean SD and F Value of Women in the workforce on self-esteem

Factor	Women in the workforce	Mean	SD	N	DF	F Value	Sign.
self-esteem	Working women	63.46	7.33	50	98	41.37	0.01
	Non-working women	52.61	9.40	50			

Figure No.01. Mean of Women in the workforce on self-esteem

The observation of Table 01 and Figure 01 reveals significant differences in the mean self-esteem scores across the two classified groups. The mean self-esteem score for working women was 63.46 ($SD = 7.33$), while for non-working women, it was 52.61 ($SD = 9.40$). The analysis yielded an F-value of 41.37 ($df = 1, 98$) at a significance level of $p < 0.01$. This F-value exceeds the critical values for both the 0.05 and 0.01 significance levels, confirming a statistically significant effect of workforce participation on self-esteem. The findings suggest that working women demonstrate significantly higher self-esteem levels compared to non-working women.

The results indicate that working women demonstrate significantly higher self-esteem levels than their non-working counterparts. This finding aligns with various studies that have examined the relationship between employment status and self-esteem, suggesting that employment contributes to the development of a positive self-image, autonomy, and personal achievement. The positive self-esteem observed in working women may be attributed to several factors. First, employment provides a sense of financial independence, which can lead to greater self-confidence and self-worth (Khan & Pathak, 2018). Financial independence allows women to make decisions that reflect their personal preferences, thus fostering a sense

of empowerment. Additionally, employment often results in social recognition and validation from peers, which further boosts self-esteem (Brandon & Bryan, 2020). Moreover, working women have access to a broader social network, which can positively influence their mental health and self-perception. According to a study by Greenhaus and Powell (2006), the professional networks formed at the workplace provide emotional and social support, further reinforcing feelings of competence and value. These networks are often absent for non-working women, who may have more limited interactions outside the home environment, contributing to lower self-esteem. Another possible explanation for the higher self-esteem in working women is the role of personal achievement in career development. Women who are employed are more likely to achieve goals related to career advancement, skill development, and recognition, which significantly impact self-worth. Research has shown that a sense of accomplishment is linked to higher levels of self-esteem, particularly when individuals feel competent in their roles (Harter, 2012). Working women also tend to engage in self-affirmation practices, which help reinforce their sense of identity and worth (Vohs et al., 2009). Conversely, non-working women may experience feelings of isolation, dependency, or low self-worth, particularly in societies where traditional gender roles dictate that women should focus primarily on homemaking (Snyder & Brown, 2017). These roles can limit opportunities for personal achievement outside the domestic sphere, thus negatively influencing self-esteem.

However, it is essential to note that self-esteem is a multifaceted concept, influenced by various social, cultural, and individual factors. While employment can significantly impact self-esteem, it is not the sole determinant. Other factors such as family support, personal relationships, education, and individual psychological traits also play a crucial role in shaping a woman's self-esteem (Berg et al., 2019).

the findings of this study highlight the significant difference in self-esteem levels between working and non-working women, with working women demonstrating higher self-esteem. These results suggest that employment provides important psychological and social benefits that contribute to personal empowerment and self-worth. Future research could further explore the role of cultural and socio-economic factors in shaping the relationship between employment and self-esteem in women.

CONCLUSIONS

working women demonstrate significantly higher self-esteem levels compared to non-

working women.

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