PHONIX INTERNATIONAL JOURNAL FOR PSYCHOLOGY AND SOCIAL SCIENCES

Vol. 7, Issue 1, Feb 2025

Impact Factor = 3.489 (SJIF)

2025

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PIJPSISSNNo.2456–5180 ImpactFactor=3.489 (SJIF2017)

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PIJPSS-PSY-07-01-001

State of Arousal among Individuals with Chronic Substance Use Disorders

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ABSTRACT

Chronic Substances use is associated different type of emotional states among the individuals with alcohol and opioid use disorders. For this purpose, a comparative study was conducted on 116 individuals with substance use disorder through purposive sampling. All participants were taking treatment from various rehabilitation centres of Madhya Pradesh and diagnosed as Individuals with Chronic Substance use Disorder. All participants were Graduates from different streams. An 8-state questionnaire was used to obtain the scores on the Arousal level of the subjects. A null hypothesis was formulated to identify the difference in the level of arousal, and a t-test was administered to test the hypothesis. The result indicated that there is significant difference in arousal levels among individuals with alcohol and opioid use disorders.

Key Words-State of Arousal, Chronic Individuals with Substance use disorder, Individuals with Alcohol use disorder, Individuals with Opioid use disorder.

INTRODUCTION

Both heredity and the psychosocial factors have an impact on an addiction, which is a complicated and persistent brain disorder that affects millions of individuals worldwide (1). Understanding the interplay between genetic predispositions and environmental factors can provide valuable insights into prevention and treatment strategies for those struggling with addiction (2,3). It is characterised by the continued use of substances or obsessive behaviours; despite the negative effects they may have. These negative effects can include physical health issues, strained relationships, and financial difficulties, all of which can perpetuate the cycle of addiction. Breaking this cycle often requires comprehensive support systems, including therapy, medical intervention, and community resources. By fostering a deeper understanding of addiction's complexities, society can better equip individuals with the tools necessary for recovery and resilience (4-6). Consequently, addressing both genetic

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and environmental influences is crucial for developing effective interventions and support systems that cater to the unique needs of each individual. This holistic approach not only aids in recovery but also promotes long-term well-being, enabling those affected by addiction to rebuild their lives and contribute positively to their communities.

An uncontrolled habit of consuming alcohol or other substances was the definition of addiction for a significant portion of the period of the 20th century (7). However, as our understanding of mental health has evolved, it has become clear that addiction is a complex interplay of psychological, biological, and sociocultural factors that requires a comprehensive strategy for treatment and prevention. It is only in more recent times that the idea of addiction has broadened to include not just drugs but other behaviours, such as gambling and even activities that are considered normal and essential, such as exercising and eating. This shift in perspective highlights the importance of addressing the underlying issues that contribute to addictive behaviours, rather than merely focusing on the symptoms. As we continue to explore these dimensions, it becomes increasingly vital to promote awareness and understanding in order to foster healthier coping mechanisms and support systems. The development of addiction is not output of couple of weeks or months but takes years. The brain chemistry is responsible for that in 2016, the U.S. Surgeon General issued a report, "Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health," which details the changes in the regions of the brain of someone with an addiction in a section entitled, "The Neurobiology of Substance Use, Misuse, and Addiction (8).

When an individual takes alcohol or uses drugs like cocaine or opioids, their brain's basal ganglia releases dopamine, a chemical that makes them feel good and reinforces their behaviour, making them more likely to seek out that substance again. Over time, repeated exposure can lead to changes in the brain's reward system, resulting in addiction and a compulsion to use despite negative consequences. This is an important part of the brain for controlling reward systems and facilitating reward-based learning. Understanding the mechanisms behind addiction can help in developing effective treatments and interventions. By addressing the underlying brain changes, it may be possible to restore balance and support individuals in their recovery journey (9-11). Prolonged use of alcohol or drugs diminishes the sensitivity of nerve cells in the basal ganglia to dopamine, hence attenuating the euphoric effects of alcohol. This is the mechanism by which individuals develop a tolerance to alcohol, necessitating more consumption to get the same exhilaration previously experienced.

Dopamine neurotransmitters, influenced by alcohol and other chemicals, also have a role in experiencing pleasure from mundane activities such as eating, sexual intercourse, and social interactions. This diminished pleasure response can lead to a cycle of seeking out the substance to achieve feelings of enjoyment, further entrenching the addiction. Consequently, effective treatment options must not only focus on detoxification but also incorporate strategies to restore the brain's natural reward pathways and enhance overall well-being (12-14).

Psychological State of exactment or Arousal is also liked with Continuous use of Substances. Exciting people may be anything from the pleasure of looking forward to a trip to the happiness of meeting a loved one to the thrill of trying something new. These moments can bring joy and anticipation, reminding us of the vibrant experience's life has to offer. Everyone shares the human feeling of excitement. Nevertheless, what precisely is the source of this sensation, and how does it present itself in both our brains and our bodies? We experience a sense of excitement when we integrate our ideas, feelings, and bodily response to a particular stimulus, often leading to an increase in adrenaline and dopamine levels. This biochemical response not only heightens our awareness but also fuels our motivation to engage with the world around us, making each experience more vivid and memorable. This sensation is the result of a complex interaction between psychological and physiological processes. Such type of emotional feeling is also responsible for development of addictive behaviour pattern. In the case of chronic addiction, individuals with substance use disorder are always seeking to maintain arousal levels throughout their lives, which is why this psychological phenomenon is associated with the continued use of substances (15-18). There are many theories about the difference between addictive substances and their different psychological states. However, it is more likely to occur in people who are dependent on alcohol and opioids. Current research is being conducted to resolve this investigation. The main objective of this study is to determine whether the arousal level is differed in individual with alcohol dependence from individual with opioid dependence.

METHOD

Sample and Sampling: 116 (58 –Alcoholic and 58 – Addicts) Graduate males who were in treatment for Chronic Substance Use Disorders, were selected from various Rehabilitation Centres of Indore, MP. The mean of age was 20.4 years. All participants belong average socio-economic status. In alcoholic group all were diagnosed under F10 criteria and In Addict Group all were diagnosed under F11 as I.C.D-10. Quota sampling was used in the study.

Tool Used: Eight State Questionnaire (8-SQ) Form (A) Indian Adaptation by Shri Malay Kapoor & Dr Mahesh Bhargava (1990) was used in the present study to obtain scores on arousal mood state.

Procedure: After receiving written consent by the rehabilitation centres as well as participant, the study was conducted. Data was collected only from those individuals who had completed 60 days of treatment as in-house patients. In treatment all participants were receiving counselling, 12 step therapy, psycho education to the patient as well family and Pharmacological therapy.

RESULT

H_0: There is no significance difference in Arousal level among Individuals with Alcohol and Opioid Used Disorders.

N	Group	M	SD	SEd	t-Value	p value
58	Alcohol Dependence	49.86	12.39	2.13	13.10*	>0.01
58	Opioid Dependence	77.76	10.42			

d.f.-58+58-2=114 * Significant at 0.01 level of confidence

As per the statistical analysis of scores, the calculated t-value is significant at the 0.01 level of confidence. Therefore, we reject our null hypothesis with a confidence level of 0.01. Alternatively, individuals with alcohol and opioid use disorders are not the same in terms of arousal level, as it is clear from the mean value of both groups, but as per the mean value of both groups, individuals with opioid use disorders are having more arousal level than individuals with alcohol use disorders.

DISCUSSION AND INTERPRETATION

Result indicates that there is strong evidence supporting the alternative hypothesis, suggesting that the observed differences in scores are unlikely to have occurred by chance. Consequently, further investigation into the factors contributing to these differences is warranted. Alternatively, individuals with alcohol and opioid use disorders are not the same in terms of arousal level, as it is clear from the mean value of both groups, but as per the mean value of both groups, individuals with opioid use disorders are having more arousal level than individuals with alcohol use disorders. This discrepancy suggests that the neurobiological mechanisms underlying these disorders may differ significantly, potentially

influencing treatment approaches. Understanding these variations could lead to more tailored interventions that address the specific needs of each group.

The treatment of addiction to any substance is very challenging. Breaking the pattern and cultivating better behaviour requires personal dedication, a conducive environment, and expert counselling. Recent years have seen a greater focus on the neurobiological underpinnings of addiction; nonetheless, therapy continues to emphasise the psychological and social dimensions of addictive behaviour, including motivation and various mental states (both cognitive and emotional). Fourteen. These traits are crucial for determining a person's ability to control their cravings and make lasting changes (19-21). A positive association occurs between Arousal seeking behaviour and substance use disorder, since these emotions often initiate a cycle of self-medication, when people resort to substances to manage their feelings toward the arousal seeking behaviour. Therapeutic intervention for arousal may be essential in disrupting this loop and promoting healthy coping strategies.Initially, no one has the insight that he would develop drug dependence in the future.

Consequently, he is coerced to use substances against his will due to acute withdrawal symptoms, which elicit profound arousal seeking behaviour; this cycle perpetuates the simultaneous experience of arousal seeking behaviour and substance use disorders. People who actively rely on substances often exhibit this behaviour (22-23). Thus, a person dependent on any drug has an intense urge to persist in their existence, weighed down by a deep sense of shame, which perpetuates their existing situation. Individuals often encounter profound remorse that propels them into despair, prompting thoughts of self-termination (suicide). The present investigation found no statistically significant difference in Arousal levels between those with alcohol use disorders and those with opioid use disorders(24-25). So, it's safe to say that people who are dependent on both drugs experience extreme seeking of arousal while drunk, even when they don't want to be, but they still have to be drunk. Consequently, it is essential that when an individual pursues treatment for substance abuse or alcoholism, their mental health is assessed to address psychological issues through psychotherapy and medication, which can aid in understanding their mental health and promoting recovery.

CONCLUSION

The current research unequivocally demonstrates that there is no discernible difference in the experience of Arousal level among individuals with alcohol and opioid use

disorders. Furthermore, it is evident that the level of arousal is very potent in both type of individuals. Hence, it is important to assess the arousal level of the clients throughout their entire treatment, especially psychotherapeutic sessions and ensure the completion of their treatment. If a mental health professional does this practice, it can play an important role to minimize the relapse rate by facilitating alternative for the same.

CONFLICT OF INTEREST

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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PIJPSS-PSY-07-01-002

QUALITY OF LIFE AND PSYCHOLOGICAL WELL BEING   AMONG COLLEGE GOING STUDENTS

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ABSTRACT

The present study explores the relationship between psychological well-being and quality of life among college-going students and examines gender differences in these variables. A sample of 100 students (50 males and 50 females) aged 16 to 18 years was selected using quota sampling. Ryff's Psychological Well-Being Scale and a standardized Quality of Life Scale were used for assessment. Results indicate a significant positive correlation between psychological well-being and quality of life. However, no significant gender differences were found in either variable. The findings suggest that both male and female students experience similar well-being levels, influenced by academic and social factors.

Key words: -Quality of life, psychological well-being.

INTRODUCTION

Quality of life (QoL) and psychological well-being (PWB) are crucial determinants of an individual's overall health and life satisfaction, particularly among college students who experience significant academic, social, and emotional transitions. QoL encompasses various dimensions, including physical health, psychological state, social relationships, and environmental factors, all of which contribute to an individual's subjective well-being and overall life satisfaction (WHO, 1997). Psychological well-being, on the other hand, refers to an individual's emotional and cognitive evaluation of their life, including aspects such as life satisfaction, self-acceptance, purpose in life, and the ability to manage stress effectively (Ryff & Keyes, 1995).

The college years represent a critical period of transition from adolescence to adulthood, marked by increased independence, academic pressures, social challenges, and career-related uncertainties (Arnett, 2000). These challenges significantly impact the QoL and psychological well-being of students, influencing their ability to perform academically and maintain healthy interpersonal relationships (Eisenberg, Gollust, Golberstein, & Hefner, 2007). Research suggests that college students often experience high levels of stress due to academic demands, financial constraints, peer pressure, and the need for social adjustment (Beiter et al., 2015). Prolonged stress without adequate coping mechanisms may lead to mental health issues such as anxiety, depression, and burnout, ultimately affecting their overall quality of life and psychological resilience (Kumari & Jain, 2021).Several factors influence the quality of life and psychological well-being of college students. Socioeconomic status plays a significant role, as students from financially disadvantaged backgrounds may experience heightened stress related to tuition fees, living expenses, and part-time work commitments (El Ansari, Stock, & Mikolajczyk, 2012). Furthermore, social support from family, friends, and mentors is a crucial protective factor that enhances well-being and mitigates psychological distress (Hefner & Eisenberg, 2009). Students who perceive strong social support networks tend to exhibit higher resilience and better coping strategies in response to academic and personal challenges (Seligman, 2011).Moreover, lifestyle factors such as physical activity, diet, and sleep patterns significantly contribute to both QoL and PWB. Research indicates that regular physical activity enhances mood, reduces stress, and improves cognitive functioning among students (Biddle & Asare, 2011). Similarly, adequate sleep is essential for maintaining emotional stability, concentration, and overall health, whereas sleep deprivation has been linked to increased stress, anxiety, and depression (Hershner & Chervin, 2014). Unhealthy dietary habits, including excessive consumption of fast food and caffeine, have also been associated with poor mental health outcomes among college students (Sanchez-Villegas et al., 2012).

In addition to personal and lifestyle factors, institutional and environmental conditions contribute to students' quality of life. A positive and inclusive academic environment, access to mental health resources, and opportunities for extracurricular engagement foster student well-being and personal development (Conley, Durlak, & Dickson, 2013). Universities and colleges must adopt a holistic approach to student support services, incorporating mental health programs, stress management workshops, and peer mentoring initiatives to enhance the overall well-being of students.

The quality of life and psychological well-being of college students are shaped by a complex interplay of personal, social, economic, and institutional factors. Addressing these aspects through targeted interventions and supportive policies can significantly improve students' mental health, academic performance, and overall life satisfaction. Given the rising prevalence of mental health issues among college students, future research should focus on effective strategies to promote resilience, enhance coping mechanisms, and improve the overall well-being of young adults in higher education settings.

REVIEW OF RELATED LITERATURE

Mahmoud et al., (2012) these studies suggest that female students report lower quality of life due to greater academic stress, societal expectations, and emotional burden. **Barger et al. (2009)** found that while males reported higher physical well-being, females showed greater social well-being, suggesting that different domains of quality of life may vary across genders. **Batz & Tay (2018)** found no significant gender differences in quality of life, arguing that both male and female students experience unique challenges that balance out their overall well-being. **Diener et al. (2003)** found that individuals with higher psychological well-being tend to report greater life satisfaction and a better quality of life. **Joshanloo et al. (2018)** indicated that psychological resilience and emotional regulation significantly impact students' perceived quality of life. **Karas & Spengler (2020)** found that external factors, such as academic stress and financial constraints, may weaken this relationship among college students. **Keyes & Annas (2009)** found no significant gender differences in psychological well-being, arguing that societal and environmental factors play a more critical role than biological sex differences. **Kumar and Rani (2020)** found no significant gender differences in psychological well-being, suggesting that factors such as social support, coping strategies, and academic pressure influence well-being more than gender alone. **Mishra et al. (2020)** found that male students reported better physical well-being, whereas female students scored higher on social and emotional well-being. This supports the idea that different aspects of quality of life vary based on gender. **Nanda& Das, (2017)** these studies suggest that female students report higher levels of anxiety and stress, leading to lower psychological well-being compared to males. **Nolen-Hoeksema, (2012)** this study found that Gender differences in psychological well-being have also been extensively researched, with mixed findings. Some studies suggest that females tend to report higher levels of anxiety and stress, leading to lower psychological well-being compared to males.

Patel et al. (2021) found no significant gender differences, arguing that both male and female students face unique stressors that influence their quality of life in different ways. **Rajput and Choudhary (2018)** emphasized the role of family and peer relationships in shaping psychological well-being among college students. **Ryff et al. (2004)** suggests that while women may experience more emotional distress, they also report higher levels of self-acceptance and positive relationships, balancing out their overall well-being. **Sharma & Sharma (2015)** emphasized that factors such as academic pressure, family support, and coping mechanisms have a stronger impact on well-being than gender alone. **Sharma and Sharma (2020)** found that students with higher psychological well-being exhibited greater life satisfaction and better academic performance. **Singh and Saini (2021)** reported that positive emotions, self-esteem, and resilience contribute significantly to students' quality of life. **Srivastava and Agarwal (2019)** found that while women experience more emotional distress, they also report higher levels of empathy and social support, balancing their overall well-being.**Verma& Chauhan, (2019)** these studies suggest that female students experience lower quality of life due to increased academic stress, societal expectations, and safety concerns.**WHOQOL Group (2004)** also reported that gender differences in quality of life are often moderated by cultural and socioeconomic factors.

STATEMENT OF THE PROBLEM

To Study of quality of life and psychological well-being   among college going students

OBJECTIVE OF THE STUDY

- ➢ To examine the relationship between psychological well-being and quality of life among college-going students.
- ➢ To compare the quality of life between male and female college-going students.
- ➢ To compare psychological well-being between male and female college-going students.

HYPOTHESIS OF THE STUDY

- ➢ There is no significant relationship between psychological well-being and quality of life among college-going students.
- ➢ There is no significant gender difference in the quality of life among college-going students.

> There is no significant gender difference in psychological well-being among college-going students.

METHODS

SAMPLE:

Total sample of present study 100 College Students, in which 50 were Male College and 50 were Female College Students. The subject selected in this sample was used in the age group of 16 years to 18 years and Quota Sampling were used.

RESEARCH DESIGN

The present study a Simple research design was used.

VARIABLES USED FOR STUDY

Independent variables- Gender - 1) Male Students, 2) Female Students

Dependent variables–1) Quality of Life 2) Psychological Well-Being

RESEARCH TOOLS

Ryff's Psychological Well-Being

Ryff's Psychological Well-Being (PWB) Scales, developed by Dr. Carol Ryff, assess psychological well-being beyond the absence of mental illness, focusing on personal growth and self-fulfillment. The scale consists of multiple dimensions measured using a Likert scale (1 = strongly disagree to 6 = strongly agree), with some items reverse-scored for accuracy. Higher scores indicate greater psychological well-being. Studies report Cronbach's alpha values between 0.70 and 0.90, demonstrating good internal consistency. The scale correlates positively with measures of subjective well-being and life satisfaction, confirming its validity in assessing positive psychological functioning across diverse populations.

Quality of Life Scale

The Quality of Life Scale (QOL) is a standardized tool used in psychology, healthcare, and social sciences to measure overall well-being. It assesses an individual's perception of life concerning culture, values, and expectations. Common QOL scales include WHOQOL-BREF, SF-36, and Flanagan's Quality of Life Scale, which evaluate physical, psychological, social, and environmental aspects. These scales typically use a Likert scale (1 to 5 or 1 to 7),

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where higher scores indicate better quality of life. With test-retest reliability exceeding 0.75, they ensure consistency. Content validity is established through expert reviews and literature-based development for comprehensive assessment.

PROCEDURES OF DATA COLLECTION:

The primary information was gathered by giving personal information from to each student. 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 one way ANOVA was done by using SPSS Software.

RESULTS AND DISCUSSION

CORRELATION COEFFICIENT OF QUALITY OF LIFE AND PSYCHOLOGICAL WELL-BEING HYPOTHESIS 1:

"There is no significant relationship between quality of life and psychological well-being"

Table 01-

Showing the Mean, Standard deviation and correlation coefficient of quality of life and psychological well-being among college going students.

variables	mean	S.D	r	sign
Quality of life	84.88	14.23	0.48*	0.00
Psychological well being	164.25	21.38		

Observation of Table No. 01 indicates that the mean score of 80 participants for Quality of life is 84.88 and Standard Deviation for the same is 14.23. The mean score of Psychological well-being for 80 participants is 164.25 and Standard deviation is 21.38. The correlation coefficient is 0.48. From the result It can be found that there is a significant positive relationship between two variables in which both variables move in the same direction. It can be interpreted that any change in the dependent variable (quality of life) will make a change in the independent variable (psychological well-being) in the same direction. Thus, there is a

significant relationship between quality of life and psychological well-being among college students. Therefore, the null hypothesis is rejected.

The findings of the present study indicate a significant positive correlation between quality of life and psychological well-being among college students. This suggests that as the quality of life improves, students experience enhanced psychological well-being, encompassing aspects such as life satisfaction, emotional stability, and social connectedness. These results align with previous research emphasizing the interconnection between an individual's overall quality of life and their psychological health (Diener, 2000; Ryff & Singer, 2008).

A possible explanation for this relationship is that students who perceive their quality of life as satisfactory tend to exhibit better mental health outcomes, including lower stress levels and higher levels of positive affect. Quality of life factors such as financial security, academic satisfaction, social support, and a balanced lifestyle contribute to psychological well-being by reducing negative emotional experiences such as anxiety and depression (Keyes, 2005). Conversely, poor quality of life, characterized by academic pressure, financial stress, and lack of social support, can significantly diminish an individual's psychological resilience (Seligman, 2011).

the study findings highlight the role of social support and interpersonal relationships in enhancing psychological well-being. Previous research has established that strong social connections are integral to both quality of life and mental health, providing emotional and psychological security (Cohen & Wills, 1985). College students who maintain positive social interactions and support networks are more likely to experience a sense of belonging, reduced loneliness, and increased life satisfaction (Deci & Ryan, 2000).

GENDER ON QUALITY OF LIFE

HYPOTHESIS 2

"There is no gender difference in quality of life among college going students."

Table 02Shows mean, SD, and t-ratio for male and female participants on quality of life.

Gender	N	Mean	S.D	T Value	sign
Male	27	88.30	13.72	1.54	0.12
Female	53	83.13	14.30		

Observation of Table No. 02indicates that males have a mean value of 88.30 and SD of 13.72. Here the table shows females have a mean score of 83.13 and SD of 14.30. and the t-ratio among male and female college going students is 1.54 which is not significant. From the

result it can be found that there is no significant gender difference in quality of life among college going male and female students. Therefore, the hypothesis 2 is accepted.

The present study aimed to examine gender differences in the quality of life among college students. The findings indicate that there is no significant difference in the overall quality of life between male and female students. This result aligns with several previous studies that have reported similar outcomes (Skevington et al., 2004; Wong et al., 2012).

One possible explanation for this finding is that both male and female students, despite some differences in their lived experiences, face similar academic, social, and psychological challenges that influence their quality of life. Higher education institutions provide a largely uniform environment for students, which may contribute to comparable levels of life satisfaction, academic stress, and social support (Diener et al., 1999). Additionally, gender roles and expectations have evolved over time, potentially reducing the disparities in how males and females experience and evaluate their quality of life (Elliott, 2013).

GENDER ON PSYCHOLOGICAL WELL-BEING
HYPOTHESIS 3

"There is no gender difference in the level of psychological well-being among college going students."

Table 03- Showing the mean, standard deviation and t value for psychological well-being

Gender	N	Mean	S.D	t value	sign
Male	27	162.44	16.75	0.53	0.59
female	53	165.17	23.49		

Observation of Table No. 03indicates that males have a mean score of 162.44and SD of 16.75. In the case of female participants, the mean score is 165.17and SD of 23.49, and the t-ratio among male and female college going students is 0.53 which is not significant. From the results, it can be found that there is no significant gender difference in psychological well-being among male and female college going students. Therefore, the hypothesis is accepted.

The present study aimed to examine gender differences in psychological well-being among college students. The findings indicate that there is no significant difference in psychological well-being between male and female students. This result aligns with previous research suggesting that both genders report similar levels of psychological well-being when

considering overall life satisfaction, emotional stability, and social support (Ryff & Singer, 2008; Keyes & Annas, 2009).

One explanation for this finding is that both male and female students experience similar academic, social, and personal challenges in college, contributing to comparable psychological well-being levels. The university environment provides equal opportunities for academic growth, peer interaction, and extracurricular engagement, which may serve as protective factors for both genders (Diener et al., 1999). Additionally, with changing societal norms and increasing gender equality, males and females may have access to similar coping resources and psychological support systems, reducing potential gender disparities in well-being (Huppert, 2009).

CONCLUSION

1) Positive correlation between quality of life and psychological well-being among college students.
1) There is no significant difference between quality of life among Male and Female college students.
2) There is no significant difference between psychological well-being among Male and Female college students.

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PIJPSS-PHYEDU-07-01-003

" A study of Sports aggression among Intermate college players"

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ABSTRACT

This study examines sports aggression among intercollegiate players, comparing Kabaddi and Kho-Kho players, as well as male and female athletes. A sample of 100 college students (50 male and 50 female) was selected, and sports aggression was measured using the Sports Aggression Questionnaire. The results show a significant difference in aggression levels, with Kabaddi players displaying higher aggression than Kho-Kho players. Additionally, male athletes exhibited significantly higher levels of aggression than female athletes.

Key words: -sports aggression, Male, Female, Kho-Kho and Kabaddi.

INTRODUCTION

Sports aggression refers to any behaviour exhibited by an athlete with the intent to harm or injure an opponent, either physically or psychologically, during a sporting activity. It is a complex phenomenon that significantly impacts how athletes perform and interact within competitive environments. Aggression in sports can be broadly categorized into hostile aggression, which is driven by the intention to cause harm, and instrumental aggression, which is goal-oriented and focused on gaining a competitive advantage (Anderson & Bushman, 2002).In intercollegiate sports, aggression arises not only from competitive pressures but also from team dynamics, the nature of the sport, and individual characteristics. The occurrence of aggression is particularly evident in high-stakes sports events, where athletes experience heightened arousal and stress (Duncan, 1999). Contact sports such as football, hockey, and basketball often see increased aggression due to the physicality of the competition, while non-contact sports may manifest aggression in different ways, such as verbal confrontations or psychological tactics (Anderson & Dill, 2000).

Aggression can have both positive and negative consequences for athletes. On one hand, it can enhance performance, motivating athletes to push their limits in a competitive environment (Carron & Hausenblas, 1998). On the other hand, it can lead to adverse outcomes such as injury, interpersonal conflicts, or penalties during competitions (Smith

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&Smoll, 2007). Understanding how aggression influences athletes' behaviour and its impact on performance and relationships within the team or with opponents is crucial for ensuring that competitive environments remain both productive and psychologically healthy. Exploring the nature of sports aggression among intercollegiate players is vital not only for improving performance but also for promoting mental well-being. It is important to examine how factors such as gender, sport type, competition levels, and individual differences contribute to the aggression exhibited by athletes. Previous studies have shown that male athletes, particularly in contact sports, tend to exhibit higher levels of aggression compared to female athletes (Koivula, 2001). However, female athletes also demonstrate aggression in competitive environments, albeit often in different forms (Fagley, 2006). Examining these gender-based differences and other contributing factors is essential for developing effective interventions and promoting sportsmanship.

Kabaddi and Kho-Kho are traditional, high-intensity sports that require a blend of strength, strategy, and teamwork. Kabaddi, a contact sport, involves two teams attempting to tag members of the opposing team while holding their breath. Due to its physical nature, Kabaddi is frequently associated with high levels of aggression, particularly in terms of tackling, evading, and defending. Kho-Kho, although a non-contact sport, is similarly intense and involves chasing and tagging, requiring speed, agility, and teamwork. However, the intensity of competition in Kho-Kho can still provoke aggressive behaviours, especially in response to high-pressure situations during the chase or defence.

Sports aggression in male athletes is often studied due to its frequent association with physical dominance and competitiveness, especially in contact sports. Studies indicate that male athletes, particularly in aggressive sports like Kabaddi, exhibit higher levels of physical aggression, driven by the competitiveness and emotional intensity of the game (Koivula, 2001). In contrast, female athletes have historically been perceived as less aggressive due to societal gender norms. However, recent research suggests that female athletes, particularly in competitive settings like intercollegiate sports, demonstrate aggression that is equally impactful, though often in different forms. Female athletes may express aggression through psychological means, such as verbal confrontations or non-verbal communication, but may also engage in physical aggression depending on the nature of the sport (Fagley, 2006).

Understanding the factors that contribute to aggression in athletes requires considering not only the type of sport and gender but also the psychological and social contexts of competition. The pressures of winning, the desire for dominance in the game, and the role of

aggression in enhancing performance all play vital roles in shaping athletes' behaviours. Furthermore, gender-based differences in aggression have been observed, with males often displaying more outward, physical aggression, while females may express aggression in more subtle, relational forms (Carron & Hausenblas, 1998).

This study seeks to explore sports aggression among intercollegiate athletes, specifically focusing on Kabaddi and Kho-Kho players, and comparing aggression levels between male and female athletes. By analysing these variables, the research will contribute to a deeper understanding of how sports aggression manifests in different types of sports and across genders, providing insights into how aggression can be managed to optimize both performance and well-being.

The primary goal of this study is to assess the levels of aggression among intercollegiate athletes, explore the factors influencing these behaviours, and compare aggression levels across different sports. The findings will contribute to a better understanding of how aggression functions within sports and offer valuable insights into how it can be managed to benefit both athletes' performance and their psychological health.

REVIEW OF RELATED LITERATURE

Bal et al. (2014) observed that male Kabaddi players scored significantly higher in aggressive tendencies compared to female players in the same sport. **Das and Ghosh (2021)** reported that players in highly competitive environments, like intercollegiate tournaments, often exhibit heightened aggression as a coping mechanism to deal with performance pressure. **Deshmukh and Bansal (2020),** team cohesion and rivalry in intercollegiate competitions contribute to higher aggression levels in athletes. Male Kabaddi players, often in highly competitive teams, showed more aggression than their female counterparts, who were less likely to engage in confrontational behaviors. **Gill, (1993) and Buss, (2000)** this Multiple studies indicate that male athletes exhibit higher levels of aggression compared to their female counterparts. **Jeyavelu and Pandian (2017)** emphasize that the close-contact nature of Kabaddi naturally elicits higher aggression levels. Conversely, Kho-Kho players rely more on cognitive skills, quick decision-making, and agility, which reduces the expression of physical aggression but may still involve strategic aggression in gameplay. **Kumar, (2018)** this study found that Male athletes, particularly in contact sports like Kabaddi, are often encouraged to express aggression as a sign of strength and dominance, while female athletes are typically conditioned to exhibit more restraint and emotional control. **Mehta and Singh (2019)** indicated that athletes in highly competitive, contact sports

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like Kabaddi are more likely to engage in aggressive behaviors as part of the game's structure. On the other hand, Kho-Kho players tend to exhibit less physical aggression, as the game involves running and strategic play rather than direct physical confrontation. The study found significant differences in aggression levels between Kabaddi and Kho-Kho players, with Kabaddi players showing higher aggression scores. **Patel and Soni (2017),** this study found that Kabaddi, being a physically demanding sport requiring close contact and defensive strategies, naturally leads to higher expressions of aggression. In contrast, Kho-Kho, though competitive, relies more on speed and strategy and involves less direct physical aggression. **Sharma and Agarwal (2015)** found that male athletes exhibit higher levels of aggression compared to females, attributing this difference to societal expectations of masculinity and competitiveness in Indian culture. **Singh and Singh (2018)** found that contact sports like Kabaddi are more prone to eliciting aggressive behaviours than semi-contact sports like Kho-Kho. This distinction arises from the physicality inherent in Kabaddi, where body tackles and direct engagement are essential elements, compared to Kho-Kho, which emphasizes speed and strategy over physical contact. **Singh and Yadav (2019)** highlighted that male players are often socialized to exhibit aggressive behaviours as a sign of strength and competence, while females are encouraged to focus on cooperation and restraint. **Singh and Yadav (2020)** highlighted that intercollegiate athlete, particularly in competitive environments, experience increased aggression due to performance pressure and the need to assert dominance. They also noted that male athletes are often more prone to aggressive responses due to the competitive nature of their gender socialization. The authors emphasized that intercollegiate male Kabaddi players exhibit heightened aggression as a response to the physical and competitive nature of the sport. **Sinha and Sharma (2017)** found that Indian male athletes are more inclined to express aggression as part of their competitive behavior, as it is culturally linked to masculinity. In contrast, female athletes are generally expected to maintain composure and avoid aggressive actions on the field. This cultural conditioning significantly influences the aggression levels observed in male and female athletes across different sports.

STATEMENT OF THE PROBLEM

A Study of Sports Aggression Among Intercollegiate Players.

OBJECTIVES OF THE STUDY

1. To compare sports aggression between Kabaddi and Kho-Kho intercollegiate players.

2. To compare sports aggression between male and female intercollegiate players.

HYPOTHESES OF THE STUDY

1. There is no significant difference in sports aggression between Kabaddi and Kho-Kho intercollegiate players.

2. There is no significant difference in sports aggression between male and female intercollegiate players.

METHODS

SAMPLE:

Total sample of present study 100 College Students, in which 50 were Male College and 50 were Female College Students. The subject selected in this sample was used in the age group of 18 years to 21 years (Mean – 19.16, SD- 2.01.) and Ratio 1:1 and Quota Sampling were used.

RESEARCH DESIGN: -

The present study a 2x2 Factorial design was used.

VARIABLES USED FOR STUDY

Independent variables-

1) Types of Sports-1) Kabaddi Intermate college players 2) Kho-Kho Intermate college players

2) Gender – 1) Male Intermate college players 2) Female Intermate college players

Dependent variables -Sports Aggression

RESEARCH TOOLS

Table N0.01-Aggression Scale

Aspect	Name of the Test	Author	
Aggression	Sports Aggression Questionnaire (SAQ)	Prof. Anand Kumar Srivastava Mr. Prem Shankar Shukla	**Item**-25
			Scoring-The questionnaire uses a Likert scale with responses ranging from Strongly Agree to Strongly Disagree.
			Reliability - .80
			Validity - 0.60–0.75

PEOCEDURES OF DATA COLLECTION

The primary information was gathered by giving personal information from to each Intermate college players. The Intermate college players were called in a small group of 10 to 15 Intermate college players. To fill the inventories subject where general instructions belong 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 one way ANOVA was done by using SPSS Software.

RESULTS AND DISCUSSION

TYPES OF SPORTSON SPORTS AGGRESSION

Hypotheses-01

➢ There is no significant difference in sports aggression between Kabaddi and Kho-Kho intercollegiate players.

Table No.02 Show the Mean, SD and F Value of Types of Sports on Sports Aggression

Types of Sports	Mean	SD		N	DF	F Value	Sign.
Kabaddi Intermate college players	42.90	6.74		50	98	140.66	0.01
Kho-Kho Intermate college players	32.56	4.78		50			

Figure No.01. Mean of Types of Sports on Sports Aggression

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The observation of Table No. 02 and Figure No. 01 reveals a significant difference in the mean Sports Aggression levels between the two classified groups. The mean and standard deviation (SD) for Kabaddi Intermate college players were found to be 42.90 ± 6.74, whereas those for Kho-Kho Intermate college players were 32.56 ± 4.78. The analysis yielded an F-value of 140.66 with a degree of freedom (df) of 1 and 98. This indicates that the effect of the type of sport on Sports Aggression levels is statistically significant at the 0.01 level ($F = 140.66$, $p < 0.01$).As the obtained F-value exceeds the critical value at the 0.01 significance level, the null hypothesis is rejected, and the alternative hypothesis is accepted. These findings demonstrate that Kabaddi Intermate college players exhibit significantly higher levels of Sports Aggression compared to Kho-Kho Intermate college players. Kabaddi, being a high-intensity, direct-contact sport, inherently fosters aggressive behaviours due to its physical demands and strategic challenges. Studies have shown that such contact sports often require players to exhibit controlled aggression as a key component of performance, helping them to assert dominance and react decisively in competitive situations (Coulomb-Cabagno & Rascle, 2006). In contrast, Kho-Kho, which involves minimal physical contact and emphasizes agility and strategy, is less likely to provoke aggressive responses among its players (Tenenbaum et al., 1997). These results are consistent with the concept that sports requiring physical confrontation are more likely to develop aggression as a functional trait (Glyn, 2019). Furthermore, aggression in sports has been linked to situational factors such as competitive intensity, perceived threats, and the immediacy of physical challenges (Maxwell, 2004). Kabaddi players, frequently exposed to such factors, may develop higher baseline aggression levels compared to Kho-Kho players, whose sport involves less confrontational interaction. The findings have practical implications for coaching and sports psychology. Coaches and trainers can use these insights to design interventions aimed at regulating aggression in high-contact sports like Kabaddi, ensuring it remains functional and does not escalate into unsportsmanlike behaviour. Additionally, these insights may aid in identifying the psychological profiles best suited for specific sports, helping athletes optimize their performance while maintaining emotional balance.

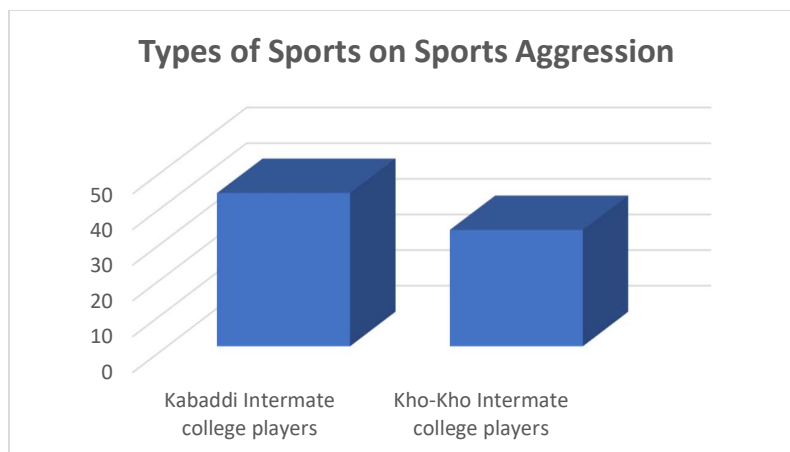**GENDERON SPORTS AGGRESSION**
Hypotheses -02

➢ There is no significant difference in sports aggression between male and female intercollegiate players.

Table No.03 Show the Mean, SD and F Value of Gender on Sports Aggression

Gender	Mean	SD	N	DF	F Value	Sign.
Male Intermate college players	41.52	7.62	50	98	75.59	0.01
Female Intermate college players	33.94	5.95	50			

Figure No.02. Mean of Gender on Sports Aggression

Gender on Sports Aggression

41.52 — Male Intermate college players
33.94 — Female Intermate college players

Observation of Table No. 03 and Figure No. 02 reveals that the mean Sports Aggression levels differ significantly between the two classified groups. The mean and standard deviation (SD) values for male intercollegiate players were 41.52 ± 7.62, whereas for female intercollegiate players, they were 33.94 ± 5.95. The F-value for the comparison between the groups was 75.59, with degrees of freedom (df) 1 and 98. The effect of gender on Sports Aggression was found to be statistically significant at the 0.01 level (F = 75.59, p < 0.01). Since the obtained F-value exceeds the critical value at the 0.01 level, the null hypothesis is rejected, and the alternative hypothesis is accepted. This finding indicates that male intercollegiate players exhibit significantly higher Sports Aggression levels compared to female intercollegiate players. Male athletes may exhibit higher aggression due to increased testosterone levels, which have been linked to competitive behaviour and dominance (Mazur & Booth, 1998). Additionally, socialization processes often encourage males to adopt more aggressive strategies in competitive sports (Eagly & Wood, 2016). On the other hand, female athletes tend to display less aggression, potentially due to differences in emotional regulation and conflict resolution strategies (Taylor et al., 2000).The statistically significant F-value (75.59, p < 0.01) observed in this study highlights the robust impact of gender on Sports Aggression. These findings support the hypothesis that males generally demonstrate higher

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levels of physical aggression in sports settings, which could be attributed to their inclination toward risk-taking and physical confrontations (Griffin & Hargrave, 2009).The implications of these findings are particularly relevant for coaches and sports psychologists aiming to develop tailored strategies to manage aggression in sports. While aggression can be advantageous in certain competitive situations, excessive levels may lead to unsportsmanlike behavior and increased risk of injury (Kerr, 2005). Gender-specific interventions, such as training in emotional regulation for male athletes and assertiveness training for female athletes, could be effective in optimizing performance and maintaining sportsmanship.

CONCLUSION

- ➢ Kabaddi Intermate college players exhibit significantly higher levels of Sports Aggression compared to Kho-Kho Intermate college players.
- ➢ male intercollegiate players exhibit significantly higher Sports Aggression levels compared to female intercollegiate players.

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PIJPSS-PSY-07-01-004

Impact of Climate Change on Anxiety Levels among Post-Graduates

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ABSTRACT

Climate change refers to the long-term warming of the planet, which is primarily caused by the increasing levels of greenhouse gases in the Earth's atmosphere. These gases, such as carbon dioxide, methane, and water vapor, trap heat from the sun, leading to a rise in global temperatures. (WHO,2018). Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes such as increased blood pressure. It is often accompanied by fear or apprehension about the future or about specific objects, situations etc. (APA, 2020). Mental of an individual is affected by various factors and climate change is also one of the most important factors that is said to be impacting not only physical health but also mental health of the individuals. This study aims to assess the impact of Climate change on anxiety levels among postgraduates. In the present study impact of climate change on Anxiety levels of 30 individuals was studied using Climate Change Anxiety Scale developed by Kathryn et.al. The sample size was randomly selected from urban and rural areas. The data obtained was analysed and interpreted using SPSS.

Keywords: Climate change, Anxiety, Climate change Anxiety Scale, SPSS.

INTRODUCTION

"Climate change & quot; means a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods. (United Nations Framework Convention on Climate Change,1992). It refers to the alteration of the statistical properties of the at mosher, such as temperature, humidity, and wind, over a specified period of time (Carl Sauer, 1963). Climate change can occur due to many factors that are broadly classified into man-made factors such as burning of fossil fuels,

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deforestation, usage of land for agricultural process, industrial processes, etc. Natural factors are natural disasters, solar variability, dust from natural sources, etc. Anxiety on other hand is defined as a feeling of apprehension, worry, or fear that is persistent and overwhelming, and interferes with an individual's daily life, relationships, and work or other activities (APA, 2013). Anxiety is a natural response to traumatic events, and can be characterized by a sense of fear, apprehension, or unease, as well as physical symptoms such as tension and tremors (Judith Herman- From " Trauma and Recovery & quot;, 2015). Anxiety is a fundamental human emotion that arises from the perception of threat or danger, and is characterized by a sense of apprehension, fear, or unease. (Marsha Linehan- From " DBT Skills Training Manual & quot;, 2014) . Factors relating to Climate change per-se, that affects the anxiety levels in individuals are rising temperature, extreme weather events, drought and water scarcity, floods, air pollution, loss of biodiversity, and other uncertain situations, etc are said to play a vital role in affecting an individual adversely.

Post-graduates experience higher anxiety levels from climate change due to various reasons such as; increased awareness leading to increased concern and anxiety, sense of responsibility- which can be overwhelming and anxiety provoking due to burden of protecting themselves and their loved ones, career uncertainty- climate change may impact on job market and career aspects which provokes anxiety in post-graduates, fear of the future- worry about their personal lives, families and community, social media and news exposure- post-graduates are likely to be active in social media which increases feelings of anxiety. Hence, this study aims to study the impact of Climate Change on the levels of Anxiety among post-graduates.

REVIEW OF LITERATURE

Clayton. S et.al, (2017) this study found that mental health and our changing climate: Impacts, implications, and guidance. Results indicated that; 1) 75% of respondents reported feeling anxious or worried about climate change.2) - 60% reported feeling helpless or powerless to address climate change. 3) - Climate change anxiety was associated with increased symptoms of depression and anxiety.

Fritzes. J et.al, (2008) this study found that Hope, despair and transformation: Climate change and the promotion of mental health and wellbeing. Results indicated that: 1) 80% of respondents reported feeling anxious or worried about climate change.2) 40% reported feeling hopeless or despairing about the future.

Hayes, K. J., & Knox, C. C. (2018) this study indicated that Assessing climate change anxiety: Development and validation of the Climate Change Anxiety Scale (CCAS). The results indicated that;1) - The CCAS demonstrated good reliability and validity in measuring climate change anxiety. 2) - Climate change anxiety was associated with increased symptoms of depression and anxiety. 3) - Younger adults and women reported higher levels of climate change anxiety.

STATEMENT OF THE PROBLEM

" To study the effect of Climate Change on Anxiety levels among postgraduates."

AIM OF THE STUDY:

➢ To study the effect of Climate Change on Anxiety levels among postgraduates.

OBJECTIVE OF THE STUDY

➢ To assess the impact of Climate change on Anxiety levels among postgraduates

HYPOTHESIS OF THE STUDY

➢ Climate Change increases the levels of Anxiety among postgraduates.

METHODOLOGY

SAMPLE:

Total sample of present study 30postgraduates. The subject selected in this sample was used in the age group of 21 years to 25 years and Quota Sampling was used. Use Google forms.

RESEARCH DESIGN

The present study is exploratory in nature was used.

VARIABLES USED FOR STUDY

Independent variables-Climate Change

Dependent variables -Anxiety levels

RESEARCH TOOLS: -

Climate Change Anxiety Scale

The Climate Change Anxiety Scale (CCAS) is a 13-item Likert-type measure assessing emotional distress, cognitive preoccupation, and daily life impacts related to climate change. It evaluates feelings of helplessness, worry, and physiological symptoms like sleep disturbances and difficulty concentrating. The CCAS demonstrates strong reliability (Cronbach's Alpha > 0.80) and validity, correlating with anxiety, depression, and ecological concern while distinguishing from general anxiety. Used in environmental psychology and mental health research, it helps identify individuals experiencing severe climate anxiety. Scores range from minimal (1-20), moderate (21-40), to high (41-65), providing insights for interventions and mental health support.

PEOCEDURES OF DATA COLLECTION

The purpose of research was informed and the Climate Change Anxiety Scale developed by Hayes.K.J et.al (2018) was administered through Google forms. Instructions were given clearly and Clarifications were resolved while the subjects were responding. After the completion of responses, the data was collected and analyzed using suitable statistical method.

STATISTICAL TREATMENT

At the first stage data were treated by descriptive statistical techniques i.e. mean and standard Deviation and 't' Test was done by using SPSS Software.

RESULTS AND DISCUSSION

Table No.01 shows descriptive statistics.

Group N	Mean	SD	t Value	Sign.
30	40.63	10.118	25.368	0.01

The above table shows the mean for the levels of anxiety among post-graduates due to climate change the obtained mean score from the analysis of the data is 40.63 and standard Deviation is 10.118, which indicates that the scores show higher levels of Anxiety according to Climate change Anxiety Scale which is according to the hypothesis that states "Climate Change increases the levels of Anxiety among Postgraduates". The t value is 25.368 the value suggests that the participants' scores on the climate change anxiety scale are significant indicating a notable level of anxiety.

SUMMARY AND CONCLUSIONS

"Climate change" means a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods.(United Nations Framework Convention on Climate Change,1992). Anxiety is a fundamental human emotion that arises from the perception of threat or danger, and is characterized by a sense of apprehension, fear, or unease (Marsha Linehan, 2014). Increase or decrease in levels of Anxiety among post-graduates due to Climate change was assessed and the relationship between the two variables was found. The sample size was 30 post-graduates. The Climate Change Anxiety scale developed by Kathryn et.al was used to assess the impact of Climate Change on levels of Anxiety among Post-graduates. This study is exploratory in nature. The data obtained from the subjects were assessed and interpreted using SPSS. The statistical results indicated that the Climate changes increases the levels of Anxiety among Post-graduates due to the reasons such as rising temperatures, natural disasters, pollution, increased awareness, sense of responsibilities, career uncertainty, fear of the future, etc,. From these results we can conclude that the results are according to the hypothesis that states "Climate Change increases the levels of Anxiety among Postgraduates".

LIMITATIONS OF THE STUDY

1. Only post-graduates were considered.

2. Sample size was only 30 post-graduates. The results cannot be generalized to larger population.

3. Only literates were considered.

4. Sample population was only restricted to age group between 21 to 26 years.

SUGGESTIONS FOR FURTHER STUDY

1) Different age groups can be focused.

2) Long term effectiveness of various interventions for anxiety can be investigated.

3) Sample size can be increased to more than 30 for generalization of the results to larger population.

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PIJPSS-PSY-07-01-005

The levels of psychological well-being between teaching and non-teaching staff in Bangalore University

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ABSTRACT

A state of happiness and contentment, with low levels of distress, overall good physical and mental health and outlook, or good quality of life. Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community. Psychological well-being is having a positive attitude towards own self-life satisfaction, having the ability to cope with stress and challenges, and having positive relationships with others. Teaching staff have better levels of psychological well-being than non-teaching staff because teachers have emotional control skills, know how to handle relationships, have personal and professional goals, teachers have more respect and status and recognition in the workplace than non-teaching staff. The aim of the study was to compare the levels of psychological well-being between teaching staff and non-teaching staff the data was collected from 30 teaching staff and 30 non-teaching staff. The scale used to measure the psychological well-being was psychological well-being scale developed by Carol ryff. The statistical method used to analyse the scores is paired sample t-test.

Key words: Teaching staff, non-teaching staff, psychological well-being.

INTRODUCTION

Psychological wellbeing (PWB) is quite similar to other terms that refer to positive mental states, such as happiness or satisfaction. A state of happiness and contentment, with low levels of distress, overall good physical and mental health and outlook, or good quality of life. Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community. Psychological well-being is having a positive attitude towards own self-life satisfaction, having the ability to cope with stress and challenges, and

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having positive relationships with others. Teaching staff have better levels of psychological well-being than non-teaching staff because teachers have emotional control skills, know how to handle relationships, have personal and professional goals. Carol Ryff has conceptualized psychological well-being as consisting of 6 dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, self-acceptance.(Carol Ryff , 1989), health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community(WHO, 1989).State of happiness and contentment, with low levels of distress , overall good physical and mental health and outlook, or good quality of life.(APA,2018). Psychological wellbeing has two important facets. The first of these refers to the extent to which people experience positive emotions and feelings of happiness. Sometimes this aspect of psychological wellbeing is referred to as subjective wellbeing (*Diener, 2000*).

Those who are professionally dedicated to teaching can be exposed with their work to situations that influence their perception of psychological well-being. This study aims to evaluate how the factors of personality, emotional intelligence, burnout and the psychosocial climate derived from the work environment of teachers influence their levels of psychological well-being, to verify whether these variables allow us to establish a predictive model of psychological well-being by means of multiple regression analysis. Psychological well-being in non-teaching staff is a crucial but often overlooked aspect of workplace health. Non-teaching staff—such as administrative workers, support staff, and maintenance workers— play a vital role in the smooth functioning of educational institutions. Their well-being is essential not just for their own health but also for the overall effectiveness and environment of the institution.

REVIEW OF LITERATURE

Carol ryff, (1989) this study found that psychological well-being is essential for overall well-being and life satisfaction, and its promotion is critical for individuals, communities and society as a whole.

Gillespie et al., (2018) this study highlights the high levels of burnout and stress experienced by university support staff, which can have negative consequences for their well-being, job satisfaction, and productivity.

Kinman & Garbutt, (2019) this study highlights the significant impact of workload on the psychological well-being of college support staff. Excessive workload is a major concern, leading to increased stress, burnout, and decreased job satisfaction. Institutions must address workload issues to promote staff well-being and retention.

Shah et al., (2017) this study highlights the need for higher education institutions to prioritize the well-being and development of non-teaching staff, recognizing their critical role in supporting students and faculty.

STATEMENT OF THE PROBLEM

" To study psychological well-being between teaching and non-teaching staff in Bangalore university."

AIM OF THE STUDY

➢ To study the effect of Climate Change on Anxiety levels among postgraduates.

OBJECTIVE OF THE STUDY

➢ To compare the levels of psychological well-being among teaching staff and non-teaching staff.

HYPOTHESIS OF THE STUDY

➢ Psychological well-being is better among teaching staff than non-teaching staffs.

METHODOLOGY

SAMPLE:

Sample population- A total of 60 (30 teaching staff and 30 non-teaching staff) sample were selected working at Bangalore University. The sample was collected using purposive sampling method.

RESEARCH DESIGN: -

The present study a comparative in nature was used.

VARIABLES USED FOR STUDY

Independent variables-Types of Staff- 1) Teaching staff 2) non-teaching staff.

Dependent variables -Psychological Well-Being

RESEARCH TOOLS

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Ryff's Psychological Well-Being Scale

Ryff's Psychological Well-Being Scale (PWBS), developed by Carol D. Ryff in 1989, is a multidimensional measure of well-being based on theories of positive psychological functioning and human development. It assesses six core dimensions: autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. The scale has multiple versions, including 84, 54, 42, and 18-item formats, rated on a Likert scale (1–6 or 1–7), with higher scores indicating greater well-being. PWBS has shown high internal consistency and validity and is widely used in psychological research across diverse populations to explore well-being in different life contexts.

PROCEDURES OF DATA COLLECTION:

The subject is seated comfortably and the rapport is built, the psychological well-being scale consisting of 18 items is given to the subject and instructions are given. The subject is asked to answer all the statements. The responses are analyzed and interpreted using the norms.

Instructions: "I will be giving you the psychological well-being Scale which consists of 18 items. Read the statements carefully and answer accordingly. Put a tick mark against the option that you think is most Relatable to you. Make sure you answer all the statements. Please be honest with your responses".

STATISTICAL TREATMENT

At the first stage data were treated by descriptive statistical techniques i.e. mean and standard Deviation and 't' Test was done by using SPSS Software.

RESULTS AND DISCUSSION

Table No.01 Show the Mean, SD and 't' Value of Types of Staff on Psychological Well-Being

Factor	Types of Staff	Mean	SD	N	DF	't' Value	Sign.
Psychological Well-Being	Teaching staff	159.23	24.480	30	58	-1.621	0.05
	Non-teaching staff.	168.67	20.424	30			

The above table shows means for teaching and non-teaching staff, mean was found to be 159.23 and 168.67 respectively. The standard deviation is 24.480 and 20.424 The mean value is higher in teaching staff than compared to non-teaching staff which indicate that the result is

according to hypothesis "Psychological well-being is better among teaching staff than non-teaching staff".

SUMMARY AND CONCLUSIONS

Psychological well-being was studied among teaching staff and non-teaching staff was studied and the sample size was 60 (30 teaching staff and 30 non-teaching staff). Psychological well-being scale with 18 items was used and study was comparative in nature. Purposive sampling technique was used to collect data. The collected data was using SPSS. The statistical results indicate that the mean scores are higher for teaching staff compared to non-teaching staff proving the hypothesis "Psychological well-being is better in Teaching staff compared to non-teaching staff".

LIMITATIONS OF THE STUDY

1. Only teaching staff and non-teaching staff working at Bangalore university were considered.
2. Sample size was 30 teaching staff and 30 non-teaching staff.
3. Sample population was only from Bangalore.
4. The sample size is smaller.
5. Cannot be generalized to larger population.

SUGGESTIONS FOR FURTHER STUDY

1. Large sample size can be included.
2. The construct can be studied on different age groups.
3. Population outside of Bangalore could have been chosen.
4. This study can also be done on students, he-makers and other professionals

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PIJPSS-PSY-07-01-006

"A Comparative Analysis of Occupational Stress Among Employees in Government and Private Banks"

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ABSTRACT

This study compares the occupational stress levels among employees in government and private banks. A sample of 100 employees, including 50 from government banks and 50 from private banks, was selected using purposive sampling. The Occupational Stress Index (OSI) was used to assess 12 stress factors, including role overload, ambiguity, conflict, and group pressures, among others. The study employed a 2 X 2 factorial design, and data were analyzed using mean, standard deviation, and ANOVA. The findings indicate that private bank employees experience higher levels of role overload, ambiguity, powerlessness, poor peer relations, strenuous working conditions, and unprofitability compared to government bank employees. Conversely, government bank employees report higher levels of role conflict, group pressures, and under-participation. However, no significant differences were observed in intrinsic impoverishment and low status. Overall, the results suggest that while certain stress factors differ between the two groups, occupational stress levels do not vary significantly across both sectors.

Key words – occupational stress, private bank employees, government bank employees.

INTRODUCTION

Occupational stress is a significant concern in modern organizational environments, affecting employees' mental and physical well-being, productivity, and job satisfaction. It refers to the psychological and emotional strain that individuals experience when they are unable to cope with the demands of their work environment (Sonnentag & Fritz, 2007). In the banking sector, stress is a common phenomenon due to the high-pressure nature of the work, characterized by strict deadlines, long working hours, and the responsibility of managing financial resources.

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Occupational stress is a multifaceted issue that affects employees across various sectors, with the banking industry being no exception. The nature of work in banking, which often involves high workloads, strict deadlines, and significant responsibility, can be a source of stress for employees. The experience of stress in the workplace is not only influenced by individual traits but also by organizational factors and the work environment. Several stressors contribute to occupational stress, including role overload, role ambiguity, role conflict, group and political pressures, responsibility for others, under-participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions, and unprofitability (Cooper & Marshall, 1976; Beehr & Newman, 1978).

Role overload occurs when employees are assigned more tasks than they can reasonably manage within their given time frame, leading to stress and burnout (Kahn et al., 1964). Role ambiguity arises when employees are unclear about their job responsibilities, leading to confusion and anxiety (Rizzo et al., 1970). Role conflict happens when employees are faced with conflicting demands, which can make it difficult to meet expectations and causes distress (Kahn et al., 1964). In addition, employees often face group and political pressures, where navigating organizational dynamics and interpersonal relationships can be draining (Ferris et al., 2002).

Responsibility for others, whether in leadership roles or as part of a team, places added stress on employees, as they must balance their duties with concerns for the well-being of others (Johnson & Indvik, 2001). Under-participation and powerlessness arise when employees feel excluded from decision-making processes, leaving them with little control over their work environment (Maslach, 1993). Poor peer relations and intrinsic impoverishment refer to negative relationships with colleagues and lack of personal fulfilment in one's role, respectively, both of which can lead to feelings of isolation and dissatisfaction (Kahn et al., 1964). Furthermore, employees often experience stress due to low status, where they feel undervalued and overlooked, and strenuous working conditions, where high demands are placed on them without sufficient resources or support (Schaufeli & Bakker, 2004). Finally, unprofitability and the fear of poor financial performance can create additional pressure, especially in private-sector banks, where profitability is often a key indicator of success (Gopinath, 2016).

This study aims to explore the impact of these stressors on employees working in the banking sector, particularly comparing those in government versus private banks. The differences in organizational structure, management style, and employee expectations between these two

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types of banks are expected to result in distinct patterns of stress. Understanding how these factors contribute to occupational stress will provide valuable insights into improving work conditions and reducing stress for employees, ultimately enhancing organizational effectiveness and employee well-being.

REVIEW OF LITERATURE: -

Ali, Ghaffar, and Iqbal (2021) found that stress levels were significantly high among employees of both private and government banks in Pakistan due to the pressures of meeting targets, deadlines, and dealing with customers. Their research highlights that government bank employees experience stress due to rigid hierarchical structures, while private bank employees experience stress due to fast-paced working environments and performance-based job expectations.

Awasthi & Tripathi (2018) this study found that employees in government banks experience stress due to bureaucratic inefficiency, lack of decision-making autonomy, and slow career progression.

Batra & Sharma, (2017) this study found that Employees in both government and private banks may feel a lack of status, albeit for different reasons. Government bank employees, despite job security, may feel their roles lack prestige compared to the more competitive, high-performance culture in private banks.

Chakrabarti, (2016) this study indicated that Private banks, with their dynamic and competitive environments, also report role ambiguity, though often due to rapidly changing market conditions and expectations.

Deshpande & Viswanathan, (2014) this study indicated that the Private bank employees also face role conflict, especially when the pressure to meet sales targets conflicts with the need to provide quality customer service.

Ghosh & Sen, (2020) this study found that government banks, employees are often subjected to a rigid hierarchical system that limits their flexibility, while in private banks, the stress stems from excessive performance pressure and target-driven work culture.

Hussain & Zaman, (2016) this study found that Government bank employees may experience under-participation due to the hierarchical structure that limits decision-making authority.

Jain & Gupta, (2013) this study found that government banks, role overload is often due to bureaucratic processes and a rigid hierarchy.

Khan et al., (2020) this study found that government banks, employees may experience more role ambiguity due to unclear organizational structures and policies

Kumar & Sharma, (2020) this study found that Government banks, often less focused on profit generation, can experience financial strain due to government policies or economic downturns, which can affect employees' motivation.

Kumar, (2020) this study found that Private banks, with their aggressive marketing strategies and sales targets, put considerable pressure on employees, leading to greater work-life imbalance and burnout.

Mishra & Sharma, (2017) this study indicated that Private banks, being more focused on profit-driven goals, can also experience role overload, but this is often linked to the pressure of sales targets and performance metrics.

Saha (2019) this study found that employees in private sector banks reported higher levels of job-related stress due to performance targets and work overload, compared to their counterparts in government banks.

Singh & Mishra, (2018) this study found that government banks, employees might experience role conflict due to the tension between adherence to strict policies and the need for customer service.

Singh, (2018) this study found that Employees in private banks may also feel powerless, particularly when performance metrics and sales targets dominate their work lives, leaving them with less autonomy.

Srinivasan, (2011) this study found that Government banks are often more paternalistic, with a larger focus on employee welfare and job security, which may increase the responsibility employees feel towards others.

STATEMENT OF THE PROBLEM

This study compares occupational stress levels among employees in government and private banks,

OBJECTIVES OF THE STUDY

> To compare the level of occupational stress experienced by employees in government and private banks.

HYPOTHESES OF THE STUDY

> ➢ There is a significant difference in the level of occupational stress, as assessed by role overload, role ambiguity, role conflict, group and political pressures, responsibility for others, under-participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions, and unprofitability, between employees working in government banks and those working in private banks.

METHODOLOGY

SAMPLE

The total sample for this study consists of 100 bank employees, with 50 employees from government banks (25 male and 25 female) and 50 employees from private banks (25 male and 25 female). The participants were selected from banks across various states. A purposive sampling design was used, and the selected subjects were within the age group of 21 to 50 years, with an equal male-to-female ratio (1:1).

Research Design

2 X 2 Factor Design used in the present study.

Variables of the Study

- **Independent variables** -**Types of Banks**- 1) Government bank employees 2) Private bank employees

- **Dependent variables** -**Occupational Stress**- 1) Role overload 2) Role ambiguity 3) Role conflict 4) Group and political pressures 5) Responsibility for person 6) Under participation 7) Powerlessness 8) Poor peer relations 9) Intrinsic impoverishment 10) Low status 11) Strenuous working conditions 12) Unprofitability.

RESEARCH TOOLS: -
Occupational Stress Index (OSI)

The Occupational Stress Index (OSI), developed by Prof. S.K. Srivastava and Prof. A.P. Singh, is a comprehensive tool for measuring job-related stress, assessing 12 key stress factors: 1) Role overload, 2) Role ambiguity, 3) Role conflict, 4) Group and political pressures, 5) Responsibility for others, 6) Under participation, 7) Powerlessness, 8) Poor peer relations, 9) Intrinsic impoverishment, 10) Low status, 11) Strenuous working conditions, and 12) Unprofitability. This standardized tool consists of 46 items, designed to provide insights into various aspects of occupational stress. Scoring uses a five-point Likert scale, with true and false keyed items. Norms were developed using a sample of 700 employees, categorizing

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stress levels as low, moderate, or high. The total stress score ranges from 46 to 230, with subscale norms offering a detailed classification for each stress factor. These features make the OSI a reliable and effective instrument for identifying and addressing workplace stress. With a reliability score of 0.935 and 0.90 on Cronbach's alpha, the OSI demonstrates high consistency. In terms of validity, its correlation coefficients range from 0.44 to 0.59, indicating a strong relationship with job-related variables such as job satisfaction and motivation.

PROCEDURES OF DATA COLLECTION

The primary information was gathered by giving personal information from to each to each Banks employees. The Banks employees were called in a small group of 10 to 15 Banks employees.

DATA ANALYSIS

The Mean and SD with graphical representation for Banks employees on Occupational Stress was analyzed. A simple design was selected to adequate of statistical analysis of ANOVA in order to examine the roll of main as well as subsequently on Occupational Stress.

RESULTS

Table No.01 Summary and Results of Analysis of variance showing the Bankers on Occupational Stress.

Sr. No	Factor	Types of bank employees	Mean	SD	N	DF	F Value	Sign
Table No. 01 (A)	Role overload	Government bank employees	15.92	2.23	50	98	68.67	0.01
		Private bank employees	20.04	2.71	50			
Table No. 01 (B)	Role ambiguity	Government bank employees	8.38	1.95	50	98	38.27	0.01
		Private bank employees	11.40	2.84	50			
Table No. 01 (C)	Role conflict	Government bank employees	18.02	2.58	50	98	115.78	0.01
		Private bank employees	11.98	3.01	50			
Table No. 01 (D)	Group and political pressures	Government bank employees	15.56	1.96	50	98	171.42	0.01
		Private bank employees	9.86	2.37	50			
Table No. 01 (E)	Responsibility for person	Government bank employees	7.82	2.16	50	98	19.17	NS
		Private bank employees	9.74	2.22	50			
Table No. 01 (F)	Under participation	Government bank employees	14.94	2.12	50	98	143.05	NS
		Private bank employees	9.18	2.66	50			
Table No. 01 (G)	Powerlessness	Government bank employees	7.24	2.44	50	98	31.36	0.01
		Private bank employees	9.88	2.26	50			
Table No.	Poor peer	Government bank employees	10.24	2.31	50	98	28.62	0.01

01 (H)	relations	Private bank employees	13.04	2.88	50			
Table No. 01 (I)	Intrinsic impoverishment	Government bank employees	10.72	2.33	50	98	1.59	0.01
		Private bank employees	10.16	2.09	50			
Table No. 01(J)	Low status	Government bank employees	9.58	2.24	50	98	1.13	0.01
		Private bank employees	10.12	2.78	50			
Table No. 01 (K)	Strenuous working conditions	Government bank employees	10.02	1.92	50	98	8.50	0.01
		Private bank employees	8.90	1.92	50			
Table No. 01 (L)	Unprofitability.	Government bank employees	5.44	1.75	50	98	28.49	0.01
		Private bank employees	7.40	1.91	50			
Table No. 01 (M)	Occupational Stress	Government bank employees	133.88	13.26	50	98	0.611	0.01
		Private bank employees	131.70	14.58	50			

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

Discussion

Types of bank employees on role overload

Hypotheses: -01

➤ There is a significant difference in the level of occupational stress, as assessed by role overload between employees working in government banks and those working in private banks.

The results presented in Table No. 01 (A) show that the mean and standard deviation values for role overload were 15.92 ± 2.23 for government bank employees and 20.04 ± 2.71 for private bank employees. It is observed that the calculated 'F' value (68.67) exceeds the table value (3.94 at the 0.01 level and 6.90 at the 0.05 level). This indicates that the hypothesis is accepted. In other words, private bank employees experience higher role overload compared to government bank employees.

The findings of this study reveal that private bank employees experience significantly higher role overload compared to their counterparts in government banks. This observation aligns with several existing studies that highlight the pressure and stress often associated with the private banking sector. The high demands, long working hours, and performance-driven culture prevalent in private banks can contribute to an increased sense of role overload among their employees. private banks should consider strategies to manage employee workload and stress. These could include better workload management, employee support systems, and efforts to improve work-life balance. Moreover, policies to provide regular training in stress management and time management may help alleviate the pressures contributing to role overload.

Types of bank employees on Role ambiguity

Hypotheses: -02

➢ There is a significant difference in the level of occupational stress, as assessed by Role ambiguity between employees working in government banks and those working in private banks.

The results presented in Table No. 01 (B) show that the mean and standard deviation values for role ambiguity were 8.38 ± 1.95 for government bank employees and 11.40 ± 2.84 for private bank employees. It is observed that the calculated 'F' value (38.27) exceeds the table value (3.94 at the 0.01 level and 6.90 at the 0.05 level). This indicates that the hypothesis is accepted. In other words, private bank employees experience higher role ambiguity compared to government bank employees.

The higher levels of role ambiguity among private bank employees suggest that management in these organizations should focus on improving clarity in job roles and expectations. Clearer communication, regular feedback sessions, and more structured training programs can help mitigate the uncertainty associated with role ambiguity. Additionally, adopting a more transparent approach to organizational changes could reduce the stress associated with unclear job responsibilities.

Types of bank employees on Role conflict

Hypotheses: -03

➢ There is a significant difference in the level of occupational stress, as assessed by Role conflict between employees working in government banks and those working in private banks.

The results presented in Table No. 01 (C) show that the mean and standard deviation values for role conflict were 18.02 ± 2.58 for government bank employees and 11.98 ± 3.01 for private bank employees. It is observed that the calculated 'F' value (115.78) exceeds the table value (3.94 at the 0.01 level and 6.90 at the 0.05 level). This indicates that the hypothesis is accepted. In other words, government bank employees experience higher role conflict compared to private bank employees.

The results of this study reveal that government bank employees experience significantly higher role conflict compared to their private bank counterparts. Role conflict occurs when an individual faces contradictory demands from different sources, such as supervisors, colleagues, or organizational expectations, which can lead to confusion, stress, and reduced performance. The higher role conflict observed in government bank employees in this study

suggests that their work environment may involve conflicting demands, possibly due to bureaucratic structures and rigid procedures often associated with public sector organizations.

Types of bank employees on Group and political pressures

Hypotheses: -04

> There is a significant difference in the level of occupational stress, as assessed by Group and political pressures between employees working in government banks and those working in private banks.

The results presented in Table No. 01 (D) indicate that the mean and standard deviation (SD) values for Group and political pressures were 15.56 ± 1.96 for Government bank employees and 9.86 ± 2.37 for Private bank employees. It was observed that the calculated F-value (171.42) is significantly higher than the critical F-values at both the 0.01 level (3.94) and the 0.05 level (6.90). Therefore, the hypothesis is accepted, suggesting that Government bank employees experience higher levels of Group and political pressures compared to Private bank employees.

The findings of this study reveal that Government bank employees experience significantly higher levels of group and political pressures compared to their counterparts in Private banks. This study highlights the significant role of organizational and external factors in influencing the levels of group and political pressures faced by employees in government and private banks. While political pressures appear to be more prevalent in government banks, these findings underscore the importance of understanding the broader work environment in different sectors. Future research could explore the impact of these pressures on employee performance, job satisfaction, and overall organizational effectiveness.

Types of bank employees on Responsibility for person

Hypotheses: -05

> There is a significant difference in the level of occupational stress, as assessed by Responsibility for person between employees working in government banks and those working in private banks.

The results presented in Table No. 01 (E) show that the mean and standard deviation values for Responsibility for person were 7.82 ± 2.16 for Government bank employees and 9.74 ± 2.22 for Private bank employees. The calculated 'f' value of 19.17 is significantly higher than the table values (0.01 = 3.94 and 0.05 = 6.90). Therefore, the hypothesis is accepted,

indicating that Private bank employees exhibit a higher sense of Responsibility for person compared to Government bank employees.

The findings of this study suggest that Private bank employees exhibit a higher sense of responsibility for individuals compared to their counterparts in Government banks. This result is consistent with several studies indicating that employees in the private sector tend to demonstrate greater personal responsibility and accountability.Private bank employees exhibit a higher sense of responsibility for individuals when compared to Government bank employees. This can be attributed to the performance-driven and competitive nature of the private banking sector, which encourages greater personal accountability. Further research is necessary to explore additional factors, such as organizational culture, employee training, and management practices, which could influence the sense of responsibility among bank employees.

Types of bank employees on Under participation

Hypotheses: -06

> There is a significant difference in the level of occupational stress, as assessed by Under participation between employees working in government banks and those working in private banks.

The results presented in Table No. 01 (F) indicate that the mean and standard deviation values for Under participation were 14.94 ± 2.12 for Government bank employees and 9.18 ± 2.66 for Private bank employees. The calculated 'f' value of 143.05 is significantly higher than the table values ($0.01 = 3.94$ and $0.05 = 6.90$). Therefore, the hypothesis is accepted, indicating that Government bank employees exhibit higher levels of Under participation compared to Private bank employees.

The results of this study indicate that Government bank employees exhibit higher levels of under participation compared to Private bank employees. This finding highlights the disparity between the work dynamics in Government and Private banking sectors. Under participation is characterized by a lack of engagement, minimal initiative, and limited involvement in decision-making or organizational processes. The higher levels of under participation observed in Government bank employees could be attributed to several organizational and cultural factors.Government bank employees experience higher levels of under participation compared to Private bank employees. This difference can be attributed to the more hierarchical, structured, and risk-averse nature of the public sector. Private banks, in contrast, offer more autonomy and emphasize performance-driven results, which may lead to greater engagement and participation among employees. Future research could explore further

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factors influencing under participation, such as leadership styles, organizational support, and employee satisfaction, to gain a deeper understanding of the underlying causes of these differences.

Types of bank employees on Powerlessness

Hypotheses: -07

> ➢ There is a significant difference in the level of occupational stress, as assessed by Powerlessness between employees working in government banks and those working in private banks.

The results presented in Table No. 01 (G) show that the mean and standard deviation (SD) values for Powerlessness were 7.24 ± 2.44 for Government bank employees and 9.88 ± 2.26 for Private bank employees. It was observed that the calculated 'f' value (31.36) is greater than the critical table values (at 0.01 significance level = 3.94 and at 0.05 significance level = 6.90). Therefore, the hypothesis is accepted, indicating that Private bank employees experience higher levels of Powerlessness compared to Government bank employees.

The findings of this study suggest that Private bank employees experience higher levels of powerlessness compared to their counterparts in Government banks. This result aligns with several studies that have highlighted the unique stressors and challenges faced by employees in private sector organizations.the higher levels of powerlessness reported by Private bank employees may be attributed to the high-pressure, results-driven nature of the private banking sector, as well as potentially more rigid hierarchical structures that limit employee autonomy. These findings underscore the need for organizations in both the private and public sectors to consider ways to reduce powerlessness through improved management practices, better communication, and greater employee empowerment.

Types of bank employees on Poor peer relations

Hypotheses: -08

> ➢ There is a significant difference in the level of occupational stress, as assessed by Poor peer relations between employees working in government banks and those working in private banks.

The results presented in Table No. 01 (H) show that the mean and standard deviation (SD) values for Poor peer relations were 10.24 ± 2.31 for Government bank employees and 13.04 ± 2.88 for Private bank employees. It is observed that the calculated 'f' value (28.62) is higher than the table value at both the 0.01 significance level (3.94) and the 0.05 significance

level (6.90). Therefore, the hypothesis is accepted, indicating that Private bank employees have higher Poor peer relations compared to Government bank employees.

Private bank employees experience higher levels of poor peer relations compared to Government bank employees. This could be attributed to the more competitive and high-pressure work environment in private sector banks, which may exacerbate interpersonal conflicts. Future research could further explore the underlying causes of these differences and investigate possible interventions to improve peer relations in both sectors.

Types of bank employees on Intrinsic impoverishment

Hypotheses: -09

> There is a significant difference in the level of occupational stress, as assessed by Intrinsic impoverishment between employees working in government banks and those working in private banks.

The results presented in Table No. 01 (I) show that the mean and standard deviation (SD) values for Intrinsic impoverishment were 10.72 ± 2.33 for Government bank employees and 10.16 ± 2.09 for Private bank employees. It is observed that the calculated 'f' value (1.59) is lower than the table value at both the 0.01 significance level (3.94) and the 0.05 significance level (6.90). Therefore, the hypothesis is rejected, indicating that there is no significant difference between employees working in Government banks and those working in Private banks regarding Intrinsic impoverishment. The study reveals that there is no significant difference between employees working in Government banks and those in Private banks regarding Intrinsic impoverishment. This may be due to common systemic and organizational factors influencing intrinsic motivation across both sectors, such as the nature of the work, job expectations, and available support mechanisms. Future research could explore additional factors, such as the role of leadership style or specific organizational initiatives, that might affect employees' experiences of intrinsic impoverishment in both public and private banking sectors.

Types of bank employees on Low status

Hypotheses: -10

> There is a significant difference in the level of occupational stress, as assessed by Low status between employees working in government banks and those working in private banks.

The results presented in Table No. 01 (J) show that the mean and standard deviation (SD) values for Low status were 9.58 ± 2.24 for Government bank employees and 10.12 ± 2.78 for

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Private bank employees. It is observed that the calculated 'f' value (1.13) is lower than the table value at both the 0.01 significance level (3.94) and the 0.05 significance level (6.90). Therefore, the hypothesis is rejected, indicating that there is no significant difference between employees working in Government banks and those working in Private banks regarding Low status.

the study indicates that there is no significant difference between employees working in Government banks and those working in Private banks regarding Low status. This could be due to common organizational structures, recognition practices, and societal perceptions across both sectors. Future research could further investigate how specific organizational factors such as leadership styles, career development opportunities, and employee recognition programs contribute to status perception within the banking industry.

Types of bank employees on Strenuous working conditions

Hypotheses: -11

> ➢ There is a significant difference in the level of occupational stress, as assessed by Strenuous working conditions between employees working in government banks and those working in private banks.

Based on the results presented in Table No. 01 (K), the mean and standard deviation values for strenuous working conditions were 10.02 ± 1.92 for Government bank employees and 8.90 ± 1.92 for Private bank employees. The calculated 'f' value of 8.50 exceeds the critical values (3.94 at the 0.01 level and 6.90 at the 0.05 level), indicating statistical significance. Therefore, the hypothesis is accepted, suggesting that Private bank employees experience more strenuous working conditions than Government bank employees.

The findings of this study underscore the significant difference in the working conditions between government and private bank employees. The more strenuous working environment in private banks may be attributed to factors such as higher performance expectations, longer hours, and a greater emphasis on meeting financial targets. It is essential for organizations, particularly in the private sector, to consider strategies for improving employee well-being and mitigating the adverse effects of stressful working conditions.

Types of bank employees on Unprofitability

Hypotheses: -12

> ➤ There is a significant difference in the level of occupational stress, as assessed by Unprofitability between employees working in government banks and those working in private banks.

The results shown in Table No. 03 (L) indicate that the mean and standard deviation (SD) values of Unprofitability were 5.44 ± 1.75 for Government bank employees and 7.40 ± 1.91 for Private bank employees. The calculated 'f' value of 28.49 is higher than the table values at both 0.01 (3.94) and 0.05 (6.90) significance levels. This leads to the rejection of the null hypothesis, suggesting that Private bank employees experience higher Unprofitability than Government bank employees.

the difference in Unprofitability levels could reflect differences in the organizational culture and management practices between the two types of banks. Private banks, with their focus on profitability and growth, may create a more competitive and results-driven work culture, leading to higher employee stress and a heightened sense of Unprofitability. In contrast, Government banks are often more oriented toward public service, with less emphasis on financial performance, which may result in a less stressful work environment for employees.

Types of bank employees on occupational stress

Hypotheses: -13

> ➤ There is a significant difference in the level of occupational stress between employees working in government banks and those working in private banks.

The results presented in Table No. 01 (M) indicate that the mean and standard deviation (SD) values of occupational stress were 133.88 ± 13.26 for Government bank employees and 131.30 ± 14.58 for Private bank employees. The calculated 'f' value of 0.611 is lower than the table values at both the 0.01 (3.94) and 0.05 (6.90) significance levels. Therefore, the null hypothesis is retained, suggesting that there is no significant difference in the levels of occupational stress between employees working in Government banks and those working in Private banks.

Several potential reasons could explain why no significant difference was found. One factor might be the common stressors experienced by both sets of employees. Whether in Government or Private banks, employees are likely to face similar work-related pressures such as long working hours, heavy workloads, deadlines, and customer demands, which contribute to occupational stress. Research by Selye (1976) suggests that stress is a universal response to work pressure, and employees in both sectors are subject to similar environmental and organizational demands.

CONCLUSIONS:

1) private bank employees experience higher role overload compared to government bank employees.
2) private bank employees experience higher role ambiguity compared to government bank employees.
3) government bank employees experience higher role conflict compared to private bank employees.
4) Government bank employees experience higher levels of Group and political pressures compared to Private bank employees.
5) Private bank employees exhibit a higher sense of Responsibility for person compared to Government bank employees.
6) Government bank employees exhibit higher levels of Under participation compared to Private bank employees.
7) Private bank employees experience higher levels of Powerlessness compared to Government bank employees.
8) Private bank employees have higher Poor peer relations compared to Government bank employees.
9) there is no significant difference between employees working in Government banks and those working in Private banks regarding Intrinsic impoverishment.
10) there is no significant difference between employees working in Government banks and those working in Private banks regarding Low status.
11) Private bank employees experience more strenuous working conditions than Government bank employees.
12) Private bank employees experience higher Unprofitability than Government bank employees.
13) there is no significant difference in the levels of occupational stress between employees working in Government banks and those working in Private banks.

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PIJPSS-PSY-07-01-007

" A study of Emotional Intelligence among Male and Female college Students"

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ABSTRACT

The present study investigates gender differences in Emotional Intelligence (EI) among college students. A sample of 100 students (50 males and 50 females) aged 18-21 years was selected using quota sampling. The Emotional Intelligence Scale by Hyde, Pethe, and Dhar was administered. Results revealed that female college students scored significantly higher in EI than male students.

Key words: -Emotional Intelligence, Male Students, Female Students.

INTRODUCTION

Emotional Intelligence (EI) is a crucial psychological construct that significantly influences an individual's personal, academic, and professional success. Defined by Salovey and Mayer (1990), EI refers to the ability to perceive, understand, regulate, and utilize emotions effectively in oneself and others. It encompasses self-awareness, self-regulation, motivation, empathy, and social skills, all of which play a vital role in interpersonal interactions and overall well-being (Goleman, 1995).

The study of EI has gained considerable attention in recent years, particularly in the context of higher education. College students experience various emotional and social challenges, including academic stress, peer relationships, and career uncertainties, making EI an essential factor in their psychological resilience and adaptation (Zeidner, Matthews, & Roberts, 2009). Research suggests that individuals with higher EI are better equipped to manage stress, build positive relationships, and achieve higher academic performance (Petrides, Frederickson, & Furnham, 2004).

Gender differences in EI have been widely debated in psychological literature. Some studies indicate that females tend to exhibit higher levels of emotional awareness, empathy, and social skills, while males are often associated with stronger emotional regulation and

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problem-solving abilities (Brackett, Mayer, & Warner, 2004). However, other research findings suggest that these differences may be influenced by cultural and socialization factors rather than inherent biological traits (Chapman, Hayslip, & Smith, 2006).

Given the importance of EI in shaping students' academic success and psychological well-being, the present study aims to examine and compare the levels of EI among male and female college students. Understanding gender-based variations in EI can provide insights for developing targeted interventions to enhance emotional skills and promote overall mental health in the college population.

REVIEW OF RELATEDLITERATURE

Anand and Duggal (2010) analyzed EI among young adults in India and found that male students exhibited higher EI in certain domains, such as stress management and adaptability, while female students scored higher in interpersonal skills. This suggests that gender differences in EI may be domain-specific. **Christov-Moore et al. (2014)** reported that females exhibit higher empathy levels than males, a component closely related to EI. **Fernández-Berrocal et al. (2012)** noted that while women typically have more EI, the complexity and variability in gender-related EI research suggest that cultural, social, and contextual factors may influence these differences. **Fida et al. (2018)** found that female university students demonstrated higher EI levels than their male counterparts. The study utilized the Wong and Law Emotional Intelligence Scale (WLEIS) and revealed that females outperformed males in various EI dimensions. **Hampson and Voyer (2014)** found an overall female advantage in non-verbal emotional recognition, indicating that women may be better at interpreting emotional cues. **Khan et al. (2021)** at the University of Malakand, Pakistan, found that male students exhibited higher overall EI compared to female students. Specifically, males scored significantly higher in emotional self-regulation and emotional self-awareness, while no significant gender differences were observed in interpersonal skills. **Parween and Roy (2023)** conducted in Ranchi town assessed EI levels among college students. The findings revealed that female students exhibited higher levels of EI compared to their male counterparts. **Sen et al. (2020)** conducted a cross-sectional study among undergraduate students in Puducherry to assess EI and perceived stress. The study found no significant association between EI and perceived stress, suggesting that both male and female students possess comparable emotional competencies. **Singh et al. (2015)** explored emotional ability among college students and found that females reported higher mean levels of EI

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across multiple constructs, supporting the notion that women may have an advantage in emotional abilities and management. **Verma and Dash (2020)** reported that female college students scored significantly higher than males in overall EI, suggesting that females may possess greater emotional awareness and empathy.

STATEMENT OF THE PROBLEM

A Study of Emotional Intelligence Among male and female college Students.

OBJECTIVES OF THE STUDY

➢ To compare Emotional Intelligence between male and female college Students.

HYPOTHESES OF THE STUDY

➢ There is no significant difference in Emotional Intelligence between male and female college Students.

METHODS

SAMPLE:

Total sample of present study 100 College Students, in which 50 were Male College and 50 were Female College Students. The subject selected in this sample was used in the age group of 18 years to 21 years and Ratio 1:1 and Quota Sampling were used.

RESEARCH DESIGN: -

The present study Simple design was used.

VARIABLES USED FOR STUDY

Independent variables- Gender – 1) Male College Students 2) Female College Students

Dependent variables -Emotional Intelligence

OPERATIONAL DEFINITIONS

Emotional Intelligence (EI):

- Emotional Intelligence refers to an individual's ability to perceive, understand, regulate, and manage emotions in themselves and others.

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Male Students:

- Male students are defined as biologically male individuals, aged 18-21 years, enrolled in college.

Female Students:

- Female students are defined as biologically female individuals, aged 18-21 years, enrolled in college.

RESEARCH TOOLS: -

Emotional Intelligence Scale

The present study employs the Emotional Intelligence Scale developed by Hyde, Pethe, and Dhar. This scale 34 items rated on a five-point Likert scale. With a reliability score of 0.88 and validity of 0.93.

PEOCEDURES OF DATA COLLECTION

The primary information was gathered by giving personal information from to each college Students. The college Students were called in a small group of 10 to 15 college 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 oneway ANOVA was done by using SPSS Software.

RESULTS AND DISCUSSION

Hypotheses -

- ➢ There is no significant difference in Emotional Intelligencebetween male and female college Students.

Table No.01 Show the Mean, SD and F Value of Genderon Emotional Intelligence

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Emotional	Male college Students	133.88	9.53	50	98	9.632	0.01

Intelligence	Female college Students	140.14	10.60	50			

Figure No.01. Mean of Genderon Emotional Intelligence

Mean of Gender on Emotional Intelligence

Observation of Table No. 01 and Figure No. 01 indicates a significant difference in the mean Emotional Intelligence scores between the two groups. The mean and standard deviation (SD) for male college students were 133.88 ± 9.53, while for female college students, they were 140.14 ± 10.60. The F-value for the comparison was 9.632, with degrees of freedom (df) = 1, 98. This effect of gender on Emotional Intelligence was statistically significant at the 0.01 level (F = 9.632, p < 0.01). Since the obtained F-value exceeds the critical value at the 0.01 level, the null hypothesis is rejected in favor of the alternative hypothesis. This result suggests that female college students exhibit significantly higher Emotional Intelligence than their male college students.

The present study examined gender differences in Emotional Intelligence (EI) among college students. The results indicated that female students exhibited significantly higher EI than male students. This finding aligns with previous research suggesting that women generally demonstrate greater emotional awareness, regulation, and empathy than men (Bar-On, 2006; Mayer, Caruso, & Salovey, 2016).

Several factors may contribute to this gender difference. Research suggests that socialization processes play a critical role in the development of emotional competencies. Women are often encouraged to express emotions, engage in empathetic interactions, and develop interpersonal sensitivity from an early age, whereas men are typically socialized to suppress emotions and prioritize independence over emotional expression (Brackett, Rivers, & Salovey, 2011). Such differences may enhance women's ability to recognize, manage, and utilize emotions effectively, leading to higher overall EI scores.

Additionally, neurobiological differences between males and females may also account for variations in EI. Studies using neuroimaging techniques have shown that females have a more developed limbic system, which is responsible for emotional processing and regulation (Schultheiss & Wirth, 2008). This neurological advantage may explain why women tend to outperform men in emotional perception, empathy, and social skills—key dimensions of Emotional Intelligence.

Findings from this study are consistent with previous empirical evidence. For instance, a meta-analysis by Joseph and Newman (2010) found that women score higher in emotional perception and interpersonal skills, both of which are integral components of EI. Similarly, a study by Fernández-Berrocal and Extremera (2006) highlighted that females exhibit superior emotional regulation, which contributes to their overall psychological well-being. Despite these findings, it is essential to acknowledge that gender differences in EI may not be purely biological or social but rather a complex interplay of multiple factors, including individual experiences, cultural influences, and educational backgrounds. Future research should explore these aspects in greater depth to gain a more comprehensive understanding of gender variations in Emotional Intelligence.

CONCLUSION

Female college students exhibit significantly higher Emotional Intelligence than their Male counterparts.

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PIJPSS-MSW-07-01-008

THE IMPACT OFSCHOOL-BASEDROAD SAFETY PROGRAMS ON CHILD BEHAVIOUR WITH SOCIAL WORK INTERVENTION

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ABSTRACT

Social work intervention in Child Road Safety is a growing need for social work practice in Indian context. As social work practitioners, we offer our services to promote social welfare policies to change the social environment. Child road safety is a critical public health concern, requiring comprehensive education and behavioural interventions. This study explores the impact of school-based road safety programs on children's behaviour, with a focus on the role of social work interventions. Schools serve as a vital platform for instilling road safety knowledge and responsible pedestrian behaviour among children. Social workers play a crucial role in designing and implementing these programs by addressing socio-emotional aspects, parental involvement, and community engagement. Through structured workshops, counselling, and interactive learning methods, social work interventions enhance children's awareness, risk perception, and adherence to traffic rules. This study highlights the effectiveness of integrating social work practices into road safety education to foster long-term behavioural change and reduce road-related injuries among children. Recommendations include strengthening school-community partnerships, incorporating experiential learning strategies, and developing child-centric policies to ensure sustainable impact.

Keywords: Social work Intervention, Child Road Safety, School-Based Programs, Social Work Intervention, Behavioural Change, Pedestrian Safety, Traffic Education, Community Engagement.

INTRODUCTION

Child road safety remains a major concern worldwide, with high rates of traffic-related injuries among children. Schools play a pivotal role in promoting road safety education, and integrating social work interventions can enhance the effectiveness of these programs. India is the global leader in road crash deaths. Children die every day on Indian roads. While

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children are a highly vulnerable group (as pedestrians, passengers and road users), their safety is largely overlooked in attempts to address road safety.

According to the World Health Organization (WHO), road traffic accidents are one of the leading causes of death among children aged 5–14 years (WHO, 2018). This alarming statistic highlights the urgent need for proactive measures to ensure children's safety on roads. Road accidents involving children are often preventable through targeted education and community engagement. Studies have shown that children, due to their developmental stage, often lack the cognitive and perceptual skills required for safe road behaviour. This makes them particularly vulnerable to traffic-related injuries and fatalities. Road safety education within school settings provides children with the necessary knowledge, skills, and awareness to navigate roads safely, helping to mitigate risks and reduce accidents.

Social work intervention adds an essential dimension to road safety education by focusing on the behavioural, emotional, and social factors influencing children's ability to adhere to safety practices. Social workers play a crucial role in designing and implementing these programs, ensuring that children receive not only theoretical knowledge but also practical training in road safety behaviours. By involving parents, teachers, and community leaders, social work interventions create a holistic approach to child road safety, reinforcing positive behaviours both in and out of school environments.

Furthermore, the importance of early education in road safety cannot be overstated. Research indicates that habits formed during childhood often persist into adulthood. Teaching children about road safety from a young age in stills lifelong safe behaviours, ultimately contributing to safer communities. Schools provide an ideal setting for this education as they offer a structured environment where road safety principles can be systematically introduced, practiced, and reinforced.

Another critical aspect of road safety education is the role of peer learning and interactive teaching methods. Traditional lecture-based approaches to road safety have been found to be less effective than experiential learning techniques such as simulations, role-playing, and field exercises. Social workers, through their expertise in behavioural change methodologies, help design programs that are engaging, interactive, and tailored to children's developmental stages.

Additionally, road safety education must be inclusive and adaptable to various socioeconomic backgrounds. Children from disadvantaged communities often face higher risks due to factors such as inadequate pedestrian infrastructure, higher exposure to traffic, and lower parental supervision. Social workers help bridge these gaps by advocating for policy changes, community engagement initiatives, and the implementation of targeted interventions that address the unique needs of vulnerable children.

As per the 2024 India Status Report on Road Safety, released by the Transportation Research and Injury Prevention (TRIP) Centre at IIT Delhi, most Indian states are unlikely to meet the United Nations Decade of Action for Road Safety objective by 2030. (UWM Report 2023-2024) It also identified pedestrians, cyclists, and motorised two-wheeler riders as the most vulnerable road users, presenting the case for intervention in the area. Additionally, India has been traditionally vulnerable to natural disasters on account of its unique geo-climatic conditions.

children may have difficulties interpreting various sights and sounds, which may impact on their judgement regarding the proximity, speed and direction of moving vehicles. Younger children may also be impulsive, and their short attention spans mean that they struggle to cope with more than one challenge at a time. As they grow older, children of adolescent age are especially prone to take risks, compromising their safety on the road. In general roads are planned without sufficient consideration of the specific needs of children. Road traffic injuries are the leading killer of children and young people aged 5–29 years worldwide.

The first accident occurred in 1771 in Paris which involved a motor vehicle and Cugnot's steam tractor hit a low wall in the grounds. The pedestrian crossing was instituted in Britain in 1934(Khem Chand, 2015).The roads were marked by dotted lines. Police woman were used for traffic control duties for the first time in 1964 in Paris, and in 1989 in Delhi. First Box Junction marked with yellow cross-hatching was introduced in London during 1964 (Heck and Carlos, 2006). Road accidents are global public health problem. 90 per cent of road traffic deaths occur in low and middle income countries. Road accident is the third leading cause of death throughout the world for people in the age group of 5 to 44 years. 1.3 million people die due to road traffic collisions and more than 3000 deaths occur each day throughout the world (World Health Organisation, 2009).

Road safety has been identified as an essential component which should be integrated in road management system. The first image of road safety coming to mind may be the number of accidents happening on roads (Hassen et, 2011). Road safety refers to reduce the risk of a person in accident. Road safety provides safe environment to all road users. Government organizes different programs regarding road safety such as driver safety programs, pedestrian safety, child and teenager's safety programs, drink and driving related programs and speed management programs. These programs are organized to make people aware of causes of road accidents but these programs fail to create awareness, modify abnormal behaviour of drivers, and poor enforcement of driving law. Road safety considers risk factors related to the road and its environment, the road user, the vehicle and emergency services (World Health Organisation, 2007).Road safety can be managed by five E's such as (i) Education, (ii) Enforcement, (iii) Engineering, (iv) Environment and (v) Emergency Service in road safety (Ministry of Road Transport & Highways, 2010).

behaviour can be improved through safety educational programs (World Health Organisation, 2003). Education and awareness are used to provide the information regarding road safety and different media are used by the host country (Ministry of Shipping, 2003). The Government plays an active role in conducting awareness among road users by improving road safety through campaigns and educational programs (National Road Safety Secretariat, 2007). Road safety education and awareness for children and rural people is an effective tool for improving the behaviour of road users (Mahmud, 2009 & Khem Chand, 2015).

In conclusion, school-based road safety programs, when combined with social work interventions, offer a comprehensive strategy for reducing traffic-related injuries among children. By addressing behavioural, social, and educational factors, these programs ensure that children develop safe road habits that protect them throughout their lives. The following sections will further explore the impact of these interventions, their effectiveness in shaping child behavior, and strategies for improving and expanding these programs.

Importance of Road Safety Education in Schools

Educational institutions serve as ideal platforms for road safety education due to their structured learning environment. School-based road safety programs introduce children to fundamental concepts such as pedestrian safety, traffic signals, and road etiquette. Studies have shown that early education on road safety significantly reduces the risk of traffic-related

injuries (Thompson, 2019). These programs often use interactive methods such as role-playing, visual aids, and supervised outdoor activities to ensure that children not only understand road safety principles but also apply them in real-life situations.

Research by (Peden,2020) emphasizes that effective road safety programs are those that engage students actively rather than relying solely on theoretical knowledge. Experiential learning methods, such as simulated pedestrian crossings and interactive workshops, help children develop a practical understanding of road safety rules. Furthermore, when road safety education is integrated into the school curriculum from an early age, it contributes to the formation of long-term safety habits among students (Duperrex, Bunn & Roberts, 2009).

Road safety education in schools is crucial because it empowers young people with the knowledge and skills to navigate roads safely as pedestrians, cyclists, or future drivers, helping to prevent accidents, minimize injuries, and cultivate responsible behaviour on the roads throughout their lives by instilling good habits early on; especially considering children's vulnerability due to their limited experience and perception of traffic dangers.

Key reasons why road safety education in schools is important:
* Reduces accidents and injuries:
By teaching children about traffic rules, safe crossing techniques, and appropriate behaviour on the road, schools can significantly reduce the risk of accidents and related injuries among students.

* Develops lifelong habits:

Early exposure to road safety principles helps children develop responsible behaviours that they carry with them throughout their lives, whether as pedestrians, cyclists, or drivers.

* Increases awareness of risks:

Through education, children become aware of potential dangers on the road, like distracted driving, speeding, and not wearing helmets, leading to more cautious behaviour.

* Promotes active transportation:

Encouraging walking and cycling to school can be facilitated by teaching proper road safety practices, which benefits both individual health and the environment.

*Empowers students to be responsible road users:

By providing knowledge about traffic laws and safe road practices, students gain confidence in navigating roads and making informed decisions.

* Positive influence on community:

When children learn about road safety, they can also educate their families and peers, creating a broader impact on community safety.

* Addresses vulnerability of young people:

Children are particularly vulnerable to road accidents due to their limited understanding of traffic situations, making school-based education critical.

The Role of Social Worker in Road Safety Programs

Social work plays an integral role in road safety education by addressing the underlying social and behavioural factors that affect children's ability to adopt safe road habits. Social workers bring a holistic approach to road safety education by considering family dynamics, socioeconomic background, and community influences. According to Payne (2016), social workers can act as mediators between schools, families, and local authorities to promote road safety awareness.

One of the key contributions of social workers is their ability to tailor road safety interventions based on the specific needs of children from different backgrounds. Children from lower-income families may face higher exposure to road dangers due to inadequate pedestrian infrastructure, lack of parental supervision, or limited access to transportation safety measures (Christie, 2018). Social workers advocate for policy changes and community-based interventions to ensure that all children, regardless of their socio-economic status, receive adequate road safety education.

Key aspects of effective road safety education in schools:

*Age-appropriate curriculum:

Tailoring lessons to different age groups, ensuring concepts are presented in a way that is easily understood.

* Practical exercises:

Incorporating real-life scenarios and role-playing activities to help children practice safe road behaviours.

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*Community engagement:

Collaborating with parents, local authorities, and traffic police to reinforce road safety messages outside of school.

*Positive reinforcement:

Using rewards and recognition to encourage safe behaviours and positive attitudes towards road safety.

* Pedestrian safety:

Focus heavily on pedestrian safety rules, including looking both ways before crossing, using designated crosswalks, and staying visible to drivers.

* Traffic signs and signals:

To Teach students to recognize and understand the meaning of different traffic signs and signals, including stop signs, traffic lights, and pedestrian crossing symbols.

*Road crossing rules:

 Emphasize the importance of following the "stop, look, listen" approach when crossing roads, and teach the "look left, look right, look left again" technique.

* Bicycle safety:

For older children, incorporate bicycle safety education, including proper hand signals, wearing a helmet, and riding defensively.

Behavioural Changes through Social Work Intervention

Behavioural change is a crucial aspect of road safety education. Many children, due to their developmental stage, struggle with impulse control and risk assessment, making them vulnerable to traffic-related incidents (Piaget, 1952). Social workers implement behaviour modification strategies to reinforce safe practices among children. Techniques such as positive reinforcement, peer mentoring, and role-playing activities help instill a culture of road safety adherence (Bandura, 1977).

Additionally, social workers engage parents and caregivers in road safety education, as parental reinforcement is essential for sustaining children's safety behaviours. A study by Rivara et al. (2007) found that children whose parents actively discussed road safety with

them demonstrated higher levels of awareness and compliance with traffic rules. Family-based interventions, supported by social work initiatives, ensure that road safety education extends beyond the classroom and into daily life.

Key points about behavior change through social work interventions:

* To Focus on the individual:

Social workers tailor interventions to each client's unique needs and circumstances, considering their social, psychological, and environmental factors.

* Collaborative approach:

The client actively participates in the process, working alongside the social worker to identify goals, develop strategies, and monitor progress.

* Problem-solving techniques:

Social workers use various methods to break down complex issues into manageable steps, helping clients find practical solutions.

Examples of social work interventions that promote behaviour change:

* Solution-focused brief therapy:

Focuses on identifying strengths and desired future outcomes, encouraging clients to take small steps towards positive change.

* Task-centered practice:

Breaks down problems into manageable tasks with clear deadlines, providing structure and accountability.

*Motivational interviewing:

Helps individuals explore their ambivalence about change and build intrinsic motivation to make positive choices.

* Cognitive behavioural therapy (CBT):

Identifies negative thought patterns and teaches strategies to modify them, leading to healthier behaviours.

* Community-based interventions:

To address systemic issues affecting individuals by working with community organizations to provide support and advocate for change.

Community Engagement and Collaborative Efforts

For school-based road safety programs to be effective, a collaborative approach involving schools, families, local authorities, and law enforcement agencies is essential. Social workers act as facilitators in these collaborative efforts, organizing community awareness campaigns, workshops, and partnerships with local transportation departments. According to Finkelhor et.(2016), community engagement in road safety education leads to increased public awareness and greater collective responsibility for child safety on roads.

A successful example of community-based road safety intervention is the Safe Routes to School (SRTS) initiative in the United States. This program, which involves schools, parents, and local governments, has significantly reduced pedestrian injuries among children by improving walking routes, providing safety training, and implementing policy changes (McDonald et al., 2014). The success of such initiatives highlights the importance of social work interventions in fostering community involvement in child road safety education.

Challenges and Recommendations

Despite the benefits of school-based road safety programs and social work interventions, several challenges hinder their effectiveness. Limited funding, lack of trained personnel, and resistance from parents or students can impede program implementation. Additionally, cultural differences and language barriers may affect the accessibility of road safety education for diverse populations (Jones & McKee, 2020).

To address these challenges, policymakers and educators should prioritize the integration of road safety education into school curricula, ensuring that all students receive consistent and high-quality training. Government agencies should allocate sufficient funding for road safety initiatives, including training programs for educators and social workers. Furthermore, leveraging technology such as virtual reality simulations and mobile applications can enhance engagement and accessibility in road safety education (Laurence et al., 2021).

LITERATURE REVIEW

Existing studies highlight the significance of early road safety education in reducing pedestrian injuries. Research suggests that interactive, school-based programs that include social work approaches—such as counselling, community involvement, and behavioural therapy—are more effective in instilling long-term safety habits in children. Social work principles help address underlying behavioural and psychological factors that influence children's road safety practices.

METHODOLOGY

This study employs a mixed-methods approach, combining quantitative data from school-based surveys with qualitative insights from interviews with social workers, Ngo's, educators, and parents. The research focuses on evaluating behavioural changes among students before and after participating in structured road safety programs. The study also examines the effectiveness of social work interventions such as peer mentoring, School awareness session , poster –Art activity ,Mock Demo, students ambassador, role-playing activities, and parental guidance workshops.

FINDINGS AND DISCUSSION

- **Behavioural Improvements:** Students who participated in structured road safety programs demonstrated better road-crossing habits, increased awareness of traffic signals, and improved decision-making skills.
- **Social Work Impact:** Schools that incorporated social work interventions saw a greater reduction in risky behaviours such as jaywalking, distracted walking, and running into traffic.
- **Parental and Community Engagement:** Involvement of parents and local communities in road safety initiatives led to more consistent reinforcement of safety practices at home and in public spaces.
- **Challenges:** Limited funding, lack of trained personnel, and resistance from parents and students were identified as barriers to the successful implementation of road safety programs.

CONCLUSION AND RECOMMENDATIONS

School-based road safety programs significantly impact child behaviour when combined with social work interventions. Social workers play a critical role in reinforcing safety behaviours, addressing psychological barriers, and ensuring active participation from students, parents, and communities.

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FUTURE ROAD SAFETY INITIATIVES SHOULD FOCUS ON:

- Strengthening collaborations between schools, social workers, and law enforcement agencies.
- Utilizing technology (e.g., virtual simulations and interactive apps) for engaging road safety education.
- Developing policies that mandate road safety education as a core part of school curricula.

By integrating social work methodologies into road safety programs, we can create safer environments for children and reduce traffic-related injuries through sustained behavioural change.

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PIJPSS-PSY-07-01-009

" Impact of Social anxiety on Self-esteem among college students"

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ABSTRACT

The aim of the present study was to assess the effect of Social Anxiety on Self esteem among College students. The data was collected from a sample of 123 pre-university and university college students studying in different colleges in different Indian states, aged between 18-21 years (young adult) . Non-probability sampling design, particularly snowball technique was adopted and two scales were used - Liebowitz Social Anxiety Scale (Liebowitz, 1987) and Rosenberg Self-esteem Scale (Rosenberg, 1965) to measure the social anxiety and self-esteem of the individuals respectively. The scales along with the consent form were given to the participants through Google Forms. The data was analyzed using Pearson's Product Moment Correlation Method in SPSS software. The results indicated that there is a significant negative correlation between social anxiety and self-esteem among college students. From the obtained data it was concluded that social anxiety has a negative effect on self-esteem among college students.

Keywords: Social Anxiety, Self-esteem, Pre-university and University college students.

INTRODUCTION

Social anxiety is a pervasive psychological condition characterized by an intense fear of social interactions, often leading to avoidance behaviours and emotional distress (American Psychiatric Association [APA], 2013). It is particularly prevalent among college students, a group that frequently encounters socially demanding situations such as academic presentations, peer interactions, and extracurricular activities (Russell & Topham, 2012).

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Social anxiety can significantly influence various aspects of psychological well-being, including self-esteem, which refers to an individual's overall sense of self-worth and confidence (Rosenberg, 1965). Social anxiety is the mental health condition which causes impairment and distress in the person's normal life when he/she is exposed to a social situation. Social anxiety has a negative effect on a person's daily life activities (Alansari, 2004; Muammariyah, 2009 as cited in Murad, 2020). Social anxiety is mostly observed in people while they indulge social activities in the fear that they will be judged. Social anxiety is manifested both overtly and covertly. Few symptoms of social anxiety are sweating, trembling, rapid heartbeat, difficulty speaking, avoiding social situations, feeling embarrassed, etc.

Self-esteem plays a crucial role in students' academic and social success, as higher self-esteem is associated with better psychological adjustment, resilience, and overall life satisfaction (Orth & Robins, 2014). However, research indicates that individuals with high social anxiety often experience lower self-esteem due to persistent self-doubt, fear of negative evaluation, and avoidance of social situations (Leary & Kowalski, 1995). This negative self-perception can further reinforce anxiety symptoms, creating a cyclical relationship between social anxiety and self-esteem (Weeks et al., 2008).

"Self-esteem is a psychological trait related to a person's image of self-value and self-confidence in total aspects of human activity."(Rosenberg, 1965 as cited in Galanakis et. al., 2016).

Studies have shown that social anxiety and self-esteem are inversely related, with socially anxious individuals reporting lower levels of self-worth and confidence in social settings (Zeigler-Hill & Besser, 2011). Furthermore, low self-esteem can exacerbate social anxiety symptoms, making it more challenging for individuals to engage in meaningful social interactions and build positive relationships (Aderka et al., 2012). Given the critical role of self-esteem in psychological well-being, understanding the impact of social anxiety on self-esteem among college students is essential for developing effective interventions and support mechanisms.

This study aims to explore the relationship between social anxiety and self-esteem among college students, contributing to a deeper understanding of the psychological challenges faced by young adults in academic settings. By examining this relationship, the study seeks to provide insights into how social anxiety impacts self-worth and identify potential strategies for fostering confidence and emotional well-being among students.

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There is an inverse relationship between social anxiety and self-esteem. Social anxiety leads to decreased social interactions and hence lower self-esteem. As the self-esteem decreases, normal social interactions have a greater chance of failure. The individual cannot cope with the failure efficiently and this process continues (Zoccolillo, 1992 as cited in Murad, 2020).

REVIEW OF LITERATURE

Aderka et al. (2012) this study found that socially anxious individuals exhibited lower self-esteem compared to those with lower anxiety levels. The study emphasized that negative self-perceptions and self-criticism play a crucial role in maintaining social anxiety symptoms, further reinforcing low self-esteem. **Al-Ali, Singh, and Baqer (2011)** this study identifies the relationship between social anxiety and social skills, self-esteem and self-confidence among teenagers. It also showed an inverse relationship between social anxiety and social skills and self-esteem among participants. **Alati (2015)** this study investigated the relationship between self-esteem and social anxiety among the first-year students of English Language. The results showed a high level of self-esteem and a low level of social anxiety among participants. There was a negative correlation between social anxiety and self-esteem among participants. In addition, there were statistically significant differences in the level of social anxiety due to the variable of gender, favouring females. There were no statistically significant differences in the level of self-esteem due to the variable of gender. **Rodebaugh et al. (2004)** this study suggested that socially anxious individuals engage in self-defeating thoughts, leading to avoidance behaviors and reduced social confidence. **Russell & Topham, (2012)** this study indicated that relationship is particularly evident in college students, who often experience increased social pressures in academic and interpersonal settings. **Shamma (2015)** this study results showed a significantly negative correlation between self-esteem and social anxiety among participants. **Zeigler-Hill & Besser, (2011)** this study consistently demonstrated an inverse relationship between social anxiety and self-esteem. Individuals with high social

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anxiety tend to have lower self-esteem due to their persistent fear of social judgment and negative evaluation.

STATEMENT OF THE PROBLEM

Impact of Social anxiety on Self-esteem among college students.

OBJECTIVES OF THE STUDY

➢ To study the effect of social anxiety on self-esteem among college students.

HYPOTHESES OF THE STUDY

➢ Social anxiety will have a negative effect on self-esteem among college students.

Methodology

SAMPLE:

the sample population for this study would be college students, aged between 18to21 (young adult), studying in different in different college of Indian states. The sample was selected using simple random sampling.

RESEARCH DESIGN: -

this study is a quantitative research, correlation design was used to measure the relationship between the two variables.

VARIABLES USED FOR STUDY

Demographic variables - Gender – 1) Male Students 2) Female Students

Dependent variables – 1) Self-esteem 2) Social anxiety

RESEARCH TOOLS: -

1) **Liebowitz social anxiety scale-**

The Liebowitz Social Anxiety Scale (LSAS) is a widely used tool for assessing social anxiety disorder (SAD). It consists of 24 social and performance situations, each rated on two dimensions: fear/anxiety (0-3) and avoidance (0-3). The total score ranges from 0 to 144, with higher scores indicating greater social anxiety. Scores are categorized into minimal,

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mild, moderate, marked, and severe social anxiety. The LSAS demonstrates high reliability and validity, making it useful in clinical and research settings.

2) Rosenberg self-esteem scale-

The Rosenberg Self-Esteem Scale (RSES) is a widely used tool for measuring global self-esteem, developed by Morris Rosenberg (1965). It consists of 10 statements rated on a 4-point Likert scale, with five positive and five negative (reverse-scored) items. Scores range from 0 to 30, with higher scores indicating higher self-esteem. A score above 25 reflects high self-esteem, 15–24 indicates normal self-esteem, and below 15 suggests low self-esteem. The RSES demonstrates strong reliability (Cronbach's alpha 0.77–0.88) and high test-retest reliability (0.82–0.85).

PROCEDURES OF DATA COLLECTION

The research was conducted on 123 pre-university and university college students in different states of India, aged between 18-24 years. Two standardized scales were used - Liebowitz Social Anxiety Scale developed by Dr. Michael R. Liebowitz to measure the level of social anxiety of the participants while Rosenberg Self-esteem Scale developed by Dr. Morris Rosenberg to measure the level of their self-esteem. Liebowitz Social Anxiety Scale has 24 items of which each item has two components – fear and avoidance. Rosenberg Self-Esteem Scale consists of 10 items. The scales were given to the participants through Google Forms. The sampling design used was non-probability sampling design, and the type of non-probability sampling design used was snowball method. The responses were scored referring to the scoring keys of the respective scales. The scores were analyzed and interpreted by referring to the norms.

STATISTICAL TREATMENT:

At the first stage data were treated by descriptive statistical and Pearson Correlation was done by using SPSS Software.

DISCUSSION AND RESULTS

Table-1:

shows the results of the group on Liebowitz Social Anxiety Scale and Rosenberg

Self-Esteem Scale.

	N	Minimum	Maximum	Mean	Std. Deviation
Age	123	18.00	24.00	20.2683	1.00876
Gender	123	1.00	2.00	1.3902	.48980
Total1(scale1)	123	1.00	108.00	50.4390	22.69583
Total2(scale2)	123	1.00	28.00	18.2439	5.69058
Valid N (list-wise)	123				

The female population was coded as 1 and the male population was coded as 2. The group

has obtained a mean of 50.44 with a standard deviation of 22.70 on Liebowitz Social

Anxiety Scale (Total 1) and has obtained a mean of 18.24 with a standard deviation of 5.69

on Rosenberg Self-esteem Scale (Total 2).

Table 2-
shows the correlation between scores on Liebowitz Social Anxiety Scale (Total 1) and scores
on Rosenberg Self-Esteem Scale (Total 2).

		Total1	Total2
Total1	Pearson Correlation	1	-.324[**]
	Sig. (2-tailed)		<.001
	N	123	123
Total2	Pearson Correlation	-.324[**]	1
	Sig. (2-tailed)	<.001	
	N	123	123

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation method used was Pearson's Product Moment Correlation. The correlation between Total 1 (Social Anxiety scores) and Total 2 (Self-esteem scores) was found to be -0.32. The negative sign indicates that the two variables have a negative correlation and the value 0.32 indicates that they have a low correlation. The two variables Social anxiety and Self-esteem has low negative correlation which is significant at 0.01 levels since the two-tailed significance value is lesser than 0.001.

SUMMARY AND CONCLUSION

Based on the analysis of the data using Pearson's Product Moment Correlation, the results indicated that there is a negative correlation between the two variables and is significant at 0.01 levels. This means that social anxiety has a negative effect on self-esteem among college students. Thus, the hypothesis "Social anxiety will have a negative effect on Self-esteem among college students." is accepted. The reason for the acceptance of the hypothesis is that the students who fall under this age group are mostly indulged in presentations, seminars and other social activities. Other factors attributing for social anxiety are Biological aspects, parenting, peer relationship etc.

LIMITATIONS OF THE STUDY

- The sample population was constrained to age group between 18 to 21.
- The subjects only from Bangalore were included.
- The sample size is smaller.
- The samples were collected through google forms which prevented from face to face interaction with the subjects.

SUGGESTIONS

- Large sample size can be included
- The constructs can be studied on different age groups.

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PIJPSS-PSY-07-01-010

" A study of Organizational Citizenship Behavior among Male and Female college Students"

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ABSTRACT

The present study aims to compare Organizational Citizenship Behavior (OCB) between male and female college students. A total of 100 participants (50 males and 50 females) aged 18 to 21 years were selected using a quota sampling method. The Organizational Citizenship Behaviour Scale by Dr. Shaad Habeeb was employed to measure OCB levels. Data analysis was conducted using descriptive statistics (Mean, SD) and one-way ANOVA in SPSS. The findings indicate a significant gender difference in OCB ($F = 107.63$, $p = 0.01$), with female students ($M = 16.36$, $SD = 1.60$) scoring higher than male students ($M = 12.72$, $SD = 1.89$). The results align with prior research suggesting that socialization patterns and gender role expectations contribute to females exhibiting higher OCB.

Key words: -Organizational Citizenship Behaviour, Male Students, Female Students.

INTRODUCTION

Organizational Citizenship Behaviour (OCB) has been widely studied in the context of workplace environments, where employees voluntarily engage in behaviours that go beyond their formal job responsibilities, enhancing the overall functioning of the organization (Organ, 1988). However, OCB is not limited to professional settings; it is also observed in academic institutions among college students who participate in prosocial behaviours that benefit their peers, faculty, and the educational environment as a whole (Podsakoff et al., 2000). This study aims to explore OCB among male and female college students, examining potential gender differences and the factors that influence their engagement in these behaviours.

OCB is defined as discretionary behaviour that is not explicitly recognized by the formal reward system but contributes to the effective functioning of the organization (Organ, 1988). It includes various dimensions such as altruism, conscientiousness, sportsmanship, courtesy,

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and civic virtue (Podsakoff et al., 1990). In the academic context, these behaviors manifest in ways such as assisting classmates with coursework, maintaining a positive learning atmosphere, showing respect toward faculty, and participating in extracurricular activities that enhance institutional reputation (Turnipseed & Rassuli, 2005).

Gender and Organizational Citizenship Behavior

Several studies have explored gender differences in OCB, with mixed findings. Some research suggests that women are more likely to engage in altruistic and communal behaviors, reflecting traditional gender role expectations (Eagly & Crowley, 1986). Women often exhibit higher levels of helping behavior, empathy, and cooperation, which align with OCB dimensions such as altruism and courtesy (Kidder & Parks, 2001). In contrast, men are often associated with behaviors related to civic virtue and sportsmanship, which involve engagement in institutional affairs and tolerance for minor inconveniences (Farrell & Finkelstein, 2007).

A study by Allen and Rush (2001) found that gender stereotypes play a role in how OCB is perceived and rewarded. Women's OCB is often expected and thus goes unnoticed, while men's OCB tends to be viewed as an extra effort, leading to greater recognition. This phenomenon may influence how male and female students engage in OCB within academic institutions.

Understanding OCB among college students is crucial for fostering a collaborative and supportive academic environment. Higher education institutions function as microcosms of society, preparing students for future professional and social responsibilities (Schneider et al., 1995). Encouraging OCB can lead to increased student engagement, academic success, and overall institutional effectiveness (Organ & Ryan, 1995).

Moreover, investigating gender differences in OCB can help address potential biases in academic and professional settings. If female students are engaging in high levels of OCB but receiving less recognition, institutions may need to implement policies that ensure equitable acknowledgment of contributions (Heilman & Chen, 2005). Conversely, understanding male students' engagement in OCB can help develop strategies to encourage their participation in prosocial academic behaviors.

Despite extensive research on OCB in workplace settings, there is limited literature focusing on college students and their engagement in these behaviors. Additionally, the influence of gender on OCB within academic institutions remains underexplored, particularly in non-

Western contexts. This study seeks to fill these gaps by examining gender differences in OCB among college students and identifying factors that influence these behaviors.

Organizational Citizenship Behavior plays a crucial role in shaping the academic and social environment within higher education institutions. By exploring OCB among male and female college students, this study aims to contribute to the existing literature on prosocial behaviors in academic settings. The findings can provide valuable insights for educators, policymakers, and administrators to develop interventions that foster an inclusive and supportive academic culture.

REVIEW OF RELATED LITERATURE

Bar-On (2006)the emphasized that higher emotional intelligence in women contributes to their greater tendency to engage in OCB. **Eagly & Crowley, (1986)** this Research suggests that gender plays a significant role in influencing OCB. Women are often found to exhibit higher levels of altruism and courtesy due to societal expectations of nurturance and interpersonal sensitivity. **Farrell & Finkelstein (2007)** argued that although women demonstrate more interpersonal forms of OCB, men are often perceived as more engaged in organizational commitment behaviors such as civic virtue, leading to greater career advancement opportunities. **Heilman& Chen, (2005)** this study found that While both men and women engage in OCB, workplace perceptions of their contributions differ. Women's OCB is often expected and goes unnoticed, whereas men's discretionary efforts are more likely to be rewarded and recognized. **Konovsky and Pugh (1994)**the suggested that females in academic institutions tend to engage in more collaborative and helpful behaviors, fostering a positive learning environment. In contrast, male students, who often exhibit more competitive behavior, may be less likely to engage in OCB. **Lovell et al. (1999)** the found that women were more likely to engage in extra-role helping behaviors, reinforcing the idea that OCB is influenced by gender role expectations. **Luria and Torjman (2009)** the found that women's superior interpersonal skills lead to a higher display of OCB in academic and workplace settings.**Nagamani et al. (2024)**this study focused on faculty members at private Indian universities and revealed that female faculty members reported better work-life balance compared to their male counterparts. However, no significant gender differences were observed in overall OCB levels. **Organ and Ryan (1995)**the found that women are more likely to engage in prosocial behaviors due to their communal orientation, which emphasizes cooperation, altruism, and helping behaviors. **Podsakoff et al. (2000**) the

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highlighted that gender plays a role in OCB, with women displaying greater engagement in behaviors such as helping colleagues, being courteous, and adhering to organizational norms. **Singh and Singh (2019)**the study highlighted that woman scored higher in role clarity's relation with altruism and courtesy, suggesting that a clear understanding of job roles enhances these OCB dimensions among female employees.

STATEMENT OF THE PROBLEM

A Comparative Study of Organizational Citizenship Behaviour Among Male and Female College Students.

OBJECTIVES OF THE STUDY

- To examine and compare Organizational Citizenship Behaviour (OCB) between male and female college students.

HYPOTHESIS OF THE STUDY

- There is no significant difference in Organizational Citizenship Behaviour (OCB) between male and female college students.

METHODS

SAMPLE:

The present study consists of a total sample of 100 college students, comprising 50 male and 50 female students. The participants belong to the age group of 18 to 21 years. The sample was selected using a quota sampling method, maintaining a 1:1 gender ratio.

RESEARCH DESIGN: -

The present study Simple design was used.

VARIABLES USED FOR STUDY

Independent variables-Gender – 1) Male College Students 2) Female College Students

Dependent variables -Organizational Citizenship Behavior

RESEARCH TOOLS:

Organizational Citizenship Behavior scale

Dr. Shaad Habeeb developed a 24-item scale to assess Organizational Citizenship Behavior (OCB) in India's BFSI sector. The study surveyed 432 employees from public and private BFSI organizations in New Delhi and the National Capital Territory, focusing on middle and

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upper management. A Likert-type scale (1 = Strongly Disagree to 5 = Strongly Agree) was used, with higher scores indicating greater OCB. OCB levels were categorized as high (16–20), moderate (11–15), and low (5–10). The scale demonstrated strong reliability, with Cronbach's alpha exceeding 0.70, confirming its effectiveness as a tool for measuring OCB in the BFSI sector.

PROCEDURES OF DATA COLLECTION: -

The primary information was gathered by giving personal information from to each college Students. The college Students were called in a small group of 10 to 15 college 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 one way ANOVA was done by using SPSS Software.

RESULTS AND DISCUSSION

The present study aimed to compare Organizational Citizenship Behavior (OCB) between male and female college students. The descriptive and inferential statistical analysis, including Mean, Standard Deviation (SD), and F-value, was conducted to examine gender differences in OCB. The results are presented in the table below:

Table No.01
Show the Mean, SD and F Value of Gender on Organizational Citizenship Behavior

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Organizational Citizenship Behaviour	Male college Students	12.72	1.89	50	98	107.63	0.01
	Female college Students	16.36	1.60	50			

Figure No.01. Mean of Gender on Organizational Citizenship Behavior

Observation of Table No. 01 and Figure No. 01 reveals that the mean Organizational Citizenship Behavior differ significantly between the two classified groups. The findings reveal a significant difference in OCB between male and female college students (F = 107.63, p = 0.01). The mean OCB score for female students (M = 16.36, SD = 1.60) was notably higher than that of male students (M = 12.72, SD = 1.89). This indicates that female college students tend to exhibit higher levels of OCB compared to their male College Students.

These results align with previous research, suggesting that gender differences in OCB may be influenced by socialization patterns, personality traits, and gender role expectations (Organ & Ryan, 1995; Podsakoff et al., 2000). Women are often socialized to be more cooperative, empathetic, and community-oriented, which may contribute to their higher OCB scores. Additionally, studies have shown that females are more likely to engage in altruistic and prosocial behaviors, reinforcing their tendency to demonstrate higher OCB (Eagly & Crowley, 1986).

The significant F-value suggests that gender plays a crucial role in determining OCB levels among college students. These findings have important implications for educational institutions, as fostering a culture that promotes OCB among male students could enhance overall student engagement and institutional effectiveness. Future research could explore additional factors influencing OCB, such as personality traits, academic stress, and institutional environment.

CONCLUSION

Female college students exhibited significantly higher Organizational Citizenship Behavior (OCB) compared to male college students.

The study's findings indicate that female college students exhibit significantly higher Organizational Citizenship Behavior (OCB) than their male counterparts, aligning with previous research on gender differences in prosocial behavior. OCB encompasses voluntary actions that contribute to institutional well-being, such as cooperation, empathy, and commitment beyond assigned responsibilities. Several factors explain these gender differences, including socialization and gender norms, higher emotional intelligence and empathy among women, greater institutional commitment, and personality traits like agreeableness and conscientiousness.

These findings suggest that academic institutions should implement strategies to encourage OCB among all students. Gender-inclusive leadership and mentorship programs, cooperative learning activities, formal recognition systems, and emotional intelligence training can help bridge the OCB gap. Recognizing and rewarding students for prosocial contributions can further foster a supportive academic environment.

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PIJPSS-PSY-07-01-011

CORRELATIONAL STUDY OF ACADEMIC STRESS AND PARENTAL EXPECTATIONS AMONG NEET PREPARING STUDENTS

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ABSTRACT

The National Eligibility cum Entrance Test (NEET) is a highly competitive examination in India, serving as a gateway to medical and dental education. Preparing for NEET can be a stressful and overwhelming experience for students, who often face immense pressure to perform well. The main aim of the study is to understand the relationship between parental expectations and academic stress. The hypothesis of the study was there is a positive correlation between academic stress and parental expectations among NEET preparing students. The sample size of the study was 60 students. The data collected by purposive sample method by using academic stress questionnaire and perception of parental expectations inventory. The data collection procedure completed in 2 sessions. The researcher used descriptive statistic like mean and SD and Parametric statistic like pearson product moment method. The mean academic stress is 103.53 and SD is 13.36. The mean of parental expectations is 115.33 and SD is 14.88. The coefficient of correlation is 0.77. Which means there is positive correlation between academic stress and parental expectations among NEET preparing students? Among all 60 students only 4 students scored below 95 on academic stress scale and remaining 56 scored above 95 which shows high academic stress and all 60 students scored above 100 on parental expectations inventory which they have pressure of parental expectations.

Keywords: NEET, Academic Stress, Parental Expectations.

INTRODUCTION

The National Eligibility cum Entrance Test (NEET) is a highly competitive examination in India, serving as a gateway to medical and dental education. Preparing for NEET can be a stressful and overwhelming experience for students, who often face immense pressure to perform well. One significant source of stress for these students is parental expectations.

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Parents' aspirations for their children's academic success can sometimes translate into unrealistic expectations, leading to increased anxiety, stress, and decreased well-being. Research has consistently shown that parental expectations can significantly influence student's academic motivation, self-esteem, and mental health. However, the specific impact of parental expectations on academic stress among NEET preparing students remains understudied. This knowledge gap necessitates an investigation into the relationship between parental expectations and academic stress in this population.

In India, where education is deeply ingrained in the cultural fabric, parents' aspirations for their children's academic success can be overwhelming. The NEET examination, a make-or-break moment in a student's academic journey, amplifies parental expectations. Students are often expected to secure high ranks, fulfill family legacy, and justify parental investments. This pressure cooker environment can lead to academic stress, eroding students' mental health and overall well-being.

According to American Psychological Association 50-80% of students experience academic stress. There are various reasons behind it and may be parental expectation will be one them. National survey shows that 45% of students report stress as a top concern. That stress causes various effects on student's psychological, physical, mental health as well as on their academic performance. Excessive expectations can lead to increased stress, anxiety, and burnout. Students may fear disappointing their parents, leading to decreased motivation. Focus on grades over learning can lead to an unhealthy academic mindset. Overly controlling parents can restrict students' independence and decision-making. Setting unachievable goals can lead to disappointment and decreased self-esteem.

Academic stress

Academic stress is defined as a student's psychological state resulting from continuous social and self-imposed pressure in a school environment that depletes the student's psychological reserves. Academic stress refers to the emotional and psychological pressure experienced by students and learners in educational settings, resulting from various academic demands, expectations, and pressures.

"Academic stress is a type of stress that occurs when students perceive academic demands as exceeding their abilities, leading to feelings of anxiety, frustration, and uncertainty." (Kumar et al., 2018) "Academic stress is a state of tension or discomfort experienced by students in response to academic pressures, such as exams, grades, and coursework that threatens their sense of competence and well-being." (Misra & McKean, 2000) "Academic stress is the

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physiological and psychological response to academic-related stressors, including time pressures, performance expectations, and social comparisons, that can impair cognitive functioning and overall well-being." (Sinha et al., 2018)

There are many factors which influencing academic stress such as personality traits (perfectionism, neuroticism), learning styles, cognitive styles (rumination, problem-focused coping), social support networks, campus resources (counseling, academic support)

NEET preparing students:

NEET preparing student are high school students which studying in 11th and 12th standard. These students are pursuing pre-medical courses (e.g., PCB - Physics, Chemistry, and Biology). These aspirants seeking admission to medical, dental, or allied health sciences programs. Their age is between 16-22 years. Basically, there educational background is science stream (PCB). Generally, their career goals are becoming doctors, dentists, or healthcare professionals. They are categorized in 3 phases: (1). Foundation phase (10th-12th grade): Building basics in PCB (2). Advanced phase (12th grade and beyond): Focused preparation for NEET. (3). Intensive phase (last 6-12 months): Rigorous practice and revision

Parental Expectation

Parental expectations the beliefs, attitudes and standards that parents have for their children's behavior, achievements and future outcomes.

1. Social Learning Theory (Bandura, 1977): Parents' expectations shape children's self-efficacy and motivation.

2. Self-Determination Theory (Deci & Ryan, 2000): Parental expectations influence children's autonomy, competence, and relatedness.

3. Attachment Theory (Bowlby, 1969): Parental expectations affect children's attachment styles and emotional regulation.

BACKGROUND OF THE STUDY:

In India, the NEET examination is considered a crucial milestone in a student's academic journey. Parental involvement in children's education is highly valued in Indian culture. Previous studies have highlighted the negative consequences of excessive parental pressure on student's mental health. The COVID-19 pandemic has exacerbated academic stress and anxiety among students. As observation shows that many students says that I don't want to do NEET studies but my parents are forcing me that's why I am doing this. By seeing these got

curious about this study. The present study will help to guide parents as well as students for their better future.

RATIONALE OF THE STUDY:

The present study mainly focuses on finding relation between academic stress and parental expectations. Also, study will help to find out academic stress among NEET preparing students. Result will help to find out role of parental expectation in students' academic performance. NEET preparing students experience high levels of stress and anxiety due to parental expectations. The study will help to raise concerns about mental health issues among students. Study will also give information about increasing competition and pressure to perform well in NEET. The result will help to create awareness for evidence-based interventions to manage academic stress.

SIGNIFICANCE OF THE STUDY

The main aim of the study is to understand the relationship between parental expectations and academic stress. The study contributes to the development of stress management models specific to competitive exam settings. The present study enhances understanding of the role of parental involvement in students' academic well-being. The result of study will help to informs strategies for parents, educators, and counsellors to mitigate academic stress. The finding will guide to develop targeted interventions to support NEET preparing students. Result will address the growing concern of mental health issues among students. Finding of the study will help to support the well-being of students from diverse socio-economic backgrounds. The study contributes to reducing the stigma associated with mental health issues.

REVIEW OF LITERATURE

Academic stress and NEET preparing students

Academic stress, parental pressure, anxiety and mental health among Indian high school students. (Kolkata, India 2015). This study was conducted by Sibnath Deb, Esben Strodl, Hansen Sun. This research studied that academic stress and mental health of Indian high school students an association between various psychosocial factors and academic stress. The study sample was 190 students and their mean age was 16.72 years. The result of study was academic stress is positively correlated with parental pressure and psychiatric problems also examination related anxiety was positively related to psychiatric problems. The study

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concluded that academic stress is serious issue which effect nearly two third (63.5%) in senior high school students Kolkata.

A comparative study on parental aspiration and academic stress among adolescents of rural and urban area. (India, November 2020). This study was conducted by K Duhan. This research studied relationship of parental aspiration with academic stress. The study was undertaken in district of Haryana state in rural and urban area. There were 100 participants from rural area and 100 participants from urban area. The result showed that urban responded perceived higher parental aspiration than rural respondents. The results further highlighted that female respondents perceived higher parental aspiration than their counterparts. Results further revealed that urban respondents face more academic stress than rural respondents. Parental expectations, Academic stress and academic satisfaction in premedical students. (Punjab India, 2023). This study was conducted by Asma Ilyas, Dr. Iram Fatima, Kainaat Yousaf. This research studied correlation among parental expectations, academic stress, and academic satisfaction in first- and second-year female premedical students (N=100) using non-probability purposive sampling. Hypothesis was positive association between parental expectations and academic stress, along with a negative relationship between parental expectations, academic stress, and academic satisfaction. The result showed a significant positive association between parental expectation and academic stress. The implications of the study were extending to the realms of educational psychology, as well as counseling for both students and parents. These results provide valuable insights into the intricate dynamics shaping premedical student's experiences, guiding future research and intervention strategies in the field. Effects of Academic stress on students' academic achievements and its implications for their future lives. (Haryana India, April 2024). This study was conducted by Gemech Abera Gebena. This research studied investigated the effect of academic stress on students' academic achievements. A correlational research design was used. the 270 participants were selected by random sampling method from which 80 were female and 190 were male. Descriptive and inferential statistics were employed. Firstly, academic stress highly affects student's academic achievement, with females being more stressed (65.20%) than males (59.60%), which lead to a high dropout rate and low graduation rate. The study concludes academic stress hinders good academic achievement, increases college dropout rates, low graduation rates, and lack of self-confidence. Examining academic stress and parental pressure among high school students. (Odisha India, July 2024). This research was conducted by Dr. Debasis Mahapatra. The hypothesis of the study was positive correlation

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exists in between academic stress and parental pressure over the academic concerns of high school students. The result was academic stress and fatherly pressure can have negative belongings on students' insane fitness, pride and overall happiness, potentially superior to worry, despair, tiredness and even academic disengagement. Addressing these issues demands a complete approach including support from educators, persons and mental energy artists to forge more active and more balanced academic surroundings for grades 9-12.

Parental Expectations and NEET preparing students: Parental Expectations & its relation to academic anxiety among senior secondary school student. (Kashmir, Shrinagar India, March 2018). This research was conducted by Zaika manzoor, Mastoor Hassan. This research examines role of parental expectation on students' academic anxiety. 1200 questionnaires were given out to the students who make up the study's sample in 57 (15%) of the schools. Regression, ANOVA and other descriptive statistics were used for analysis of results. Results revealed how much parents anticipate their children to succeed academically are strongly correlated with their own educational achievements.

Counter effect of parental expectations on academic achievement in students of higher education: A special study of Pilibhit district. (Himalayan Uttarakhad, India 2021). This research was conducted by Alka Tomer. This study seeks to understand the role of parent's expectation and academic stress in the academic performance of high school students. There was a theory that there would be a positivelink between the expectations of higher education students, academic achievement and academic performance. Sexually oriented contrasts were similarly conjecture about speculative factors. In this paper, researcher found significant relationship between parental expectations and academic stress but not in the case of academic achievements. Parental expectations and academic stress demonstrated non-significant predictor of academic achievement for the sample studied. Responses of girls are different on parental perception inventory as compared to boys.

NEET preparing students: Academic stress among NEET aspirants case study. (Karnataka, India, June 2024). This research was conducted by Pushparaj. B & Vidya. N. This research study was carried out with the purpose of identifying the factors of academic stress and how it affects the academic outcomes. The study explored how different individuals are affected with different factors in different way during their preparation for NEET exams. The study took place with a group of two members from a Pre-University college located in Urban. Data collection techniques included document analysis, administration of Academic stress

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inventory as well as interviews with parents, teachers and the clients. The result showed the major concern gave by clients was: not able to complete the lengthy syllabus and the fear of not getting selected in the NEET exam. The lack of achievement in every weekend mock NEET was increasing the stress.A study on stress, depression andanxiety among NEET Aspirants. (Bangalore, India. June 2024). This research was conducted by Dr. Lakshmi Arun, Divya Reddy. Studied that students preparing for entrance exams like NEET, as there has been a lot of reports about suicides and psychological breakdowns of NEET aspirants in the past few years. This study focused on finding out whether there is a correlation between depression, stress and anxiety among NEET aspirants, and whether there is a difference between male and female NEET aspirants with respect to stress, anxiety, and depression. The data was statistically analyzed using SPSS. The Shapiro walk test of normality was run on the data along with the spearman's rank correlation coefficient test and Mann Whitney U Test. The finding of the study suggested that there is significant positive correlation between stress, depression and anxiety, and that there is significant difference between male and female NEET aspirants with respect to stress, and depression only.

Academic Stress and Parental Expectations

Parental Expectation & its relation to Academic stress among school students. (Salem, India May 2019). This research was conducted by C. Subramani & J. Venkatachalam. This research study was to examine the relationship between parental expectations and academic stress of school students. Sample of 179 (92- male and 87- female) school students selected through simple random sampling and have completed self-report questionnaires of High Parental Expectations for Academics (Fuligni, 1997) and The Educational Stress Scale for Adolescent (Sun et al, 2011). The result also showed that there was no significant gender difference in parental expectations of school students.

OBJECTIVE OF THE STUDY

- To find out the relationship between academic stress and parental expectations of NEET Preparing Students.

HYPOTHESIS OF THE STUDY

- There will be positive correlation between academic stress and parental expectations.

METHODOLOGY

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SAMPLE

The purposive sample method used for data collection. 60 NEET preparing students were selected for the study. The sample collected from Ladkat Science Academy which is located in Baramati.

RESEARCH DESIGN

The appropriate research design is a correlational research design.

VARIABLES OF THE STUDY

1. Academic stress

2. Parental Expectation

OPERATIONAL DEFINITIONS

1) **Academic stress: -** An average score on academic stress scale among NEET preparing students is called academic stress.

2) **Parental Expectations: -** An average score on parental expectation inventory among NEET preparing students is called parental expectation.

3) **NEET preparing students: -** NEET preparing student are high school students which studying in 11th and 12th standard.

TOOLS USED FOR DATA COLLECTION

1) **Academic Stress Scale**

The Academic Stress Scale, developed by Mohad. Akram, Mohad. Ilyas Khan, and Sahiba Baby, consists of 36 items designed to measure academic stress levels among students. It utilizes a 4-point Likert scale, where responses range from "No stress at all" (1) to "Extreme stress" (4). The scale assesses various dimensions, including inadequate academic environment (0.68 reliability), lack of adjustment (0.60), apprehensiveness about the future (0.55), poor administration (0.63), and worries (0.53). The scale is reported to have high validity, and higher scores indicate greater levels of academic stress.

2) **Parental Expectation Inventory:**

The Parental Expectation Inventory (PEI), developed by S. Sasikala and S. Karunanidhi, is a 28-item tool designed to measure adolescents' perceptions of parental expectations. It uses a 5-point rating scale, assessing expectations in areas such as academics, career, personal development, and parental ambitions. The inventory is standardized for adolescents aged 13 to 19 years. It has high reliability (test-retest reliability of 0.83) and strong validity, including content validity (ensuring comprehensive coverage of parental expectations) and factorial validity (confirming its structural integrity).

STATISTICAL TREATMENT OF DATA

The nature of the study was to find out correlation between academic stress and parental expectation hence the researcher used descriptive statistic like mean, SD and parametric statistic of Pearson's product moment correlation method.

Result Table-01

Sr. No	Variables	Mean	SD	Coefficient of Correlation (r)
1	Academic stress	103.53	13.36	0.77
2	Parental expectations	115.33	14.88	

RESULT

1. Coefficient of correlation is 0.77 which means there is positive correlation between academic stress and parental expectations.

2. Among 60 participants 56 students scored above 95 in academic stress questionnaire and 4 scored below 95.

3. All 60 participants scored above 100 in parental expectations inventory.

DISCUSSION

The National Eligibility cum Entrance Test (NEET) is a highly competitive examination in India, serving as a gateway to medical and dental education. Preparing for NEET can be a stressful and overwhelming experience for students, who often face immense pressure to perform well.One significant source of stress for these students is parental expectations. Parents' aspirations for their children's academic success can sometimes translate into unrealistic expectations, leading to increased anxiety, stress, and decreased well-being.Academic stress refers to the emotional and psychological pressure experienced by students and learners in educational settings, resulting from various academic demands, expectations, and pressures. Parental expectations the beliefs, attitudes and standards that parents have for their children's behavior, achievements and future outcomes. The main aim of the study is to understand the relationship between parental expectations and academic stress. The hypothesis of the study was there is a positive correlation between academic stress and parental expectations among NEET preparing students. The sample size of the study was 60 students. The data collected by purposive sample method by using academic stress questionnaire and perception of parental expectations inventory. The data collection

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procedure completed in 2 sessions. In 1st session researcher took general information of sample and over all environment of their academy. Two tests used for data collection Academic stress questionnaire and perception of parental expectation inventory.

The researcher used descriptive statistic like mean and SD and Parametric statistic like pearson product moment method. The mean academic stress is 103.53 and SD is 13.36. The mean of parental expectations is 115.33 and SD is 14.88. Among all 60 students only 4 students scored below 95 on academic stress scale and remaining 56 scored above 95 which shows high academic stress and all 60 students scored above 100 on parental expectations inventory which they have pressure of parental expectations. The coefficient of correlation is 0.77. Which means there is positive correlation between academic stress and parental expectations among NEET preparing students? Hence hypothesis is accepted.

CONCLUSION

The main aim of present study was to find out correlation between academic stress and parental expectations among NEET preparing students. From the result, the coefficient of correlation is 0.77. It means there is positive correlation between academic stress and parental expectations among NEET preparing students. Hence, hypothesis is accepted.

LIMITATIONS OF THE STUDY

1. The present study is limited to the Baramati area only.
2. The sample of the study is only 60 participants.
3. The present study conducted only on NEET preparing students.

IMPLICATIONS OF THE STUDY

1. Parents should be aware of the potential negative impact of high expectations on their child's mental health. They should strive to create a supportive environment that encourages their child to perform well without excessive pressure.
2. Educational institutions and coaching centers should provide resources and support to help students manage academic stress. This can include counseling services, stress management workshops and academic support programs.
3. There is a need to raise awareness about the importance of mental health among students, parents and educators. This can include workshops, seminars and awareness campaigns.

SUGGESTIONS FOR FUTURE RESEARCH

1. Develop and evaluate the effectiveness of interventions aimed at reducing parental expectations and managing academic stress among NEET preparing students.

2. Compare the levels of academic stress and parental expectations among NEET preparing students with those of other student groups, such as students preparing for other competitive exams.

3. Conduct a qualitative study to gain a deeper understanding of the experiences and challenges faced by NEET preparing students in relation to academic stress and parental expectations.

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PIJPSS-PSY-07-01-012

Exploring the Relationship Between Depression and Self-Esteem in Adolescents- A Correlational Study

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ABSTRACT

This study investigates the relationship between depression and self-esteem in adolescents, specifically focusing on a sample of 100 tenth-grade students (50 males and 50 females) from various schools in Beed District, Maharashtra. Utilizing a correlational research design, the study employs two validated instruments: the Depression Scale developed by Dr. Karim and Dr. Tiwari, and the Self-Esteem Scale by Dr. R.N. Singh and Dr. Ankita Srivastava. Data were collected through structured group sessions, and statistical analyses were conducted using SPSS software. The findings reveal a mean depression score of 203.80 (SD = 7.93) and a mean self-esteem score of 53.72 (SD = 3.63) among participants. A Pearson correlation coefficient of 0.325 indicates a significant moderate positive correlation between depression and self-esteem at the 0.01 level, suggesting that increased levels of depression correspond with decreased self-esteem. These results align with existing literature that underscores the interplay between self-perception and depressive symptoms in young populations.

Keywords: - Depression, self-esteem, adolescents.

INTRODUCTION

Adolescence is a critical developmental period marked by significant emotional, psychological, and social changes. During this time, individuals often encounter various stressors, including academic pressures, peer relationships, and family dynamics, which can contribute to mental health issues such as depression. Approximately 20% of adolescents will experience depression at some point during their teenage years (Kessler et al., 2005).

During adolescence, fluctuations in self-esteem are common, significantly impacting mental health. Depression, one of the most prevalent mental health disorders in this age group, frequently co-occurs with low self-esteem, creating a detrimental cycle that affects overall

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well-being (Kling et al., 1999; Orth et al., 2008). Research has established a strong correlation between depression and self-esteem. Low self-esteem can not only contribute to the onset of depressive symptoms but also exacerbate existing conditions (Mann et al., 2004). Self-esteem, defined as an individual's subjective evaluation of their worth and competence, is significantly influenced by social relationships and feedback from parents and peers (Rosenberg, 1965). Adolescents with low self-esteem often experience feelings of worthlessness, which can lead to negative thought patterns and an increased vulnerability to depression (Orth et al., 2008).

Moreover, low self-esteem can act as both a precursor and a consequence of depressive symptoms, resulting in a complex relationship that varies across different demographics (Baldwin & Johnson, 2000). For example, studies indicate that adolescents from single-parent families tend to experience higher levels of depression and lower self-esteem compared to their peers from two-parent families. This discrepancy may be attributed to factors such as reduced social support and increased familial stress (Benson et al., 2004; Geller et al., 2012).

The family environment plays a crucial role in shaping adolescents' self-esteem and mental health. Research suggests that adolescents from single-parent households often report higher levels of depression and lower self-esteem compared to those from two-parent families (Dunn & Plomin, 1990; Amato, 2000). The absence of one parent can impact emotional support and stability, influencing the adolescent's self-image and overall mental health outcomes (McLanahan & Sandefur, 1994).

Understanding the interplay between depression and self-esteem is essential for developing effective interventions to promote mental health in adolescents. This study aims to explore the correlation between these two variables among tenth-grade students in Beed District, Maharashtra, while also considering the impact of family structure on these outcomes.

REVIEW OF LITERATURE

Beck (1967) indicated that theoretical frameworks, such as the cognitive model of depression, suggest that low self-esteem contributes to the onset and maintenance of depressive symptoms. According to Beck, individuals with low self-esteem are more likely to engage in negative self-evaluation and experience cognitive distortions, which can lead to feelings of hopelessness and helplessness hallmark features of depression.

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Ghosh and Dutta (2014) examined the correlation between self-esteem and depression among adolescents in West Bengal. Their findings revealed that low self-esteem was significantly associated with higher levels of depressive symptoms, suggesting that interventions aimed at boosting self-esteem could be effective in mitigating depression.

Gupta et al. (2016) also highlighted the negative correlation between self-esteem and depression in adolescents, emphasizing the need for targeted mental health strategies in schools.

Kling et al. (1999) documented gender differences in the relationship between self-esteem and depression, finding that girls tend to report lower self-esteem and higher rates of depression compared to boys during adolescence.

Orth et al. (2008) concluded that low self-esteem is a robust predictor of depression across various age groups, including adolescents. Similarly, Reitz et al. (2006) found that declines in self-esteem during adolescence were significantly associated with increases in depressive symptoms.

Sharma and Joshi (2017) reported that adolescent girls exhibited significantly lower self-esteem and higher rates of depression compared to boys. This disparity may stem from societal expectations and traditional gender roles that place greater emphasis on appearance and relationships for girls, subsequently affecting their self-worth and mental health.

STATEMENT OF THE PROBLEM

"To study the Relationship Between Depression and Self-Esteem in Adolescents"

OBJECTIVES OF THE STUDY

➤ Investigate whether there is a significant relationship between self-esteem and depression levels in adolescents.

HYPOTHESES OF THE STUDY

➤ **Null Hypothesis (H_0)**: There is no significant correlation between depression and self-esteem in adolescents.

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➢ **Alternative Hypothesis (H₁)**: There is a significant correlation between depression and self-esteem in adolescents.

METHODOLOGY:

SAMPLE:

The population for this study consists of tenth-grade students from various schools across Beed District, Maharashtra. A total of 100 students (50 males and 50 females) were selected for the study. Schools from across the district were identified as the primary sampling sites. A stratified random sampling method was employed to account for potential confounding factors, such as gender. This sampling design ensures a diverse and representative sample from the Beed District, enabling meaningful analysis of the correlation between depression and self-esteem, while considering gender as an influencing variable.

RESEARCH DESIGN:

This study was adopting a correlational research design, which is non-experimental and seeks to identify the relationship between two variables: depression and self-esteem. The goal is to determine whether a significant relationship exists between these variables among adolescents.

VARIABLES OF THE STUDY

● **Independent Variables- Gender-** 1)Male Adolescents 2) Female Adolescents

● **Dependent Variables- 1)** Depression 2) self esteem

RESEARCH TOOLS: -

Depression scale

The Depression Scale developed by Dr. Karim and Dr. Tiwari (1986) assesses depression levels in adolescents through 96 items covering 12 aspects such as apathy, sleep disturbance, pessimism, irritability, and self-harm. It uses a five-point scale, where responses range from "Not at all" (0) to "Extremely" (4), with total scores indicating the severity of depression. High scores reflect severe depression, while low scores indicate minimal depression. The test has shown high reliability, with split-half reliability coefficients of +0.862 and +0.916, and a test-retest reliability of +0.891.

self-esteem scale:

The self-esteem scale used in this study was developed by Dr. R.N. Singh and Dr. Ankita Srivastava. It is based on the original self-esteem scale developed by Early and revised by Robinson and Shaver (1973). Positive items are scored on a scale of 5, 4, 3, 2, 1, while

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negative items are scored in reverse order. Items numbered 1, 2, 8, 9, 10, 13, 14, 15, 16, 17, and 18 are negative, and the remaining items are positive. To calculate an individual's total score, the scores of all items are added together. A higher total score indicates higher self-esteem, while a lower score reflects lower self-esteem. The minimum possible score on this scale is 20, and the maximum is 100. The test has a reliability of 0.86 and a validity of 0.89.

PROCEDURES OF DATA COLLECTION: -

For the present study, a sample of 100 students was selected. Two instruments were administered to the participants individually as well as in small groups. The participants were called in groups of 05-10 students, and seating arrangements were made in a classroom setting. The tests were administered according to the instructions and procedures provided by the authors of the respective instruments. After the tests were completed, the field copies of each test were collected. The same procedure was repeated until all the data were gathered. This systematic approach ensured consistency in data collection across the entire sample.

STATISTICAL TREATMENT:

At the first stage, the data were analyzed using descriptive statistical techniques, specifically calculating the mean and standard deviation. In the second stage, the data were subjected to the Pearson Product Moment Coefficient Correlation (Pearson r) to assess the relationship between the variables. Finally, the analysis was conducted using SPSS software.

STATISTICAL ANALYSIS AND DISCUSSION

Table No.01. Relationship between Depression and Self-esteem

Variable	Mean	SD	N	Coefficient of Correlation	Interpretation
Depression	203.80	7.93	100	.325	0.01 Levels significant
Self-esteem	53.72	3.63	100		

According to Table 01, the mean score for depression among the participants was 203.80 with a standard deviation (S.D.) of 7.93. Conversely, the mean score for self-esteem was 53.72 with a standard deviation of 3.63. The analysis revealed a Pearson correlation coefficient (r) of 0.325, which is significant at the 0.01 level. This indicates a moderate positive correlation between depression and self-esteem among adolescents, leading to the

acceptance of the hypothesis that there is a significant relationship between these two variables.

The significant correlation suggests that as depression levels increase, self-esteem tends to decrease among adolescents. This finding aligns with existing literature, which indicates that low self-esteem is often associated with higher levels of depressive symptoms in young people (Roberts et al., 1999; Orth et al., 2008). The relationship can be attributed to several factors, including negative self-perception, social comparisons, and the impact of familial or peer relationships, all of which can exacerbate feelings of inadequacy and depression in adolescents (Sowislo & Orth, 2013).

The results of this study underscore the importance of addressing both depression and self-esteem in adolescent populations. Interventions aimed at enhancing self-esteem may serve as an effective strategy for mitigating depressive symptoms, thereby promoting better mental health outcomes for adolescents. Future research should explore the causal mechanisms underlying this relationship, as well as the potential impact of family structure and socio-economic status on self-esteem and depression.

CONCLUSIONS

> **Positive Correlation Between Depression and Self-Esteem Among Adolescents**

The findings of this study reveal a positive correlation between depression and self-esteem among adolescents, indicating that as depressive symptoms increase, self-esteem tends to decrease. This relationship is particularly significant during adolescence, a developmental stage characterized by profound psychological and social changes.

Previous research supports the notion that self-esteem is a crucial predictor of mental health outcomes in adolescents. For instance, low self-esteem has been consistently linked to higher levels of depression (Roberts et al., 1999). Adolescents with negative self-perceptions often experience feelings of worthlessness and hopelessness, which are hallmarks of depression. The vulnerability of self-esteem in this age group is heightened by social pressures, peer comparisons, and the quest for identity, which can further exacerbate depressive symptoms (Orth et al., 2008).

A meta-analysis by Sowislo and Orth (2013) highlights that low self-esteem not only correlates with depression but can also act as a risk factor for developing depressive disorders over time. Their findings suggest that enhancing self-esteem can serve as a protective factor against the onset of depression. This implies that interventions aimed at improving self-

esteem in adolescents could potentially mitigate the severity or incidence of depressive symptoms.

Moreover, the influence of family dynamics cannot be overlooked. Adolescents from single-mother families may face unique challenges, such as financial stress or lack of emotional support, which can negatively impact their self-esteem and increase the likelihood of experiencing depression (Murray et al., 2011). Therefore, understanding the contextual factors surrounding adolescents' mental health is essential for developing effective support systems.

In conclusion, the positive correlation found in this study underscores the importance of addressing both depression and self-esteem in adolescents. Mental health interventions should focus on building self-esteem as a means to alleviate depressive symptoms, thereby promoting healthier psychological development during this critical stage of life.

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PIJPSS-PSY-07-01-013

A Study of Well- Being among Urban and Rural College Students For the preparation of medical entrance exam

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ABSTRACT

This Study purpose that a Study of General Well- Being among Urban and Rural college Students for the preparation medical entrance exam. **Objectives**: -To study dimension of Wellbeing in-between the Physical Well-being, Emotional Wellbeing, Social Well-being, School Well-being, and General Well-Being among Urban and Rural college Students for the preparation medical entrance exam. **Hypotheses:** There is no significant difference between Urban and Rural college students for the preparation of medical entrance exam with dimension General Well- Being on Physical Well-Being, Emotional Well-Being, Social Well-Being, and School Well-Being. **Methodology**- **Sample:** Total sample of present study 100 Urban and Rural college students for the preparation of medical entrance exam in which 50 were Urban Students. (25 Male and 25 Female Students) and 50 were Rural college students. (25 Male and 25 Female Students). The subject selected in this sample was used in the age group of 18 years to 21 years **Research Design:**2x2 Factorial Designs was used. **Variables-** The independent variables are Area of Residents (Urban and Rural Students),and Dependent variables are General Well- Being (Physical Well-being, Emotional Wellbeing, Social Well-being, School Well-being). **Research Tools-** General well-being scale developed by Ashok K. Kalia and Anita Deswal. **Statistical Treatment:** Mean SD and ANOVA. **Conclusions: -1)** Rural college students for the preparation of medical entrance exam high Physical Well-being, Emotional Wellbeing, Social Well-being and General Well-Being than Urban college students for the preparation of medical entrance exam.

Key words: -Urban and Rural college for preparation of medical entrance exam, General Well- Being. Physical Well-being, Emotional Wellbeing, Social Well-being, School Well-being.

INTRODUCTION

Well-being is a multidimensional construct encompassing various aspects of an individual's overall health and quality of life, including physical, emotional, social, and school-related well-being. In recent years, the well-being of students preparing for competitive medical entrance exams has garnered significant attention due to the high academic pressure, long study hours, and intense competition they experience (Kadam & Sinha, 2022). Particularly, differences in well-being between urban and rural students have become a point of concern, as disparities in access to resources, educational facilities, and support systems may influence their overall well-being (Sharma & Gupta, 2021).General well-being is defined as an individual's perception of their own life satisfaction, happiness, and mental and physical health (Diener et al., 2009). It includes various components such as physical, emotional, and social well-being, all of which interact to influence an individual's academic performance and overall life satisfaction. In the context of students preparing for medical entrance exams, general well-being plays a crucial role in their ability to handle academic stress and maintain motivation throughout their preparation period (Verma & Jha, 2020).

Physical Well-being

Physical well-being is a key component of overall well-being, referring to the maintenance of good physical health through proper diet, exercise, sleep, and the absence of illness (World Health Organization [WHO], 2021). Students preparing for medical entrance exams often experience a significant decline in physical health due to sedentary lifestyles, irregular sleep patterns, and increased stress levels (Patel et al., 2022). Urban students may have access to better healthcare facilities, fitness centers, and healthier food options, whereas rural students may face challenges related to healthcare access and poor nutritional habits (Mishra & Kumar, 2019). Such disparities can contribute to differences in physical well-being, potentially affecting academic performance and concentration levels.

Emotional Well-being

Emotional well-being refers to an individual's ability to manage stress, regulate emotions, and maintain psychological resilience (Ryff & Keyes, 1995). Medical entrance exam aspirants often experience heightened stress and anxiety due to the competitive nature of the examination, leading to increased risks of mental health issues such as depression and burnout (Singh & Mehta, 2021). Urban students might have greater access to psychological support services, including counseling and therapy, whereas rural students may lack such

resources, increasing their vulnerability to emotional distress (Rathore et al., 2020). Effective stress management techniques, such as mindfulness, relaxation exercises, and social support, have been found to improve emotional well-being among students (Kumar & Sharma, 2022).

Social Well-being

Social well-being is defined as the quality of an individual's relationships with peers, family, and society (Keyes, 1998). Strong social support has been identified as a crucial factor in mitigating stress and promoting overall well-being among students (Chowdhury & Das, 2020). Urban students often have access to a wider range of peer networks, study groups, and mentoring opportunities, which can enhance their social well-being and provide motivation during exam preparation. In contrast, rural students may experience isolation and lack of peer support, which could negatively impact their confidence and academic performance (Rao & Subramanian, 2018). Parental encouragement and support from teachers also play a vital role in shaping students' social well-being, particularly in rural settings where external resources may be limited (Joshi et al., 2021).

School Well-being

School well-being encompasses students' experiences in the educational environment, including their sense of belonging, academic engagement, and perception of school support systems (Samdal et al., 1999). The well-being of medical aspirants is strongly influenced by the quality of their educational institutions and access to academic resources. Urban students typically benefit from better infrastructure, coaching institutes, and digital learning resources, while rural students may struggle with inadequate educational facilities and limited access to experienced faculty members (Mohan & Yadav, 2022). These disparities contribute to differences in school well-being, potentially affecting students' motivation and performance in medical entrance exams (Banerjee et al., 2020).

Urban vs. Rural Disparities in Well-being

The distinction between urban and rural students in terms of well-being is influenced by multiple socioeconomic and environmental factors. Urban students generally have greater access to healthcare, psychological support, social networks, and quality education, which contribute to higher overall well-being (Basu & Chakraborty, 2021). In contrast, rural students often encounter challenges such as financial constraints, lack of awareness about mental health, and limited academic guidance, which can negatively affect their well-being and academic outcomes (Prakash et al., 2019). Addressing these disparities through targeted interventions, policy changes, and enhanced support systems can help bridge the gap and

improve well-being among rural students preparing for medical entrance exams (Mehrotra & Saxena, 2022).

The general well-being of students preparing for medical entrance exams is a crucial determinant of their academic success and overall quality of life. Physical, emotional, social, and school well-being are interrelated factors that shape students' experiences and outcomes. Urban students often have an advantage in terms of access to resources and support systems, while rural students may face unique challenges that affect their well-being. Recognizing these differences and implementing strategies to support students from all backgrounds is essential to ensure a more equitable educational landscape. Further research and policy efforts should focus on improving the well-being of all medical aspirants to enhance their academic performance and personal development.

REVIEW OF RELATED LITERATURE

Banerjee et al. (2020)this study found that rural students often feel isolated due to a lack of peer support and academic mentorship, whereas urban students benefit from better social integration and collaborative learning environments. **Basu & Chakraborty, (2021)** this study found that Urban students often engage in more diverse social networks and extracurricular activities, which contribute to higher social well-being scores compared to rural students. **Chowdhury & Das, (2020)** this study found that Social well-being reflects students' relationships with peers, family, and academic communities. Strong social support has been identified as a critical factor in reducing stress and promoting mental stability. **Kumar & Sharma, (2022)** this study found that Urban students benefit from greater access to mental health resources, including therapy and counseling services, whereas rural students often lack such support systems, leading to higher stress levels.**Lawrence, (2017)** this study indicated that rural students are better than urban students in their general well-being and its dimensions physical well-being, emotional well-being and school well-being. **Meena (2015)** this study found that there is significant difference of general well-being of students of rural and urban area of senior secondary schools. **Joshi et al., (2021)** this study indicated that Mindfulness practices and stress management techniques have been suggested as effective interventions to improve emotional well-being among medical aspirants. **Mishra & Kumar, (2019)** this study found that Urban students tend to have better access to healthcare facilities and fitness centers, which contribute to maintaining their physical health, whereas rural students often face challenges related to healthcare accessibility and infrastructure.**Mohan &**

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Yadav, (2022) this Research indicates that urban students generally have access to better educational facilities, coaching institutes, and digital learning tools, leading to higher school well-being scores. **Prakash et al., (2019**) this study found that school interventions aimed at fostering peer support networks have been shown to improve social well-being among competitive exam aspirants.**Rao and Subramanian (2018**) this study highlighted the role of parental expectations in shaping emotional well-being, with rural students facing greater pressure due to limited opportunities for alternative career paths. **Rathore et al. (2020),** this study found that emotional resilience and coping mechanisms differ significantly between urban and rural students. **Samdal et al., (1999)** this study found that School well-being encompasses students' engagement with their academic environment, including access to resources, faculty support, and overall satisfaction with their educational institutions. **Sharma and Gupta (2021)** this study found that urban students preparing for competitive exams reported higher physical well-being scores compared to their rural counterparts due to better awareness of health practices. **Suman Lata, (2017)** this Study found that rural areas Students significantly higher than students of urban areas on Physical Well-being, Emotional Well-being and Social Well-being and Rural and Urban areas Students were found similar on School Well-being and Global Well-being dimensions.

STATEMENT OF THE PROBLEM

A Study of Well- Being among Urban and Rural college students for the preparation of medical entrance exam.

OBJECTIVE OF THE STUDY

➢ To Study the Physical Well-being, Emotional Wellbeing, Social Well-being, School Well-being, and General Well-Being among Urban and Rural college students for the preparation of medical entrance exam.

HYPOTHESIS OF THE STUDY

➢ There is no significant difference between Urban and Rural college students for preparation of medical entrance exam with dimension General Well- Being on Physical Well-Being, Emotional Well-Being, Social Well-Being, and School Well-Being.

METHOD

SAMPLE:

Total sample of present study 100 Urban and Rural college students for the preparation of medical entrance exam, in which 50 were Urban college students for the preparation of medical entrance exam (25 Male and 25 Female Students) and 50 were Rural college students for the preparation of medical entrance exam (25 Male and 25 Female Students) in Jalna Dist.. The subject selected in this sample was used in the age group of 18 years to 21 years

RESEARCH DESIGN: -

In the present study 2x2 Factorial design was used.

VARIABLES

Independent variables- Area of Residents- 1) Urban college students 2) Rural college students

Dependent variables - General Well- Being

1) Physical Well-being,

2) Emotional Wellbeing,

3) Social Well-being,

4) School Well-being

RESEARCH TOOLS: -

General Well-Being Scale

This Scale is constructed and standardized by Kalia and Deswal, (2011). The scale of 55 items represented in four sub-scales: physical well-being, emotional wellbeing, social well-being and school well-being. The reliability of the scale was estimated .994. The correlations ranged from .639 to .715. With its so high reliability and validity.

STATISTICAL TREATMENT

At the first stage data were treated by mean and standard Deviation and ANOVA was done by using SPSS Software.

RESULTS

Table No.01 Show the Mean, SD and F Value of Area of Residents on General Well-being

Table	Factor	Area of Residents	Mean	SD	N	DF	F Value	Sign.
Table No.1.(A)	Physical Well-being	Urban Students	28.01	7.85	50	98	26.97	0.01
		Rural Students	33.01	6.66	50			
Table No.1.(B)	Emotional Wellbeing	Urban Students	38.03	5.60	50	98	44.14	0.01
		Rural Students	46.00	6.10	50			
Table No.1.(C)	Social Well-being	Urban Students	50.00	10.19	50	98	43.04	0.01
		Rural Students	61.23	6..23	50			
Table No.1.(D)	School Well-being	Urban Students	53.20	6.20	50	98	107.96	0.01
		Rural Students	41.10	6.02	50			
Table No.1.(E)	General Well-Being	Urban Students	169.20	19.10	50	98	10.70	0.01
		Rural Students	180.76	17.00	50			

(Critical Value of f with df, 99 at 0.05 = 3.94 and at 0.01 = 6.96, NS= Not Significance)

DISCUSSION

The findings of the present study reveal significant differences between urban and rural college students preparing for medical entrance exams across various dimensions of well-being, including Physical Well-being, Emotional Well-being, Social Well-being, School Well-being, and General Well-being. These results indicate that the locality of students plays a crucial role in their overall psychological and physical health.

Area of Residents on Physical Well-being

Observation of the Table No.1.(A) indicated that Mean and SD of Urban college students for the preparation of medical entrance exam was 28.01 ± 7.85 and Rural college students for the preparation of medical entrance exam was 33.01 ± 6.66 on Physical Well-being and F value is 26.95 which found significant at 0.01 level and 0.05 level because they obtained 'F' value is High than table values at 0.01 at were null hypothesis was Rejected and Alternative hypothesis (There is significant difference between Urban and Rural college students for the preparation of medical entrance exam with dimension on Physical Well-Being.) is Accepted it mean that Rural college students for the preparation of medical entrance exam high Physical Well-being than Urban college students for the preparation of medical entrance exam.

The study found that rural college students scored significantly higher in Physical Well-being than urban college students. This may be attributed to lifestyle differences, as rural students are generally more engaged in physical activities due to their environment, such as walking

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longer distances, participating in agricultural work, or being involved in outdoor activities. Studies suggest that physical activity positively influences well-being and reduces stress (Penedo & Dahn, 2005). Additionally, urban students often have more sedentary lifestyles, leading to lower physical well-being (Guthold et al., 2020).

Area of Residents on Emotional Well-being

Observation of the Table No.1.(B) indicated that Mean and SD of Urban college students for the preparation of medical entrance exam was 38.03 ± 5.60 and Rural college students for the preparation of medical entrance exam was 46.00 ± 6.10 on Emotional Wellbeing and F value is 44.12 which found significant at 0.01 level and 0.05 level because they obtained 'F' value is High than table values at 0.01 at were null hypothesis was Rejected and Alternative hypothesis (There is significant difference between Urban and Rural college students for the preparation of medical entrance exam with dimension on Emotional Wellbeing.) is Accepted it mean that Rural college students for the preparation of medical entrance exam high Emotional Wellbeing than Urban college students for the preparation of medical entrance exam.

The results also indicate that rural students have higher Emotional Well-being than their urban counterparts. One possible explanation is that rural communities often provide strong social support networks, which help in emotional regulation and coping with academic stress (Cutrona et al., 2000). In contrast, urban students may experience higher stress due to academic competition, peer pressure, and limited family interactions (Arnett, 2016). Previous studies have also shown that excessive academic stress negatively impacts emotional health, leading to anxiety and depression (Pascoe et al., 2020).

Area of Residents on Social Well-being

Observation of the Table No.1.(C) indicated that Mean and SD of Urban college students for the preparation of medical entrance exam was 50.00 ± 10.19 and Rural college students for the preparation of medical entrance exam was 61.23 ± 6.23 on Social Well-beingand 'F' value is 43.04 which found significant at 0.01 level and 0.05 level because they obtained 'F' value is High than table values at 0.01 at were null hypothesis was Rejected and Alternative hypothesis (There is significant difference between Urban and Rural college students for the preparation of medical entrance exam with dimension on Social Well-being.) is accepted it

mean that Rural college students for the preparation of medical entrance exam high Social Well-beingthan Urban college students for the preparation of medical entrance exam.

Rural college students also demonstrated significantly higher Social Well-being than urban students. This can be linked to the collectivist culture in rural areas, where strong community ties and close-knit relationships contribute to better social interactions (Triandis, 1995). Urban students, on the other hand, may experience social isolation due to competitive academic environments and limited time for socialization (Twenge et al., 2019).

Area of Residents on School Well-being

Observation of the Table No.1.(D) indicated that Mean and SD of Urban college students for the preparation of medical entrance exam was53.20 ± 6.03 and Rural college students for the preparation of medical entrance exam was41.10 ± 6.02 on School Well-being and F value is 107.96 which found significant at 0.01 level and 0.05 level because they obtained 'F' value is High than table values at 0.01 at were null hypothesis was Rejected and Alternative hypothesis (There is significant difference between Urban and Rural college students for the preparation of medical entrance exam students with dimension on School Well-being.) is Accepted it mean that Urban college students for the preparation of medical entrance exam high School Well-being than Rural college students for the preparation of medical entrance exam.

Unlike other dimensions, urban students showed significantly higher School Well-being compared to rural students. This could be due to better educational facilities, access to resources, and structured academic environments in urban areas (Singh & Kumar, 2017). Rural students may face challenges such as inadequate academic infrastructure, fewer extracurricular opportunities, and higher academic pressure due to limited access to coaching centers and digital learning tools (Chand & Sharma, 2019). The difference in educational resources might contribute to lower school-related satisfaction among rural students.

Area of Residents on General Well-being

Observation of the Table No.1.(E) indicated that Mean and SD of Urban college students for the preparation of medical entrance exam was169.20 ± 19.01 and Rural college students for the preparation of medical entrance exam was180.10 ± 17.10 on General Well-Being and F value is 10.70 which found significant at 0.01 level and 0.05 level because they obtained 'F'

value is High than table values at 0.01 at were null hypothesis was Rejected and Alternative hypothesis (There is significant difference between Urban and Rural college students for the preparation of medical entrance exam with dimension on General Well-Being.) is Accepted it mean that Rural college students for the preparation of medical entrance exam students high General Well-Being than Urban college students

Overall, rural students exhibited higher General Well-being than urban students. This could be due to a combination of better physical activity, stronger social support, and lower exposure to urban stressors such as pollution, noise, and academic pressure (Steptoe et al., 2015). Rural students' engagement in community life, natural environments, and family support systems might contribute to enhanced overall well-being (Berry, 2008).

CONCLUSION

- ➢ Rural college students for the preparation of medical entrance exam high Physical Well-being than Urban college students for the preparation of medical entrance exam.
- ➢ Rural college students for the preparation of medical entrance exam high Emotional Wellbeing than Urban college students for the preparation of medical entrance exam.
- ➢ Rural college students for the preparation of medical entrance exam high Social Well-being than Urban college students for the preparation of medical entrance exam.
- ➢ Urban college students for the preparation of medical entrance exam high School Well-being than Rural college students for the preparation of medical entrance exam.
- ➢ Rural college students for the preparation of medical entrance exam high General Well-Being than Urban college students for the preparation of medical entrance exam.

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PIJPSS-PSY-07-01-014

"A COMPARATIVE STUDY OF EMOTIONAL MATURITY AND ANXIETY IN HOSTEL GIRLS AND GIRLS LIVING AT HOME"

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ABSTRACT

Aim of this research is to find out Emotional Maturity and anxiety in hostel girls and girls living at home so investgator selected two groups, one is hostel girls and other is girls living at home. Both groups have 60 girls. In each group has 30 girls. A sample of 60 girls from malegaon Taluka (Dist – Nashik) aged between 17 to 22 years, which learning in 11th to B.A. level participated in the study comprising 30 hostel girls and 30 girls living at home. To assess the data two research tools 1) Dr. Yashvir Singh and Dr. Manish Mahesh Bhargwa (Agra) Emotional Maturity (1971) 2) AKP. Sinha & L.N.K. SINHA's OMPRENSIVE ANXIETY TEST (SCAT) Results showed that, there is no significant different between Anxiety and emotional Maturity among hostel girls and girls living at home.

Keywords: Emotional Maturity, Anxiety, Comparative study for hostel girls and girls living at home.

INTRODUCTION

Emotional Maturity

Emotional maturity refers to an individual's ability to maintain a stable and realistic self-concept, avoiding extreme perceptions of superiority or inferiority. Walter D. Smitson (1974) described emotional maturity as a lifelong process of achieving emotional well-being, while Morgan (1934) emphasized the importance of utilizing one's capacities effectively. According to Cole (1944), emotional maturity involves the ability to endure tension, while Seoul (1954) highlighted adaptability and reduced regressive tendencies as hallmarks of emotional maturity. Emotionally mature individuals work toward self-awareness and emotional integration, while emotionally disturbed individuals display immature behaviors

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such as seeking excessive sympathy, being quarrelsome, or reacting excessively to minor setbacks. Researchers like Gibb (1942), Brogden (1944), and Cattell (1945) have examined emotional disturbances and their relation to maturity. Goleman (1995) noted that emotional maturity enables individuals to adjust effectively to themselves and their surroundings.

Nature of Emotional Maturity

Freud and Franz Alexander viewed emotional development as a transition from dependence in infancy to independence in adulthood. This process includes developing parental responsibility and the ability to nurture relationships. Emotional maturity also involves overcoming inferiority complexes, egotism, and excessive competitiveness (Maslow, 1968). Rogers (1951) emphasized socialization and emotional regulation, as emotionally mature individuals manage emotions constructively rather than acting impulsively. Erikson (1963) suggested that emotional maturity is characterized by adaptability and resilience in facing life's challenges.

Emotional Age

Understanding emotional maturity requires distinguishing between chronological, physiological, and psychological age:

- **Chronological Age:** The number of years a person has lived, which does not necessarily reflect emotional maturity (Santrock, 2011).

- **Physiological Age:** The biological condition of an individual's body, which can influence but does not determine emotional development (Papalia, Olds, & Feldman, 2009).

- **Psychological Age:** The cognitive and emotional maturity of an individual relative to their chronological age (Lazarus, 1991). Some individuals may display advanced emotional maturity, while others may exhibit behaviors typical of a younger developmental stage.

Emotional maturity is a continuous process involving self-awareness, emotional regulation, resilience, empathy, independence, and adaptability. It does not mean the absence of negative emotions but the ability to manage them constructively.

Anxiety

Anxiety is a psychological and physiological response to stress or perceived threats. Unlike fear, which is a reaction to an immediate and known danger, anxiety is persistent and often related to uncertain threats (Barlow, 2002; American Psychiatric Association, 2013). Freud

(1926) defined anxiety as an unstable emotional state and classified it into three types: realistic anxiety, neurotic anxiety, and moral anxiety.

Types of Anxiety (Freud, 1926)

1. **Realistic Anxiety:** Arises from genuine external threats, such as a soldier facing battle. Freud linked it to birth anxiety, the first major stressor humans experience.

2. **Neurotic Anxiety:** Stems from an individual's fear of losing control over unconscious impulses, potentially leading to irrational or socially unacceptable behavior.

3. **Moral Anxiety:** Originates from an internalized sense of morality, involving guilt, shame, and fear of punishment, influenced by the superego.

Anxiety as an Emotional State

Anxiety is characterized by feelings of uneasiness and apprehension in uncertain situations (Spielberger, 1972). For example, students preparing for exams may experience anxiety due to uncertainty about the test. While anxiety is a normal reaction to stress, it can become a clinical issue when excessive (American Psychiatric Association, 2013).

Distinction Between Fear and Anxiety

Though anxiety and fear have similar physiological responses, they differ in origin. Fear is an acute response to an immediate threat, triggering a "fight or flight" reaction (LeDoux, 2000). Anxiety, however, involves anticipation of a potential threat and is often prolonged (Beck & Emery, 1985).

The Role of Anxiety in Human Functioning

Anxiety serves both adaptive and maladaptive functions. In moderate amounts, it enhances focus and problem-solving abilities (Yerkes & Dodson, 1908). However, excessive anxiety can interfere with daily functioning, leading to disorders such as generalized anxiety disorder, panic disorder, and phobias (American Psychiatric Association, 2013).

Emotional maturity involves self-awareness, emotional regulation, resilience, and adaptability, while anxiety is a response to perceived threats. Understanding the distinctions between fear and anxiety and the role of emotional maturity in psychological well-being can help individuals navigate life's challenges more effectively. While anxiety can be beneficial in moderation, excessive or chronic anxiety may require intervention to prevent it from negatively impacting overall well-being.

REVIEW OF LITERATURE

Emotional Maturity

Golwilkar (1991)this study conducted a study on sex differences in social and emotional adjustment and found that women demonstrated better emotional and social adjustment than men.

Gupta and Rani (2019)this study highlighted that hostel life might lead to emotional instability due to homesickness, peer pressure, and academic stress. The absence of immediate parental support may negatively impact emotional regulation, leading to mood fluctuations and emotional distress.

Hiremani (1994)this studied emotional maturity among adolescent girls and found that 45% of them fell into the category of extremely emotionally unstable, indicating significant variability in emotional intelligence among adolescents.

Sharma and Jain (2020) this study suggested that girls living in hostels exhibit greater adaptability, self-sufficiency, and decision-making skills compared to those residing with their families.

Singh and Bhargava (2017), this study found that hostel students often experience higher emotional maturity due to increased independence and exposure to diverse social situations. They found that hostel students tend to develop stronger coping mechanisms than those living at home.

Singh, R. A., Sinha, R. K., and Roy, G. S. (1995) this study investigated the relationship between the social-emotional climate of educational institutions and prolonged deprivation. Their results revealed that prolonged deprivation was inversely and significantly related to the social-emotional climate of schools. However, the perception of school climate was not influenced by gender, as both boys and girls evaluated the social-emotional climate of their institutions similarly.

anxiety

Besch and Spence (1960) this study observed that the performance curve for the high-anxiety group was consistently higher than that of the low-anxiety group. Similar to this prediction, it was found that individuals with high anxiety performed worse compared to those with low anxiety.

Das and Choudhary (2023)this study found that hostel students exhibit a mixed pattern—while they demonstrate higher social confidence, they also report higher loneliness levels, contributing to occasional anxiety spikes. Their research suggests that the ability to form peer networks plays a significant role in mitigating anxiety among hostel students.

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Patel and Mehta (2018) this study indicated that hostel students experience higher anxiety levels than home-living students, primarily due to separation from family and increased responsibilities. Their study emphasized that the lack of emotional support in hostel settings contributes to heightened anxiety symptoms.

Roy et al. (2021) this study found that home-living students also experience significant anxiety, particularly due to parental expectations and household responsibilities. Their study revealed that home-living students often struggle with overprotective parenting, which can hinder the development of independent coping mechanisms, resulting in increased anxiety when faced with academic or social challenges.

Standish and Champion (1960) this study extended them by demonstrating that, as expected, in later learning trials, individuals with high anxiety gradually showed improved performance. This improvement was attributed to the increased response probability of newly learned tasks. This study is particularly significant as it provides strong empirical support for Spence's theories on anxiety and learning.

Verma and Srivastava (2022) this study concluded that hostel girls tend to be emotionally resilient but may experience transient anxiety, particularly during the initial phase of hostel adaptation. Conversely, home-living girls benefit from familial support but may lack the ability to handle stress independently.

PURPOSE

To study and compare the level of anxiety and emotional maturity between hostel girls and girls living at home.

OBJECTIVES

1) To study of anxiety in hostel girls and girls living at home.
2) To Study of Emotional maturity in hostel girls and girls living at home.
3) To study of Anxiety and emotional maturity in hostel girls.
4) To study of anxiety and emotional maturity in girls living at home.

HYPOTHESES

1) There is no significant different in anxiety among hostel girls and girls living at home.
2) There is no significant different in emotional maturity among hostel girls and girls living at home.

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3) There is no significant different in anxiety and emotional maturity among living at home.

4) There is no significant different in anxiety and emotional maturity among hostel girls.

METHODOLOGY

SAMPLE –

This test had been administered on the 60 girls out of 60, 30 from hostel girls and 30 girls living at home. Age range was between 17 to 22 year, which learning in 11th to B.A. level.

VARIABLES –

Independent variables: Two types of groups. 1) 30 girls from hostel. 2) 30 girls living at home.

Dependent variables : 1) Emotional maturity 2) Anxiety

OPERATIONAL DEFINITIONS –

Hostel : - In the purpose of education the girls or boys staying in the place is called as hostel.

Home : - The place where some on lives. Home means made made or done in the place where you live.

Anxiety :- Sigmand fraud "Anxiety is the unstable step of mind or fear or restlessness state and its part of emotion.

Emotional Maturity : - Emotional maturity is not only the effective determine of personality pattern but it also helps to control the growth of adolescents development. Emotional maturity is not only the effective determine of personality pattern but it also helps to control the growth of adolescents' development.

RESEARCH TOOLS –

Emotional Maturity Scale

The Emotional Maturity Scale (EMS) by Yashvir Singh and Mahesh Bhargava (1984) assesses emotional maturity across five factors: Emotional Unstability, Emotional Regression, Social Adjustment, Personality Disintegration, and Lack of Independence. It consists of 48 items rated on a 5-point Likert scale. The test has a test-retest reliability of 0.75 and a validity correlation of 0.64. Higher scores indicate emotional immaturity, while lower scores reflect greater stability.

Comprehensive Anxiety Test (SCAT)

The Comprehensive Anxiety Test (SCAT), developed by K.P. Sinha and L.N.K. Sinha, is a widely used tool for assessing anxiety levels in educational and clinical settings. It consists of

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a 51-item self-report questionnaire, where participants respond in a yes/no format, with each 'Yes' indicating anxiety and scored as one point. Higher scores indicate greater anxiety levels. SCAT has high reliability, with a test-retest reliability coefficient above 0.80. It also shows strong correlations (0.70–0.85) with established anxiety measures like the State-Trait Anxiety Inventory (STAI) and the Taylor Manifest Anxiety Scale (TMAS), ensuring its validity.

STATISTICAL ANALYSIS, INTERPRETATION OF RESULT AND DISCUSSION –

The purpose of the present study to study the anxiety and emotional maturity among hostel girls and girls living at home here T-test was applied to check the significant difference in anxiety and emotional maturity of hostel girls and girls living at home.

Table No. 1 Show the mean SD 't' significant value in this Anxiety

	Type of Girls	N	Means	SD	't' value	Sign
Anxiety	Hostel Girls	30	26.0667	9.96757	.118	NS
	Girls living at Home	30	26.5333	11.69778		

The findings of the present study indicate that there is no significant difference in anxiety levels between hostel girls (M = 26.07, SD = 9.97) and girls living at home (M = 26.53, SD = 11.70). The obtained statistical value (p = 0.118) does not reach the significance threshold at the 0.01 level. These results suggest that accommodation type, whether in a hostel or at home, may not have a substantial impact on the anxiety levels of female students.

Several previous studies have explored the relationship between living arrangements and anxiety among students, yielding mixed results. Some studies have suggested that hostel life can lead to increased anxiety due to factors such as homesickness, academic pressure, and adjustment difficulties (Bukhari & Afzal, 2017; Shukla & Sharma, 2020). However, others have found that hostel students often develop better coping mechanisms and independence, which can buffer them from excessive anxiety (Kumar & Lal, 2021).

On the other hand, students living at home may experience different sources of anxiety, such as family expectations, household responsibilities, and limited social exposure (Chaturvedi et al., 2018). These factors could counterbalance the assumed advantages of home life in reducing anxiety levels. The present study's findings align with research by Rathi and Singh (2019), who reported no significant differences in anxiety between hostel and home-living

students, highlighting that individual personality traits and coping strategies may play a more crucial role than living arrangements in determining anxiety levels.

Overall, while previous literature suggests both hostel and home environments can contribute to anxiety through different mechanisms, the lack of a significant difference in this study implies that factors beyond accommodation—such as personal resilience, social support, and academic stress—may play a more defining role in influencing anxiety levels among female students. Future research should consider additional variables such as personality traits, coping mechanisms, and social support networks to gain a more comprehensive understanding of anxiety in different living settings.

Table No. 2 Show the mean SD 't' significant value in this Emotional Maturity

	Type of Girls	N	Means	SD	't' value	Sign
Emotional Maturity	Hostel Girls	30	110.2667	27.14108	.629	NS
	Girls living at Home	30	104.6667	21.29945		

The results of this study indicate that there is no significant difference in emotional maturity between hostel girls (M = 110.27, SD = 27.14) and girls living at home (M = 104.67, SD = 21.30), as evidenced by the obtained *t*-value (0.629), which does not reach statistical significance at the 0.01 level. This finding suggests that living arrangements may not have a substantial impact on the emotional maturity of female students.

Emotional maturity refers to an individual's ability to manage emotions effectively, demonstrate resilience, and maintain stable interpersonal relationships (Singh & Bhargava, 2017). It has been argued that hostel life can foster independence, self-reliance, and better emotional regulation due to increased social interactions and exposure to diverse experiences (Kaur & Kaur, 2018). Conversely, students living at home may benefit from emotional support from their families, leading to a sense of security and stability (Sharma & Sinha, 2020).

However, the lack of a significant difference in this study suggests that emotional maturity may be influenced by factors beyond living arrangements. Personality traits, socialization experiences, and individual coping mechanisms likely play a more substantial role in shaping emotional maturity (Mangal & Sharma, 2019). Additionally, previous research has found that both hostel students and home-living students develop emotional regulation skills based on their unique environmental demands (Rao, 2021).

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This finding aligns with research by Rathi and Singh (2019), who reported no significant differences in emotional maturity between hostel and non-hostel students, highlighting that emotional growth is influenced by personal experiences rather than residential settings alone. Future research should explore other factors such as parental attachment, peer relationships, and academic stress, which may have a more direct impact on emotional maturity.

CONCLUSION

➢ There is no significant difference in anxiety between hostel girls and girls living at home.

➢ There is no significant difference in emotional maturity between hostel girls and girls living at home.

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PIJPSS-PSY-07-01-015

"A Comparative Study of Gender on Mental Health Among Competitive Exam Aspirants"

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ABSTRACT

This study aimed to Compare the mental health factors among college students preparing for competitive exams, with a specific focus on gender differences. A total of 120 college students from Nashik City, Maharashtra, aged 20 to 24 years (Mean = 21.30, SD = 3.07), were selected through Non-Probability Purposive Sampling. The sample comprised an equal distribution of 60 male and 60 female students. The research utilized the Mental Health Inventory (MHI) developed by Dr. Jagdish and Dr. A. K. Srivastav (1983), containing 56 items rated on a four-point scale. The inventory demonstrated satisfactory reliability (split-half reliability coefficient = .73) and construct validity (correlation with general health questionnaire = .54). Statistical analysis, conducted using the 't' test, examined gender differences across various mental health dimensions, including Emotional Stability (ES), Overall Adjustment (OA), Autonomy (AY), Security-Insecurity (SI), Self-Concept (SC), and Intelligence (G). The results revealed significant gender differences, with male students scoring higher in emotional stability, overall adjustment, autonomy, security, self-concept, and intelligence compared to female students. These findings emphasize the importance of gender-sensitive mental health interventions and support systems in educational settings, offering insights into addressing the unique mental health challenges faced by students preparing for competitive exams.

Keywords:-mental health, emotional stability, overall adjustment, autonomy, security-insecurity, self-concept, and intelligence.

INTRODUCTION:

The pressure of preparing for competitive exams is a significant challenge for students across the globe, often leading to a range of mental health issues such as stress, anxiety, depression, and burnout. However, the impact of these pressures is not uniform and varies significantly based on gender. Studies have shown that gender plays a critical role in shaping students' experiences, coping mechanisms, and mental health outcomes during their preparation for competitive exams. This introduction delves into the gender-specific factors influencing mental health among students in such high-stakes academic scenarios, supported by relevant scholarly research.

Gender differences in mental health have been widely studied, and the findings suggest that male and female students experience and respond to stress differently. Female students often report higher levels of academic stress and anxiety compared to their male counterparts, which can be attributed to societal expectations, gender norms, and biological factors. A study by Verma et al. (2019) highlighted that female students preparing for competitive exams exhibit higher levels of test anxiety, often linked to the dual burden of academic performance and societal roles. This dual burden can exacerbate mental health challenges, leading to a greater prevalence of anxiety and depressive symptoms among female students.

Conversely, male students are often found to exhibit lower help-seeking behavior when dealing with mental health issues. This reluctance can be attributed to traditional gender norms that discourage emotional expression among men. As noted by Rickwood et al. (2007), the stigma surrounding mental health often prevents male students from seeking support, further compounding their stress levels. While male students may report lower levels of anxiety, the suppression of emotional distress can lead to long-term psychological implications.

Cultural and societal factors also play a significant role in shaping the mental health experiences of students based on gender. In patriarchal societies, female students may face additional challenges such as restricted mobility, limited access to resources, and societal skepticism about their academic aspirations. According to a study by Sharma and Bano (2020), these gender-based disparities significantly impact the mental well-being of female students, particularly those from rural or underprivileged backgrounds. Such barriers not only

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hinder their academic performance but also contribute to feelings of inadequacy and self-doubt.

The physiological and psychological differences between genders add another layer of complexity to mental health issues. Female students, for instance, may experience heightened stress levels during specific phases of their menstrual cycle, which can adversely affect their concentration and performance. Research by Nillni et al. (2015) found a correlation between hormonal fluctuations and increased susceptibility to stress among women, particularly during high-pressure scenarios like exams.

The role of educational institutions and support systems in mitigating these challenges is crucial. Gender-sensitive counseling and mentorship programs can provide a supportive environment for students to navigate the pressures of competitive exams. For example, a study by Kumar et al. (2021) emphasized the importance of gender-inclusive mental health initiatives in reducing stress and promoting resilience among students. These initiatives not only address the unique challenges faced by each gender but also foster a culture of empathy and understanding within academic settings.

The impact of gender on mental health among students preparing for competitive exams is a multifaceted issue that warrants attention from educators, policymakers, and researchers. By understanding the distinct experiences and challenges faced by male and female students, stakeholders can develop targeted interventions to promote mental well-being and academic success. Addressing these disparities is essential for creating an equitable and supportive educational environment that empowers students to achieve their full potential.

Deb et al. (2015) highlight significant gender differences in academic stress among students preparing for competitive exams. The study found that female students exhibit higher levels of stress and anxiety compared to their male counterparts, primarily due to societal expectations and multitasking responsibilities. The pressure to excel academically while conforming to traditional gender roles exacerbates their mental health challenges, resulting in greater psychological distress.

OBJECTIVES

> To investigate the various factors of mental health (Emotional Stability (ES), Over-all Adjustment (OA), Autonomy (AY), Security-Insecurity (SI), Self- Concept (SC), Intelligence) among students preparing for competitive exam.

HYPOTHESES:

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> There will be no significant difference in various factors of Mental Health (Emotional Stability (ES), Over-all Adjustment (OA), Autonomy (AY), Security-Insecurity (SI), Self-Concept (SC), and Intelligence) between students preparing for competitive exam.

METHODOLOGY

SAMPLE:

For the present research, the researcher selected 120 college students for the research. Selected college students' belonging to Nashik City (Maharashtra State). 60 of them were student male. Also, there were 60 female students. The age range of the students selected for the research was 20-24 (Mean = 21.30, SD = 3.07). Non- Probability Purposive Sampling was used for the present study.

VARIABLE

Independent variable- Gender- a) Male students   b) Female students

Dependent Variable- Mental Health

      i) Emotional Stability (ES)
      ii) Over-all Adjustment (OA)
      iii) Autonomy (AY)
      iv) Security-Insecurity (SI)
      v) Self-Concept (SC)
      vi) Intelligence (G)

RESEARCH TOOLS: -

Mental Health Inventory (MHI):

Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav (1983). 56 items are in the questionnaire and each of the item has four responses – 1. Almost always true, 2. Sometime true, 3. Rarely true and 4. Almost never true. The reliability of the inventory is determined by split-half method using odd-even procedure. Overall mental health reliability coefficients is .73 and Construct validity of the inventory is determined by finding coefficient of correlation between scores on mental health inventory and general health questionnaire (Gold beig, 1978) it is found to be .54.

STATISTICAL ANALYSIS: - 't' test was used for the present study.

STATISTICAL INTERPRETATION AND DISCUSSIONS

Table No. 01

Mean, S.D, 't' value among male and female students preparing for competitive exam on dimension Mental Health

MH Factors	Gender					
	Male		Female			
	Mean	SD	Mean	SD	df	t value
Emotional Stability	11.45	3.25	8.09	3.78	118	5.22**
Over-all Adjustment	34.25	4.58	27.46	4.19	118	8.47**
Autonomy	12.08	3.29	7.09	2.97	118	8.72**
Security-Insecurity	8.09	3.04	12.74	4.12	118	7.03**
Self-Concept	11.87	3.74	8.07	3.90	118	5.44**
Intelligence	23.69	3.55	20.37	4.10	118	4.74**
Mental Health	101.43	21.45	83.82	23.06	118	4.33**

Significant at 0.01** = 2.62, 0.05* = 1.98

The table provides a detailed analysis of the mean, standard deviation (SD), and t-values for six mental health factors—Emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept, and Intelligence—along with overall mental health. The t-value serves as a statistical measure of the difference between the means of male and female students, with higher values indicating significant differences.

In terms of Emotional Stability, male students scored significantly higher (Mean = 11.45) than female students (Mean = 8.09). This suggests that males demonstrated greater resilience and ability to manage emotions effectively compared to females during their preparation for competitive exams.

For Overall Adjustment, male students outperformed females with a mean score of 34.25, while females scored 27.46. This finding indicates that males displayed better adaptability to the challenges and stressors associated with academic preparation.

Regarding Autonomy, male students achieved a mean score of 12.08, significantly higher than the female score of 7.09. This result highlights that males were more independent and self-reliant in managing their academic tasks and responsibilities.

In the dimension of Security-Insecurity, males scored 8.09, indicating higher levels of security and confidence compared to females, who scored 12.74. The higher score for females reflects greater feelings of insecurity among them, emphasizing the need for targeted interventions to address this disparity.

For Self-Concept, male students recorded a mean score of 11.87, surpassing the female score of 8.07. This demonstrates that males had a more positive perception of themselves and their abilities during their exam preparation.

In the area of Intelligence, male students scored a mean of 23.69, compared to 20.37 for females. This suggests that males exhibited a stronger cognitive performance and problem-solving ability in this context.

Finally, in terms of Overall Mental Health, males achieved a significantly higher score (Mean = 101.43) compared to females (Mean = 83.82). This indicates that male students generally experienced better mental health across all factors assessed.

The t-test results reveal statistically significant differences between male and female students in all examined mental health dimensions. These findings underscore the importance of considering gender-specific mental health needs and implementing tailored support strategies to address the unique challenges faced by female students during competitive exampreparation.

CONCLUSION:

1. Male students had significantly higher emotional stability, overall adjustment, autonomy, security-insecurity, self-concept, and intelligence mental health scores than female students.

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PIJPSS-PSY-07-01-016

The Effects of Divorce on Children and Family

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ABSTRACT

Divorce is a significant social phenomenon that affects millions of families worldwide, with profound implications for children and family structures. This review examines the psychological, social, economic, and behavioral effects of divorce on children and families, highlighting both short-term and long-term consequences. The study explores immediate emotional reactions such as anxiety, fear, and sadness, as well as long-term psychological impacts, including depression and difficulties in forming stable relationships. The academic and social development of children from divorced families is often compromised due to financial instability, reduced parental involvement, and disrupted family dynamics. The review also discusses the economic burden on single parents, the challenges of maintaining financial security, and the role of child support and alimony in mitigating financial hardships. Additionally, the research highlights coping mechanisms such as therapy, co-parenting strategies, school and community support, and legal interventions that aim to improve children's well-being post-divorce. The findings suggest that effective co-parenting, strong support systems, and targeted policy interventions are essential in reducing the negative consequences of divorce on children. Future research should focus on long-term coping strategies, legal frameworks that protect children's rights, and the role of socio-cultural factors in shaping post-divorce experiences. By enhancing parental education, strengthening financial aid programs, and providing access to mental health resources, society can work towards creating a more supportive environment for children affected by divorce.

Keywords: Divorce, family dynamics, child psychology, financial impact, co-parenting strategies, legal interventions

INTRODUCTION

Divorce has become a prevalent phenomenon in modern society, affecting millions of families across the globe. Over the past few decades, the rate of divorce has increased significantly in many countries, particularly in the West, where societal norms have evolved to accommodate changing perspectives on marriage, individual freedom, and gender roles. In

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the United States, for example, nearly 50% of marriages end in divorce, making it one of the highest divorce rates in the world (Anderson, 2014). Other nations, such as the United Kingdom and Canada, also report high divorce rates, though countries with more traditional social structures, such as India and China, exhibit significantly lower divorce rates, often due to cultural stigmas and legal constraints surrounding separation (Cherlin, Furstenberg Jr., & Chase-Lansdale, 1991). The rising trend of divorce has far-reaching consequences for individuals, particularly children, whose lives are deeply affected by the separation of their parents. The dissolution of marriage not only disrupts the family unit but also creates psychological, emotional, financial, and social challenges for all involved (Demo & Acock, 1988).

The effects of divorce on children and family structures have been extensively studied, with researchers highlighting both short-term and long-term impacts. Children of divorced parents often experience a wide range of emotions, including sadness, anger, anxiety, and confusion, as they navigate the changes in their familial environment (Fagan & Churchill, 2012). Studies suggest that children from divorced families are at a greater risk of developing emotional and behavioral issues compared to those raised in intact families (Nazri, Ramli, Mokhtar, & Jafri, 2019). Furthermore, the economic strain that often accompanies divorce can create additional stress for single parents, further affecting children's well-being. Given these implications, it is crucial to examine the impact of divorce on children and families in detail, providing insights into how various factors contribute to the challenges they face and exploring potential interventions to mitigate negative outcomes.

Divorce is legally defined as the dissolution of a marriage, whereby two individuals formally end their marital relationship through a legal process. The scope of divorce extends beyond the legal termination of marriage, as it encompasses various social, emotional, and financial implications for the family unit. Different forms of divorce exist, each carrying unique consequences for children and families. Legal separation occurs when spouses choose to live apart while remaining legally married, often as a precursor to divorce or as an alternative for those who do not wish to dissolve their marriage entirely (Lauroba, 2014). In contrast, annulment declares a marriage legally void from the beginning, as if it never existed, and is typically granted in cases where the marriage was entered into fraudulently or under coercion. Another classification of divorce is based on the nature of the proceedings. A contested divorce occurs when spouses cannot agree on key aspects of the separation, such as child custody, alimony, or property division, leading to legal disputes that may prolong the divorce

process. Conversely, an uncontested divorce involves mutual agreement between spouses regarding all aspects of the separation, allowing for a smoother and quicker legal dissolution (Nazri et al., 2019). These different forms of divorce influence the way children and families adapt to the changes brought about by marital dissolution. In cases of high-conflict divorces, children are more likely to experience psychological distress, particularly when parental disputes lead to prolonged legal battles and custody struggles (Wallerstein, 1991).

The impact of divorce on children and families is a critical area of research due to the far-reaching consequences that extend well beyond the immediate separation. Numerous studies have shown that children of divorced parents face an increased risk of experiencing emotional distress, academic difficulties, and social instability (Damota, 2019). One of the most significant concerns is the development of insecure attachments, which can affect children's ability to form stable relationships in adulthood. Research indicates that individuals who experience parental divorce during childhood may struggle with trust and commitment in their own romantic relationships later in life, leading to a higher likelihood of experiencing marital instability themselves (Donahey, 2018).

Beyond the psychological effects, divorce also has profound economic implications for families. In many cases, single parents—particularly mothers—face financial hardships following divorce, as they must shoulder the responsibility of providing for their children on a single income (Demo & Acock, 1988). The loss of financial stability can impact children's quality of life, limiting access to education, healthcare, and extracurricular activities that contribute to their overall development (Fagan & Churchill, 2012). Furthermore, the absence of one parent in the household can lead to challenges in parenting, as single parents often struggle to balance work responsibilities with childcare (Lauroba, 2014).

The long-term effects of divorce extend into adulthood, affecting not only the children involved but also society as a whole. Research suggests that children from divorced families are more likely to engage in delinquent behaviors, such as substance abuse, aggression, and criminal activities, compared to their peers from intact families (Cherlin et al., 1991). The social consequences of divorce highlight the importance of understanding the mechanisms through which family dissolution impacts children's well-being and developing effective intervention strategies to support families during and after the divorce process.

Given the complex and multifaceted nature of divorce and its effects, this review aims to provide a comprehensive analysis of the emotional, psychological, social, and economic impacts of divorce on children and families. The key objectives of this review include:

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1. Examining the psychological and emotional effects of divorce on children, including anxiety, depression, and self-esteem issues, and exploring how these effects differ based on age and gender.

2. Investigating the social and behavioural consequences of divorce, such as changes in academic performance, delinquent behaviors, and challenges in forming relationships.

3. Assessing the impact of divorce on family dynamics, focusing on the challenges faced by single parents, shifts in parent-child relationships, and the role of extended family members in providing support.

4. Analyzing the economic consequences of divorce, including financial strain on single-parent households and its implications for children's future opportunities.

5. Discussing coping mechanisms and interventions, evaluating the effectiveness of counseling, co-parenting arrangements, and legal policies designed to support children and families affected by divorce.

By addressing these key areas, this review seeks to contribute to a deeper understanding of the consequences of divorce and identify potential strategies to mitigate its negative effects on children and families. Through a thorough examination of existing literature, this study aims to provide valuable insights for educators, policymakers, mental health professionals, and families navigating the challenges of divorce.

2. PSYCHOLOGICAL AND EMOTIONAL EFFECTS ON CHILDREN

2.1. Immediate Emotional Reactions

Divorce represents a major life event for children, often leading to immediate emotional distress that manifests in various forms such as fear, anxiety, confusion, guilt, and sadness (Sorosky, 1977). The initial phase of parental separation is particularly distressing for younger children who struggle to comprehend the changes occurring in their family dynamics. Many children experience severe fear and insecurity, as they worry about the loss of one parent's presence, potential changes in their living situation, and disruptions to their routine (Hashemi & Homayuni, 2017). Anxiety is another predominant reaction, with children often internalizing blame for their parents' separation, believing that their own behavior or actions may have contributed to the divorce (Wallerstein, 1991).

Guilt is frequently reported among children of divorced parents, particularly in cases where parental conflicts escalate before the separation. Some children feel responsible for mediating

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between parents, a burden that significantly affects their emotional well-being (Jurma, 2015). Furthermore, sadness and depression are common reactions, particularly when children witness the distress of their custodial parent (Fagan & Churchill, 2012). A lack of emotional stability during this period can contribute to immediate psychosomatic symptoms such as headaches, stomach pain, sleep disturbances, and even loss of appetite (Amato & Sobolewski, 2001).

2.2. Increased Risk of Depression, Anxiety Disorders, and Behavioral Problems

Longitudinal studies indicate that children of divorced parents are at a significantly higher risk of developing anxiety disorders, depression, and behavioural problems in the long term (Magrab, 1978). These children are more prone to persistent emotional distress, which may evolve into clinical depression or chronic anxiety if left unaddressed (Nazri, Ramli, Mokhtar, & Jafri, 2019). Studies suggest that children from divorced families exhibit higher levels of stress and insecurity, which may lead to avoidant or anxious attachment styles in adulthood (Cameron, 2008).

Behavioral problems also emerge more frequently among children of divorce, particularly those exposed to high-conflict separations. Research indicates that children from divorced families are at a greater risk of engaging in antisocial behaviour, including substance abuse, delinquency, and academic disengagement (Hashemi & Homayuni, 2017). These maladaptive behaviors often stem from unresolved emotional trauma, a lack of parental supervision, and inconsistent discipline between custodial and non-custodial parents (Jurma, 2015).

2.3. Difficulty in Forming Stable Relationships in Adulthood

One of the most persistent long-term psychological effects of parental divorce is the difficulty in forming and maintaining stable relationships in adulthood. Studies reveal that children who experience parental separation often struggle with trust issues, emotional intimacy, and commitment in their own romantic relationships (Amato & Sobolewski, 2001). The intergenerational transmission of divorce theory suggests that children of divorced parents are more likely to experience marital instability and higher divorce rates in their own relationships (Fagan & Churchill, 2012).

Furthermore, research highlights that these individuals may develop negative perceptions of marriage and family life, leading them to approach romantic relationships with skepticism and a heightened fear of abandonment (Cameron, 2008). This emotional detachment can manifest in avoidant attachment behaviors, where individuals struggle with emotional

vulnerability and commitment, often ending relationships prematurely to prevent experiencing the pain of separation again (Magrab, 1978).

2.4. Age-Specific Impact

The effects of divorce on children vary significantly depending on their developmental stage at the time of separation. Young children, particularly toddlers and preschoolers, are the most vulnerable, as they lack the cognitive ability to fully understand the implications of divorce (Hashemi & Homayuni, 2017). These children often exhibit regressive behaviors, such as bedwetting, thumb-sucking, increased clinginess, and separation anxiety, as they struggle to cope with changes in their environment (Fagan & Churchill, 2012).

Preteens, on the other hand, display more externalized reactions, such as anger, defiance, and emotional withdrawal (Jurma, 2015). They may express their frustration by acting out at school, showing disinterest in academic performance, or displaying aggressive behavior towards peers and siblings (Sorosky, 1977). Many preteens also experience deep-seated feelings of rejection, particularly if one parent is less involved post-divorce (Amato & Sobolewski, 2001).

Adolescents react to divorce differently, often displaying rebellion, anger, and social withdrawal (Nazri et al., 2019). Many teenagers resent their parents' decision to separate, leading to conflicts at home and estranged relationships with one or both parents (Cameron, 2008). Additionally, adolescents may engage in risk-taking behaviors, such as substance abuse, early sexual activity, or delinquency, as a coping mechanism for their emotional distress (Hashemi & Homayuni, 2017). Research suggests that older children tend to develop cynical attitudes towards relationships and marriage, affecting their long-term romantic stability (Amato & Sobolewski, 2001).

2.5. Parental Conflict & Child Adjustment

One of the most critical factors in determining how well children adjust post-divorce is the level of inter-parental conflict (Magrab, 1978). High-conflict divorces, characterized by frequent arguments, legal disputes, and parental alienation, tend to cause severe psychological distress for children (Wallerstein, 1991). Children caught in the middle of parental conflict experience extreme loyalty dilemmas, often feeling forced to choose between their parents (Fagan & Churchill, 2012).

Conversely, low-conflict divorces—where parents maintain amicable relationships and effective co-parenting strategies—have been shown to produce better psychological

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outcomes for children (Hashemi & Homayuni, 2017). Children in these circumstances adjust more easily, maintain close relationships with both parents, and exhibit fewer emotional and behavioural problems (Nazri et al., 2019). Research emphasizes that the quality of post-divorce parenting is more significant in determining children's well-being than the divorce itself (Cameron, 2008).

Furthermore, effective intervention programs, such as family counselling, school-based psychological support, and structured co-parenting arrangements, have been found to reduce the negative emotional and psychological effects of divorce on children (Amato & Sobolewski, 2001). These programs help children develop coping strategies, process their emotions in a healthy manner, and adjust more effectively to post-divorce family life (Magrab, 1978).

3. Social and Behavioural Impact on Children

The impact of divorce on children extends beyond psychological and emotional effects, deeply influencing their social behaviour and overall well-being. Social relationships, academic performance, and delinquent tendencies are among the most commonly affected areas in children experiencing parental separation. The quality of parental support and mediation plays a crucial role in mitigating negative consequences; while coping strategies such as therapy and structured interventions provide necessary support. Understanding these aspects is essential for developing targeted interventions to help children navigate the challenges of parental divorce.

3.1. Academic Performance

One of the most immediate social consequences of divorce is the decline in academic performance among children. Research consistently highlights that children of divorced parents exhibit lower grades, decreased motivation, and poor concentration compared to their peers from intact families (Demo & Acock, 1988). The instability in home life caused by parental separation often leads to difficulties in maintaining focus in school, as children are preoccupied with emotional distress, changes in living arrangements, and conflicts between parents (Williams-Owens, 2017).

Parental divorce also correlates with higher dropout rates and lower educational attainment. A study by Anderson, Kinney, and Gerler (1984) found that children from divorced families are more likely to disengage from school activities, leading to an increased risk of academic failure. The lack of a stable home environment further exacerbates these issues, as children

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may struggle with routine, discipline, and emotional stability, all of which are crucial for academic success (Kleinsorge & Covitz, 2012).

Furthermore, the financial strain experienced by single-parent households often means limited access to educational resources, tutoring, and extracurricular activities, placing children at a further academic disadvantage (Fagan & Churchill, 2012). The reduced parental involvement in school-related activities due to work and financial stress also negatively affects children's motivation and overall school engagement (Hess & Camara, 1979).

3.2. Difficulty in Forming Friendships and Trusting Others

Children from divorced families often struggle with social relationships, exhibiting trust issues, difficulty in forming friendships, and increased social withdrawal (Amato, 2014). Divorce disrupts children's sense of stability, leading many to become hesitant in developing close relationships for fear of abandonment or betrayal. Studies suggest that children who have experienced parental divorce tend to display avoidant attachment behaviors, making it difficult for them to engage in meaningful social interactions (Wallerstein, 1991).

Additionally, frequent changes in living arrangements, switching between custodial and non-custodial homes, and potential relocations due to financial constraints further impede children's ability to establish long-term friendships (Demo & Acock, 1988). This constant disruption in their social environment can result in social isolation, emotional detachment, and lower self-esteem (Kurtz & Derevensky, 1994).

3.3. Increased Risk of Delinquent Behaviour (Substance Abuse, Aggression)

A well-documented behavioral consequence of parental divorce is the increased risk of delinquency, aggression, and substance abuse among children and adolescents. Research indicates that children from divorced households are more likely to engage in risk-taking behaviors, including drug and alcohol use, criminal activity, and early sexual behavior (Amato, 2000). The lack of parental supervision and guidance in post-divorce households significantly contributes to these tendencies (Fagan & Churchill, 2012).

Boys, in particular, tend to exhibit more externalized behavioral problems, such as aggression, defiance, and involvement in violent activities, while girls are more likely to display internalized emotional struggles, such as depression and anxiety (Williams-Owens, 2017). Studies suggest that children who lack positive role models, experience financial hardships, or witness parental conflict post-divorce are at a higher risk of developing delinquent tendencies (Hess & Camara, 1979).

Furthermore, research has shown that children who experience high-conflict divorces are more likely to develop anti-social behaviors, leading to difficulties in following social norms and establishing healthy interpersonal relationships (Amato, 2014). The instability in discipline, conflicting parenting styles, and exposure to hostility all contribute to these negative behavioural patterns (Kleinsorge & Covitz, 2012).

3.4. Parental Support and Mediation

One of the most significant protective factors against the negative social and behavioral consequences of divorce is effective parental support and mediation. Children who receive consistent emotional support from both parents are more likely to adjust positively to post-divorce life (Fagan & Churchill, 2012). Studies show that co-parenting arrangements, where both parents remain actively involved in their child's life, result in better social and academic outcomes compared to cases where one parent is absent (Hess & Camara, 1979).

The quality of post-divorce parenting is often more influential in determining child outcomes than the divorce itself (Demo & Acock, 1988). When parents communicate effectively, cooperate in decision-making, and prioritize their child's emotional well-being, children demonstrate greater resilience and adaptability (Amato, 2000). However, in cases of ongoing parental conflict, lack of cooperation, or inconsistent discipline, children face greater emotional distress, academic challenges, and behavioral problems (Williams-Owens, 2017).

Additionally, research highlights the importance of extended family support, community involvement, and positive role models in helping children cope with the changes brought by divorce (Kurtz & Derevensky, 1994). Grandparents, teachers, and mentors can provide stability, emotional reassurance, and guidance, fostering healthier social development in children (Wallerstein, 1991).

3.5. Coping Strategies

Children of divorce can benefit significantly from structured coping mechanisms, including therapy, counselling, support groups, and positive reinforcement techniques. Professional intervention has been shown to reduce the psychological and social difficulties associated with divorce, helping children develop effective coping strategies (Amato, 2014). Therapeutic interventions such as cognitive-behavioural therapy (CBT), play therapy, and family counselling have been particularly effective in helping children process their emotions and rebuild trust (Fagan & Churchill, 2012). Counselling provides children with a safe space

to express their feelings, helping them develop emotional regulation skills and improve their self-esteem (Hess & Camara, 1979).

Support groups, such as peer counselling programs in schools, provide children with a sense of belonging and emotional validation, reducing feelings of isolation and social withdrawal (Demo & Acock, 1988). These programs help children connect with peers experiencing similar challenges, enabling them to develop stronger social skills and emotional resilience (Kleinsorge & Covitz, 2012). Positive reinforcement from parents, teachers, and caregivers also plays a crucial role in helping children build self-confidence and emotional stability (Williams-Owens, 2017). Encouraging open communication, validating children's emotions, and reinforcing positive behavior are essential strategies for helping children adjust to life after divorce (Amato, 2000).

4. EFFECTS ON FAMILY DYNAMICS

Divorce has a profound impact on family dynamics, affecting single-parent households, parent-child relationships, the involvement of extended family members, and the roles of mothers and fathers in raising children post-divorce. The dissolution of marriage often disrupts established family structures, leading to economic, emotional, and social challenges. Understanding these effects is crucial in developing interventions that support family members as they adjust to post-divorce realities.

4.1. Single-Parent Families

One of the most significant consequences of divorce is the formation of single-parent families, where one parent assumes primary responsibility for child-rearing. Single parents often face increased financial burdens, time management challenges, and emotional distress, which can impact their ability to provide a stable environment for their children (Anderson, 2014). Studies indicate that single-parent households experience higher rates of financial instability, leading to reduced access to quality education, healthcare, and extracurricular opportunities for children (Kaytez, 2020).

Time management is another major challenge for single parents, as they must balance work responsibilities with parenting duties. Research suggests that single parents, particularly mothers, experience higher levels of stress and burnout, as they navigate the demands of employment, household management, and childcare alone (Duffy, 1982). This often results in reduced parental involvement in children's academic and social lives, which can contribute to behavioural and emotional difficulties in children (Donahey, 2018).

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Furthermore, single parents frequently experience heightened emotional distress, including feelings of loneliness, anxiety, and depression. Studies have shown that the mental health of single parents directly influences their children's emotional well-being, with children from single-parent households exhibiting higher rates of anxiety and behavioral issues (Smith, 2020). However, support networks, including extended family members and community resources, can help mitigate some of these challenges (Häkkönen, Bernardi, & Boertien, 2017).

4.2. Parent-Child Relationship

Divorce often leads to a weakened relationship between children and the non-custodial parent, particularly when visitation is irregular or when parental conflict persists post-divorce (Cline & Westman, 1971). Research indicates that children who have limited contact with the non-custodial parent are more likely to experience feelings of rejection, abandonment, and emotional distress (Duffy, 1982). The absence of one parent from daily life can also affect children's sense of identity and security, contributing to long-term emotional instability (Sorosky, 1977). Moreover, inconsistent parenting styles between custodial and non-custodial parents can create confusion and conflict for children. Some children struggle to adjust to different household rules and expectations, leading to behavioral issues and difficulty in forming stable relationships (Kaytez, 2020). Research suggests that regular and meaningful involvement from both parents is essential for promoting children's emotional resilience and well-being (Anderson, 2014).

Parental alienation, a situation in which a child becomes estranged from one parent due to negative influence from the other, is a serious consequence of high-conflict divorces (Häkkönen et al., 2017). This phenomenon occurs when one parent manipulates the child's perception of the other parent, leading to anger, distrust, and resistance to maintaining contact (Donahey, 2018). Research highlights that children who experience parental alienation are at higher risk of depression, anxiety, and difficulties in forming their own relationships in adulthood (Smith, 2020). Furthermore, legal disputes and prolonged custody battles can exacerbate parental alienation, placing children in the middle of conflicts they should not be responsible for navigating (Sorosky, 1977). Experts suggest that mediation, co-parenting education, and legal interventions can help reduce the risk of alienation and encourage healthy parent-child relationships post-divorce (Cline & Westman, 1971).

4.3. Extended Family Influence

Extended family members, particularly grandparents, aunts, and uncles, often play a crucial role in providing emotional, financial, and childcare support for single-parent households (Kaytez, 2020). Studies show that children who maintain close relationships with their extended family members tend to experience fewer emotional and behavioral difficulties post-divorce (Anderson, 2014). Grandparents, in particular, serve as emotional anchors, offering stability and reassurance to children adjusting to family changes (Donahey, 2018). Additionally, extended family members can help alleviate financial stress by contributing to household expenses or providing childcare assistance, allowing single parents to focus on work and career advancement (Häkkönen et al., 2017). This support is especially critical in low-income families, where financial instability post-divorce is a significant concern (Smith, 2020).

Cultural norms and societal expectations play a vital role in shaping how families respond to divorce. In Western cultures, where individualism and independence are emphasized, divorce is often viewed as a personal decision, with families adapting to new structures independently (Kaytez, 2020). In contrast, collectivist cultures, such as those in Asia, Latin America, and the Middle East, place greater importance on family unity and intergenerational support (Duffy, 1982). Research suggests that in cultures where divorce carries a strong social stigma, families may experience higher levels of psychological distress, particularly among single mothers who face societal judgment (Cline & Westman, 1971). However, in collectivist societies where extended families actively support single parents and children, the negative effects of divorce can be significantly reduced (Sorosky, 1977). Understanding these cultural differences is essential for developing effective support systems tailored to diverse family structures (Anderson, 2014).

4.4. Role of Mother vs. Father in a Child's Emotional Stability Post-Divorce

The role of mothers and fathers in their child's emotional stability after divorce varies based on factors such as custodial arrangements, financial stability, and emotional availability (Smith, 2020). In most cases, mothers assume primary custody, serving as the primary caregivers and emotional support system for their children (Häkkönen et al., 2017). Studies indicate that maternal warmth and stability are crucial for children's adjustment to divorce, particularly in early childhood (Donahey, 2018).

Fathers, on the other hand, often struggle to maintain consistent involvement, especially when they are the non-custodial parent (Kaytez, 2020). Research shows that father-child

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relationships post-divorce can either strengthen or deteriorate, depending on the level of paternal engagement and co-parenting cooperation (Anderson, 2014). Children who maintain positive relationships with their fathers are more likely to experience better academic, emotional, and social outcomes compared to those who have minimal contact (Sorosky, 1977).

However, when fathers are actively involved in their child's life through regular visitation, emotional support, and financial contribution, they can positively influence their child's development, mitigating some of the negative effects of divorce (Cline & Westman, 1971). This underscores the importance of shared parenting strategies and policies that encourage father involvement post-divorce (Häkkönen et al., 2017).

5. ECONOMIC AND FINANCIAL CONSEQUENCES

Divorce not only disrupts the emotional and psychological well-being of individuals but also imposes significant economic and financial challenges on families. The transition from a two-income household to a single-income structure often leads to financial instability for custodial parents, increased reliance on child support and alimony, and economic stress that affects children's future opportunities. Additionally, single parents face difficulties in balancing work and childcare, further exacerbating their financial challenges.

5.1. Financial Burden on Single Parents

The most immediate and long-term economic consequence of divorce is the financial instability experienced by the custodial parent, who often bears the primary responsibility for child-rearing. Studies indicate that single-parent households are at a higher risk of poverty compared to dual-parent families (Mortelmans, 2020). The loss of a second income means that custodial parents, particularly single mothers, experience a substantial decline in living standards post-divorce (De Vaus, Gray, & Qu, 2017). Research in multiple OECD countries has shown that divorce disproportionately affects women's financial stability, as they often earn lower wages and face employment interruptions due to childcare responsibilities (Finnie, 1993). Single fathers also experience financial difficulties but tend to recover more quickly economically, as they are more likely to remain in full-time employment and have higher earning potential (McManus & DiPrete, 2001).

A major concern following divorce is the inability to maintain pre-divorce living standards for children. Single parents struggle to cover the costs of education, healthcare, and daily expenses, leading to disparities in children's well-being (De Vaus et al., 2014). Studies

indicate that children from divorced families receive less financial support for higher education, which impacts their long-term career opportunities and earning potential (Espenshade, 1979). Healthcare access is another critical area affected by post-divorce financial challenges. Single parents often lack comprehensive health insurance or struggle to afford medical expenses, resulting in children receiving less consistent medical care (Mortelmans, 2020). Additionally, financial constraints limit children's participation in extracurricular activities, reducing opportunities for social and cognitive development (Sayer, 2013).

5.2. Child Support and Alimony

Child support and alimony are legal mechanisms designed to mitigate the financial strain of divorce on custodial parents. However, the effectiveness of these systems varies widely, as many non-custodial parents fail to meet their financial obligations, leaving custodial parents in economic distress (Lin & Brown, 2021).

Studies indicate that child support payments are often insufficient to cover the actual costs of raising a child, and enforcement mechanisms are inconsistent across different legal systems (Peterson, 1996). While some countries have implemented automatic wage deductions to ensure compliance, others rely on legal action, which can be time-consuming and financially draining for custodial parents (De Vaus et al., 2017).

Alimony, or spousal support, is another form of post-divorce financial assistance, primarily awarded in cases where one spouse was financially dependent on the other. However, alimony awards have declined over time, as courts increasingly expect both parents to seek employment post-divorce (Finnie, 1993). The reduction in alimony payments has further contributed to the financial strain experienced by custodial parents, particularly those who sacrificed career advancement for family responsibilities (McManus & DiPrete, 2001).

5.3. Economic Stress on Children

Children are often the most vulnerable to the economic consequences of divorce, as they experience a sharp decline in financial security post-separation. Research suggests that children from single-parent households are more likely to experience economic hardship, leading to lower academic performance and increased stress (De Vaus et al., 2017). Prior to divorce, children in two-parent households benefit from pooled financial resources, allowing access to better schools, healthcare, and recreational activities (Sayer, 2013). However, post-divorce, financial constraints often force families to relocate to lower-income

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neighbourhoods, affecting children's social environment and educational opportunities (Mortelmans, 2020).

The long-term economic effects of divorce extend into adulthood, influencing children's future earning potential and financial stability. Research indicates that children from divorced families are less likely to pursue higher education, as financial limitations reduce parental contributions to college tuition (Espenshade, 1979). Furthermore, exposure to financial instability during childhood increases the likelihood of economic hardship in adulthood, as these children often develop insecure financial habits and struggle with debt management (Eldar-Avidan & Haj-Yahia, 2008). Some studies suggest that daughters of divorced parents are more likely to enter the workforce at an earlier age to support their families, which may limit their long-term career prospects (Lin & Brown, 2021).

5.4. Work-Life Balance

Balancing employment and child-rearing is one of the most significant challenges faced by single parents. Research suggests that single mothers are more likely to work part-time or take lower-paying jobs to accommodate childcare responsibilities, which limits their earning potential (McManus & DiPrete, 2001). Single fathers, on the other hand, are more likely to remain in full-time employment but often struggle with time constraints, as they must balance demanding work schedules with parental duties (Finnie, 1993). This imbalance can lead to increased stress and exhaustion, affecting both parenting quality and professional performance (De Vaus et al., 2017).

Work-life imbalance among single parents contributes to higher levels of stress, burnout, and mental health issues, which, in turn, affect children's emotional well-being (Sayer, 2013). Studies indicate that children of overworked single parents often experience less parental engagement, leading to feelings of neglect and emotional distress (Mortelmans, 2020). Moreover, financial constraints often force single parents to work multiple jobs, reducing the amount of time spent with their children and increasing reliance on alternative childcare arrangements (Lin & Brown, 2021). This lack of parental supervision can lead to behavioral problems and academic difficulties among children, further exacerbating the long-term economic consequences of divorce (Peterson, 1996).

6. COPING MECHANISMS AND INTERVENTIONS

Divorce is often a challenging experience for children and families, leading to psychological, emotional, and economic distress. However, various coping mechanisms and interventions

can help mitigate these negative effects. Therapeutic interventions, co-parenting strategies, school and community support, and legal policies play essential roles in supporting children and ensuring their well-being. Understanding these strategies is crucial in developing effective approaches to foster resilience in children from divorced families.

6.1. Therapeutic Interventions

Therapeutic interventions have been widely recognized as an effective coping mechanism for children experiencing distress due to parental separation. Family counseling is particularly beneficial, as it allows children and parents to address emotional concerns in a structured environment (Grych & Fincham, 1992). Research indicates that therapy reduces anxiety, improves emotional regulation, and fosters healthy parent-child communication, which can alleviate the long-term psychological effects of divorce (Winslow, 2004).

Individual therapy, including cognitive-behavioral therapy (CBT), has been effective in helping children process their emotions and develop coping strategies (Lamden & Sandoval, 2013). Studies suggest that children who receive structured therapeutic support are more likely to adjust positively to post-divorce family life compared to those who do not (Pedro-Carroll & Cowen, 1985).

Child-focused interventions, such as play therapy and support groups, provide children with a safe space to express their feelings and interact with peers facing similar challenges (Klein Velderman & van Dommelen, 2019). These programs have been shown to reduce stress, improve social skills, and enhance emotional resilience, making them valuable tools in the intervention process (Sandler, Tein, Mehta, & Wolchik, 2000).

6.2. Co-Parenting Strategies

Co-parenting plays a crucial role in ensuring children's well-being post-divorce. Studies show that effective co-parenting reduces conflict, promotes emotional stability, and fosters healthy parent-child relationships (Pedro-Carroll, 2005). When parents engage in open and respectful communication, children experience lower levels of stress and anxiety, as they are less likely to feel caught in the middle of parental disputes (Winslow, 2004).

Conversely, high-conflict co-parenting can have severe emotional repercussions for children, leading to feelings of insecurity, low self-esteem, and behavioral issues (Grych & Fincham, 1992). Therefore, co-parenting education programs that emphasize effective communication, conflict resolution, and shared decision-making are essential in mitigating these negative outcomes (Lamden & Sandoval, 2013).

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6.3. The Effect of Joint Custody Arrangements

Joint custody has been identified as an effective strategy in promoting emotional stability and well-being in children post-divorce (Sandler et al., 2000). Research indicates that children who maintain regular contact with both parents exhibit higher levels of self-esteem, better academic performance, and stronger social skills (Pedro-Carroll, 2005).

However, the success of joint custody arrangements depends on the level of parental cooperation. When parents effectively share responsibilities, children benefit from a sense of security and consistency (Dumitriu, Butac, & Popa, 2022). In contrast, conflicted joint custody arrangements, where parents struggle to cooperate, can create emotional distress and instability for children (Pedro-Carroll & Cowen, 1985).

6.4. School & Community Support

Schools play a critical role in supporting children from divorced families, particularly in providing emotional and academic stability. Teachers and school counselors are often the first line of support for children experiencing distress due to parental separation (Pedro-Carroll, 2005). School-based intervention programs, such as the Children of Divorce Intervention Program (CODIP), have been shown to improve children's emotional well-being, reduce stress, and enhance coping skills (Pedro-Carroll & Cowen, 1985). Additionally, schools can implement social-emotional learning (SEL) programs to help children develop resilience, self-regulation, and problem-solving skills (Sandler et al., 2000). Providing access to school psychologists and peer support groups allows children to process their emotions in a supportive and structured environment, reducing the risk of long-term emotional difficulties (Klein Velderman & van Dommelen, 201Beyond school support, community programs play a vital role in helping children adjust to life after divorce. Community-based interventions, such as mentoring programs, support groups, and recreational activities, provide children with a sense of belonging and emotional security (Grych & Fincham, 1992). Faith-based organizations, local family centers, and nonprofit organizations offer counseling services, group therapy, and educational workshops for both children and parents (Pedro-Carroll, 2005). These programs help children develop social skills, build self-confidence, and create stable relationships outside the home (Winslow, 2004).

6.5. Legal and Policy Perspectives

Legal policies play a crucial role in protecting children's rights and well-being post-divorce. Child custody laws, child support enforcement, and mediation programs ensure that children

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receive adequate financial, emotional, and legal support (Pedro-Carroll, 2005). Research suggests that countries with strong legal frameworks for child custody and co-parenting arrangements report better psychological and financial outcomes for children of divorce (Dumitriu et al., 2022). Child support enforcement is particularly significant, as it helps custodial parents provide for their children's education, healthcare, and daily needs (Sandler et al., 2000). However, inconsistencies in child support payments remain a challenge, with many non-custodial parents failing to meet their obligations (Pedro-Carroll & Cowen, 1985). Furthermore, mandatory parenting programs for divorcing couples have proven beneficial in educating parents on co-parenting strategies, conflict resolution, and effective communication (Grych & Fincham, 1992). Courts and policymakers continue to refine family law policies to ensure that children's best interests remain a priority during divorce proceedings (Winslow, 2004).

7. CONCLUSION

Divorce has profound and lasting effects on children and families, influencing their emotional well-being, social behavior, financial stability, and overall life trajectory. The findings of this review indicate that children of divorced parents often experience heightened emotional distress, including anxiety, depression, and insecurity, which can persist into adulthood. These psychological effects are compounded by disruptions in academic performance, difficulties in forming social relationships, and an increased likelihood of engaging in delinquent behaviors. Parental conflict, inconsistent co-parenting, and financial instability further exacerbate these challenges, creating an environment where children struggle to adjust. Additionally, single-parent households frequently face economic hardship, balancing work and childcare responsibilities while ensuring that children receive adequate education, healthcare, and emotional support. The role of extended family members, schools, and community programs becomes crucial in mitigating the negative impacts of divorce, yet the availability and effectiveness of such support systems vary widely across different socio-economic and cultural contexts.

Beyond the immediate impact on children and families, divorce also has broader societal implications. The increasing prevalence of divorce contributes to shifts in family structures, leading to a rise in single-parent households and complex custody arrangements. These changes have economic consequences, as single-parent families are more likely to experience financial strain and rely on social welfare programs. Additionally, the intergenerational

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effects of divorce suggest that children from divorced families may have a higher likelihood of experiencing marital instability themselves, perpetuating cycles of relationship breakdowns. Moreover, the educational and employment challenges faced by children from divorced backgrounds contribute to disparities in economic opportunities and social mobility. As divorce rates continue to rise globally, society must address these challenges by implementing comprehensive support mechanisms that prioritize the well-being of children and families undergoing separation.

To mitigate the negative effects of divorce, several key recommendations must be considered. First, there is a need for better parental education programs that equip divorcing parents with the necessary tools to navigate co-parenting effectively. These programs should emphasize the importance of maintaining healthy communication, minimizing conflict, and fostering emotional security for children. Educating parents on the psychological impact of divorce on children can encourage more mindful parenting practices that prioritize stability and consistency. Additionally, mental health resources should be made more accessible to families experiencing divorce. Counseling services, therapy programs, and peer support groups can provide children with the coping skills necessary to process their emotions and build resilience. Schools should also integrate social-emotional learning initiatives to help children navigate familial changes in a supportive environment.

Financial assistance for single-parent families is another critical area that requires attention. Given the economic strain that often follows divorce, policymakers should strengthen financial aid programs that support custodial parents in providing for their children's education, healthcare, and basic needs. Child support enforcement mechanisms must also be reinforced to ensure that non-custodial parents fulfill their financial responsibilities. Additionally, workplace policies should be more accommodating to single parents, offering flexible work arrangements, parental leave benefits, and childcare support to help them balance their professional and familial obligations effectively. By addressing these economic challenges, society can reduce the financial disparities that children from divorced families often face.

Legal and policy frameworks should also be strengthened to safeguard children's well-being post-divorce. Custody laws should prioritize the best interests of the child by encouraging cooperative co-parenting arrangements where possible. Mediation services should be expanded to help parents reach amicable custody agreements, reducing the adversarial nature of divorce proceedings that often place children in distressing situations. Furthermore,

legislative measures should focus on improving access to post-divorce family support services, including parenting workshops, legal aid, and housing assistance for families undergoing transition. By ensuring that children's needs are at the center of family law policies, governments can help create more stable and supportive environments for children affected by divorce.

In conclusion, while divorce is often an inevitable outcome of marital discord, its effects on children and families can be mitigated through targeted interventions and supportive policies. By investing in parental education, mental health resources, financial aid, and child-centered legal reforms, society can work toward reducing the negative consequences of divorce and promoting healthier family dynamics. Strengthening community support networks, improving access to counseling and therapy, and ensuring that children's well-being remains a priority in family law decisions will be crucial steps in creating a more supportive environment for families navigating divorce. As we move forward, a collective effort from parents, educators, policymakers, and mental health professionals will be essential in fostering resilience among children of divorced families and ensuring their long-term success and well-being.

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PIJPSS-PSY-07-01-017

The Role of Media in Normalizing Mental Health

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ABSTRACT

The media plays a significant role in shaping perceptions and attitudes of people towards major concerns of this era, particularly regarding sensitive issues such as mental health. This paper studies the role of different forms of media like television, film, social media, news outlets, and advertisements have contributed to the normalization of mental health discussions. This Paper aims to demonstrate that how different forms of media contribute to destigmatizing mental health, enhance knowledge and create awareness among society. This study also lights on how media representation influences people attitude towards mental health issues and people affected by it.

Keywords: Media, Mental Health, Stigma, Television, depression, anxiety

INTRODUCTION

Mental Health refers to a person's emotional, psychological, and social well-being. It affects how individuals think, feel, and act, influencing how they handle stress, relate to others, and make choices. Mental health is essential at every stage of life, from childhood and adolescence through adulthood. Since few decadesrepresentation of mental health in media has evolved significantly. Indian celebrities discussing about their mental health and issue openly that lead to create awareness among society. These celebrities uses social media platform to break the silence on mental health issues and stigma of it. Like Deepika Padukone, one of India's top Bollywood actresses, has been very vocal about her battle with depression. She has shared her personal journey of overcoming mental health challenges and how it affected her work and personal life. Actress Richa Chadha has talked about her

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struggles with anxiety and self-doubt. She has opened up about the pressures of working in the entertainment industry and how it can affect mental health.

The media, encompassing television, films, news outlets, social media platforms, and advertising, has played a pivotal role in shaping public awareness and attitudes toward mental health

LITERATURE REVIEW

Bhatia & Sood (2014) this study examined the portrayal of mental health in major Indian newspapers and found a rising trend in mental health-related articles, especially in health and wellness sections. Although still limited, this growing coverage began to provide a more balanced view of mental health, focusing on treatment options, early intervention, and the importance of seeking help. By featuring expert opinions and personal stories, these articles helped reduce the stigma surrounding mental health conditions.

Corrigan et al. (2012), this study found that media representations of mental illness can either perpetuate stereotypes or help dismantle the stigma. Historically, media often portrayed people with mental health issues as dangerous or irrational, contributing to public fear and misconceptions. However, with the rise of mental health advocacy and the increasing demand for accurate representation, there has been a shift toward more nuanced and empathetic portrayals.

Hatzenbuehler (2016) argue that the normalization of mental health through media representation can improve public awareness, reduce stigma, and encourage individuals to seek help.

Pescosolido et al. (2010), support the notion that the portrayal of mental health in positive or neutral terms can lead to a more supportive and understanding society.

Sood & Raina (2018) found that Indian television began incorporating more positive narratives about mental health in the 2010s, using characters in serials and talk shows to raise awareness. They noted that such representations played a key role in normalizing mental health issues by showing that people from all walks of life face mental health challenges. These programs also worked to educate the audience on seeking professional help, thereby reducing the societal pressure of keeping mental health struggles private.

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THE ROLE OF DIFFERENT MEDIA FORMS

1. Television and Film

Television and film have been instrumental in changing perceptions about mental health. In the past, characters with mental illnesses were often depicted as villains or victims, reinforcing harmful stereotypes. However, recent portrayals, such as in the Netflix series "13 Reasons Why" and the film "A Beautiful Mind", have presented more complex characters dealing with real-life issues like depression, anxiety, and schizophrenia. These portrayals often aim to show the humanity of individuals with mental health conditions, making their struggles more relatable.

Despite criticisms of certain portrayals, these platforms continue to play a crucial role in fostering empathy and understanding. Sontag (1978) noted that media depictions could either reinforce or challenge societal attitudes, and in many cases, contemporary media has chosen to highlight the complexity of mental health conditions, offering audiences a more compassionate view.

Taare Zameen Par (2007)film raised awareness about learning disabilities like dyslexia and emphasized the need for compassion and understanding for children who face academic challenges. It also sheds light on how mental health conditions in children often go unnoticed and misinterpreted.

Dear Zindagi (2016)The film beautifully portrays the therapeutic process and emphasizes that seeking professional help for mental health is normal and important. It encourages viewers to open up about their feelings and seek therapy without shame or fear.

Margarita with a Straw (2014) explores mental health within the context of disability and portrays the protagonist's emotional struggles in a sensitive, empowering way. It highlights that mental health issues are not confined to specific conditions and emphasizes the importance of self-acceptance and independence.

Karthik Calling Karthik (2010)The film deals with themes of schizophrenia and mental health distress, portraying the importance of confronting one's emotional struggles, understanding mental illness, and seeking support from professionals. It challenges the notion that mental health issues should be kept hidden and shows how they can be addressed with the right help.

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Tumbbad(2018)The film subtly portrays the psychological toll that unchecked obsession and greed can take on an individual's mental health. It sheds light on the destructive nature of obsessive behavior and the impact it has on one's life and relationships.

2. Social Media

Social media platforms like Twitter, Instagram, and TikTok have allowed for more grassroots efforts to normalize mental health discussions. Hashtags like #MentalHealthAwareness and #EndTheStigma have garnered global attention, bringing mental health into everyday conversation. Celebrities and influencers openly sharing their struggles with mental health— such as **Lady Gaga**, **Dwayne "The Rock" Johnson**, and **Selena Gomez**—have helped de-stigmatize these issues and encourage their followers to seek help.

However, social media also presents challenges. On one hand, it fosters connection and provides support through online communities. On the other hand, social media can perpetuate unrealistic beauty standards and heighten stress, contributing to mental health problems, particularly in vulnerable populations.

Social media platforms such as Instagram, Twitter, and Facebook have created communities where people can openly discuss their mental health struggles. Hashtags like **#MentalHealthMatters**, **#EndTheStigma**, and **#YouAreNotAlone** encourage individuals to share their stories, offer support, and build solidarity. These online communities provide a sense of belonging and a safe space for people to talk about their mental health challenges without fear of judgment.

High-profile celebrities, influencers, and public figures in India have increasingly used their platforms to talk about mental health. Their openness helps to normalize conversations and reduce the stigma surrounding mental illness. Notable examples include:

- **Deepika Padukone**, a Bollywood actress, has used her social media presence to speak about her experience with depression and the importance of seeking therapy.
- **Virat Kohli**, an Indian cricketer, has shared his struggles with anxiety and emphasized the importance of mental well-being.
- **Richa Chadha**, an actress, openly discusses her battles with **anxiety** and advocates for mental health awareness.

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- **Shaheen Bhatt**, a writer, and mental health advocate, has been vocal about her struggle with **depression** and uses her social media platforms to encourage others to speak about mental health.

Various social media campaigns and hashtags have played an important role in spreading awareness and destigmatizing mental health in India:

- **#LetsTalk:** One of the most significant social media campaigns in India to raise awareness about mental health was the **#LetsTalk** campaign. The campaign encouraged individuals to discuss their mental health openly and seek help. Celebrities, influencers, and mental health organizations contributed to the campaign, making it highly visible and impactful.
- **#EndTheStigma:** This hashtag is part of a global movement aimed at eradicating the stigma around mental illness. In India, mental health professionals, organizations, and individuals have used this hashtag to share their experiences and challenge the negative perceptions of mental illness.
- **#MentalHealthMatters:** This hashtag emphasizes the importance of mental health and encourages individuals to prioritize their emotional well-being. It has been widely used by both influencers and mental health professionals to create awareness and support those struggling with mental health issues.
- **#NotAshamed:** Launched by various mental health organizations and influencers, this hashtag encourages people to talk about their mental health issues without fear of shame or judgment. It has helped normalize conversations and encourage others to seek help.

3. News Media

News outlets also play a crucial role in informing the public about mental health issues, although their role has been more complicated. On the one hand, responsible journalism has increased public knowledge about mental health conditions. On the other hand, sensationalized reporting can sometimes stigmatize people with mental illnesses, particularly when mental health is linked with violence or criminal behavior.

Studies, such as those conducted by **Gibbons (2004)**, have shown that media coverage of high-profile events involving individuals with mental health issues can either reinforce

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negative stereotypes or encourage more open discussions. The role of responsible journalism is paramount in these contexts.

Increased Coverage of Mental Health Issues

- **Mental Health Awareness Campaigns:** Many Indian news channels and newspapers have launched campaigns to raise awareness about mental health. For example, **The Times of India**'s *Mind Matters* initiative, launched in 2019, focused on breaking the stigma surrounding mental health. This campaign encourages people to discuss their mental health openly and promotes resources like helplines and counseling services.

- **Special Features & Documentaries:** Media outlets such as **NDTV** and **CNN-News18** have aired special reports and documentaries focusing on mental health challenges faced by individuals in India. These reports often feature interviews with experts, mental health professionals, and those with lived experiences, shedding light on the realities of mental health conditions like depression, anxiety, schizophrenia, and bipolar disorder.

☐ **Coverage of Mental Health Issues in the News Cycle:** Leading news channels such as **NDTV**, **India Today**, and **Republic TV** have begun dedicating segments of their prime-time coverage to discussing mental health. These segments often feature mental health experts who educate the public on common mental health disorders, their symptoms, and how to seek help.

☐ **Highlighting Mental Health in the Context of Celebrity Stories:** News channels have increasingly covered mental health stories related to public figures, from Bollywood celebrities to sports personalities, thereby normalizing discussions around mental health. For example, when actress **Deepika Padukone** opened up about her struggle with **depression**, it sparked national conversations about the importance of seeking help, with various news channels covering her journey and its implications for mental health in India.

4. Advertising and Public Health Campaigns

Public health campaigns, including those run by government organizations and mental health charities, are critical in promoting mental health awareness. These campaigns use advertising across multiple platforms to raise awareness, educate the public, and encourage individuals to seek professional help.

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Campaigns such as the **"Heads Together"** campaign led by Prince Harry and the Duchess of Cambridge, as well as advertisements by organizations like **NAMI (National Alliance on Mental Illness)**, aim to break down barriers to seeking treatment and reduce stigma. These efforts can play a significant role in societal acceptance and understanding.

1. Britannia Good Day's "Suno Aapki Khushi" Campaign

- In 2018, Britannia's **Good Day** biscuits launched a campaign titled **"Suno Aapki Khushi"** (Listen to Your Happiness). This ad focused on the importance of mental well-being and encouraged people to acknowledge their emotions and find happiness in simple moments of life. The campaign featured people experiencing moments of stress or sadness, but ultimately, they found joy in connecting with others and appreciating the little things in life.
- The campaign aimed to convey that happiness can be found by addressing one's emotional needs, emphasizing that it's okay to seek help and that mental well-being is essential for overall health.

2. Dove's "Self-Esteem Project"

- Dove's global **Self-Esteem Project** has been running for years, with various iterations in India. The campaign focuses on building body confidence and addressing issues like **low self-esteem** and **mental health** concerns related to body image. The advertisements feature real women sharing their personal stories of self-doubt and how they overcame these issues.
- Dove's efforts in India have contributed significantly to changing the conversation around self-worth and mental health by showing that everyone has struggles with their self-image and that embracing one's true self is a step toward better mental well-being.

3. Tata Tea's "Jaago Re" Campaign

- The Tata Tea brand's **Jaago Re** (Wake Up) campaign, which initially focused on social causes, tackled mental health through its message of being alert and proactive. One of the ads focused on a person's struggle with anxiety, illustrating how societal pressures and emotional well-being can impact mental health.

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- The ad encouraged viewers to take charge of their mental health and seek help when they feel overwhelmed. By addressing mental health alongside social issues like corruption and voter apathy, Tata Tea subtly normalized mental health conversations in a mainstream context.

4. Zomato's "Mental Health Day" Campaign

- In 2021, **Zomato**, an Indian food delivery company, launched a campaign called **"Mental Health Day,"** featuring an ad that explored the connection between food, comfort, and mental well-being. The ad depicted individuals experiencing different mental health challenges and how the act of ordering food could provide a small moment of comfort.
- Zomato also highlighted its partnership with **mental health professionals** to offer counseling services to employees, further signaling that the company values mental health and encourages others to prioritize their mental well-being.

Impact of Media Normalization of Mental Health

1. Reducing Stigma

One of the most significant contributions of media to mental health discourse is the reduction of stigma. By presenting mental health issues as common, treatable, and human experiences, media outlets have helped to challenge the deeply ingrained societal prejudices that once marginalized those affected. A **survey by the American Psychological Association (APA, 2020)** found that more people are seeking mental health services and discussing their issues with loved ones due to increased awareness facilitated by media representation.

2. Encouraging Help-Seeking Behaviors

Media normalization of mental health can also encourage individuals to seek help. By seeing mental health challenges represented positively and supported by celebrities and peers, people may feel more inclined to seek professional treatment. Studies like those by **Barker (2016)** suggest that media representation can reduce feelings of isolation and motivate individuals to overcome the barriers to accessing mental health care.

3. Challenges and Risks of Media Portrayal

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Despite the positive impacts, there are still challenges. The risk of oversimplification or misrepresentation remains a concern. For instance, in some instances, media has portrayed mental illness as a "quick fix" or linked it too closely with violence or unpredictability, which can further entrench stereotypes. It is essential that media continue to strive for accurate and responsible portrayals of mental health conditions.

CONCLUSION

The media has a critical role to play in normalizing mental health discussions. By providing more accurate, nuanced, and empathetic portrayals of individuals with mental health conditions, the media has helped to reduce stigma, encourage understanding, and motivate individuals to seek help. While challenges remain in ensuring responsible representation, the media's role in normalizing mental health remains undeniable. As media continues to evolve, it is essential that it continue to prioritize mental health in a way that promotes compassion, understanding, and support for those who struggle with mental health issues.

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PIJPSS-PSY-07-01-018

An Ayurvedic perspective to unlock the power of mind and wellbeing.

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ABSTRACT

As an ancient Indian system of medicine, Ayurveda emphasizes the connection between the mind, body, and the external environment. As we discuss the three fundamental energies or "doshas" – Vata, Pitta, and Kapha – and their influence on mental health, we also examine the Ayurvedic principles of "Rasayana" and "Sattva," which aim to promote mental clarity, calmness, and balance. Literature review supported Ayurvedic interventions for mental health disorders, including anxiety, depression, and stress-related disorders. Our analysis suggests that Ayurvedic practices, such as meditation, yoga, and herbal remedies, can be effective in promoting mental well-being and reducing symptoms of mental health disorders. Practicing yoga, improves balance endurance, flexibility and strength, while meditation helps to keep the mind sharp, relieves stress and anxiety. Chakras are the spiritual energy centres of human body that generates electromagnetic field of energy found in human aura. Ahar (Balance diet), Exercise and Nidra (sound sleep) are the key elements or the secrets of maintaining the healthy life style.

Keywords: - Ayurveda, anxiety, depression,

INTRODUCTION

Ayurveda is an ancient system of medicine that emphasizes a holistic approach to health, personalized to the individual. Originating in India, it is one of the oldest and still widely practiced medical traditions. The word "Ayurveda" comes from Sanskrit, where "Ayu" means life and "Veda" means knowledge or science, hence it is often called the "science of life." Important texts like the *Charaka Samhita*, *Sushruta Samhita* (circa 400 BC–200 AD), and *Ashtanga Hridaya* by Vagbhata, contain extensive information on over 700 herbs and more than 6,000 medicinal formulations. The *Madhav Nidan* (circa 800 AD) is a significant diagnostic text detailing over 5,000 signs and symptoms. Ayurveda views life as a harmonious balance of the body, mind, senses, and spirit. The principle of *Prakriti*, or individual constitution, plays a central role in Ayurvedic treatment. In India, there are over

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400,000 registered Ayurveda practitioners and the government has implemented a structured system to

regulate its practice, education and quality. Ayurvedic way of life, counting Dinacharya (day by day schedule) and Ritucharya (regular schedule), are fundamental for keeping up mental wellbeing. According to ayurveda, a healthy person is one who remains established in self, along with the equilibrium of '*tridoshas*.' This holistic science not only cures diseases of the ill, but also helps in preserving and maintaining the health of all human beings. A 'disease' is a result of the disturbances, probably caused by the derangement of lifestyle and improper habits. The root cause of maximum number of lifestyle disorders is the disturbance of mental health. In today`s stressful world, it is important that the mind need to taught to relax and need to train for keeping out all the tensions. Yogic practice and meditation help in the prevention and cure of such illnesses.

The COVID-19 pandemic has brought a stronger focus on mental health, and Ayurveda presents various natural methods and lifestyle practices to enhance mental clarity and alleviate stress.

The article investigated the comprehensive approach of Ayurveda towards mental wellness, cantering on the adjust of intellect, body, and soul. It talks about the Ayurvedic viewpoint on mental wellbeing, common mental disarranges, and the different dietary, way of life, and helpful measures to keep up mental adjust. As the world proceeds to look for all encompassing and common approaches to mental wellbeing, Ayurveda's part is anticipated to extend. Its time-tested therapies and accentuation on person care offers a promising complement to customary

Mental wellbeing medicines. Ayurvedic principles like Dincharya, Ratricharya, Ritucharya, Achara rasayana, Aahara, Sadvrutta and regular practice of Yoga like Asanas, Pranayam and meditation have a very great role in betterment of mental health. These activities energize the mind for mental work, develop physical & mental balance, improve concentration and calm themind resulting in good mental health. 'Ayush' has strong capabilities in handling a diverse range of conditions, such as mental health issues, geriatric care, and non-communicable diseases. Additionally, it excels in offering promotive, rehabilitative, and preventive healthcare services.

LITERATURE REVIEW

Kumar A and Arya V. (2024) researched on holistic health and ayurveda. They stressed that it can be achieved through Ayurveda and modern science, with the help of observational studies.

Nesari and Tanuja (2023) studied the utilisation of 'Ayush Care' in managing diseases. Their study revealed that the number of persons having chronic illness, undergone through Ayush care treatments are high, both the rural and urban India. Ayush has proved great potential in managing a huge range of disorders with supporting mental health, rehabilitative, and preventive treatments for health care.

Satishkumar Soni and Satyanarayan Sharma (2024) studied the effects of ayurvedic medicines and stress levels. They revealed that the medicines of Ashwagandha reduces cortisol values that lowers the stress.

Sheill Patel, M.D. et.al (2019) studied the psychological effects of holistic ayurvedic approach to wellbeing and resulted that participation in wellness courses of health, improves multiple psychological domains.

Yadav et.al (2020) studied the health aspects and ayurvedic lifestyle and suggested that mental, physical, social and spiritual health can be maintained through ayurvedic lifestyle by following ayurvedic principles as per the seasons.

HOLISTIC APPROACH TO BALANCE OUR LIFE WITH AYURVEDA PRINCIPLES-

A well-structured routine that includes adequate rest, physical activity, and stress-relief techniques plays a vital role in supporting mental well-being. Regular changes in diet and exercise help balance the doshas and prevent mental imbalances caused by external environmental factors.

The three fundamental qualities, or gunas, influence the mind's state:

- **Sattva**: Signifies purity, wisdom, and balance. A Sattvic mind remains calm, clear, and centred.
- **Rajas**: Tied to passion, desire, and restlessness. Excessive Rajas can lead to agitation, anxiety, and hyperactivity.
- **Tamas**: Associated with darkness, ignorance, and sluggishness. A predominance of Tamas results in depression, confusion, and lethar.

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AYURVEDA'S APPROACH TO MENTAL HEALTH THROUGH DOSHAS-

In Ayurveda, mental health is seen as an essential component of overall well-being. It is thought that mental health is affected by the harmony of three main energies, known as "doshas" – Vata, Pitta, and Kapha. Each dosha is linked to specific mental traits, and imbalances in these energies can lead to mental health challenges. Lifestyle factors like poor nutrition, lack of exercise, stress, and environmental pollutants can disrupt the balance of these doshas. Ayurvedic practitioners use diagnostic methods, such as pulse and tongue analysis, to identify doshic imbalances and create personalized treatment plans.

1. **Vata**: Tied to creativity, imagination, and anxiety.
2. **Pitta**: Associated with logical thinking, ambition, and anger.
3. **Kapha**: Connected to emotional stability, compassion, and attachment.

AYURVEDIC STRATEGIES FOR MAINTAINING MENTAL HEALTH

Ayurveda has gained significant attention recently as more people seek natural health and wellness options. As individuals grow increasingly cautious about chemical-based treatments, they are turning to holistic methods that prioritize gentle care for their body. Ayurveda, with its emphasis on herbs, oils, and dietary adjustments, resonates with those who prefer sustainable and natural approaches to well-being

Ayurveda offers a range of strategies for promoting mental well-being:

1. **Diet and Nutrition**: Ayurveda recommends a personalized diet that takes into account an individual's constitution, age, and health status. A balanced diet that includes whole, organic foods can help maintain mental health.

2. **Herbal Remedies**: Ayurvedic herbs like Ashwagandha, Brahmi, and Tulsi have been shown to have adaptogenic and anxiolytic properties, which can help reduce stress and anxiety.

3. **Yoga and Meditation**: Ayurveda recommends regular yoga and meditation practice to maintain mental balance and reduce stress.

4. **Panchakarma**: Ayurvedic detoxification and rejuvenation therapies like Panchakarma can help remove toxins and promote mental clarity.

5. **Rasayana Chikitsa**: Ayurvedic rejuvenation therapy that focuses on promoting mental and physical well-being.

THE PILLARS THAT CONTRIBUTE OVERALL HEALTH-

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In the administration of deceases, Ayurveda offers different regimens counting Ahara and Vihar (dietary propensities and every day schedule). Dinacharya (every day regimen), Ritucharya (season l regimen), Panchakarma (five detoxification and bio-purification treatments), and Rasayana (revival) treatments. The Sadvritta (perfect schedules) and Aachara Rasayana (code of conduct) are most extreme imperative to keep up a sound and cheerful mental perspective.

Ahara-Ahara and **Vihara** play a central part in the life agreeing to Ayurvedic understanding. Ayurveda places extraordinary accentuation on Ahara and Vihara as measures for way better living, wellbeing and wellness. Ayurveda emphasizes more on Ahara in comparison to other frameworks of pharmaceutical and moreover investigated its passionate and otherworldly noteworthiness, in expansion to its fabric and natural qualities. Ahara is considered as Prana (premise of life) in Ayurveda. Aharahas portrayed as one of the Trayopastambha (three backup columns) of life which are Ahara, **Nidra** (rest) and Brahmacharaya (celibacy).

Diet is considered as imperative for a human body as it gives the fundamental supplements and advances life span. Ayurveda continuously emphasizes on expending sound and nutritious count calories for keeping up great wellbeing. As per the see point of Ayurveda, both the living human body and the maladies harrowing it are the items of Ahara. Utilize of hita-ahara (wholesome slim down) advances wellbeing and life span and ahita-ahara (unwholesome slim down) advances sign of distinctive disarranges. Shockingly in present day time the concept of hita- ahara is ceaselessly being disregarded driving to the rise of way of life disorders. Ayurveda moreover depicted eighteen sorts of dietary incongruencies (Viruddha Ahara) which ought to be maintained a strategic distance from to keep up wellbeing and life span. In this way Ayurveda suggests the life style of balancing these elements in day-to-day life.

Self-care is an essential aspect of Ayurveda. Practices like Abhyanga (self-massage with warm oils), oil pulling for oral health, and Shirodhara (a therapy where warm oil is poured over the forehead) are designed to soothe the nervous system, alleviate stress, and restore balance to the body. These methods support overall well-being by promoting relaxation and rejuvenation.

TIPS FOR IMPLEMENTING AYURVEDA:

1. **Start with self-awareness:** Understand your constitution and identify areas for improvement.

2. **Gradual changes**: Introduce Ayurvedic practices gradually, allowing your body and mind to adjust.

3. **Seek guidance**: Consult with an Ayurvedic practitioner or healthcare professional for personalized advice.

4. **Make it a lifestyle**: Incorporate Ayurvedic principles into your daily routine, rather than treating it as a temporary fix.

5. **Digital wellness**: In today's world, overwhelmed by digital noise and technology, many are seeking ways to unplug and refresh. Ayurveda's emphasis on digital wellness, with practices such as taking regular screen breaks, practicing mindfulness, and engaging in natural detox routines, offers a powerful antidote to the pressures of our tech-centric lives.

CONCLUSION

Maintaining good health, in today's fast-paced society has become increasingly challenging. Health now encompasses not only physical well-being but also mental and emotional resilience. Although modern medicine has made significant advancements in its pursuit of long-term health, it still falls short of offering a comprehensive approach that guarantees a balanced and fulfilling life, addressing both physical and emotional needs.

The COVID-19 pandemic has brought a stronger focus and awareness about mental health, which promoted techniques like meditation, herbal teas (such as Ashwagandha and Brahmi), and breathing exercises (like Pranayama).

As people become increasingly aware of their health, Ayurveda's holistic approach provides enduring solutions to contemporary problems. By embracing Ayurvedic principles, individuals can cultivate a deeper understanding of themselves and the world around them, leading to a more balanced, harmonious, and fulfilling life. Ayurveda, the ancient Indian system of medicine, offers a holistic approach to preventing lifestyle diseases. This traditional practice emphasizes the importance of living in harmony with nature and adopting a balanced lifestyle that suits an individual's unique constitution. By incorporating Ayurvedic principles into your daily routine, one can achieve a more balanced, healthy, and harmonious lifestyle.

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PIJPSS-PSY-07-01-019

The Relationship Between Self-Reflection, Authenticity, and Perceived Social Support with Loneliness among First Year Undergraduate Students

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ABSTRACT

Background: Loneliness significantly impacts mental health and well-being, potentially leading to psychiatric illnesses. This study investigates self-reflection, authenticity, and perceived social support as protective factors against loneliness. **Method:** A cross-sectional study assessed 423 first-year undergraduate students using purposive sampling. Data were collected via questionnaires, and Pearson correlation and regression analysis were done to explore relationships, controlling for emotional distress (depression, anxiety, stress).**Results:** Self-reflection, self-alienation and accepting external influence showed a weak positive correlation with loneliness, while authentic living and perceived social support had a weak negatively corelation with loneliness. Perceived social support had a moderate negative corelation and self-alienation had a moderate positive corelation with loneliness. **Conclusion:** Self-alienation and perceived social support have significant ($p < 0.05$) effect on loneliness, suggesting targeted strategies for intervention.

Keywords: Loneliness, Self-Reflection, Authenticity, Perceived social support.

INTRODUCTION

Loneliness

Loneliness is defined as "the subjective, unwelcome feeling of lack or loss of companionship" (Cattan, 2003). It arises from a discrepancy between desired and available social support, with the perceived quality of relationships being more critical than their quantity (Hawkley, 2018). Weiss (1974) highlighted the challenges in studying loneliness, noting that it can become increasingly debilitating over time. Anxious individuals often feel lonely, while avoidant individuals may withdraw socially, exacerbating their isolation

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(Shaver & Hazan, 1987). This loneliness can compel even socially anxious individuals to seek companionship aggressively, suggesting that loneliness may be a heavier burden than anxiety itself. Furthermore, loneliness can lead to dependency in relationships, reduced autonomy, increased imitation behavior, and a drive for power and status (Özdemir, 2008). While feelings of loneliness tend to be stable over time (Weeks, 1980), they are often romanticized in literature. However, Weiss notes that the weight of loneliness is difficult to recall once it has passed. Young adults and late adults are particularly vulnerable to feelings of isolation (Victor, 2011). Fromm-Reichmann observed that individuals often feel disconnected from themselves during periods of loneliness—"I wasn't myself back then"—indicating a shift in self-perception during such times. Understanding the self during loneliness can yield valuable insights into this experience.

Self-Reflection

Self-reflection is described as "a phenomenological experience in which self becomes an object to oneself" (Gilepsie, 2012). It is a metacognitive process that enhances self-awareness and correlates positively with psychological health (Morion, 2002). Grant (2002) identified two types of self-reflection: one focused on problem-solving (solution-focused) and another focused-on understanding and processing emotional reactions. While both involve self-focused thought content, self-reflection is driven by curiosity about oneself and promotes 0better self-regulation and authenticity.

Authenticity

Rogers (1961) emphasized that maladjustment stems from incongruence between actual experiences and self-reflection. Authenticity reflects congruence between one's self-concept and behavior (Kernis, 2004). Ryan's Self-Determination Theory posits that authenticity arises when intrinsic and integrated extrinsic motivations align with individual behavior (Ryan, 2000). Goldman (2002) conceptualized authenticity as the unhindered expression of one's true self in daily life, encompassing awareness, unbiased processing, behavior, and relational orientation. Wood et al. (2008) further elaborated on these processes, noting that self-alienation occurs when individuals feel disconnected from their true selves.

Perceived Social Support

Social support encompasses feelings of being valued and cared for by others (Gurung, 2006). It acts as a buffer against stressors and enhances mental well-being. A lack of social support is associated with psychological problems (Yasin, 2010), while increased social support helps reduce depression and anxiety among college students (Eskin, 2003; Elliot & Gramling,

1990). Perceived social support measures an individual's confidence in the availability of support when needed (Roohafza, 2014).

Emotional Difficulty

Emotional well-being involves psychological and emotional development as well as the ability to form relationships. Emotional difficulties manifest in disorders such as depression anxiety and stress, can hinder personal growth. Chronic emotional distress can impair decision-making and strain relationships.

JUSTIFICATION FOR STUDY

Loneliness is prevalent among college students and can lead to psychiatric disorders. The transition into new academic environments may heighten feelings of loneliness due to discrepancies between desired and perceived social support. This study aims to explore how perceived social support and authenticity influence loneliness among first-year undergraduate students. Understanding these factors can provide valuable insights into coping strategies for loneliness during significant life transitions.

AIM OF THE STUDY

➢ To study the relationship between authenticity, self-reflection, and perceived social support with loneliness among first-year undergraduate students, controlling for emotional difficulties.

OBJECTIVEOF THE STUDY

➢ To study the relationship between authenticity, self-reflection, perceived social support, and loneliness among first-year undergraduate students controlling for emotional difficulties (ED).

HYPOTHESISOF THE STUDY

➢ **Hypothesis 1:** There is no significant relationship between self-reflection (SR) and loneliness (LO) among first-year undergraduate students.

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> **Hypothesis 2:** There is no significant relationship between authenticity (AU), including self-alienation (ASA), accepting external influence (AAEI), authentic living (AAL), and loneliness (LO) among first-year undergraduate students.

> **Hypothesis 3:** There is no significant relationship between perceived social support (PSS) and loneliness (LO) among first-year undergraduate students.

> Hypothesis 4: Self-reflection (SR), authenticity (AU), and perceived social support (PSS) do not significantly predict loneliness (LO) when controlling for emotional difficulties (ED) among first-year undergraduate students.

METHODOLOGY

SAMPLE:

The study included 423 first-year undergraduate students (Male = 200; Female = 223) from colleges in Udupi district, Karnataka, aged 18-25 years, recruited via purposive sampling. Exclusion criteria included day scholars.

Inclusion Criteria- 1) First-year undergraduate students, 2) Age range: 18-25 years

Exclusion Criteria- Day scholars

STUDY DESIGN:

The study is designed as a cross-sectional research design which is descriptive in nature.

VARIABLES:

Independent Variables:

1) Self-reflection (SR),
2) Authenticity (AU) including sub-variables, Self Alienation (ASA) Accepting External Influence (AAEI) Authentic Living (AAL), Perceived Social Support (PSS)

Dependent Variable: Loneliness (LO)

Control Variables: Emotional Difficulties (ED) including sub-variables Anxiety (EANX), Depression (EDEP), Stress (ESTR)

TOOLS:

- **UCLA Loneliness Scale:** A 20-item scale assessing loneliness and social isolation (Russell, 1978; Reliability: 0.73).

- **Authenticity Scale:** A 12-item scale measuring dispositional authenticity (Wood et al., 2008; Reliability: 0.91).

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- **Self-Reflection Inventory:** A 20-item measure of inward attention (Grant, 2002; Reliability: 0.78).

- **Multidimensional Perceived Social Support Scale:** A 12-item scale measuring perceived social support (Zimet, 1988; Reliability: 0.84).

- **Depression Anxiety Stress Scales (DASS-21):** A 21-item scale measuring depression, anxiety, and stress (Lovibond, 1995; Reliability: Depression = 0.86, Anxiety = 0.82, Stress = 0.86).

PROCEDURE:

After obtaining ethical clearance and informed consent, data were collected in classroom settings. Participants completed questionnaires, and data were analyzed using correlational and regression analysis in SPSS Statistics 16.

STATISTICAL ANALYSIS

Descriptive statistics summarized the means of the variables. Correlation analyses assessed relationships among these variables. Regression analysis examined the effects of self-reflection, authenticity components, and perceived social support on loneliness among participants *without* emotional difficulties.

ETHICAL CONSIDERATIONS

Participants were informed about the study's purpose before data collection began. Informed consent was obtained prior to administering questionnaires, ensuring participant confidentiality throughout the study.

RESULTS AND DISCUSSION

"Table 1":

Means of the variables Loneliness, Self-Reflection, Authenticity and Perceived Social Support among first year undergraduate students (N = 423)

Variable	M	SD
Loneliness (LO)	46.28	8.96
Self-reflection (SR)	60.43	15.41
Authenticity - Authentic Living (AAL)	19.87	5.92
Authenticity - Accepting External Influence (AAEI)	14.12	6.05

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Authenticity - Self-Alienation (ASA)	14.67	5.92
Perceived social support (PSS)	60.43	15.41

Table 1 presents the mean scores for loneliness, self-reflection, authenticity subscales, and perceived social support among first-year undergraduate students (N = 423). The results indicate moderate levels of loneliness (M = 46.28, SD = 8.96) and self-reflection (M = 60.43, SD = 15.41). Authenticity scores reveal that students strive for genuine living (AAL: M = 19.87, SD = 5.92), yet accept external influence (AAEI: M =14.12, SD = 6.05) and experience some disconnection from their true selves (ASA: M = 14.67, SD = 5.92). Perceived social support also reflects moderate levels (M = 60.43, SD = 15.41).

"Table 2":

Distribution of Emotional Difficulty (ED) among first year undergraduate students (N = 423)

Emotional Difficulty (ED)	N	Percentage
With ED	297	70.2%
ED- Depression (EDEP)	196	46.3%
ED- Anxiety (EANX)	277	65.5%
ED- Stress (ESTR)	58	13.7%
With ED- Depression (EDEP), Anxiety (EANX) and Stress (ESTR)	46	10.8%
Without ED	126	29.8%

Table 2 revealed that 70.2% of participants reported some form of emotional difficulty, with anxiety (65.5%) and depression (46.3%) being most prevalent. Notably, only 13.7% reported stress as a primary emotional difficulty, suggesting that anxiety and depression are more common challenges among first-year students. It is also seen that among the students only a minority (29.8%) do not experience ED

"Table 3":

Correlation of Loneliness, Self-Reflection, Authenticity and Perceived Social Support among first year undergraduate students without Emotional Difficulty (N=126)

	LO	SR	AAL	AAEI	ASA	PSS
LO	-	.242**	-.148	.217*	.335**	-.303**
SR		-	-.293**	.231**	.233**	-.065

AAL	-	-.095	-.149	.479**
AAEI		-	.596**	-.011
ASA			-	-.150
PSS				-

**"Correlation is significant at the 0.01level" (2-tailed).

*"Correlation is significant at the 0.05level" (2-tailed).

Correlation analyses (Table 3) revealed that for students without emotional difficulties (N = 126), Table 3 reveals a significant positive correlation between loneliness and self-reflection ($r = .242$, $p < .01$), along with strong correlations with self-alienation ($r = .335$, $p < .01$) and accepting external influence ($r = .217$, $p < .05$). This suggests that even in the absence of emotional distress, self-reflection can still contribute to feelings of loneliness.

"Table 4":

Regression analysis showing effect of Self Reflection, Authenticity and Perceived Social Support on Loneliness among first year undergraduate students without Emotional Difficulty (N=-126).

Variables	B	SE B	B	Lower Limit of CI for β	Upper Limit of CI for β
Self-reflection	.080	.080	. 083	-.010	.170
Authentic living	-.010	-.007	. 889	-.157	.136
Accepting External Influence	.082	.056	.272	-.065	.230
Self-Alienation	.240	.159	.003	.080	.400
Perceived social support	-.151	-.259	> 0.01	-.208	. -.094

Table 4 presents the regression analysis examining the effects of self-reflection, authenticity components, and perceived social support on loneliness among students without emotional difficulties. Self-alienation emerged as a significant positive predictor of loneliness (B = .240, $p < .05$), while perceived social support showed a significant negative effect (B = -.151, $p < .01$). In contrast, self-reflection and authentic living did not significantly predict loneliness in this group.

Based on the findings of the current study:

The hypothesis, "There is no significant relationship between self-reflection (SR) and loneliness (LO) among first-year undergraduate students" is rejected as the study found a statistically significant, albeit weak, positive correlation between self-reflection and loneliness. This indicates a relationship, even if its magnitude is not large.

The hypothesis, "There is no significant relationship between authenticity (AU), including self-alienation (ASA), accepting external influence (AAEI), authentic living (AAL), and loneliness (LO) among first-year undergraduate students." is rejected as the study demonstrates significant relationships between the dimensions of authenticity and loneliness. Authentic Living (AAL) showed a significant *negative* correlation with loneliness, while Self-Alienation (ASA) and Accepting External Influence (AAEI) showed significant *positive* correlations with loneliness.

The hypothesis, "There is no significant relationship between perceived social support (PSS) and loneliness (LO) among first-year undergraduate students." is rejected as a significant negative correlation was found between perceived social support and loneliness.

The hypothesis, "Self-reflection (SR), authenticity (AU), and perceived social support (PSS) do not significantly predict loneliness (LO) when controlling for emotional difficulties (ED) among first-year undergraduate students", is partially rejected as the regression analysis (limited to students *without* emotional difficulties) showed that *Self-Alienation* and *Perceived Social Support* significantly predict loneliness.

These findings underscore the complex interplay between self-reflection, authenticity dimensions, perceived social support, and emotional difficulties in influencing feelings of loneliness among first-year undergraduate students. The importance of addressing feelings of disconnection from one's true self to effectively mitigate loneliness is shown. The strong negative correlation between perceived social support and loneliness highlights the protective role that social networks play in reducing isolation. This supports the hypothesis that perceived social support and authenticity dimensions are significantly associated with loneliness, reflecting the complexity of factors influencing loneliness among first-year undergraduate students.

The literature reinforces the significance of perceived social support, which tends to be higher when individuals live authentically. Achieving authenticity requires awareness of one's inner self, which can sometimes be elusive and necessitates private mental activity. However, emotional difficulties can disrupt this process, potentially exacerbating feelings of loneliness rather than alleviating them.

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In summary, fostering supportive social networks and addressing self-alienation can be effective strategies for reducing loneliness among first-year students. Future research should further explore these relationships and consider longitudinal designs to better understand how these factors interact over time.

CONCLUSION

In conclusion, loneliness emerges as a complex experience, shaped by both the individual's evaluation of their social support and internal psychological factors. This study underscores the critical role of perceived social support, particularly as emotional difficulty increases. Therefore, the key recommendation is to shift to interventions targeted at reducing self-alienation and fostering authentic connections as the findings suggest that fostering supportive social networks is crucial for first-year students, particularly as they navigate significant life transitions. The literature supports the notion that higher perceived social support correlates with greater authenticity, which necessitates awareness of one's inner self. However, emotional difficulties can disrupt this process, potentially exacerbating loneliness. Future research should investigate strategies to cultivate self-compassion and acceptance, empowering individuals to navigate emotional challenges and better foster the creation and utilization of social support.

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PIJPSS-PSY-07-01-020

A study of Mental Health among Third Gender

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ABSTRACT

The present study is investigating the difference of mental health between residential and migrant third gender person The sample of the present study was consisting of 30 residential third genders and 30 migrant third gender from Jalgaon district. The purposive techniques were used for selection the sample. For the purpose of these studies one psychological test is used. Mental health inventory developed by Dr. Jagdish and Dr. A.K. Srivastava is used for this study. For the Statistical analysis t test is employed. Descriptive research design is selected for this study. First stage of this research mean and SD is calculated from the data. Second stage independent sample t test method is used for statistical analysis. Results concluded that the there is significant difference between residential and migrant third gender person about their mental health.

Keywords: -residential and migrant third gender. Mental Health.

INTRODUCTION

An umbrella term for people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth. People under the transgender umbrella may describe themselves using one or more of a wide variety of terms - including transgender. Some of those terms are defined below. Use the descriptive term preferred by the person. Many transgender people are prescribed hormones by their doctors to bring their bodies into alignment with their gender identity. Some undergo surgery as well. But not all transgender people can or will take those steps, and a transgender identity is not dependent upon physical appearance or medical procedures.

In 2014 the Government of India recognized transgender as a separate gender for the first time in the country and named it the "Third Gender". The reorganization in terms of identity,

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helped transgender people gain the right to vote, own property, and claim a formal identity through a passport or other government identification, and secure government services such as food subsidies, education, employment, and health. Transgender males are men who have a masculine gender identitybut are born female, whereas trans women are women who have a feminine gender identity but are born male. These individuals are recognized as belonging to the "ThirdGender" in India, yet they continue to struggle with questions of identity and are socially marginalized. Defining who is transgender presents challenges due to the diversity within the transgender community, which includes individuals whose gender identity or expression differs from their sex assigned at birth, as well as those with non-binary identities. This complexity underscores the importance of recognizing the broad spectrum of gender identities while

Mental health among third-gender individuals, which often includes transgender, non-binary, and gender non-conforming people, is an important area of study and advocacy. Members of the third gender face unique challenges that can significantly impact their mental health and overall well-being. Here are several factors to consider:

1. Stigma and Discrimination:

Social Stigma: Many individuals from the third gender face societal stigma, which can lead to isolation, harassment, and violence. Discrimination: They often encounter discrimination in various settings, including healthcare, employment, and education, which can exacerbate feelings of alienation and lower self-esteem.

2. Mental Health Outcomes:

Higher Rates of Mental Health Issues: Studies have shown that transgender and non-binary individuals experience higher rates of mental health conditions, including anxiety, depression, and suicidal ideation. Suicide Risk: The risk of suicide is significantly elevated among third-gender individuals, particularly in environments that are non-affirming or hostile.

3. Identity Affirmation:

Importance of Affirmation: Affirmation of gender identity by family, friends, and society plays a crucial role in improving mental health outcomes. Acceptance can lead to better self-esteem and reduced incidence of mental health issues.

Support Systems: Supportive environments, such as LGBTQ+ community groups, can provide essential social support and reduce feelings of isolation.

4. Coping Strategies:

Peer Support: Building peer networks, whether online or in-person, can provide crucial emotional support and resources. Therapeutic Approaches: Affirmative therapy that respects and supports gender identity can help individuals navigate their experiences and improve mental health outcomes.

Aside from discordance between gender identity and natal role, there appear to be several sociocultural stressors for the hijra that predispose them to mental health issues. These include family pressures to conform to gender norms, coming to terms with sexual identity and orientation, and migration to cities with strong hijra communities. Poor self- and social acceptance as a teenager, traumatic transitions, and physical, verbal, and sexual abuse from family and law enforcement were also major stressors

OBJECTIVE OF THE STUDY:

➢ To examine the difference of mental health between residential and migrant third gender person

HYPOTHESIS OF THE STUDY

➢ There will be no significant difference between residential and migrant third gender person about their mental health.

METHODOLOGY

SAMPLE:

The sample of the present study was consisting of 30residential third genders and 30 migrant third genders from Jalgaon district. The purposive techniques were used for selection the sample.

RESEARCH DESIGN:

Descriptive research design is selected for this study. First stage of this research mean and SD is calculated from the data. Second stage independent sample t test method is used for statistical analysis.

VARIABLES

Independent variable- Third Gender- 1) Residential 2) Migrant.

Dependent variables- Mental Health

TOOLS:

Mental Health Inventory:

This inventory developed by Dr. Jagdish and Dr. A.K. Srivastava. The preliminary format of the MHI was tried out administered on a sample of 200 subjects belonging to various socio culture, age, sex and education groups. On the basis of significance out of 72 items, 56 items including 32 'false-keyed and 24 'true keyed have been selected to constituted the final format of the inventory.

The reliability of the inventory was determined by spilt half method using add even procedure the reliability coefficients was .73 found. Construct validity of the inventory is determined by finding coefficients of correlation between scores on mental health inventory and general health questionnaire.

RESULTS & DISCUSSION

The total data sets obtained for Mental health inventory prepared scoring. For the each subjects initially data of age group were separately tabulated by employing frequency distribution and descriptive statistics.

Mean SD and T value of Transgender.

Variable	Third Gender	N	Mean	SD	't' value	Sig.
Mental Health	Residential	30	113.93	22.25	2.26	0.05
	Migrant	30	102.36	17.01		

Above table shows that the mean differences of Mental health among residential and migrant third gender. The result shows that the Mental health means and SD score of the residential third gender respectively (Mean = 113.93) and (SD = 22.25) and migrant third gender on Mental health score is respectively (Mean = 102.36) and (SD = 17.01). The difference between two Mean is significant at the level of 0.05 ('t'= 2.26, df= 58) that's means Hypothesis No. 1. **'**There will be no significant difference between residential and migrant third gender person about their mental health,' is rejected. That's means residential third gender level of mental health is better than the migrant third gender.

CONCLUSION:

There is significant difference between residential and migrant third gender person about their mental health

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PIJPSS- E&T -07-01-021

Understanding the role of colour in shaping "Brand Perception" and "Consumer Preferences".

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ABSTRACT:

Businesses use a range of tactics in the constantly evolving field of marketing to influence their customers' views and behaviour. The use of colour is a significant and frequently overused weapon in this toolbox. Colours have the power to communicate ideas, elicit feelings, and establish unique brand identities. Businesses looking to build an effective and enduring relationship with their target audience need to understand how colour affects consumer perception. In this article we have studied the Inter-relationship between colour psychology, brand perception and consumer preference. It is a descriptive study based on previous theories and articles to determine their dependency on each other. It is helpful for producers as well as for consumers to fabricate new marketing strategies.

 Key word: Colour, Perception, Consumer Preference.

INTRODUCTION:

 "Colours speak louder than you". Colour exercises have a powerful effect on the mind of customers. Colour influences consumer preferences and brand perception. Brand perception plays a very overriding role in the brand's success. Some consumers have attachments to the colours. They feel certain colour products are very luxurious (Black and white). The association of such colours influences the minds of the customers. Colours have the potency to evoke emotions, to shape perception, and even drive purchasing decisions. Colours play a pivotal role in shaping the perception of the brand and helping the brand to make its identity in

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the commercial market. The majority of brands are fixing the colour of their logo as per the colour psychology. The appropriate selection of colour can create a positive perception of the brand in the minds of customers.

[1]Heriot-Watt University explores the reasons behind the powerful influence of colours and how big brands use this to improve their business- Coca-Cola signifies the red colour as red represents passion, anger, and energy.

'The Psychology of colour ' is a book written by Richard Lewis that describes how colours impact human emotions, behaviour and perception. This book covers topics such as cultural significance of colours, the effects of colours on marketing and branding as well.

[2]Table 1: Classification of colours into warm, neutral, cool colours-

Warm colours	**Neutral Colours**	**Cool Colours**
Red, Orange, Yellow	Black, white, grey	Blue, Green, Purple

LITERATURE REVIEW:

[3]**Singh, Purushottam, et al.** concluded in his paper that many of the marketers are using Colours as a tool to influence the customers. It has been observed in their research that colours can evoke emotions, create association and impact brand perception. By understanding the colour psychology marketers started making the packaging which resonates with the emotions of the target audience. The role of colours in the behaviour of consumers is confutative. Marketers need to choose the appropriate colour for the brand as the wrong choice of colour can create a negative impact on the target audience.

[4]As per the authors, Colour psychology studies mainly focused on the symbolic meaning of colours in the brand marketing. Usage of colours is based on gender. This research found out that certain colours like pink have been more preferred by females. This paper studied that a product with attractive packaging is bound to induce customers and this can stand aside when kept on the shelf.

[5]As per **Chebat, Jean-Charles, and Maureen Morrin**, this research signifies the importance of mall decor schemes. Colour decor schemes might serve as a competitive

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advantage to mall and retail stalls. Wall decor caters to the attention of customers. They gave an example of music, as it affects the consumer response via mood.

[6]As per the researcher, colour plays a significant role in e-commerce marketing in the fashion industry. Researchers have studied that colour inaccuracy has so many negative impacts on customer perception. This research concluded that the e-commerce companies are losing their customers due to divergence in the colour of the products visible on the e-commerce website and in the actual products delivered. Consumers showed dissatisfaction towards the e-commerce website as differences in the product being sold.

[7]**Nitse, Philip S., et al** researched that colour, shape and packaging plays a paramount role in building the image of the brand. Colours create emotional connection with the brand, whether it is optimistic or pessimistic. Optimum utilisation of visual elements in advertising is able to recall the brands. It can generate memorable experiences for the customers. Customers can repeatedly purchase the brand and good visual elements can create goodwill of the brand.

[8]**Cassidy Aranda** in the Article, stated Christian Louboutin's red-soled heels have become a global fashion statement, frequently seen on red carpets, social media, and magazine covers. The inspiration behind this iconic design came unexpectedly. In 1993, while refining a shoe inspired by Andy Warhol's **"Flowers"**, Louboutin was dissatisfied with its plain black sole. As he contemplated the design, he noticed his assistant painting her nails a vibrant red. In a spontaneous moment, he grabbed the nail polish and painted over the black sole—giving birth to what would become his signature style.

Recognizing the immense success of his design, Louboutin sought legal protection for his red soles by filing trademark applications in various countries, including the United States, Mexico, the Philippines, New Zealand, Australia, Bahrain, and Morocco. However, securing the trademark proved to be a complex legal battle, as courts in different countries had varying opinions on whether the red sole could be exclusively associated with the Louboutin brand. This article explores both the victories and challenges Louboutin faced in registering and defending his iconic Red Sole Mark. ouboutin's extensive legal battles highlight the importance of safeguarding a brand's identity on a global scale. They also demonstrate how seemingly minor details, like color, must be clearly defined, especially when they serve as a key element in distinguishing a brand in the marketplace.

[9]**Cham, Li Hui.** in their article stated that Nike is no stranger to controversy. The contrast between black and white evokes strong emotions, reinforcing the powerful message behind the ad. The simple yet striking design features a black-and-white close-up of Kaepernick's face, drawing national attention to the ongoing issue of racial injustice in America. Once again, Nike harnessed the influence of an inspirational athlete and social activist to encourage consumers to stand by their beliefs while promoting equality and transparency.

Additionally, Nike strategically used word association in the campaign. By linking the quote **"Believe in something. Even if it means sacrificing everything."** with the brand's iconic slogan **"Just Do It."**, the ad inspires viewers to chase their dreams fearlessly, even if it requires great sacrifice. For Kaepernick, that sacrifice was his NFL career—he was removed from the league and has not played since. However, his protest sparked global conversations, serving as a wake-up call to address racism and police violence against people of color.

[10]**Group Publishing India** published that images have a strong emotional impact, influencing how people feel and think (Marketing, 2017). Some images bring nostalgia, while others make us reflect on the future. According to Prahalad (2011), the connection between brand logos and their design is growing stronger over time. Consumers today pay more attention to a company's brand image than ever before due to increasing consumerism and brand awareness. Logos play a crucial role in gaining recognition and building long-term customer loyalty (Cakmak, 2016).

Several factors influence how customers perceive a logo, with **color** being one of the most significant. Colors communicate messages in a way that directly influences the subconscious mind (Mcardle, 2019). As **Lothenbach (2015)** explains, choosing the right colors helps create the desired brand image, reflecting a brand's personality and tone. The way companies use colors in their logos shapes customer perceptions.

RESEARCH METHODOLOGY

This study uses a descriptive research approach to investigate how color psychology affects customer choices and brand image. The study intends to indicate, via case studies, how certain businesses use color selections to forge powerful brand identities and sway customer behaviour. Secondary data from brand case studies, marketing reports, scholarly publications, and visual evaluations of ads and brand campaigns will all be used in the study. For this study, the selection of companies from the following categories of color:

Warm Colour Category:	Neutral Colour Category:	Cool Colour Category:
Coca-Cola (Red)	Nike (Black and White)	Facebook (Blue)

RESEARCH OBJECTIVES

1. To investigate the connection between color psychology and brand perception.

2. To examine how product colors influence customer preferences.

3. To research how some company's strategies for branding are affected by warm, neutral, and cool colors.

HYPOTHESIS SETS:

Set 1:

H1: There is a significant relationship between brand perception and colour psychology.

H0: There is no significant relationship between brand perception and colour psychology.

Set 2:

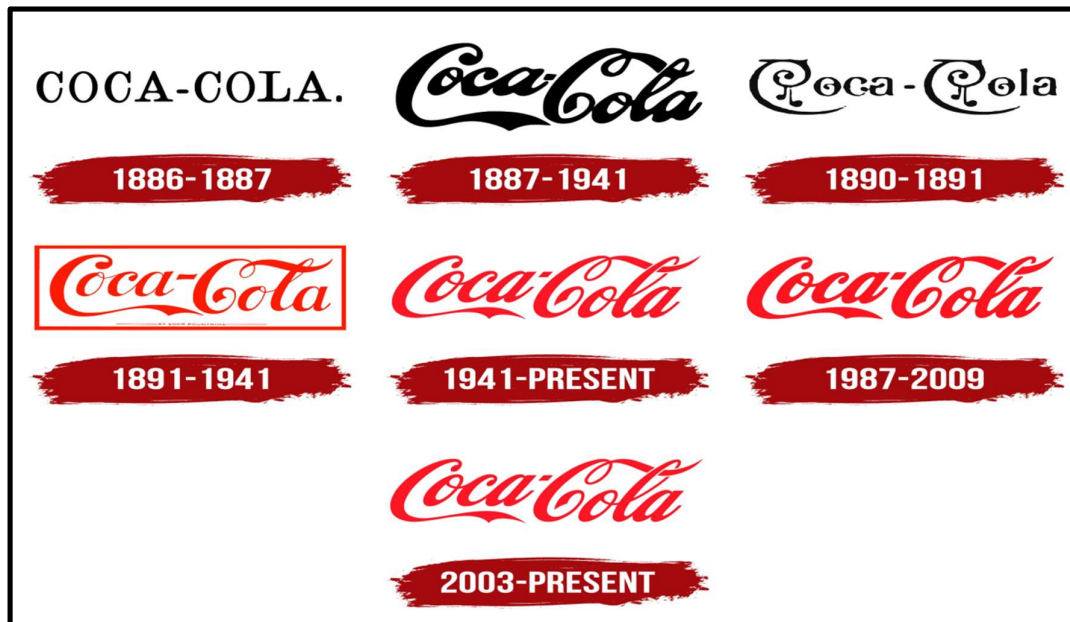H1: The colours of products significantly influence consumer preferences.

H0: The colours of products do not significantly influence consumer preferences.

CASE STUDY:

1. Coca-Cola: One of the most well-known companies in the world, Coca-Cola, has continuously made the vivid color red a key component of its branding. Red was not chosen by chance but resulted from careful planning based on marketing strategies and color psychology. Coca-Cola's marketing promise of "Open Happiness" and fostering happy moments are well aligned with red, which is frequently linked to passion, energy, excitement, and happiness. Red made Coca-Cola stand out from rivals. Customers instantly connect Coca-Cola with red when they see it in the beverage aisle, which increases brand preference and recall.

Sales of Coca-Cola increased significantly after the company made red its primary brand color and used it regularly in packaging, advertising, and promotions. Coca-Cola's worldwide sales grew from $24.3 billion in 2000 to $43 billion in 2023, according to a Statista analysis, demonstrating the role that effective branding and color strategy had in financial success.

Particularly during holiday promotions like "Share a Coke," where interaction was boosted by customization and red packaging, Coca-Cola's red packaging became legendary

Picture1: Colour Psychology Coca-Cola has used

Coca-Cola's internal sales data shows that young adults' consumption increased by 7% due to the 2011 campaign. Red increases a campaign's emotional appeal and makes ads more memorable and captivating. This link was further strengthened by the Santa Claus promotion, in which the red Coca-Cola logo matched Santa's red attire. The economic significance of a good color strategy is demonstrated by the fact that the employment of red in branding and marketing initiatives contributed to the company's $9.2 billion net profits in 2023. Coca-Cola's successful branding has been fueled by its clever use of red. In addition to setting Coca-Cola apart from rivals, the color red connects emotionally with customers, increasing sales and brand loyalty. Coca-Cola has used the power of red to become a global leader in the beverage industry through efficient marketing techniques, a recognizable visual identity, and emotional branding.

2.Nike (Black& White): Nike, a world leader in sportswear and footwear, has strategically developed its brand identity by utilizing colors, especially blue and black. These hues are essential to Nike's narrative, product uniqueness, and market positioning; they are not only aesthetic decisions. Black exudes sophistication, authority, and everlasting appeal. Nike's usage of black is consistent with its brand values of innovation and performance excellence. Black appeals to customers and athletes aiming for excellence because it conveys a feeling of

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seriousness and resolve. The "Air Jordan 3 'Black Cement'," which debuted in 1988, has a black leather upper with eye-catching elephant print details. Due to its continued success, it was re-released in November 2024, demonstrating the continued desire from customers for designs with a black motif.

Nike frequently uses black backdrops or motifs to highlight the brand's emphasis on intensity and athleticism. Campaigns with a black theme emphasize the brand's dedication to excellence and tenacity. The Nike SB Dunk Low Pro has a white leather foundation with a floating blue and white checkered swoosh and was developed in partnership with professional skateboarder Nicole Hause.Hause's particular flair is reflected in this design, which also appeals to the skateboarding culture. Due to its strong brand identification and clever use of color, Nike has a sizable market share in the worldwide sports footwear industry and has seen steady revenue growth.
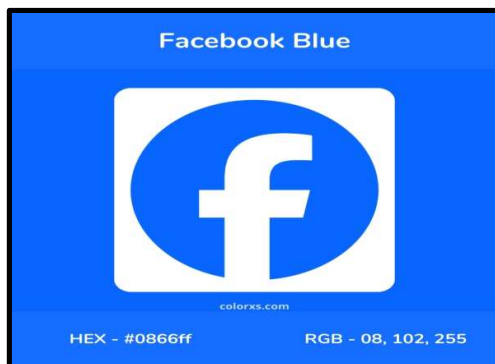

Picture 2: Colour Psychology Nike has used

Rapid sell-outs of the 2024 re-release of the "Air Jordan 3 'Black Cement'" demonstrated the commercial viability of items with a black motif. Nike has shaped its identity, connected with customers, and increased sales by using black and blue in its branding strategy. Blue promotes reliability and trust, while black communicates strength and refinement. Nike maintains its market position and emotional bond with customers by carefully using color in product designs and advertising.

a) Facebook (Blue): Blue has been a key component of Facebook's corporate identity since its founding and is currently handled by parent company Meta Platforms Inc. This deliberate

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color selection has influenced user perception, built trust, and increased platform user engagement.

Blue is the most vivid hue that Facebook founder Mark Zuckerberg can see since he is red-green colorblind. This individual element heavily impacted the choice of blue as the platform's predominant hue. Blue is consistently linked to sentiments of dependability, security, and trust.

Facebook hopes to establish a trustworthy and secure atmosphere by integrating blue into its logo, encouraging users to divulge personal information and interact with the site more freely.

Because of its relaxing properties, blue can improve user experience by encouraging extended engagement and lowering platform navigation anxiety. "Facebook Blue," which has the hex value #1877F2, is the main shade of blue used in Facebook's logo and user interface. This uniformity establishes a unified visual identity across platforms and devices and strengthens brand identification. People are more at ease posting personal stuff and communicating on the site since blue is associated with reliability, which has boosted user confidence. A dependable, eye-catching color palette enhances consumer satisfaction, promoting repeat

business and loyalty. Due to its blue color palette, Facebook stood out from rivals like MySpace, which employed darker themes. In the social media sphere, this distinction aided in creating a distinctive brand identity. Because of its reputation for dependability and professionalism, Blue has drawn a wide range of users, including professionals and companies, broadening the platform's appeal beyond informal social connections. A key component of Facebook's identity has been the company's conscious use of blue as its primary branding hue, which was informed by the founder's visual perception and the color's psychological effects. This clever use of blue has improved user experience, promoted trust, and cemented Facebook's place as a top social media network.

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PIJPSS-PSY-07-01-022

The relationship between Triguna and Sustainability Attitudes among Young Adults

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ABSTRACT

This study explores the association between the Triguna personality framework (Sattva, Rajas, and Tamas) and sustainability attitudes among young adults. A sample of 85 Indian young adults (18–30 years) was assessed using the Vedic Personality Inventory (Wolf, 1999) and the Sustainability Attitude Scale (Zwickle& Jones, 2018). Spearman correlation analysis revealed no significant associations between sustainability attitudes and any of the three gunas: Sattva (r = -0.003, p = 0.980), Rajas (r = 0.060, p = 0.589), and Tamas (r = -0.003, p = 0.980). However, significant correlations were found among the gunas, with Rajas and Tamas showing a strong positive relationship (r = 0.681, p < 0.01). The findings suggest that personality traits alone may not directly influence sustainability attitudes, highlighting the need for further research incorporating additional psychological and social factors.

Keywords: - Triguna, Sattva, Rajas, Tamas, sustainability attitudes, young adults.

INTRODUCTION:

The concept of Triguna, derived from Sankhya philosophy in Indian thought, refers to three fundamental qualities Sattva (purity, knowledge, harmony), Rajas (passion, activity, ambition), and Tamas (inertia, darkness, ignorance)—which influence human behaviour and cognition (Sharma, 2019). Sustainability attitudes, on the other hand, are defined by an individual's concern and commitment toward environmental conservation, social equity, and economic well-being (Harré, 2020). Understanding the interplay between Triguna and sustainability attitudes can offer valuable insights into how intrinsic personality traits shape ecological consciousness among young adults.

Triguna and Human Behaviour

Triguna serves as a foundational psychological model in Indian traditions, explaining personality, cognition, and action (Rao, 2018). Individuals with Sattvic qualities are more likely to exhibit selflessness, ethical behaviour, and knowledge-seeking tendencies. Those

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with Rajasic traits are often driven by ambition, competitiveness, and materialism, while Tamasic individuals exhibit laziness, ignorance, and resistance to change (Deshpande & Verma, 2021). These attributes have a direct influence on the decision-making process and environmental consciousness of young adults.

The Role of Sattva in Sustainability Attitudes

Several studies indicate that Sattva guna is positively associated with pro-environmental behaviors (Bhatt, 2022). Sattvic individuals exhibit higher concern for nature, ethical consumption, and mindfulness in daily activities, aligning closely with sustainable living principles (Joshi & Ranganathan, 2020). They tend to adopt eco-friendly habits such as minimalistic living, plant-based diets, and conscious consumption, which directly support environmental sustainability (Garg, 2021). Additionally, their inclination toward knowledge-seeking fosters a scientific and holistic understanding of ecological crises, leading to stronger advocacy for sustainable policies (Kumar, 2019).

The Role of Rajas in Sustainability Attitudes

Rajas guna, associated with passion, dynamism, and desire, influences sustainability attitudes in a complex manner. On one hand, Rajasic individuals may contribute to economic sustainability by fostering entrepreneurship and innovation (Mehta, 2021). Many green businesses and technological advancements aimed at environmental sustainability emerge from individuals with high Rajasic tendencies (Sen, 2019). However, their strong materialistic drive may also lead to overconsumption and resource exploitation (Mishra, 2020). Thus, while Rajasic individuals may engage in sustainability efforts from a competitive or achievement-oriented perspective, their contribution to ecological sustainability can sometimes be counterbalanced by consumerism and economic ambition (Rao & Patel, 2021).

The Role of Tamas in Sustainability Attitudes

Tamasic individuals often exhibit apathy, resistance to change, and lack of awareness, which can hinder sustainable attitudes (Sharma & Kapoor, 2020). Their low motivation and reluctance to adopt new habits make it difficult for them to engage in sustainable practices (Gupta, 2019). Additionally, research shows that Tamasic individuals may engage in environmentally harmful behaviors such as excessive waste generation, neglecting environmental responsibilities, and resistance to green innovations (Sinha, 2021). Their lack of awareness about sustainability further exacerbates the issue, making educational interventions crucial (Kumar & Das, 2021).

Implications for Sustainability Education and Policy

Understanding the Triguna framework offers several practical applications in sustainability education and policy-making. Educational institutions can integrate mindfulness practices, ethical reasoning, and holistic awareness into their curriculum to promote Sattvic qualities (Sharma & Rao, 2021). Policies that align sustainability with economic and career benefits can engage Rajasic individuals by framing environmental action as profitable or status-enhancing (Nair & Gupta, 2020). Additionally, targeted interventions, such as awareness campaigns, behavioral nudges, and policy mandates, can help address Tamasic inertia, encouraging more active participation in sustainability efforts (Das, 2019).

The interplay between Triguna and sustainability attitudes provides a deeper psychological perspective on how personality influences ecological consciousness among young adults. Sattvic individuals are naturally inclined toward sustainable behaviors, while Rajasic individuals contribute when motivated by external rewards. Tamasic traits, however, present a challenge to sustainability efforts due to inertia and resistance to change. By leveraging educational, social, and policy-based interventions, societies can foster a more sustainable mindset among young adults, ensuring long-term ecological well-being.

REVIEW OF LITERATURE

Bhatt, (2022) this Studies indicate that individuals with a predominant Sattva Guna are more likely to engage in ethical and responsible decision-making, aligning with sustainable living principles.

Das, (2019) this study interventions, such as awareness campaigns, behavioral nudges, and policy mandates, can help address Tamasic inertia, encouraging more active participation in sustainability efforts.

Deshmukh (2019) this study suggests that educational programs focusing on environmental ethics and responsibility can mitigate Tamasic resistance and promote sustainable behaviors.

Deshpande & Verma, (2021) this Research on Triguna and its psychological influence has shown that the three Gunas significantly impact an individual's cognition, emotions, and behaviors.

Garg, (2021) this study They are more likely to adopt sustainable consumption habits, such as reducing waste, using eco-friendly products, and conserving energy.

Gupta, (2019) this Studies show that Tamasic individuals exhibit apathy toward environmental issues, resisting behavioral changes that support sustainability

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Harré, (2020) this study found that Sustainability attitudes, on the other hand, are defined by an individual's concern and commitment toward environmental conservation, social equity, and economic well-being.

Joshi & Ranganathan (2020) highlights that Sattvic individuals are more inclined toward pro-environmental behaviors due to their mindfulness and holistic thinking.

Joshi et al. (2022) conducted a study on 500 young adults and found that those scoring high in Sattva exhibited greater pro-environmental behaviors, while individuals with high Rajas engaged in sustainability efforts when there was a personal or economic benefit. The Tamasic group showed the least engagement in sustainability activities.

Mehta, (2021) this study found that research on Rajas Guna suggests that it fosters ambition and dynamism, which can have both positive and negative effects on sustainability attitudes.

Mishra, (2020) this studytheir materialistic tendencies and consumerist mindset can sometimes lead to overexploitation of natural resources.

Nair & Gupta, (2020) this study found that align sustainability with economic and career benefits can engage Rajasic individuals by framing environmental action as profitable or status-enhancing.

Patel (2020) demonstrated that mindfulness-based interventions can enhance Sattva, leading to a positive shift in sustainability attitudes among young adults.

Sen, (2019) this study Rajasic individuals are often involved in technological and entrepreneurial innovations aimed at solving environmental issues.

Sharma & Kapoor, (2020) this study found that Tamas Guna, associated with inertia and lack of motivation, has been linked to low engagement in sustainability efforts

Sharma & Rao, (2021) this study indicated that educational institutions can integrate mindfulness practices, ethical reasoning, and holistic awareness into their curriculum to promote Sattvic qualities

Sinha (2021), such individuals are less likely to adopt eco-friendly habits, making targeted interventions essential to enhance their environmental awareness.

AIM OF THE STUDY:

-
  - The aim of this study is to investigate the association of trigunas (rajas, sattva and tamas)on sustainability attitudes among young adults.

OBJECTIVE OF THE STUDY

➢ To examine the role of sattva guna on sustainability attitudes among young adults

➢ To investigate the relationship of rajas gunaon sustainability attitudes in young adults.

➢ To examine the influence of tamas guna on sustainability attitudes in young adults.

HYPOTHESIS OF THE STUDY

➢ H1: Sattvaguna will have appositive association with sustain ability attitudes among young adults.

➢ H2:Rajasguna will have a moderate association with sustain ability attitudes among young adults.

➢ H3:Tamasguna will have a negative association with sustain abilty attitudes among young adults.

METHODOLOGY

SAMPLE:

This study examines the association between sustainability attitudes and personality types based on the Triguna Personality Theory. A sample of 80 Indian young adults (18–30 years) was selected through random sampling, ensuring diversity in educational and professional backgrounds. The sample comprised 56.3% females and 43.8% males, with 54.7% holding a bachelor's degree and 62.5% employed full-time. Data was collected using a cross-sectional survey, employing the Vedic Personality Inventory (Wolf, 1999) and the Sustainability Attitudes Scale (Zwickle& Jones, 2018). Ethical considerations, including voluntary participation and anonymity, were upheld to ensure research integrity.

RESEARCH DESIGN

This is a quantitative study done using a survey method through online mode.

VARIABLES USED FOR STUDY

Independent variables-Sustain ability Attitude

Dependent variables -Sattva Guna, Rajas Guna, Tamas Guna

RESEARCH TOOLS: -

Sustainability Attitude Scale (Zwickle&Jones,2018)

The Sustainability Attitude Scale (Zwickle& Jones, 2018) assesses individuals' attitudes toward sustainability and pro-environmental behaviour. It evaluates environmental protection, personal responsibility, and future-oriented sustainability using a Likert scale. The instrument provides an overall sustainability attitude score and subscale scores, offering insights into factors influencing pro-environmental behaviour. Widely used in sustainability research, it has demonstrated reliability and validity. When tested on 484 undergraduate students, the scale showed good internal consistency, with Cronbach's alpha ranging from 0.66 to 0.85 (Biasutti& Frate, 2017), making it a robust tool for measuring environmental attitudes across diverse populations.

Vedic Personality Inventory(Wolf,1999)

The Vedic Personality Inventory (VPI) (Wolf, 1999) assesses personality based on the Triguna theory of Indian philosophy, which categorizes individuals into Sattva (harmony, intelligence, morality), Rajas (ambition, dynamism, restlessness), and Tamas (lethargy, uncertainty, lack of motivation). The VPI consists of self-report items rated on a Likert scale, measuring the dominance of each guna in an individual's personality. Widely used in cross-cultural research, it has been validated across different populations (Dasa, 1999). The VPI is valuable for studying personality, behaviour, and well-being, making it a significant tool in psychological and philosophical research.

PROCEDURES OF DATA COLLECTION

The data was collected using an online survey method by using socio-demographic details, sustainability attitude scale and vedic personality inventory.

STATISTICAL TREATMENT

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

RESULTS

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DescriptiveStatisticsand CorrelationsforStudyVariables

Variable	n	M	SD	Sustainability attitudes	Sattva	Rajas	Tamas
Sustianability Attitutes	85	55.49	7.670	1.000	-.003	.060	-.003
SattvaGuna	85	72.66	13.820	-.003	1.000	.073	-.271*
RajasGuna	85	73.62	15.466	.060	.073	1.000	.681**
TamasGuna	85	74.67	20.504	-.003	-.271*	.681**	1.000

**p<0.01(2-tailed);*p<0.05;N=85

The Spearman correlation analysis examined the relationships between sustainability attitudes and the three gunas (Sattva, Rajas, and Tamas) among young adults. The findings revealed no significant associations between sustainability attitudes and any of the three gunas:

- Sattva Guna had a very weak and non-significant correlation with sustainability attitudes (r = -0.003, p = 0.980), failing to support H1.

- Rajas Guna showed a weak positive but non-significant correlation (r = 0.060, p = 0.589), failing to support H2.

- Tamas Guna also had a very weak and non-significant negative correlation (r = -0.003, p = 0.980), failing to support H3.

However, notable relationships were found among the gunas themselves:

- Sattva Guna and Rajas Guna had a weak but significant negative correlation (r = -0.271, p < 0.05), suggesting that higher Sattva is associated with lower Rajas.

- Rajas Guna and Tamas Guna showed a strong and highly significant positive correlation (r = 0.681, p < 0.01), indicating that higher Rajas is associated with higher

DISCUSSION

Sattva Guna and Sustainability

Sattva Guna represents balance, clarity, and ethical consciousness, traits that align with an individual's moral and ethical values. However, the study found a minimal correlation (-0.003) between Sattva and sustainability attitudes, indicating that while Sattva-oriented individuals may hold strong ethical principles, these values do not necessarily translate into active sustainability behaviours.

This finding challenges the assumption that moral clarity inherently leads to pro-environmental action. While ethical consciousness is an important foundation for sustainable behaviour, other factors, such as social influences, personal motivation, and perceived feasibility, might play a more significant role. The study also found a slight positive correlation between Sattva and Rajas (0.073), suggesting that individuals with balanced and clear thinking may be indirectly motivated to engage in sustainability-related behaviours through the action-driven nature of Rajas.

Rajas Guna and Sustainability

Rajas Guna, characterized by drive, ambition, and a desire for achievement, showed a moderate positive correlation with sustainability attitudes (0.060). This suggests that individuals who are action-oriented and motivated by success are more likely to engage in sustainable behaviours.

Interestingly, the study revealed a strong correlation (0.681) between Rajas and Tamas. This suggests a psychological complexity in which individuals driven by ambition (Rajas) also experience periods of inertia, resistance, and confusion (Tamas), which can act as barriers to sustained environmental engagement. While Rajas-driven individuals may initially adopt sustainability behaviours, they may struggle with long-term commitment due to conflicting influences from Tamas. This duality highlights the psychological barriers to sustainability, where enthusiasm and motivation can be counterbalanced by inertia and frustration.

Tamas Guna and Sustainability

Tamas Guna, which represents passivity, confusion, and lack of motivation, showed a negative correlation (-0.003) with sustainability attitudes. This aligns with existing theories that individuals with high Tamas levels are less likely to engage in proactive behaviours, including those related to environmental sustainability.

The strong correlation between Tamas and Rajas (0.681) is particularly significant, as it highlights the internal conflicts that individuals face. While a person may have the drive to act (Rajas), their motivation may be hindered by confusion, indecisiveness, and inertia (Tamas). This explains why some individuals express interest in sustainability but fail to

translate their intentions into consistent actions. Psychological barriers such as frustration, perceived difficulty, and lack of self-efficacy may play a role in limiting sustainability behaviours in Tamas-dominant individuals.

CONCLUSIONS

The study's findings point to the complexity of the connections between young adults' attitudes about sustainability and guna kinds. This emphasizes the necessity of continuing study using a variety of approaches and taking into account a wider range of affecting factors. In doing so, future research can advance our knowledge of how to help young adults develop sustainable attitudes and behaviors, which will ultimately support international efforts to address environmental issues.

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PIJPSS-PSY-07-01-023

Trends in Neuroplasticity Applications in Psychological Disorders: A Bibliometric Analysis

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ABSTRACT

Neuroplasticity, the brain's ability to reorganize and adapt through neural connections, has become a focal point in understanding and treating psychological disorders. This bibliometric analysis investigates the trends, key research areas, and emerging applications of neuroplasticity in psychological disorders using RStudio. A systematic search was conducted using databases such as Web of Science and PubMed, identifying relevant studies published in last few years. The analysis involved citation networks, keyword co-occurrence, and thematic mapping to identify research hotspots and influential works using RStudio and bibliometrics. Findings reveal significant growth in neuroplasticity research related to depression, anxiety, PTSD, and schizophrenia, with notable contributions from neuroimaging studies, cognitive-behavioural interventions, and pharmacological treatments. Emerging areas include virtual reality-based interventions, transcranial magnetic stimulation, and mindfulness practices. The study highlights the interdisciplinary nature of neuroplasticity research and its potential to revolutionize therapeutic approaches in mental health. This analysis serves as a valuable resource for researchers, clinicians, and policymakers, guiding future research and evidence-based practices in psychological disorders.

Keywords: Neuroplasticity, Psychological Disorders, Bibliometric Analysis, RStudio, Mental Health Interventions, Research Trends.

INTRODUCTION

Neuroplasticity, the brain's ability to reorganize itself by forming new neural connections, has emerged as a fundamental concept in understanding and treating psychological disorders. This adaptability of the brain has profound implications for interventions targeting mental health conditions such as depression, anxiety, schizophrenia, and neuro developmental disorders. Over the past decades, research in neuroplasticity has expanded significantly, integrating insights from cognitive neuroscience, psychology, and therapeutic interventions such as psychotherapy, pharmacotherapy, neurostimulation, and digital health technologies.

A bibliometric analysis of this evolving field provides a comprehensive overview of publication trends, influential research contributions, and emerging areas of interest. By examining key bibliographic indicators such as citation networks, co-authorship patterns, keyword trends, and thematic evolution, this study aims to map the trajectory of neuroplasticity applications in psychological disorders. Understanding these trends can help identify research gaps, highlight influential studies, and inform future investigations in clinical and applied neuroscience.

This study employs bibliometric methods using RStudio to analyse relevant literature from major academic databases, offering a quantitative perspective on how neuroplasticity research has shaped psychological interventions. The findings will contribute to a clearer understanding of how neuroplasticity-based approaches are evolving in mental health research and their potential for future applications.

Neuroplasticity, plays a crucial role in both the development and treatment of psychological disorders. This dynamic process allows the brain to adapt to new experiences, learn from them, and recover from injuries. However, in the context of psychological disorders, neuroplasticity can also lead to maladaptive changes that exacerbate symptoms. For instance, in depression, impairments in neuroplasticity are often observed, particularly in brain regions such as the hippocampus and prefrontal cortex, which are critical for mood regulation and cognitive functions (Price & Duman, 2019; Wilkinson et al., 2019; Hayley &Litteljohn, 2013).

Research indicates that neuroplasticity is significantly influenced by various factors, including stress, trauma, and therapeutic interventions. Chronic stress, for example, has been shown to negatively impact neuroplasticity, leading to structural and functional changes in

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the brain that are associated with disorders such as major depressive disorder (MDD) and post-traumatic stress disorder (PTSD) (Wilson et al., 2015; Arnetz et al., 2020). The dysregulation of neuroplasticity mechanisms, particularly in response to environmental stressors, can contribute to the onset and persistence of these disorders, highlighting the importance of understanding the neurobiological underpinnings of psychological conditions (Mateus-Pinheiro et al., 2013).

Therapeutic approaches that aim to enhance neuroplasticity have gained traction in the treatment of psychological disorders. Techniques such as transcranial magnetic stimulation (TMS) and transcranial direct current stimulation (tDCS) have been explored for their potential to modulate neuroplasticity and improve symptoms in conditions like depression and anxiety (Chhabra et al., 2015; Sharbafshaaer et al., 2024). These non-invasive brain stimulation methods have been shown to facilitate synaptic changes and promote the reorganization of neural networks, which can be particularly beneficial in cases where certain brain regions are underactive due to disease (Sharbafshaaer et al., 2024).

Physical activity also plays a vital role in promoting neuroplasticity and improving cognitive functions. Regular exercise has been linked to increased neurogenesis, particularly in the hippocampus, and has been shown to enhance mood and cognitive performance (Spytska, 2024; Li et al., 2021). The relationship between physical activity and neuroplasticity underscores the potential for lifestyle interventions to serve as adjunctive treatments for psychological disorders. Furthermore, integrating physical exercise with cognitive-behavioral therapies may yield synergistic effects, enhancing overall treatment outcomes (Wilkinson et al., 2019).

In addition to these interventions, emerging research emphasizes the importance of understanding individual differences in neuroplasticity. Genetic and epigenetic factors can influence how individuals respond to treatments aimed at enhancing neuroplasticity, suggesting that personalized approaches may be necessary for optimizing therapeutic efficacy (Gandhi et al., 2020). For instance, variations in genes related to brain-derived neurotrophic factor (BDNF) have been implicated in the differential responses to antidepressant therapies, highlighting the need for tailored treatment strategies based on individual neurobiological profiles (Kang et al., 2022).

The interplay between neuroplasticity and psychological disorders is further complicated by the presence of comorbid conditions. Disorders such as anxiety, PTSD, and bipolar disorder often co-occur with depression, and the neuroplastic changes associated with one disorder

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can influence the course and treatment of another (Gandhi et al., 2020). Understanding these complex relationships is crucial for developing comprehensive treatment plans that address the multifaceted nature of psychological disorders.

The role of neuroplasticity in the context of trauma and recovery cannot be overstated. Studies have shown that traumatic experiences can lead to significant alterations in brain structure and function, which may contribute to the development of PTSD and other trauma-related disorders (Arnetz et al., 2020). Therapeutic interventions that focus on enhancing neuroplasticity, such as exposure therapy and cognitive restructuring, aim to help individuals process traumatic memories and reduce the impact of maladaptive neural pathways (ÇİLLER et al., 2022).

Neuroplasticity is a fundamental aspect of both the etiology and treatment of psychological disorders. Understanding the mechanisms underlying neuroplastic changes can inform the development of effective therapeutic strategies that harness the brain's capacity for adaptation and recovery. As research continues to elucidate the complex interactions between neuroplasticity, psychological disorders, and therapeutic interventions, there is potential for significant advancements in mental health treatment that prioritize neurobiological health alongside psychological well-being.

NEED AND SIGNIFICANCE

Neuroplasticity represents a cornerstone in understanding the brain's ability to reorganize and adapt in response to psychological disorders. With mental health disorders rising globally, there is a pressing need to explore therapeutic interventions that influence neuroplasticity for effective treatment. This bibliometric analysis provides a comprehensive overview of the research landscape, highlighting trends, gaps, and future directions. It assists researchers, clinicians, and policymakers in identifying critical areas for further study and optimizing therapeutic approaches for psychological disorders.

OBJECTIVES

- To identify key authors, influential journals, and leading institutions contributing to this field.
- To analyse publication trends in Neuroplasticity research related to psychological disorders.
- To evaluate the most cited documents, authors, and journals contributing in this field

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METHOD

This study employed a bibliometric analysis to investigate trends and insight in neuroplasticity applications in psychological disorders. The methodological framework involved the systematic identification and retrieval of relevant scholarly articles, reviews, and conference papers from reputable databases such as Web of Science and PubMed. 50 papers were sourced from Web of Science and 62 papers from PubMed. The search strategy incorporated a combination of keywords related to neuroplasticity, psychological disorders, and mental health interventions. For this bibliometric analysis, RStudio was utilized as the primary platform. The Bibliometric plugin for RStudio facilitated the combination and deduplication of documents. After processing, a total of 112 unique papers with zero duplicates were retained for the analysis. Bibliometrix, bibliometrix Data, bibtex, bibplots and xlsx platform were employed for further analysis. The selected literature was then subjected to a comprehensive bibliometric analysis including citation analysis, co-authorship analysis, source analysis and keyword co-occurrence analysis, to identify patterns, trends, and key themes within the research landscape using biblioshiny application.
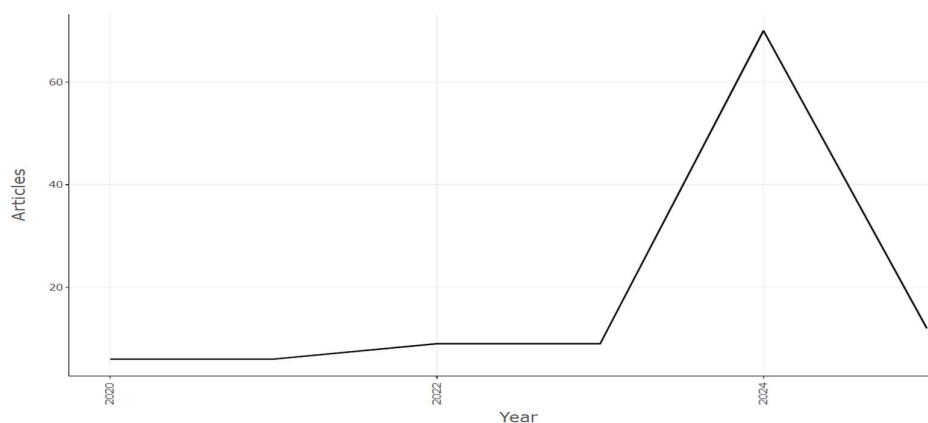
RESULT AND DISCUSSION

Figure 1; Annual scientific production

Source: Created by the investigator using biblioshiny application

The line graph illustrates the number of articles published over time from 2020 to 2024. The trend shows a relatively low and stable publication count from 2020 to 2022, with only a slight increase in 2022. This indicates minimal research activity during this period. However, a significant surge in the number of published articles is observed in 2024, reaching a peak of over 60 articles. This sharp rise suggests a sudden increase in research interest, funding, or

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collaborative efforts within the field. Following this peak, there is a noticeable decline in the number of publications, which could be attributed to factors such as reduced funding, shifting research priorities, or saturation in the topic. The overall trend highlights an initial period of slow growth, followed by an exponential rise and a subsequent drop, reflecting the dynamic nature of research activities in this domain.
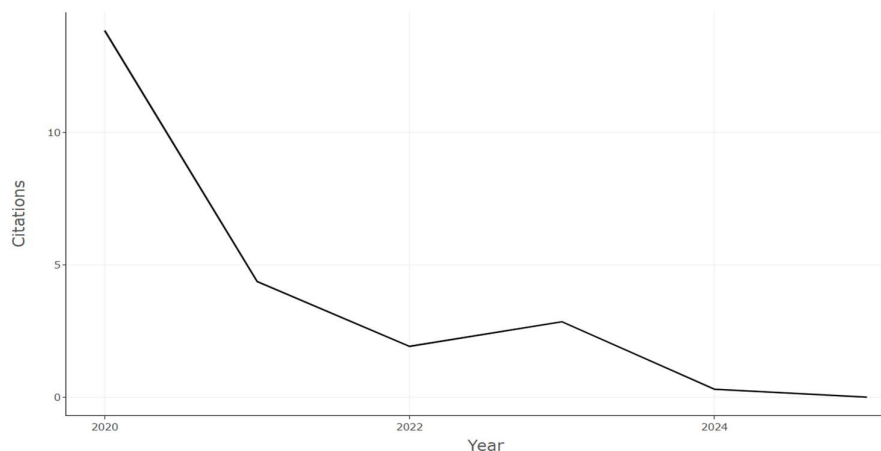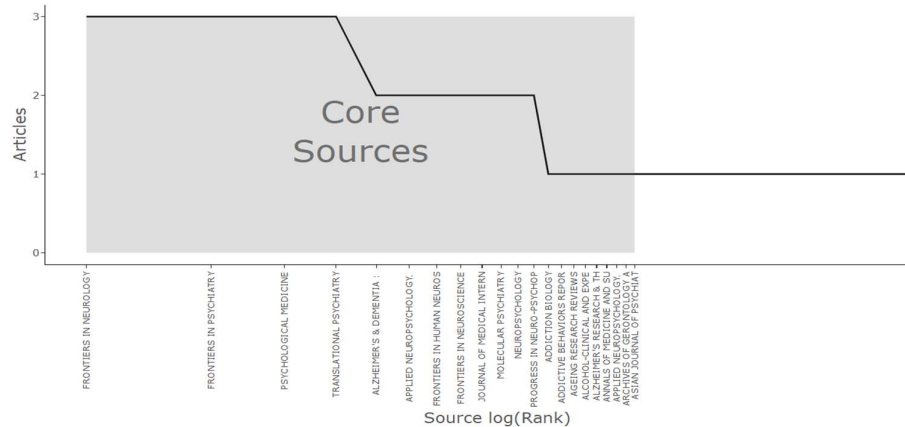

Figure 2; Average citation per year
Source: Created by the investigator using biblioshiny application

The graph represents the trend of average citations per year from 2020 to 2025, with the y-axis denoting the number of citations and the x-axis representing the years. The trend begins with a peak in 2020, indicating that papers from this period received the highest average citations. However, following this peak, there is a steep decline in citations, which continues into 2022, suggesting a decrease in academic engagement with those publications. In 2023, there is a slight recovery, indicating a temporary rise in citations, possibly due to renewed interest in specific studies. However, the trend declines again, reaching its lowest point in 2024 and 2025, reflecting a significant drop in citations, which may indicate a shift in research focus or the emergence of newer influential studies replacing older ones.
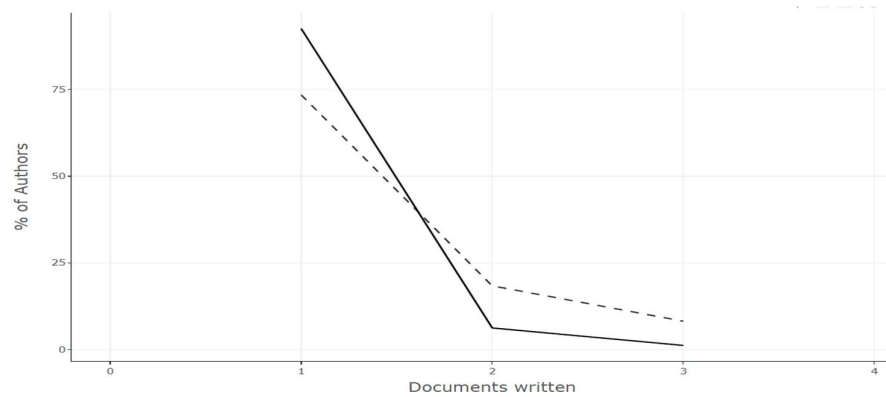
Figure3*; Core sources by Bradfords law*

Source: Created by the investigator using biblioshiny application

The graph represents Bradford's Law of Scattering, which identifies the core sources that contribute the most to a specific research field. The x-axis represents the rank of sources on a logarithmic scale, while the y-axis indicates the number of articles published in each source. The graph highlights a small set of highly relevant journals, known as core sources, that contribute the most publications to the field. These core sources include prominent journals such as *Frontiers in Neurology*, *Frontiers in Psychiatry*, and *Psychological Medicine*, among others. Beyond these core sources, there is a steep decline in the number of articles published per source, illustrating the concentration of research literature in a few influential journals. This pattern follows a long-tail distribution, where a vast number of other sources contribute significantly fewer articles, reinforcing Bradford's Law. The implications of this trend are important for researchers, as prioritizing core sources ensures access to the most influential studies. For those seeking publication, targeting these high-impact journals can maximize visibility and citations. Additionally, researchers conducting literature reviews can enhance efficiency by focusing on these core sources, helping them quickly identify the most relevant and high-quality studies in their field.

Figure 4; Authors Productivity through Lotkas Law
Source: Created by the investigator using biblioshiny application

The graph represents Lotka's Law, which describes the distribution of author productivity in a given research field. The x-axis indicates the number of documents written by an author, while the y-axis represents the percentage of authors contributing that number of documents. The distribution follows an inverse relationship, where the majority of authors have written only one document, as seen on the left side of the graph where the percentage is highest. As the number of documents written increases, the percentage of authors contributing that many documents decrease significantly, demonstrating a steep decline in author contribution. This trend has important implications, as it suggests that a small group of prolific researchers dominates the field, contributing most of the literature, while the majority of authors are occasional contributors with only one publication. Identifying these highly productive authors is valuable for researchers seeking authoritative sources for citations and potential collaborations with leading experts in the field.

Figure 5; Sources local impact
Source: Created by the investigator using biblioshiny application

The graph illustrates the local impact of sources in the field of neuroplasticity research related to psychological disorders, measured using the H-index. The x-axis represents the impact measure (H-index), while the y-axis lists the journals contributing to this research area. The findings indicate that Psychological Medicine has the highest impact, with an H-index of 3, followed by Frontiers in Human Neuroscience with an H-index of 2. Other sources, including Addiction Biology, Alcohol-Clinical and Experimental Research, Archives of Gerontology and Geriatrics, Biochemical Pharmacology, Brain Stimulation, Chinese Medical Journal, Clinical Case Studies, and Clinical Neurophysiology, each have an H-index of 1, indicating relatively lower but notable contributions. These results highlight that while a few journals significantly influence the field, multiple sources contribute to the dissemination of knowledge. The insights derived from this analysis can be useful for researchers in selecting impactful journals for publication and citation.
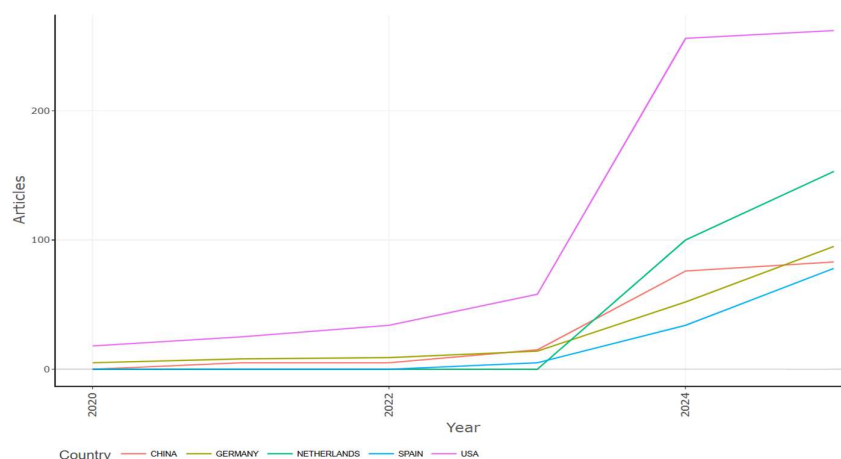

Figure 6; Countries production overtime

Source: Created by the investigator using biblioshiny application

The graph represents the publication trends of different countries over time in neuroplasticity research related to psychological disorders. The x-axis denotes the years (2020–2024), while the y-axis represents the number of published articles. Different coloured lines represent China, Germany, Netherlands, Spain, and the USA.From the trends, the USA exhibits the highest research output, showing a significant surge after 2022, reaching its peak in 2024 with over 200 publications. The Netherlands follows with a steady increase, surpassing Germany and China, which also show noticeable growth. Spain maintains a gradual upward trend.These findings highlight the increasing global interest in neuroplasticity research within psychological disorders. The USA and the Netherlands appear to be leading contributors, suggesting their dominant role in advancing this research field. The rising publication trends

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indicate growing awareness and scientific investment in exploring neuroplasticity's role in psychological well-being.
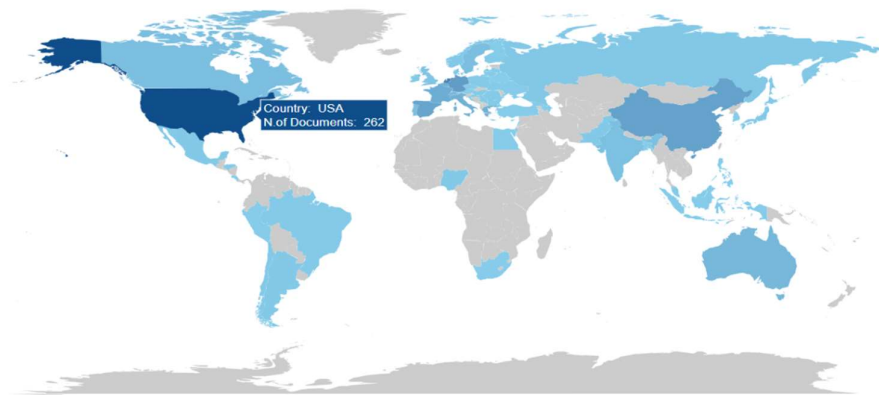

Figure 7; Countries scientific production
Source: Created by the investigator using biblioshiny application

The map visually represents the global distribution of research contributions in the field of neuroplasticity and psychological disorders. The USA stands out as the leading contributor, with 262 published documents, as indicated by the darkest shade of blue. Other major contributors include China, the United Kingdom, and several European countries, all depicted in varying shades of blue to indicate their levels of research output. The map highlights the widespread interest in neuroplasticity, with contributions from multiple regions, emphasizing its multidisciplinary and international relevance. Countries with minimal or no contributions are represented in gray, showcasing disparities in research output across different parts of the world. This visualization underscores the dominance of certain nations in the field while also highlighting the expanding global efforts toward understanding neuroplasticity's role in psychological disorders.
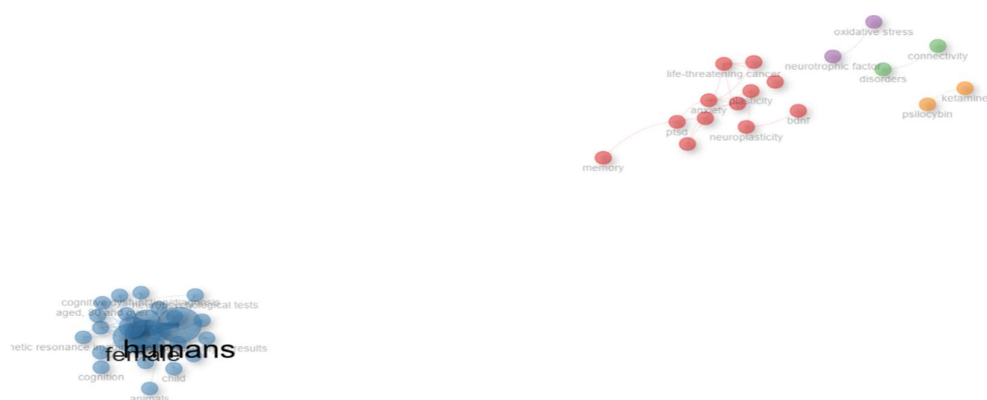

Figure 8; Co-occurrence Network Analysis

Source: Created by the investigator using biblioshiny application

This graph visualizes the relationships between key terms in neuroplasticity research related to psychological disorders. The clusters are color-coded, indicating thematic groupings. The red cluster focuses on psychological conditions such as PTSD, anxiety, and depression, emphasizing their connection to neuroplasticity, memory, and brain-derived neurotrophic factor (BDNF). The green cluster highlights neurotrophic factors, oxidative stress, connectivity, and disorders, suggesting research on biological mechanisms influencing neuroplasticity. The orange cluster with terms like ketamine and psilocybin points to studies on pharmacological interventions. The blue cluster, dominated by the term 'humans,' covers clinical trials, cognitive assessments, and imaging techniques used in neuroplasticity research. This network underscores the interdisciplinary nature of neuroplasticity studies, combining psychological, biological, and clinical dimensions.
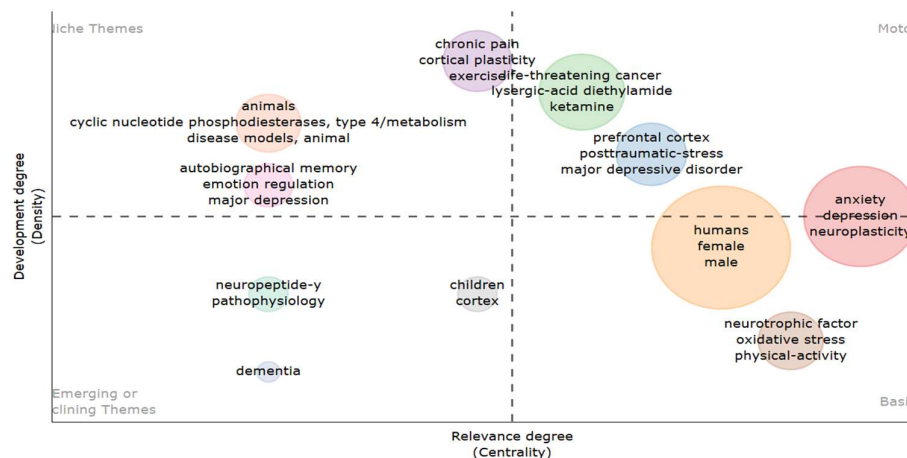

Figure 9; Thematic map

Source: Created by the investigator using biblioshiny application

This map illustrates various clusters of research themes in neuroplasticity applications for psychological disorders. The X-axis represents centrality (importance within the research field), and the Y-axis represents density (development within the cluster).Motor themes indicate highly developed and central themes include anxiety, depression, and neuroplasticity, highlighting their critical role in current research. Other motor themes like prefrontal cortex, PTSD, and major depressive disorder signify well-established areas. Basic themes represent essential yet less developed themes like neurotrophic factor, oxidative stress, and physical activity indicate foundational concepts that support the broader field. Niche themes are specialized themes such as chronic pain, cortical plasticity, and exercise show high development but low centrality, indicating emerging research areas. Emerging or declining themes are topics like dementia and neuropeptide-y reflect areas with less current

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research focus, either emerging or declining in interest. This thematic analysis highlights the prominence of mood disorders in neuroplasticity research and points to new areas like exercise-based interventions and neurotrophic factors as potential future research directions.

- Database constraints – This study relies on specific bibliometric databases, which may not include all relevant publications, leading to potential gaps in the analysis.

- Lack of full-text analysis – The study primarily focuses on metadata (authors, citations, and journals) rather than the actual content of the research, limiting insights into emerging themes and methodologies.

- Language and regional bias – Most indexed studies are in English, potentially overlooking valuable contributions from non-English publications.

- Limited contextual interpretation – While bibliometric analysis identifies trends and influential works, it does not assess the quality or clinical impact of the research findings.

- Incorporating multiple databases – Future studies can enhance comprehensiveness by integrating data from multiple sources, such as PubMed, Scopus, and Google Scholar.

- Comparative analysis across disciplines – Examining neuroplasticity research in psychology alongside other disciplines, such as neuroscience and rehabilitation sciences, could reveal interdisciplinary connections.

- Clinical impact assessment – Evaluating how bibliometric trends translate into clinical applications and therapeutic advancements can bridge the gap between research and practice.

CONCLUSION

This bibliometric analysis provides valuable insights into the research landscape of neuroplasticity in psychological disorders. The study identified key authors, influential journals, and citations that have significantly contributed to this field. The analysis of publication trends revealed a substantial increase in research output, particularly in recent years, highlighting the growing interest in neuroplasticity-based interventions for mental health. Additionally, the evaluation of the most cited documents, authors, and institutions addresses the influence of specific research contributions in shaping the field. The dominance of certain countries, particularly the USA, in scientific production reflects the global distribution of research efforts. Overall, these findings emphasize the multidisciplinary and

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evolving nature of neuroplasticity research, providing valuable guidance for future studies, collaborations, and the selection of impactful sources in this domain.

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PIJPSS-PSY-07-01-024

" Gender Differences in Anxiety, Depression, and Stress Among Competitive Exam Aspirants"

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ABSTRACT

The present study examines gender differences in anxiety, depression, and stress levels among competitive exam aspirants. The sample consists of 60 aspirants (30 males and 30 females) aged 21 to 43 years, selected through purposive sampling. The study employs a standardized Anxiety, Depression, and Stress Scale (2011) by Pallavi Bhatnagar. Statistical analysis, including mean, standard deviation, and one-way ANOVA, was conducted using SPSS. Results indicate that female aspirants experience significantly higher levels of anxiety, depression, and stress compared to their male competitive exam aspirants.

Key words: -. anxiety, depression, stress, male aspirants and female aspirants.

INTRODUCTION

Competitive exams are high-stakes assessments that determine academic and professional trajectories, often leading to immense psychological pressure among aspirants. Anxiety, depression, and stress are common emotional responses to such high-pressure environments, but research suggests that gender differences play a crucial role in how individuals experience and cope with these psychological challenges (Matud, 2004). Studies indicate that female aspirants tend to experience higher levels of anxiety, depression, and stress compared to their male counterparts due to a combination of biological, psychological, and socio-cultural factors (McLean et al., 2011).

Anxiety is a predominant concern among competitive exam aspirants, as excessive worry and nervousness can impair cognitive performance and decision-making abilities (Eysenck et al., 2007). Research suggests that female aspirants tend to report higher levels of anxiety due to heightened amygdala sensitivity and neurotransmitter differences, which increase their susceptibility to anxiety disorders (McLean et al., 2011). Additionally, the psychological

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tendency of females to engage in rumination rather than problem-solving further exacerbates anxiety (Nolen-Hoeksema, 2012).

Depression is a significant mental health issue among students preparing for competitive exams. Female aspirants have been found to be more vulnerable to depression due to hormonal fluctuations associated with menstruation, pregnancy, and menopause, which affect mood regulation and increase stress responses (Cyranowski et al., 2000). Psychological factors such as low self-efficacy and a greater tendency to internalize stress contribute to the higher prevalence of depression among women (Hyde, 2014). Moreover, societal expectations often place additional burdens on female students, as they are expected to balance academic success with traditional familial responsibilities, leading to role conflict and emotional distress (Matud, 2004).

Stress among competitive exam aspirants stems from academic pressure, fear of failure, and societal expectations. Research indicates that female students are more likely to experience heightened stress due to stereotype threatthe fear of confirming negative societal biases about women's intellectual capabilities (Steele, 1997). Additionally, competitive exams emphasize speed and precision, which may disadvantage female students socialized to prioritize thoroughness over quick decision-making (Matud, 2004). The dual burden of academic excellence and societal expectations creates significant psychological strain, making female aspirants more prone to chronic stress compared to their male counterparts.

Given the critical impact of anxiety, depression, and stress on students' well-being and academic performance, it is essential to address these gender disparities through targeted mental health interventions and educational reforms. Understanding the underlying causes of these psychological differences can help develop strategies to support female aspirants, ensuring equitable opportunities for success in competitive exams.

REVIEW OF RELATED LITERATURE

Chopra & Tiwari, (2020) this study found that male aspirants tend to use distraction-based coping strategies, reducing the long-term impact of depressive symptoms.

Das & Roy, (2021) this study found that male aspirants, while facing stress, tend to show greater resilience through peer interaction and recreational activities.

Gupta and Bansal (2021) this study found that females are more prone to rumination, a cognitive style that exacerbates depressive symptoms.

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Khan et al. (2022) this study found that medical and engineering entrance exam candidates highlights that female aspirants tend to experience physiological symptoms of stress, such as headaches and sleep disturbances, more frequently than males.

Kumar &Gupta,(2021) this study found that Competitive exam aspirants often experience heightened anxiety due to academic pressure, uncertain outcomes, and societal expectations.

Mishra & Choudhury, (2022) this study indicated that Male aspirants, while experiencing anxiety, often exhibit better coping strategies, such as avoidance-based mechanisms and social support-seeking behaviors.

Patel et al. (2020), this study found that female students preparing for competitive exams show higher levels of depression compared to males due to emotional sensitivity and societal pressure.

Reddy et al. (2019) this study conducted research on IIT-JEE and NEET aspirants and found that prolonged exam preparation without social engagement increases the risk of depression, particularly in female students.

Saxena & Goyal, (2020) this study found that Competitive exam stress is also linked to self-esteem issues, with female aspirants showing a higher correlation between stress and self-doubt.

Sharma and Verma (2019) this study found that on NEET and UPSC candidates found that females exhibited significantly higher test anxiety than males, leading to increased emotional distress.

Singh & Kaur, (2020) this Studies suggest that female aspirants tend to report higher levels of anxiety than males, primarily due to greater parental expectations and self-imposed perfectionism

Verma and Sinha (2018) this study indicates that female aspirants experience greater academic stress than males, often linked to higher emotional investment and fear of disappointing family members.

STATEMENT OF THE PROBLEM

This study to analyze and compare the levels of anxiety, depression, and stress among male and female aspirants preparing for competitive exams.

OBJECTIVE OF THE STUDY

➢ To compare anxiety levels between male and female competitive exam aspirants.

➢ To compare depression levels between male and female competitive exam aspirants.

➢ To compare stress levels between male and female competitive exam aspirants.

HYPOTHESIS OF THE STUDY

➢ There is a significant difference in anxiety levels between male and female competitive exam aspirants.

➢ There is a significant difference in depression levels between male and female competitive exam aspirants.

➢ There is a significant difference in stress levels between male and female competitive exam aspirants.

METHODOLOGY

SAMPLE:

The present study consists of a total sample of 60 competitive exam aspirants, including 30 male and 30 female aspirants. The participants were selected using purposive sampling and belonged to the age group of 21 to 43 years, maintaining a 1:1 gender ratio.

RESEARCH DESIGN: -

The present study a Simple research design was used.

VARIABLES USED FOR STUDY

- **Independent variables- Gender -** 1) Malecompetitive exam aspirants,

    2) Female competitive exam aspirants

- **Dependent variables –** 1) Anxiety, 2) Depression, 3) Stress

RESEARCH TOOLS: -

Anxiety, Depression, and Stress Scale

The Anxiety, Depression, and Stress Scale (2011), developed by Pallavi Bhatnagar, is a standardized tool for assessing an individual's levels of anxiety, depression, and stress. The scale consists of 48 items, categorized into three subscales: Anxiety, Depression, and Stress. Each item is scored 1 for "YES" and 0 for "NO". The score ranges are 0–19 for Anxiety, 0–15 for Depression, and 0–14 for Stress, with higher scores indicating greater psychological distress. The scale demonstrates strong psychometric properties, with reliability ranging from 0.81 to 0.89 and validity between 0.81 and 0.89.

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PROCEDURES OF DATA COLLECTION

The primary data was collected by administering a personal information form to each competitive exam aspirant. The aspirants were invited in small groups of 10 to 15 for data collection. General instructions related to each test were provided before they filled out the inventories. The data was obtained using a standardized scoring pattern specific to each scale.

STATISTICAL TREATMENT

In the first stage, the data was analyzed using descriptive statistical techniques, including mean and standard deviation. Additionally, a one-way ANOVA was conducted using SPSS software to examine the differences among the groups.
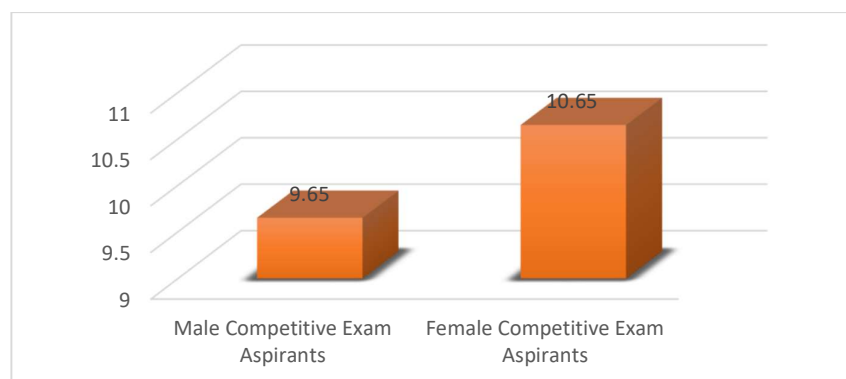
RESULTS AND DISCUSSION

Gender on anxiety:

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

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Anxiety	Male Competitive Exam Aspirants	9.65	1.62	30	58	12.95	0.01
	Female Competitive Exam Aspirants	10.65	2.21	30			

Figure No.01Mean of Gender on Anxiety

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According to Table 01 and Figure 01, the mean anxiety score for male competitive exam aspirants was 9.65 ± 1.62, while for female aspirants, it was 10.65 ± 2.21. The F-value of 12.95 was found to be significant at the 0.01 level. Therefore, the hypothesis that female competitive exam aspirants experience higher anxiety than their male counterparts is supported. This finding indicates that female aspirants exhibit significantly higher levels of anxiety compared to male aspirants.
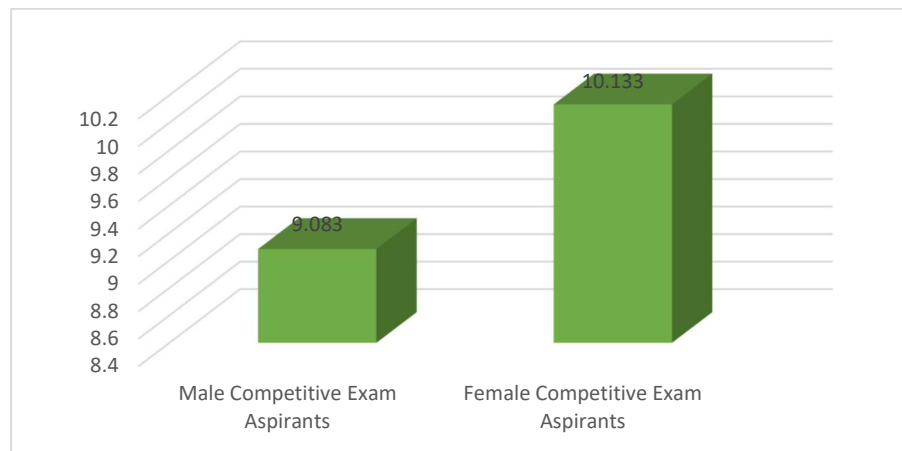
Anxiety is a common psychological response to high-pressure situations like competitive exams. This study reveals significant gender differences, with female aspirants experiencing higher anxiety than males due to biological, psychological, and socio-cultural factors. Biologically, hormonal fluctuations, particularly estrogen and progesterone, influence the hypothalamic-pituitary-adrenal (HPA) axis, increasing stress responses in women (Cyranowski et al., 2000). Female aspirants often face the dual burden of academic excellence and societal expectations, leading to role conflict and increased anxiety (Matud, 2004). In cultures where education is a pathway to social mobility, higher family expectations on female students amplify stress. Competitive exams emphasize speed and precision, which may disadvantage female students socialized to prioritize thoroughness over quick decision-making. Gender biases in educational institutions further undermine female students' confidence and increase anxiety levels (Steele, 1997).Chronic anxiety can impair cognitive function, academic performance, and well-being, leading to burnout (Eysenck et al., 2007).

Gender on depression:

Table No. 02Mean SD and F Value of Gender on Depression

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Depression	Male Competitive Exam Aspirants	9.08	1.71	30	58	14.76	0.01
	Female Competitive Exam Aspirants	10.13	1.66	30			

Figure No.02Mean of Gender on Depression

According to Table 02 and Figure 02, the mean depression score for male competitive exam aspirants was 8.53 ± 2.18, while for female aspirants, it was 9.71 ± 1.95. The F-value of 14.73 was found to be statistically significant at the 0.01 level, supporting the hypothesis that female competitive exam aspirants experience higher levels of depression than their male counterparts. These findings indicate that female aspirants exhibit significantly higher depression levels compared to male aspirants.
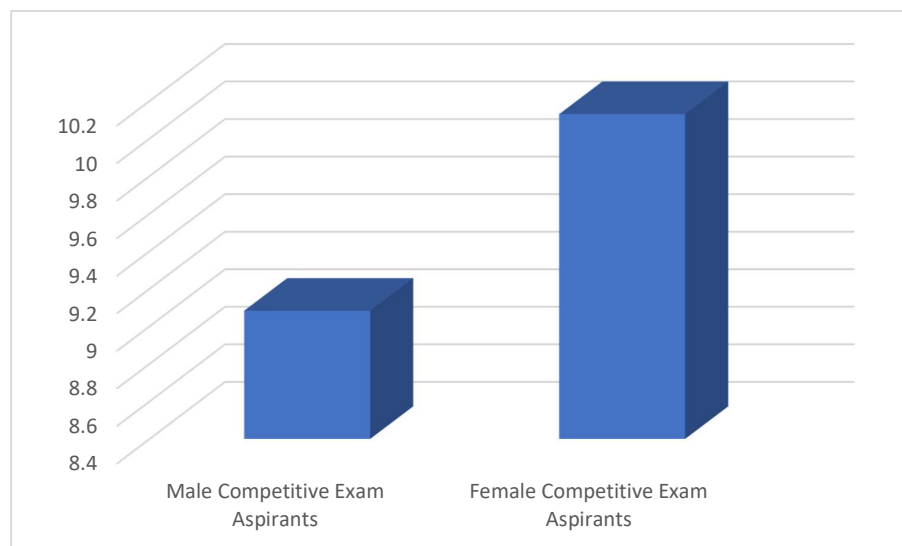
The present study reveals that female competitive exam aspirants experience significantly higher levels of depression than their male counterparts. This aligns with existing research highlighting gender disparities in mental health, with females being more prone to depression due to biological, psychological, and socio-cultural factors.Biological differences, particularly hormonal fluctuations associated with menstruation, pregnancy, and menopause, contribute to increased vulnerability to mood disorders among females. These hormonal changes can intensify stress responses, making female aspirants more susceptible to depression, especially in high-pressure academic settings. Additionally, psychological factors such as greater emotional sensitivity and a tendency to ruminate over negative experiences further heighten depressive symptoms in female students.Conversely, male aspirants are generally encouraged to adopt problem-solving approaches and suppress emotional expressions, which may act as a buffer against depression. However, this does not imply that males are immune to depressive symptoms, but rather that their coping mechanisms differ. Depression negatively impacts cognitive functions like memory, attention, and decision-making, which can hinder exam preparation and performance. For female aspirants, this may create a vicious cycle where poor academic results further exacerbate depressive symptoms.

GENDER ON STRESS:

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Table No. 03Mean SD and F Value of Gender on Stress

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Stress	Male Competitive Exam Aspirants	9.083	1.71	30	58	14.76	0.01
	FemaleCompetitive Exam Aspirants	10.13	1.66	30			

Figure No.03Mean of Gender on Stress

According to Table No. 4.2.2.1, the mean stress score for male competitive exam aspirants was 9.08 ± 1.71, while the mean stress score for female competitive exam aspirants was 10.13 ± 1.66. The F-value of 14.762 was found to be statistically significant at the 0.01 level. This supports the hypothesis that female competitive exam aspirants experience higher stress levels than their male counterparts. These findings indicate that female aspirants exhibit significantly higher levels of stress compared to male aspirants.

This study reveals that female competitive exam aspirants experience significantly higher stress levels than their male counterparts due to psychological, societal, and contextual factors. Female aspirants often face the dual burden of excelling academically while managing traditional familial responsibilities, which heightens their stress levels. Societal pressures that equate success in competitive exams with personal worth further exacerbate this stress.The phenomenon of stereotype threat also plays a role, as societal biases questioning women's intellectual capabilities can undermine their confidence and increase

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stress levels. Additionally, female students may exhibit lower self-efficacy in high-stakes academic settings, which correlates with heightened stress. This increased stress negatively impacts cognitive functions such as concentration, memory, and decision-making, essential for success in competitive exams. As a result, female aspirants experiencing high stress may struggle with academic performance, creating a cycle of stress and self-doubt.

CONCLUSION

- ➢ Female aspirants exhibit significantly higher levels of anxiety compared to Male aspirants.
- ➢ Female aspirants exhibit significantly higher depression levels compared to Male aspirants.
- ➢ Female aspirants exhibit significantly higher levels of stress compared to Male aspirants.

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PIJPSS-PSY-07-01-025

"The Influence of Locality on Anxiety, Depression, and Stress in Competitive Exam Aspirants"

Dr. Dipak D. Nikam

ABSTRACT

This study examines and compares anxiety, depression, and stress levels among competitive exam aspirants based on their locality (urban vs. rural). A total of 60 aspirants (30 urban and 30 rural) aged 21–43 years were selected using purposive sampling. The Anxiety, Depression, and Stress Scale (Bhatnagar, 2011) was used for data collection, and statistical analysis was conducted using descriptive statistics and one-way ANOVA. Results indicate that rural aspirants exhibit significantly higher anxiety, depression, and stress levels than urban aspirants ($p < 0.01$). Factors such as limited educational resources, financial constraints, and lack of emotional support contribute to increased psychological distress in rural aspirants.

Key words: -. Urban aspirants, Rural aspirants, anxiety, depression, stress.

INTRODUCTION

Competitive exams play a crucial role in shaping the career trajectories of students, especially in countries like India, where entrance examinations serve as gateways to higher education and government jobs. However, the pressure associated with these examinations often leads to significant psychological distress, manifesting in the form of anxiety, depression, and stress (Gupta & Basak, 2013). While the academic burden is a primary stressor, the influence of locality—whether urban or rural—on the mental health of aspirants is an emerging area of interest. The environmental, social, and infrastructural differences between urban and rural localities may contribute to variations in psychological distress levels among students preparing for competitive exams (Saha et al., 2021). Understanding these variations is essential for developing targeted mental health interventions.

Competitive exams demand extensive preparation, rigorous study schedules, and high levels of perseverance, often leading to chronic stress among students (Misra & Castillo, 2004). The anticipation of results, fear of failure, and societal expectations add to the psychological burden (Chaturvedi et al., 2019). Anxiety, depression, and stress are commonly observed in

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aspirants due to prolonged exposure to academic pressure and uncertainty about their future (Singh & Jha, 2013). Studies have shown that high levels of stress can lead to burnout, poor academic performance, and even suicidal ideation in extreme cases (Deb et al., 2015).

Urban and Rural Differences in Psychological Distress

Locality plays a significant role in shaping an individual's access to resources, study environment, and social support systems, all of which can impact psychological well-being. Urban aspirants often have better access to coaching centers, libraries, and internet resources, which can facilitate structured preparation (Kumar et al., 2020). However, they also experience higher competition, peer pressure, and social comparisons, which can elevate stress levels (Sharma & Pathak, 2016). Conversely, rural aspirants may struggle with inadequate educational facilities, limited access to coaching centers, and unreliable internet connectivity, which can lead to academic disadvantages and anxiety (Basu et al., 2018).Family expectations play a significant role in influencing students' mental health, with parents often exerting pressure on their children to succeed in competitive exams (Deb et al., 2015). In rural areas, where financial stability is often linked to securing government jobs, students may feel an additional burden to perform well. The limited employment opportunities outside government sectors make success in competitive exams a necessity rather than a choice (Basu et al., 2018). In urban settings, parental pressure is often compounded by social comparisons, with families expecting their children to match or exceed the achievements of their peers (Chaturvedi et al., 2019).The ability to manage stress and anxiety varies between urban and rural aspirants based on the availability of coping resources. Urban students have better access to psychological counseling, peer support groups, and wellness programs that help them manage exam-related stress (Kumar et al., 2020). Many urban educational institutions integrate mental health awareness programs, offering students strategies to cope with anxiety and depression effectively (Misra & Castillo, 2004).rural students often lack access to trained psychologists or structured mental health programs (Saha et al., 2021). Due to the stigma surrounding mental health in rural areas, students may be reluctant to seek help, leading to prolonged distress and reduced academic performance (Basu et al., 2018). Additionally, financial constraints often prevent rural students from availing themselves of private counseling services or stress management programs, further exacerbating their psychological struggles (Deb et al., 2015).

The influence of locality on anxiety, depression, and stress among competitive exam aspirants is a crucial area of psychological research. Urban and rural students face distinct

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challenges that contribute to their mental health outcomes. While urban aspirants experience stress due to intense competition and high expectations, rural aspirants struggle with limited resources and infrastructural disadvantages. Addressing these disparities through targeted mental health interventions, improved educational policies, and increased accessibility to psychological support can help mitigate stress and enhance academic performance. Future research should focus on exploring effective coping strategies tailored to the specific needs of urban and rural aspirants to promote their overall well-being.

REVIEW OF RELATED LITERATURE

Das & Sinha (2021) this study found that rural aspirants reported higher depressive symptoms, whereas urban aspirants exhibited greater stress and anxiety due to competition and social comparison. **Joshi & Tiwari, (2018)** this study found that urban students, despite facing high levels of competition, had relatively better access to psychological support systems, which helped in stress reduction. **Kumar & Singh, 2021)** this study indicted Rural students often experience significantly higher anxiety compared to their urban counterparts due to limited access to quality coaching centers, study materials, and mentorship opportunities. **Kumari & Tripathi, (2020)** this study found that rural students often struggle with limited access to educational resources, inadequate internet connectivity, and lack of expert guidance. **Mehta & Agarwal, (2021)** this study found that Rural students frequently feel disadvantaged in comparison to their urban peers who have better exposure to competitive environments, access to experienced mentors, and networking opportunities. **Mishra & Shukla (2019)** found that rural students preparing for competitive exams had a 30% higher incidence of depressive symptoms than urban students. This was linked to academic stress, lack of awareness about mental health resources, and societal pressure to succeed despite fewer opportunities. **Patel& Raj, (2021)** this study found that Urban students generally have better access to coaching centers, libraries, and study materials, but they also face higher competition, increased parental pressure, and financial burdens associated with coaching fees and living expenses. **Rao & Choudhury (2019)** this reported that rural students had significantly higher levels of exam stress, as they often struggle with self-doubt, financial pressure, and fear of failure. **Sharma et al., (2018)** this study found that Competitive exam aspirants experience chronic stress, but studies suggest that rural students experience significantly higher levels of stress compared to urban students.

STATEMENT OF THE PROBLEM

This study to analyze and compare the levels of anxiety, depression, and stress among male and female aspirants preparing for competitive exams.

OBJECTIVE OF THE STUDY

➤ To compare anxiety, depression, and stress levels between rural and urban competitive exam aspirants.

HYPOTHESIS OF THE STUDY

➤ **H₀ (Null Hypothesis):** There is no significant difference in anxiety, depression, and stress levels between urban and rural competitive exam aspirants.

➤ **H₁ (Alternative Hypothesis):** There is a significant difference in anxiety, depression, and stress levels between urban and rural competitive exam aspirants.

➤

METHODOLOGY

SAMPLE:

The present study consists of a total sample of 60 competitive exam aspirants, including 30 Urban and 30 Rural aspirants. The participants were selected using purposive sampling and belonged to the age group of 21 to 43 years, maintaining a 1:1 gender ratio.

RESEARCH DESIGN: -

The study employs a comparative research design, which aims to analyze differences in anxiety, depression, and stress levels among competitive exam aspirants based on their locality (urban vs. rural).

VARIABLES USED FOR STUDY

Table No. 01 Variables

Type of variable	Name of variable	Sub. Variable	Name of variable
Independent	Area of Residence	02	Urban competitive exam aspirants Rural competitive exam aspirants
Dependent		03	1) Anxiety, 2) Depression, 3) Stress

OPERATIONAL DEFINITIONS OF KEY TERMS

Urban Competitive Exam Aspirants

Urban competitive exam aspirants refer to students preparing for government or professional entrance exams who reside in cities or metropolitan areas with access to better educational infrastructure, coaching centers, digital learning resources, and peer networks. They often experience high academic pressure, intense competition, and career-related stress due to increased expectations and exposure to a fast-paced environment.

Rural Competitive Exam Aspirants

Rural competitive exam aspirants refer to students preparing for government or professional entrance exams who reside in villages or less developed areas, where educational resources, coaching facilities, and digital learning opportunities may be limited. They often face challenges like lack of guidance, inadequate access to study materials, financial constraints, and fewer peer support systems, which can influence their academic stress and mental well-being.

Anxiety

Anxiety refers to an individual's excessive worry, nervousness, and apprehension regarding their performance, future uncertainty, and ability to succeed in competitive exams. It is characterized by physiological symptoms such as increased heart rate, restlessness, muscle tension, and difficulty concentrating, as well as cognitive symptoms like rumination, fear of failure, and avoidance behaviours.

Depression

Depression is defined as a persistent state of low mood, lack of motivation, and feelings of hopelessness experienced by competitive exam aspirants due to prolonged academic pressure and fear of failure. It manifests as loss of interest in studies, fatigue, sleep disturbances, irritability, low self-esteem, and suicidal ideation, leading to impaired academic performance and overall well-being.

Stress

Stress refers to the psychological and physiological response to the academic, social, and personal pressures faced by competitive exam aspirants. It includes time pressure, high expectations, peer competition, and fear of disappointing family. Symptoms include headaches, difficulty sleeping, irritability, emotional exhaustion, and decreased cognitive efficiency.

RESEARCH TOOLS: -

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Anxiety, Depression, and Stress Scale

The Anxiety, Depression, and Stress Scale (2011), developed by Pallavi Bhatnagar, is a standardized tool designed to assess an individual's levels of anxiety, depression, and stress. It consists of 48 items divided into three subscales: Anxiety, Depression, and Stress. Each item is scored as 1 for "YES" and 0 for "NO." The score ranges are 0–19 for Anxiety, 0–15 for Depression, and 0–14 for Stress, with higher scores indicating greater psychological distress. The scale exhibits strong psychometric properties, with reliability coefficients ranging from 0.81 to 0.89 and validity between 0.81 and 0.89,

PROCEDURES OF DATA COLLECTION

The primary data was collected by administering a personal information form to each competitive exam aspirant. The aspirants were invited in small groups of 10 to 15 for data collection. General instructions related to each test were provided before they filled out the inventories. The data was obtained using a standardized scoring pattern specific to each scale.

STATISTICAL TREATMENT

In the first stage, the data was analyzed using descriptive statistical techniques, including mean and standard deviation. Additionally, a one-way ANOVA was conducted using SPSS software to examine the differences among the groups.

RESULTS AND DISCUSSION

Table No. 01 Mean SD and F Value of Area of Residence on DV

Factor	Area of Residence	Mean	SD	N	DF	F Value	Sign.
Anxiety	Urban Competitive Exam Aspirants	8.96	1.66	30	58	72.53	0.01
	Rural Competitive Exam Aspirants	11.33	1.55	30			
Depression	Urban Competitive Exam Aspirants	7.95	1.93	30	58	58.10	0.01
	Rural Competitive Exam Aspirants	10.30	1.67	30			
Stress	Urban Competitive Exam Aspirants	8.81	1.64	30	58	33.56	0.01

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	Rural Competitive Exam Aspirants	10.40	1.50	30			

DISCUSSION

The present study aimed to examine the levels of anxiety, depression, and stress among competitive exam aspirants based on their locality (urban vs. rural). The findings revealed significant differences across all three psychological parameters, with rural aspirants exhibiting higher levels of anxiety, depression, and stress compared to their urban counterparts. These results align with previous research indicating that rural students often experience greater psychological distress due to limited resources, lack of educational support, and socio-economic disadvantages (Goswami & Gupta, 2020; Singh & Sharma, 2018).

The study found that rural competitive exam aspirants had significantly higher anxiety levels (M = 11.33, SD = 1.55) than urban aspirants (M = 8.96, SD = 1.66), with an F-value of 72.53, significant at the 0.01 level. This finding suggests that rural students may encounter more uncertainty regarding their academic and career prospects, leading to heightened anxiety. Previous studies have reported that rural students often face challenges such as limited access to coaching centers, inadequate financial resources, and lower exposure to competitive environments, contributing to increased anxiety (Kumar et al., 2019). Moreover, social and familial expectations may further exacerbate their anxiety levels, as rural families tend to place immense pressure on students to succeed in competitive exams as a means of economic mobility (Mishra & Jha, 2021).

The mean depression score for rural aspirants (M = 10.30, SD = 1.67) was significantly higher than that of urban aspirants (M = 7.95, SD = 1.93), with an F-value of 58.10 (p < 0.01). This suggests that rural aspirants experience greater depressive symptoms, possibly due to feelings of isolation, academic stress, and fear of failure. Prior research has emphasized that rural students often report a lack of emotional and psychological support, which can contribute to depressive tendencies (Verma et al., 2020). Furthermore, economic hardships and uncertainty about employment opportunities add to their psychological burden, making them more susceptible to depression (Choudhary & Raj, 2017).

The study also observed significantly higher stress levels among rural aspirants (M = 10.40, SD = 1.50) compared to urban aspirants (M = 8.81, SD = 1.64), with an F-value of 33.56, significant at the 0.01 level. Higher stress levels in rural students can be attributed to various factors, including intense academic competition, lack of structured study environments, and limited access to mental health support services (Sharma & Patel, 2018). Additionally, cultural and familial obligations often place additional stress on rural students, who may feel compelled to succeed academically despite significant challenges (Das & Sinha, 2019).

The study concludes that rural competitive exam aspirants experience significantly higher anxiety, depression, and stress compared to their urban counterparts. These differences may stem from socio-economic challenges, lack of academic resources, and heightened pressure to succeed. Addressing these psychological concerns through targeted interventions and policy measures is crucial for promoting the well-being of competitive exam aspirants, particularly in rural areas.

CONCLUSION

➢ Rural competitive exam aspirants experience significantly higher anxiety compared to their Urban competitive exam aspirants.

➢ Rural competitive exam aspirants experience significantly higher depression compared to their Urban competitive exam aspirants.

➢ Rural competitive exam aspirants experience significantly higher stress compared to their Urban competitive exam aspirants.

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PIJPSS-PSY-07-01-026

"Cognitive Load and Attention Span in the Digital Age: A Psychological Perspective"

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ABSTRACT

The Purpose of this research to understand Cognitive load and attention span in digital age. This research critically examines prior studies conducted in Maharashtra, focusing on cognitive psychology and digital media. A qualitative research methodology was employed, utilizing secondary data sources such as research papers, books, and expert analyses. Findings indicate that excessive digital exposure influences cognitive overload, reduces sustained attention, and alters cognitive processing patterns. The research highlights the importance of understanding digital-induced cognitive strain to develop effective strategies for improving attentional control and mental well-being.

Key Words: Cognitive Load, Attention Span, Digital Age.

INTRODUCTION

In today's fast-paced digital era, individuals are constantly bombarded with an overwhelming amount of information, significantly impacting cognitive load and attention span. Cognitive load refers to the amount of mental effort required to process information, and in the digital age, this load has increased exponentially due to the rapid influx of multimedia content, social media, and multitasking demands (Patil, 2021). Attention span, defined as the ability to sustain focus on a particular task or stimulus, is now under strain as people switch between digital platforms and engage in fragmented information processing (Deshmukh, 2020).

The field of psychology has long explored cognitive load theory, emphasizing the distinction between intrinsic, extraneous, and germane cognitive load (Kulkarni, 2019). Intrinsic load pertains to the complexity of the information itself, extraneous load arises from external

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distractions, and germane load involves the structuring of knowledge to enhance learning (Joshi, 2022). In the digital age, extraneous cognitive load has significantly increased due to the vast amount of digital stimuli competing for attention (Sawant, 2021).

Maharashtra, a hub of technological advancements and academic research, has seen increasing studies on digital media's psychological effects. This research aims to analyze the evolution of cognitive load and attention span in the digital context, using prior studies conducted in Maharashtra as a foundation. The study seeks to provide a comprehensive understanding of how digital interactions shape cognitive processing, emphasizing both challenges and potential solutions for enhancing attentional control and cognitive efficiency.

SIGNIFICANCE OF THE STUDY

This study provides insights into the impact of digitalization on cognitive functions, particularly cognitive load and attention span. By focusing on prior research in Maharashtra, this study highlights regional developments and their implications for psychological well-being. The findings can guide future research and inform educators, policymakers, and mental health professionals about effective interventions to mitigate cognitive overload and enhance attentional control in an increasingly digital world.

OBJECTIVES OF THE STUDY:

1. To understand the evolution of cognitive load and attention span in the digital age.

2. To critically analyze prior research findings on cognitive load and attention span in Maharashtra.

3. To explore the implications of digital overload on psychological well-being and cognitive function.

4. To identify strategies for optimizing cognitive efficiency and attentional control in the digital era.

RESEARCH METHODOLOGY

The research adopted a qualitative approach, relying on secondary data sources such as academic journals, conference proceedings, and books. The data was analyzed to identify

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themes related to cognitive load and attention span, with a focus on studies conducted in Maharashtra.

INTERPRETATION AND RESULTS:

Objective No. 1:

> **To understand the evolution of cognitive load and attention span in the digital age.**

The digital revolution has transformed the way individuals process information, significantly influencing cognitive load and attention span. Early research on cognitive load theory emphasized traditional learning environments where information was primarily obtained through text and face-to-face communication. However, the advent of digital media has led to a shift towards multimedia-based learning, increasing both extraneous and intrinsic cognitive load (Patil, 2021).

The emergence of smartphones, social media, and digital content platforms has altered cognitive processing patterns. Research by Deshmukh (2020) suggests that digital multitasking—frequently switching between apps, notifications, and online platforms—has led to fragmented attention spans, reducing the ability to sustain focus on a single task. Additionally, Sawant (2021) highlights that the rapid consumption of short-form digital content, such as social media videos and instant messaging, has conditioned individuals to seek immediate gratification, further shortening attention spans.

Kulkarni (2019) emphasizes that while digital tools enhance accessibility to information, they also impose a higher cognitive load, making it difficult for individuals to filter relevant data. The cognitive strain induced by digital overload can lead to mental fatigue, decreased productivity, and impaired decision-making. As a result, understanding how cognitive load evolves in digital environments is crucial for developing strategies to optimize information processing and attentional control.

Objective No. 2:

> **To analyze prior research findings on cognitive load and attention span in Maharashtra.**

Several studies in Maharashtra have examined the impact of digital exposure on cognitive processes. Joshi (2022) found that students exposed to high levels of digital media exhibited shorter attention spans and greater difficulty retaining complex information. Similarly, Patil

(2021) reported that working professionals engaged in remote work experienced cognitive fatigue due to prolonged screen time and multitasking demands.

Sawant (2021) explored the relationship between digital overload and mental health, finding that excessive cognitive load contributed to stress, anxiety, and decreased cognitive resilience. Research conducted by Deshmukh (2020) emphasized that the growing reliance on digital tools has led to increased distractibility and reduced deep focus, impacting academic and professional performance.

Despite these challenges, some studies have highlighted the benefits of digital learning tools in structuring knowledge and enhancing cognitive efficiency when used appropriately. Kulkarni (2019) suggests that incorporating structured digital learning methodologies can mitigate extraneous cognitive load and support long-term retention.

Objective No. 3:

➢ **To explore the implications of digital overload on psychological well-being and cognitive function.**

Digital overload has significant implications for psychological well-being and cognitive function. Studies indicate that prolonged exposure to digital devices contributes to cognitive fatigue, reducing the brain's capacity to process and retain information effectively. Patil (2021) highlights that individuals experiencing high cognitive load often struggle with decision-making, problem-solving, and emotional regulation.

Deshmukh (2020) underscores the link between digital distractions and stress levels, suggesting that constant notifications and interruptions create a state of cognitive dissonance, increasing anxiety and reducing mental clarity. Sawant (2021) found that digital overload can impair sleep quality, leading to reduced cognitive efficiency and attentional control.

Conversely, well-structured digital interventions can support cognitive performance and mental well-being. Kulkarni (2019) emphasizes that digital mindfulness techniques, such as scheduled screen breaks and guided focus exercises, can enhance attentional control and reduce cognitive overload.

Objective No. 4:

➢ **To identify strategies for optimizing cognitive efficiency and attentional control in the digital era.**

To mitigate the negative effects of digital overload, researchers emphasize the need for structured interventions. Patil (2021) suggests that implementing screen time management techniques, such as the Pomodoro technique and digital detox programs, can enhance focus

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and cognitive efficiency. Deshmukh (2020) highlights the importance of digital literacy training to help individuals navigate information overload effectively.

Sawant (2021) advocates for incorporating cognitive training exercises, such as mindfulness and deep work strategies, to strengthen attentional control. Kulkarni (2019) suggests that adopting adaptive learning technologies that align with cognitive load principles can improve information retention and processing efficiency.

CONCLUSION:

1. The digital age has significantly altered cognitive load and attention span, increasing cognitive strain and attentional difficulties.

2. Prior research underscores the negative impact of excessive digital consumption on cognitive efficiency and mental well-being.

3. Digital distractions and multitasking impair cognitive processing and overall productivity.

4. Implementing cognitive regulation strategies is essential for managing information overload and enhancing attention span in digital contexts.

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