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PIJPSS-PSY-07-05-001

“Impact of Social Media Use on Depression, Anxiety, and Stress Levels among University Students”

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ABSTRACT

The rapid growth of social media has transformed communication, academic engagement, and lifestyle patterns among young adults. University students, as one of the most active user groups, derive both benefits and risks from these platforms. While social media offers opportunities for learning, networking, and entertainment, it has also been linked to adverse mental health outcomes such as depression, anxiety, and stress. This research investigates the relationship between social media usage duration and mental health among students of Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar. A purposive sample of 60 students, aged 18–25, was divided into two groups: low users (<3 hours/day) and high users (>8 hours/day). The Depression Anxiety Stress Scale (DASS-21) was administered, and statistical analyses (t-tests) were performed. Results revealed significantly higher depression, anxiety, and stress among excessive users compared to low users.

Keywords: Social media, Depression, Anxiety, Stress, University students, mental health.

INTRODUCTION

Nowadays social media has become an integral and irreplaceable part of our daily life and social media is a permanent tool. The rapid proliferation of social media platforms over the past decade has changed the way individuals, especially university students, interact, communicate and

connect with the world. As platforms like Facebook, Instagram, Twitter have become an integral part of daily life, these digital environments now significantly affect the way students manage their social interactions, academic responsibilities and personal well-being. However, alongside the benefits of staying connected and informed, there is growing concern about the potential adverse effects of social media on mental health. University students, who are already struggling with the stresses of academic pressure, social mobility, and the transition to adulthood, may be particularly sensitive to these negative influences. Ease of access to these platforms, pressure to maintain a certain online persona can lead to problems related to depression, anxiety and stress. The purpose of this research is to explore the complex relationship between social media use and mental health among university students. Specifically, it examines how different patterns of engagement on social media relate to levels of depression, anxiety, and stress. Understanding these relationships is important for several reasons

The prevalence of mental health problems in this demographic group, the impact on educational and social functioning, and broader public health issues related to digital well-being. By examining these dynamics, this research seeks to provide valuable insights that can inform university policies, mental health interventions, and educational programs aimed at promoting healthy social media use and improving overall student well-being. Findings may also contribute to a broader understanding of how digital environments affect mental health, providing guidance for future research and public health initiatives. The 21st century is characterized by an unprecedented rise in digital technology. Social media platforms-Facebook, Instagram, WhatsApp, YouTube, Twitter (X), and TikTok-Have become central to how individuals interact, learn, and socialize. University students, often referred to as “digital natives,” are among the heaviest consumers of these technologies. For many, social media is not just a communication tool but a social lifeline, shaping their identity, peer interactions, and emotional well-being. However, concerns have emerged regarding its overuse. Excessive social media engagement has been linked to disrupted sleep, academic underperformance, reduced face-to-face interactions, social comparison, cyberbullying, and problematic dependence. Depression, anxiety, and stress are particularly concerning as they directly affect students’ academic performance, interpersonal relationships, and quality of life.

RATIONALE OF THE STUDY

While global studies have demonstrated links between social media use and mental health outcomes, research in the Indian context, particularly among university students, is still limited. Chhatrapati Sambhajnagar, as a growing educational hub, provides a unique demographic for exploring these patterns. Given the cultural and social differences in digital use, it is important to examine how excessive use specifically affects Indian students.

LITERATURE REVIEW

Early work by Kraut et al. (1998) suggested that internet use was associated with increased loneliness and depression, though later studies showed more complex patterns. **Kumar and Mondal (2018)** found that problematic internet use was positively correlated with stress levels among Indian college students. **Orben and Przybylski (2019)** argued that the effects of digital technology on adolescent well-being were small but significant, suggesting context matters. **Primack et al. (2017)** reported that higher social media use was associated with perceived social isolation among U.S. young adults. **Reddy et al. (2022)** observed high rates of internet addiction among Indian youth, with strong associations to depression, anxiety, and stress. **Seabrook et al. (2016)** reviewed 70 studies and concluded that social networking sites had both positive and negative effects on mental health. Positive interactions reduced depression and anxiety, but negative experiences and social comparison increased risks.

OBJECTIVES

OBJECTIVES

1. To examine the relationship between social media use and levels of depression, anxiety, and stress.
2. To compare mental health outcomes between low users (<3 hours/day) and high users (>8 hours/day).
3. To highlight implications for student counselling and digital well-being policies.

HYPOTHESES

1. H1: University students with excessive social media use (>8 hours/day) will have higher depression levels than low users (<3 hours/day).
2. H2: University students with excessive social media use (>8 hours/day) will have higher anxiety levels than low users (<3 hours/day).
3. H3: University students with excessive social media use (>8 hours/day) will have higher stress levels than low users (<3 hours/day).

METHODOLOGY

SAMPLE

The study was conducted on a total sample of 60 students, comprising 30 males and 30 females, selected from Dr. Babasaheb Ambedkar Marathwada University. The participants belonged to the age group of 18 to 25 years. For the purpose of comparison, the students were categorized into two groups based on their daily social media usage. Group A consisted of students who used social media for less than three hours per day ($n = 30$), whereas Group B included students who reported using social media for more than eight hours per day ($n = 30$).

RESEARCH DESIGN

A 2×3 factorial research design was used, focusing on gender and hours of social media use as independent variables, and depression, anxiety, and stress as dependent variables.

TOOL

Depression Anxiety Stress Scale

The Depression Anxiety Stress Scale (DASS-21) developed by Lovibond and Lovibond (1995) was used to assess the psychological well-being of the participants. The scale consists of 21 items, equally divided into three subscales: depression, anxiety, and stress, with seven items in each domain. The DASS-21 has been widely validated and demonstrates strong psychometric properties, with Cronbach's alpha coefficients exceeding 0.85, indicating high reliability and internal consistency.

PROCEDURE

The data for the present study were collected through a Google Form designed to include the consent form, demographic details, and the standardized psychological scale. Prior to participation, the students were assured of confidentiality and anonymity, and informed consent was obtained. The participants were instructed to respond honestly and were assured that their responses would be used solely for research purposes. Only the complete responses were considered for analysis, while incomplete or invalid entries were excluded from the dataset.

STATISTICAL ANALYSIS

The collected data were analyzed using both descriptive and inferential statistics. Descriptive statistics, including mean and standard deviation, were computed to summarize the scores of the participants across the study variables. To examine group differences, an independent samples *t*-test was applied, comparing the scores of students with low social media usage and those with high social media usage. The analysis was carried out to determine the statistical significance of the observed differences at the conventional levels of probability.

RESULTS AND DISCUSSION

Table no 1 show that the mean, SD & t value in social media user on measure of depression

Use of social media	N	df	Mean	Sd	't' value	Sign. level
3 hours and below	30	29	8.66	7.57	3.02	0.01
8 hours and above	30	29	20.26	7.18		

The results presented in Table 1 indicate that students with high social media use (more than 8 hours per day) reported a mean depression score of 20.26 (SD = 7.18), whereas students with low social media use (less than 3 hours per day) reported a significantly lower mean score of 8.66. The obtained *t*-value ($t = 3.02$) exceeded the critical value ($t = 2.75$) at the 0.01 level of significance ($df = 29$), confirming that the difference between the two groups was statistically significant. Thus, the hypothesis is supported, suggesting that excessive social media use is associated with higher levels of depression among students.

The findings of the present study revealed that students who used social media for more than 8 hours per day reported significantly higher levels of depression compared to those who used it for

less than 3 hours per day. This result is consistent with previous research, which has documented the negative psychological consequences of excessive social media use, particularly in terms of depressive symptoms (Lin et al., 2016; Shensa et al., 2017). One explanation for this pattern can be drawn from Social Comparison Theory (Festinger, 1954), which suggests that frequent exposure to idealized images and achievements of peers on social media fosters upward social comparisons, leading to feelings of inadequacy and diminished self-worth.

Table no 2. shows that the mean, SD & t value in social media user on measure of Anxiety

Use of social media	N	Df	Mean	SD	't' value	Sign. level
3 hours and below	30	29	9.2	5.52	2.84	0.01
8 hours and above	30	29	19.03	6.4		

Table No. 2 shows that the mean anxiety score of students who use social media for less than 3 hours is 9.20 (SD = 5.52), while the mean anxiety score of students who use social media for more than 8 hours is 19.03 (SD = 6.40). The calculated *t*-value (2.84) is greater than the critical value (2.75) at the 0.01 level of significance with 29 degrees of freedom.

The present study examined the relationship between social media use and anxiety among university students. The findings revealed that students who reported using social media for less than three hours per day had significantly lower levels of anxiety compared to those who used it for more than eight hours per day. Specifically, the mean anxiety score for the high-usage group was substantially greater, and the obtained *t*-value confirmed that this difference was statistically significant at the 0.01 level.

These results are consistent with prior research indicating that excessive social media use is associated with increased anxiety symptoms among young adults (Vannucci, Flannery, & Ohannessian, 2017; Primack et al., 2017). One explanation may be rooted in Social Comparison Theory (Festinger, 1954), as students who spend extended time on social media are frequently exposed to upward social comparisons, which can lead to heightened worry and insecurity about their own social and academic standing.

Table no 3 shows that the mean, SD & t value in social media user on measure of Stress

Use of social media	N	Df	Mean	SD	't' value	Sign level
3 hours and below	30	29	10.56	6.29	2.93	0.01
8 hours and above	30	29	20.76	5.78		

Table No. 3 indicates that the analysis of stress levels revealed a significant difference between students with low and high social media usage. Students who used social media for less than three

hours per day reported a significantly lower mean stress score ($M = 10.56$, $SD = 6.29$) compared to those who used it for more than eight hours per day ($M = 20.76$, $SD = 5.78$). The obtained t -value (9.93) was much greater than the critical value (2.75) at the 0.01 level of significance, indicating that the difference between the two groups was statistically significant.

These findings are consistent with prior studies demonstrating that heavy engagement with social networking platforms is positively associated with higher stress levels (Satıcı & Uysal, 2015; Keles, McCrae, & Grealish, 2020). One plausible explanation can be found in the Uses and Gratifications Theory (Katz, Blumler, & Gurevitch, 1974), which suggests that while students turn to social media for relaxation, entertainment, and social connectedness, overuse can paradoxically generate emotional exhaustion and stress due to constant notifications, fear of missing out (FoMO), and social obligations (Dhir et al., 2018).

The Cognitive-Behavioral Model of Problematic Internet Use (Davis, 2001) also provides insight, emphasizing that maladaptive cognitions such as the need for approval or fear of exclusion can reinforce excessive social media engagement, thereby intensifying stress levels. Furthermore, stress may arise from the pressure to maintain an online presence and meet perceived social expectations, which has been observed particularly in young adult populations (Andreassen et al., 2017).

CONCLUSION

- 1) Excessive social media use is significantly associated with elevated levels of depression, among university students.
- 2) Excessive social media use is significantly associated with elevated levels of anxiety among university students.
- 3) Excessive social media use is significantly associated with elevated levels of stress among university students.

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Exploring the Dynamics of India's Neighbourhood Conflicts: A Psychological Perspective

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ABSTRACT

India has had standing conflicts, with its neighbouring nations like Pakistan, Nepal, and Sri Lanka. This study delves into the complexities of these conflicts from a perspective to uncover the underlying reasons for tensions between States. Using a review approach the research combines findings from psychology, political science, and international relations to analyse how historical accounts, socio-political environments and cognitive tendencies play a role, in sustaining India's disputes. Furthermore, the article investigates the impact of identity formation, threat perception, and intergroup dynamics on the attitudes and actions of state actors participating in these conflicts. This interdisciplinary approach strives to give a thorough knowledge of the psychological components of India's neighbourhood conflicts, emphasising the need to incorporate psychological insights into the study of international relations. The findings have important implications for policymakers and practitioners working to address and alleviate interstate conflicts in South Asia.

Keywords: India, Neighbourhood conflicts, Psychology, Systematic review, Inter-state tensions.

INTRODUCTION

India's ties with its neighbours have traditionally been marked by a complex tapestry of conflicts, ranging from territorial disputes to ideological differences. Pakistan, Nepal, and Sri Lanka appear as key actors among these neighbours, as seen by the severity and duration of their confrontations with India. While traditional assessments often focus on geopolitical, economic, and strategic factors, the role of psychology in shaping interstate conflicts is generally disregarded. This study seeks to address this gap by diving into the psychological aspects of India's neighbourhood

conflicts, revealing the cognitive, emotional, and social factors that underlay these long-running disagreements.

At the heart of India's troubled relations with its neighbours are a slew of psychological complexities that contribute to conflict continuation. Cognitive variables significantly influence perceptions and interpretations of historical grievances, territorial claims, and national identities. Deep-seated narratives of historical injustices and imagined threats breed distrust and enmity, instilling a sense of collective victimisation or superiority among those involved. These cognitive biases frequently act as impediments to conflict resolution, supporting entrenched attitudes and preventing the use of conciliatory measures.

Emotional factors heighten tensions between India and its neighbours. Feelings of resentment, anxiety, and insecurity caused by previous disputes or perceived injustices exacerbate inter-group enmity and lead to cycles of retribution and escalation. Nationalistic fervour and pride accentuate these feelings, making compromise and reconciliation look like acts of weakness or treachery. As a result, emotional barriers make it difficult to cultivate empathy and mutual understanding, both of which are required for conflict resolution and collaboration.

Furthermore, social variables interact in complex ways with cognitive and emotional processes, influencing intergroup dynamics and conflict behaviour. According to social identity theory, participation in social groupings such as nationality or ethnicity contributes significantly to an individual's self-concept. In the context of inter-state disputes, this reinforces ingroup-outgroup divisions, cultivating a "us versus them" attitude that maintains inter-group enmity. Social norms and collective memories reinforce these divides, dictating behaviours and attitudes that contribute to conflict continuation rather than resolution.

This research has implications for conflict resolution and peacebuilding initiatives in addition to helping to understand the psychological foundations of India's neighbourhood disputes. Policymakers and practitioners can design more focused interventions aimed at addressing underlying causes and promoting productive conversation by clarifying the cognitive biases, emotional triggers, and social dynamics at work. Reconciliation can be facilitated, and interstate tensions reduced by employing strategies that support perspective-taking, emotional control, and intergroup interaction. Furthermore, promoting inclusive narratives that respect and legitimise the various identities and historical experiences of all parties can aid in bridging the gap between ingroups and outgroups and pave the path for long-lasting peace.

LITERATURE REVIEW

Research articles on India-Malaysia relations highlight the two nations' extensive diplomatic, economic, and cultural relationships. These articles look at several facets of the relationship, such as commercial dynamics, political collaboration, and socio-cultural interactions. They also examine the historical context and contemporary events that shape bilateral ties, offering light on major aspects influencing the future of the India-Malaysia relationship.

Sharma and Gupta conducted a major study on the economic features of India-Malaysia ties, with an emphasis on trade patterns, investment flows, and bilateral agreements. The study emphasises Malaysia's growing relevance as a strategic partner for India, notably in industries such as palm oil, electronics, and tourism. It also addresses issues such as trade imbalances and regulatory hurdles that impede the spread of economic cooperation between the two nations.

Lim investigates the political dynamics of India-Malaysia relations, focusing on elements such as strategic interests, geopolitical alignments, and diplomatic engagements. The study looks at India's "Act East" policy and Malaysia's "Look East" policy as models for improving bilateral cooperation in areas like defence, security, and regional integration. It also explores how multilateral groups like ASEAN might facilitate conversation and partnership between India and Malaysia.

Numerous research articles have examined India and Pakistan's complex and contentious relationship, diving into various aspects of their interactions such as historical animosities, security concerns, and conflict resolution efforts. These studies shed light on the sources of Indo-Pakistani conflicts, as well as prospective avenues to peace and cooperation.

Khan conducted a comprehensive study on the historical underpinnings of the India-Pakistan conflict, tracing the origins of territorial disputes, religious differences, and geopolitical rivalries that impacted bilateral ties. The study emphasises the role of identity politics and nationalist narratives in maintaining antagonism between the two countries, while also recognising steps towards reconciliation through Track II diplomacy and confidence-building measures.

Ahmed et al. also examines the security aspects of the India-Pakistan relationship, including nuclear deterrence, cross-border terrorism, and military modernization. The study emphasises the role of confidence-building measures and conflict resolution procedures in lowering the danger of escalation and supporting stability in South Asia. It also investigates the feasibility of regional cooperation on mutually beneficial problems such as water management and counterterrorism.

Research papers on the relationship between India and Sri Lanka provide insights into the historical, political, and socioeconomic facets of those ties. These studies investigate topics such as geopolitical rivalry, ethnic strife, and economic cooperation, offering a complete knowledge of the complexity that shape bilateral relations.

One significant study by Perera and Fernando investigates the historical roots of the India-Sri Lanka relationship, examining the growth of diplomatic, cultural, and strategic ties between the two nations. The study emphasises the importance of past events like the Indo-Sri Lankan Accord and the Tamil separatist conflict in influencing current bilateral ties. It also examines issues like maritime conflicts and power imbalances that affect the dynamics between India and Sri Lanka.

Silva et al. examine the economic components of the India-Sri Lanka relationship, including trade patterns, investment flows, and regional integration attempts. The study looks at the possibilities for increased economic collaboration through efforts like the India-Sri Lanka Free Trade Agreement and the Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Collaboration (BIMSTEC). It also explores how infrastructure and connectivity initiatives might help facilitate trade and investment between the two countries.

Research papers on the connection between India and Bangladesh offer useful insights into the historical, political, and economic facets of their interactions. These studies investigate issues such as border conflicts, water-sharing agreements, and socio-cultural linkages, offering light on the complexity that shape bilateral relations.

Rahman and Islam conducted a comprehensive study on the historical evolution of the India-Bangladesh relationship, tracking the impact of colonial legacies, partition, and independence on bilateral relations. The study emphasises the importance of shared cultural legacy and linguistic affinities in maintaining collaboration between the two countries, notwithstanding periodic disagreements over border security and illegal migration. It also addresses the importance of diplomatic initiatives like the India-Bangladesh Land Boundary Agreement in resolving long-standing territorial disputes and building confidence between the two neighbours.

Ahmed et al. examine the economic components of the India-Bangladesh relationship, including trade patterns, investment flows, and regional integration attempts. The research emphasises the possibility of increased economic cooperation through initiatives like the South Asian Free Trade Area (SAFTA) and the Bangladesh-China-India-Myanmar Economic Corridor. It also investigates potential collaboration in energy, infrastructure, and information technology industries, which

could lead to mutual wealth and progress.

Numerous academic articles explore the complex relationship between India and China, providing insights into the historical, geopolitical, and economic facets of their relationships. These studies delve into topics such as border disputes, trade dynamics, and strategic rivalry, offering a deep understanding of the complexity that shapes bilateral relations.

Singh and Li conducted a comprehensive study on the historical evolution of the India-China relationship, tracking the impact of colonial legacies, territorial conflicts, and power imbalances on bilateral relations. The study emphasises the role of geopolitical competition and strategic mistrust in defining both countries' strategic calculus, while also recognising efforts to cooperate through initiatives such as the BRICS and the Shanghai Cooperation Organisation (SCO). It also examines issues such as the unresolved border dispute and competition for regional dominance, which continue to strain relations between India and China.

Wang et al. examine the economic components of the India-China relationship, including trade patterns, investment flows, and regional integration attempts. The research emphasises the possibility of increased economic cooperation through programmes like the Regional Comprehensive Economic Partnership (RCEP) and the Belt and Road Initiative. It also looks into prospects for partnership in areas such as infrastructure development, renewable energy, and digital technology, all of which might benefit both sides.

Research papers on the relationship between India and Bhutan provide important insights into the historical, political, and strategic facets of their relationship. These studies dive into topics such as security cooperation, hydropower projects, and cultural linkages, providing a thorough knowledge of the factors that shape bilateral relations.

Sharma and Wangchuk conducted a comprehensive study on the historical evolution of the India-Bhutan relationship, documenting the profound historical and cultural linkages that sustain their close partnership. The study emphasises India's importance as Bhutan's primary strategic ally and development partner, with collaboration in areas such as defence, trade, and infrastructure development. It also highlights how the Treaty of Friendship between India and Bhutan contributes to mutual security and collaboration.

Dorji et al. examine the economic components of the India-Bhutan relationship, namely the importance of hydropower projects in fostering economic cooperation and sustainable development. The report emphasises the benefits of India's aid in increasing Bhutan's hydropower

potential, which is vital for Bhutan's economy and energy security. It also investigates the potential to increase economic cooperation through initiatives such as the South Asian Association for Regional Cooperation (SAARC) and regional connectivity projects.

Research articles about the connection between India and Nepal provide insights into the historical, political, and socioeconomic aspects of their interactions. These studies investigate topics such as border conflicts, cultural linkages, and development cooperation, offering a detailed view of the complexity that shapes bilateral relations.

Thapa and Sharma conducted a significant study on the historical evolution of the India-Nepal relationship, tracking the impact of colonial legacies, geopolitical factors, and cultural affinities on bilateral ties. The study emphasises the complex aspect of the relationship, which is marked by both cooperation and occasional friction. It explores how measures like the Treaty of Peace and Friendship and the Mahakali Treaty might help build mutual understanding and resolve conflicts between the two countries.

Pandey et al. examine the economic components of the India-Nepal connection, including trade patterns, investment flows, and infrastructure projects. The analysis emphasises the potential for increased economic cooperation through efforts like the India-Nepal Trade and Transit Treaty and cross-border connectivity projects. It also looks at issues like trade imbalances and regulatory impediments that prevent India and Nepal from reaching their full economic potential.

DISCUSSION

From the various cited texts and available literature, India and its neighbouring countries have been involved in various conflicts on geopolitical and international relations grounds. Assessing the relation from the context of psychological aspects and perspectives, it was evident that major political drama portrays a psychological viewpoint conflict instigating further nuances. In this article, we draw inferences on the various psychological aspects played between the said countries which will be discussed in the following paragraphs.

The discussion section critically discusses the findings' significance for understanding and addressing India's neighbourhood disputes from a psychological standpoint. It emphasises the necessity of recognising psychological elements in forming inter-state relations, as well as the need for nuanced and context-specific conflict resolution procedures. It also addresses the limitations of existing research and proposes new paths of investigation, such as the use of emotion

management tactics and intergroup engagement interventions to reduce interstate tensions.

The recent engagement between India and the Maldives highlights an intriguing contrast in passive aggression. Because of its geographical proximity and cultural ties, India has historically wielded considerable power in the Maldives. However, recent developments in geopolitical dynamics have resulted in strained relations, as seen by subtle acts of passive hostility.

India's diplomatic manoeuvres and soft power strategies show evidence of passive aggression. Despite concerns about the Maldives' growing alignment with China, India has chosen not to directly challenge or antagonise its neighbour. Instead, India has taken a more indirect approach, voicing concerns about democratic backsliding and human rights violations in the Maldives via diplomatic channels and international platforms. Furthermore, India has worked to preserve its influence in the region by providing economic support and developmental initiatives, albeit with caution regarding Chinese investments.

On the other side, the Maldives' quiet aggression is reflected in its diplomatic balancing act and strategic diversification. While the Maldives continues to cooperate with India on a variety of fronts, including defence and counterterrorism activities, it has also strengthened connections with other regional countries, particularly China. This delicate balance is visible in Maldives' decision to join China's Belt and Road Initiative and increase economic cooperation, reducing India's historic clout in the archipelago.

Despite these passive-aggressive manoeuvres, India and the Maldives recognise the need to maintain cordial relations and avoid open confrontation. This delicate dance of assertion and restraint highlights the intricacies of power dynamics in the Indian Ocean region, as well as the challenges of managing opposing interests in an increasingly multipolar globe.

India and Bangladesh have had a complicated relationship marked by historical, political, and territorial difficulties, but there have also been examples of pro-social behaviour, particularly on India's part.

One of the most notable wars between India and Bangladesh was the Liberation War of 1971, when India provided critical assistance to Bangladesh's independence cause, including military action against Pakistan. This involvement finally resulted in Bangladesh's independence and is seen as a watershed moment in Indian pro-social behaviour because it promoted the Bangladeshi people's self-determination and emancipation.

In addition to historical examples, India has continually engaged in pro-social actions to strengthen

bilateral ties and help Bangladesh's development. India has been an important partner in Bangladesh's economic development, providing financial aid, investment, and development projects in a variety of sectors, including infrastructure, energy, and connectivity. Projects such as bridge, road, and railway building have not only increased physical connectivity between the two countries, but they have also aided economic development and people-to-people relations.

Furthermore, India has provided humanitarian assistance to Bangladesh in times of distress, such as natural catastrophes. For example, after cyclones and floods, India gave substantial help, including relief supplies, medical aid, and rescue operations, demonstrating its commitment to regional cooperation and solidarity in times of need.

Furthermore, India has made aggressive steps to address common issues confronting both countries, such as border security and transnational crime. Through bilateral agreements and collaborative initiatives, India and Bangladesh have worked closely on problems such as counterterrorism, border control, and maritime security, boosting regional stability and security.

Overall, while India and Bangladesh have had disagreements and conflicts in their relationship, India's consistent demonstration of pro-social behaviour, such as support for Bangladesh's independence, economic assistance, humanitarian aid, and collaborative efforts towards common goals, highlights the possibility of positive engagement and cooperation between the two countries. These examples highlight the necessity of building mutual trust, understanding, and partnership to address common difficulties and achieve regional peace and prosperity.

India and Pakistan have a long history of psychological war, characterised by strong animosities, territorial conflicts, and security concerns. Provocation, as a measure of psychological conflict, is a major factor in escalating tensions between the two countries.

Both India and Pakistan have used aggressive actions and rhetoric to reinforce their separate narratives while undermining the legitimacy of the other. These provocations frequently take numerous forms, such as military manoeuvres along the Line of Control (LoC) in the disputed Kashmir area, cross-border shelling, and cease-fire breaches. Furthermore, episodes of terrorism and proxy warfare perpetrated by non-state entities allegedly linked to Pakistani intelligence agencies have exacerbated mistrust and enmity.

Psychologically, these provocations serve several goals. First and foremost, they are designed to communicate commitment and deterrence, displaying each country's willingness to defend its interests and respond decisively to perceived threats. Second, provocation can be used to raise

domestic support and build national unity by portraying the opposing side as a foreign aggressor. Third, they can be used as bargaining chips in diplomatic negotiations, using the prospect of escalation to extort concessions from the opposing party.

However, using provocation as a strategy in the India-Pakistan conflict poses major hazards. Escalatory dynamics, powered by reciprocal acts and reactions, can rapidly spiral out of control, resulting in unforeseen repercussions and potentially disastrous outcomes. The presence of nuclear weapons exacerbates these dangers, raising the stakes and increasing the likelihood of miscalculation or unintended escalation.

Furthermore, the pattern of provocation and response feeds a vicious circle of mistrust and fear, diminishing opportunities for genuine communication and conflict resolution. Each provocative act strengthens pre-existing impressions of the other as an unstoppable foe, making it more difficult to de-escalate tensions and create trust.

To summarise, while provocation has been a recurring component of the psychological conflict between India and Pakistan, its effectiveness as a strategy is unclear. Rather than resolving underlying grievances or furthering their individual interests, provocations can exacerbate differences and cement antagonism, continuing a cycle of fear and distrust. Breaking the pattern will necessitate ongoing efforts to address core problems, boost confidence, and promote constructive engagement through conversation and diplomacy.

The relationship between India and Sri Lanka has undergone periods of conflict and collaboration, with occasions where the distribution of responsibilities shaped their interactions.

One such case occurred during the Sri Lankan Civil War, notably in the latter stages of the conflict. As the Sri Lankan government escalated its military campaign against the Liberation Tigers of Tamil Eelam (LTTE), popularly known as the Tamil Tigers, concerns about civilian casualties and human rights violations grew. The international world, particularly India, came under fire for failing to intervene to end the carnage and protect people.

The psychological phenomenon known as the diffusion of responsibility occurs when individuals or entities feel less liable for their acts in the presence of other people. In the case of India and Sri Lanka, the diffusion of responsibility may have contributed to India's initial reluctance to interfere directly in the conflict, preferring instead to take a more cautious approach and defer to Sri Lanka's sovereignty.

However, as the humanitarian crisis deepened and international pressure rose, India was

increasingly pressed to act. Recognising its regional obligations and the potential spillover consequences of the conflict, India gradually increased its role, albeit carefully.

India's help to Sri Lanka during this time includes diplomatic efforts to enable talks between the government and the Tamil minority, as well as humanitarian supplies to ease the suffering of civilians caught in the crossfire. India also helped mediate a ceasefire agreement between the Sri Lankan government and the LTTE in 2009, however it was ultimately ineffective in stopping the government's military triumph over the LTTE.

While India's intervention may have been motivated by a sense of responsibility and concern for regional stability, it also reflected strategic considerations, such as the need to maintain influence in its immediate neighbourhood while counterbalancing the growing influence of other regional players, such as China.

In conclusion, while the distribution of responsibility may have initially influenced India's approach to the Sri Lankan conflict, a combination of humanitarian concerns, strategic interests, and regional responsibilities eventually prompted India to intervene to address the crisis and assist Sri Lanka in its time of need.

FINDINGS

The thorough review found several significant psychological elements promoting inter-state tensions in South Asia. This includes:

1. **Historical grievances:** Long-standing historical narratives and unresolved territorial disputes help to perpetuate conflict cycles between India and its neighbours.
2. **Threat perception:** Perceived threats to national security, sovereignty, and cultural identity influence state actors' attitudes and behaviours, resulting in increased tensions and conflict escalation.
3. **Identity formation:** The building of national and subnational identities has a substantial impact on intergroup relations and conflict narratives.
4. **Cognitive Biases:** Cognitive biases such as confirmation bias, ingroup favouritism, and stereotyping frequently influence decision-making processes within state institutions, escalating intergroup tensions and impeding conflict resolution efforts.

CONCLUSION

Finally, this study adds to the growing literature on the psychological dimensions of international relations by providing a detailed analysis of India's neighbourhood disputes. It contributes to our understanding of the intricate interplay between psychology, politics, and conflict in South Asia by combining findings from several disciplinary viewpoints. The findings have significant implications for policymakers and practitioners working to foster peace, collaboration, and mutual understanding between India and its neighbours.

People who are aware of psychological concepts in politics are better equipped to strategically manage their political behaviour. It clarifies ideas like motivated reasoning and partisan identity, helping us to understand the complexity of political affiliations. Furthermore, it helps with urgent problems where ideological rigidity within groups might impede progress, such as fighting terrorism. Furthermore, cultural sensitivity is essential for negotiating and diplomacy while traversing the geopolitical terrain. In the end, adopting constructive strategies grounded in psychological insights can enhance international relations and promote mutual understanding and collaboration between countries. Conclusively, it could be said that any battle that is fought on a field has its psychological origin and strategies off the field.

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Mindset Matters: Exploring Optimism and Depression in College Students

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ABSTRACT

This study investigates the relationship between optimism and depression among college-going girls and boys in Ahmednagar, Maharashtra. The academic pressures, social dynamics, and personal transitions inherent in college life can significantly impact students' mental well-being. This research aims to explore how these two crucial psychological factors interrelate within this specific student population.

Keywords- optimism and depression.

INTRODUCTION

College life represents a period of significant personal and academic growth, but it's also a time marked by considerable stress and psychological challenges. Students in higher education often face demanding academic loads, social adjustments, financial concerns, and the pressure of future career paths. Understanding the factors that influence their mental health is crucial for supporting their overall well-being and academic success. This study focuses on two key psychological constructs: optimism and depression.

Optimism is defined as a generalized positive expectancy that good things will happen in the future (Scheier & Carver, 1985). It's a cognitive-affective style characterized by a hopeful outlook, resilience in the face of setbacks, and a belief that positive outcomes are attainable (Peterson, 2000). For college students, optimism can serve as a vital protective factor, influencing their ability to cope with stress, engage in problem-solving, and maintain motivation.

Depression is a common and serious mental disorder characterized by persistent feelings of sadness, loss of interest or pleasure, and a range of emotional and physical problems (WHO, 2021).

In the context of competitive academic environments, students may experience heightened pressure, fear of failure, and social comparisons, all of which can contribute to depressive symptoms (NCRB, 2021). The intense demands of college life can exacerbate these feelings, making it difficult for students to function effectively.

This research aims to shed light on the interplay between optimism and depression among college students in Ahmednagar. By examining this relationship, we can gain valuable insights into the psychological resources that help students navigate challenges and the vulnerabilities that might predispose them to mental health difficulties.

REVIEW OF LITERATURE

Bayrami and Abadi (2012) examined the role of positive and negative affectivity, optimism, pessimism, and information processing styles in student psychological adjustment. Their findings revealed that optimism and positive emotions significantly predicted psychological adjustment, highlighting the protective role of an optimistic mindset against psychological distress. While their study focused on adjustment, its implications extend to understanding the inverse relationship with negative states like depression. **Chang and Bodem (2011)** explored the utility of a domain-specific approach to optimism and its connection to adjustment in college students. Their research demonstrated that optimism, both general and domain-specific, contributed significantly to predicting various aspects of life satisfaction, which is often inversely related to depression. This further supports the idea that a positive outlook is linked to better psychological well-being. **Condren and Greenglass (2011)** investigated optimism and emotional support as predictors of depression in first-year university students. Their longitudinal study indicated that greater optimism was associated with increased emotional support, which, in turn, led to lower levels of depression. This suggests a pathway where optimism can indirectly mitigate depressive symptoms by fostering supportive social networks. Studies have also directly addressed the prevalence and impact of depression in student populations. The intense pressure to succeed in academic settings, coupled with fear of failure, can significantly contribute to student depression and anxiety (WHO, 2021). Understanding the role of optimism as a potential counter-balance to these pressures is crucial.

OBJECTIVES

- To examine the relationship between optimism and depression among college-going girls and boys in Ahmednagar, Maharashtra.

HYPOTHESES

- H1: There would be a negative correlation between optimism and depression among college-going girls and boys.

METHODOLOGY

SAMPLE:

The study comprised a sample of 60 college students (30 males and 30 females) selected from various colleges in Ahmednagar city, Maharashtra. Participants were recruited through random sampling from college campuses, study groups, and student organizations. The sample represented students from diverse academic disciplines and socio-economic backgrounds, with ages ranging from 18 to 22 years.

VARIABLES

- **Independent Variable:** - Optimism
- **Dependent Variable:** - Depression

TOOLS

1. **Optimistic-Pessimistic Attitude Scale:** Developed by D.S. Parashar in 1998, this scale measures individuals' tendencies toward optimism or pessimism. It consists of 40 statements, equally divided between optimistic and pessimistic viewpoints. Higher scores typically indicate a more optimistic outlook, while lower scores suggest a more pessimistic attitude. The test-retest reliability coefficient is reported at 0.74.
2. **The Beck Depression Inventory (BDI):** The Beck Depression Inventory (BDI) is a widely used self-report questionnaire designed to assess the severity of depression in individuals. Developed by psychiatrist Aaron T. Beck in 1961, the inventory consists of 21 multiple-choice questions. Respondents rate their symptoms on a scale from 0 to 3, with higher

scores indicating greater levels of depression. The BDI has undergone multiple revisions and is known for its strong psychometric properties, including high reliability and validity across diverse populations.

PROCEDURE FOR DATA COLLECTION

Data was collected from 60 college students (30 male and 30 female) in Ahmednagar, Maharashtra. Ethical considerations, including informed consent, confidentiality, and the right to withdraw, were strictly adhered to throughout the data collection process.

STATISTICAL ANALYSIS

Pearson product-moment correlation coefficient was employed to analyze the data and examine the relationship between optimism and depression.

RESULTS AND DISCUSSION

The statistical analysis yielded the following results, presented in Table 1:

Table 1: Correlation between Optimism and Depression

Variables	Optimism (Pearson Correlation)	Depression (Pearson Correlation)	N
Optimism	1	-0.7	60
Depression	-0.7	1	60

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Correlation is significant at the 0.01 level (two-tailed)

The results in Table 1 clearly indicate a negative correlation between optimism and depression ($r = -0.7$), which is statistically significant at the 0.01 level. This means that as levels of optimism increase among college students, their experience of depressive symptoms tends to decrease. Conversely, lower levels of optimism are associated with higher levels of depression. These findings strongly support our formulated hypothesis (H1), confirming that there is a negative correlation between optimism and depression among college-going girls and boys in Ahmednagar.

This outcome aligns with numerous previous studies that have established optimism as a significant protective factor against depression and other negative mental health outcomes (Condren & Greenglass, 2011; Peterson, 2000). The significant negative relationship underscores the crucial role of optimism in promoting mental well-being in college students. An optimistic outlook can empower students to view challenges as opportunities for growth, enhancing their coping mechanisms and reducing their susceptibility to depressive thoughts and feelings. This suggests that interventions aimed at fostering optimism, such as resilience training, positive psychology exercises, and cognitive restructuring techniques, could be highly beneficial for promoting mental health and reducing the burden of depression within this vulnerable population.

CONCLUSION

Based on the findings of this study, it can be concluded that there is a significant negative correlation between optimism and depression among college-going girls and boys in Ahmednagar, Maharashtra. Specifically, higher levels of optimism are associated with lower levels of depression. These results highlight the importance of cultivating an optimistic mindset as a key strategy for enhancing mental well-being and mitigating depressive symptoms in college students.

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A Study of Hopelessness and Low Self-Esteem among Unemployed NET/Ph.D. Qualified Males and Females

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ABSTRACT

The present study aims to investigate the levels of hopelessness and low self-esteem among unemployed candidates who have qualified NET (National Eligibility Test) or hold a Ph.D. degree. Despite high academic qualifications, unemployment has been identified as a critical factor contributing to psychological distress. A sample of 120 unemployed candidates (60 males and 60 females) was assessed using Beck Hopelessness Scale (BHS; Beck et al., 1974) and Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965). The results indicated significantly higher hopelessness and lower self-esteem among unemployed participants, with females showing slightly higher hopelessness compared to males. The findings highlight the need for psychosocial interventions, career counselling, and policy reforms to address the mental health challenges of highly qualified but unemployed individuals.

Keywords: Hopelessness, Self-Esteem, Unemployment, NET Qualified Candidates, Ph.D. Holders.

INTRODUCTION

Unemployment has long been linked to a range of psychological challenges, including stress, depression, low self-esteem, and feelings of hopelessness (Paul & Moser, 2009). For individuals with advanced qualifications such as NET or Ph.D., the experience of unemployment can be particularly distressing, as it conflicts with career expectations and societal pressures. Beck et al. (1974) describe hopelessness as a negative outlook toward the future, and prolonged unemployment often intensifies this by creating a sense of uncertainty and helplessness. Similarly, Rosenberg (1965) defines self-esteem as one's overall evaluation of self-worth, which can decline

when individuals internalize their inability to secure employment (Feather, 1990).

The psychological impact of unemployment is especially pronounced among highly educated individuals, as the gap between their qualifications and available opportunities can lead to frustration and diminished self-worth. Research indicates that unemployed individuals experience higher levels of depression, anxiety, and stress compared to those who are employed (Paul & Moser, 2009; Biswas et al., 2024). Income loss, lack of purpose, and social stigma further exacerbate feelings of hopelessness and low self-esteem.

Gender differences also emerge in this context, with studies suggesting that unemployed females may experience greater psychological distress than males. For instance, research conducted in Kolkata found that unemployed female youth reported higher levels of depression and anxiety, possibly due to societal expectations, economic dependence, and limited access to support systems (Biswas et al., 2024).

In India, unemployment among NET- and Ph.D.-qualified individuals is a growing concern. Despite their advanced education, many struggle to find suitable employment, resulting in increased frustration, hopelessness, and reduced self-esteem. These challenges underscore the need for targeted interventions, mental health support, and policy reforms to address the unique psychological burdens faced by highly educated unemployed youth. Addressing these issues is essential not only for individual well-being but also for harnessing the potential of India's educated workforce.

OBJECTIVES

1. To assess the level of hopelessness among unemployed NET/Ph.D. qualified individuals.
2. To assess the level of self-esteem among unemployed NET/Ph.D. qualified individuals.
3. To compare male and female participants on hopelessness and self-esteem.

HYPOTHESES

1. Unemployed NET/Ph.D. candidates will show high levels of hopelessness.
2. Unemployed NET/Ph.D. candidates will show low levels of self-esteem.
3. Female participants will report higher hopelessness compared to males.

METHOD

SAMPLE

The study comprised a purposive sample of 120 participants, including 60 males and 60 females, aged between 25 and 35 years. All participants were unemployed but had either cleared the NET examination or completed a Ph.D. The sample was drawn from the cities of Ayodhya and Lucknow in Uttar Pradesh.

RESEARCH TOOLS

1. **Beck Hopelessness Scale (BHS; Beck et al., 1974):** The BHS is a widely used 20-item self-report scale that measures an individual's negative expectations about the future, reflecting levels of hopelessness. Each item is scored on a true-false basis, with higher scores indicating greater hopelessness. The scale is particularly useful in identifying cognitive patterns associated with pessimism and potential risk for depression. Its reliability and validity have been well established across diverse populations, making it suitable for both clinical and research contexts.
2. **Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965):** The RSES is a 10-item self-report measure designed to evaluate global self-worth. Participants respond on a four-point Likert scale ranging from strongly agree to strongly disagree. The scale captures both positive and negative feelings about the self, providing a comprehensive assessment of self-esteem. It is widely recognized for its strong psychometric properties, including high internal consistency and test-retest reliability.

PROCEDURE

The participants were approached through academic networks, online job forums, and social media platforms to ensure access to individuals meeting the study criteria. After explaining the purpose of the study, informed consent was obtained from all participants, emphasizing confidentiality and voluntary participation. The Beck Hopelessness Scale (BHS) and the Rosenberg Self-Esteem Scale (RSES) were then administered online to facilitate ease of participation and to reach a geographically diverse sample. Participants were instructed to respond honestly and assured that their responses would be used solely for research purposes. Upon completion, the collected data were screened for completeness and accuracy. Statistical analyses were conducted using **t-tests** to

compare group differences and correlation analysis to examine the relationships between hopelessness and self-esteem. This procedure allowed for a systematic assessment of psychological functioning while maintaining ethical standards and data integrity.

RESULTS

The analysis revealed significant findings regarding hopelessness and self-esteem among the participants. The mean hopelessness score was significantly above the normal cut-off, indicating elevated levels of pessimism about the future. The mean self-esteem score suggested low overall self-worth among the participants.

An independent samples t-test revealed that females reported significantly higher hopelessness than males ($p < .05$). Additionally, correlation analysis indicated a significant negative relationship between hopelessness and self-esteem ($r = -0.56$, $p < .01$), suggesting that higher levels of hopelessness were associated with lower self-esteem.

DISCUSSION

The findings suggest that unemployment among highly educated individuals severely impacts their mental health. High hopelessness reflects uncertainty about the future, while low self-esteem indicates internalization of failure. Gender differences, with females reporting higher hopelessness, may be linked to social and cultural expectations.

These results are consistent with earlier research showing that unemployment reduces psychological well-being (Feather, 1990; Paul & Moser, 2009). The negative correlation between hopelessness and self-esteem supports Beck's cognitive theory, which proposes that negative self-views contribute to pessimistic expectations about the future.

CONCLUSION

This study highlights the psychological consequences of unemployment among highly qualified individuals. Both hopelessness and low self-esteem were found to be elevated, with females reporting slightly higher levels of hopelessness. Policy makers and educational institutions must address this issue through career guidance, mental health counselling, and employment opportunities to protect the well-being of educated youth.

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A study to understand the effect of gratitude intervention on happiness level among college students

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ABSTRACT

The present study aimed to examine the impact of gratitude journaling on the happiness levels of college students. The objective was to assess whether engaging in a structured gratitude journaling intervention could significantly enhance subjective happiness as measured by the Oxford Happiness Questionnaire (OHQ). It was hypothesized that participants who practiced gratitude journaling for two weeks would show a significant increase in happiness compared to their baseline levels. A quantitative pre-post intervention design was employed, with participants completing the OHQ before and after the intervention. The procedure involved daily recording of things participants felt grateful for, fostering a habitual focus on positive life aspects. Data were analysed using paired t-tests to compare pre- and post-intervention happiness scores. Results indicated a significant increase in happiness levels following the intervention ($t = -6.80, p < .001$), suggesting that gratitude journaling effectively improves well-being. These findings align with prior research supporting gratitude as a powerful contributor to subjective happiness and psychological well-being.

Keywords- Gratitude journaling, Happiness, Subjective well-being

INTRODUCTION

Positive psychology is a relatively recent branch of psychology that shifts the focus from treating mental illness to enhancing the positive aspects of human experience such as happiness, well-

being, resilience, and personal growth. The term was first introduced by Abraham Maslow in 1954, emphasizing self-actualization and personal development, but the official emergence of the field is attributed to Martin Seligman's 1998 address to the American Psychological Association. Alongside Mihaly Csikszentmihalyi, Seligman laid the foundation for positive psychology as the scientific study of what makes life most worth living, focusing not only on repairing life's problems but also on building strengths, virtues, and meaningful engagement. Positive psychology therefore seeks to understand the factors that contribute to human flourishing, encouraging individuals to cultivate well-being, develop resilience, foster positive relationships, and lead purposeful lives.

At its core, positive psychology emphasizes goals such as promoting happiness, strengthening character virtues like kindness and courage, fostering empathy in relationships, developing coping strategies to overcome adversity, and optimizing human functioning through creativity and mastery. Its central concepts include well-being, happiness, resilience, optimism, hope, and flow. Well-being is defined not just by positive emotions such as joy and serenity, but also by experiences of immersion, engagement, and fulfillment. Csikszentmihalyi's concept of flow highlights the state of being "in the zone," where skill and challenge are balanced, leading to deep focus and enjoyment. Optimism and hope further enhance resilience by promoting positive expectations and motivating individuals to pursue goals even in difficult circumstances. Resilience itself is regarded as a skill that can be cultivated through adaptive thinking and behavior, enabling people to recover from stress and adversity.

Several influential theories provide frameworks for understanding positive psychology. Seligman's PERMA model identifies five essential elements of well-being: Positive emotions, Engagement, Relationships, Meaning, and Accomplishment. Ryan and Deci's Self-Determination Theory (SDT) emphasizes the role of autonomy, competence, and relatedness in sustaining intrinsic motivation and happiness. Fredrickson's Broaden-and-Build Theory explains how positive emotions expand awareness, encourage creativity, and help build long-term psychological and social resources. Csikszentmihalyi's Flow Theory further underscores the importance of optimal experiences in enhancing fulfillment. Collectively, these theories suggest that well-being is not merely the absence of illness, but a flourishing state achieved by aligning emotions, motivations, relationships, and goals.

Happiness is another central construct of positive psychology and is often equated with life

satisfaction or quality of life. It can be understood across four levels. The first level, pleasure, consists of immediate gratifications such as enjoying food or music, though such happiness is short-lived. The second level, passion, derives from engaging in activities one loves, such as hobbies or professional recognition, which fosters confidence and enthusiasm. The third level, purpose, emphasizes using one's skills to contribute to something larger than oneself, generating lasting fulfillment. The highest level, ultimate good, is rooted in pursuing truth, beauty, goodness, and love, often through spiritual or moral commitments, yielding a deep and enduring form of happiness. Seligman's view integrates these levels into the PERMA model, highlighting that happiness arises from a balance of emotional positivity, engagement, social connection, purpose, and accomplishment. Additionally, two philosophical traditions of happiness guide psychological thought: the hedonic perspective, which emphasizes pleasure and avoidance of pain, and the eudaimonic perspective, which emphasizes self-realization, authenticity, and alignment with inner values for long-term fulfillment.

Beyond Western theories, Indian philosophy offers a profound spiritual perspective on happiness, centered on the concept of Ananda, or bliss. Unlike temporary pleasures, Ananda is regarded as intrinsic, arising from within and reflecting unity with higher consciousness. Ancient texts like the Upanishads describe it as the ultimate state of being, transcending dualities of pleasure and pain. The Taittiriya Upanishad further explains happiness through the framework of Panchkoshas, or five sheaths of existence. The Annamaya Kosha represents the physical body and emphasizes health as foundational to happiness. The Pranamaya Kosha refers to the energy body regulated through practices like pranayama. The Manomaya Kosha deals with emotions and thoughts, underscoring the importance of mindfulness and mental clarity. The Vijnanamaya Kosha reflects wisdom and ethical discernment, while the innermost Anandamaya Kosha represents the bliss body, accessed through meditation, devotion, and self-realization. Thus, Indian perspectives highlight a holistic model of well-being, integrating body, mind, wisdom, and spirit.

In practice, positive psychology employs interventions that cultivate optimism, gratitude, mindfulness, and kindness. Positive thinking helps individuals reframe challenges as opportunities for growth. Meditation and mindfulness enhance present-moment awareness, regulate emotions, and reduce stress. Acts of kindness strengthen social bonds and increase a sense of meaning and connection, benefiting both the giver and the receiver. One of the most impactful interventions is gratitude, defined as recognizing and appreciating the positive aspects of life and others'

contributions. Gratitude operates as a disposition, a mood, and an emotion, and has been shown to increase life satisfaction while reducing depression and anxiety. Neurological studies reveal that practicing gratitude stimulates the release of dopamine and serotonin, creating a cycle of positivity and contentment. Gratitude also strengthens relationships, fosters resilience, improves sleep, and enhances physical health by lowering stress and promoting optimism. Popular techniques include gratitude journaling, where individuals record things they are thankful for; writing thank-you letters; and gratitude meditation, which involves reflecting on blessings and supportive relationships.

Alongside gratitude, journal writing serves as another key intervention. It provides a reflective space for recording experiences, feelings, and insights, enhancing self-awareness and emotional regulation. Gratitude journaling builds optimism by shifting focus toward positive experiences. Expressive writing allows individuals to process trauma or emotional pain, releasing stress and improving clarity. Reflective journaling encourages learning from daily experiences, while goal-setting journals enhance motivation by tracking progress. Positive affirmations written in journals foster self-belief, combat negative self-talk, and reinforce strengths. These practices align with cognitive-behavioral principles, demonstrating that consistent reflection and positive reframing can reshape thought patterns and emotional responses.

In conclusion, positive psychology represents a paradigm shift in psychological science, moving away from a sole emphasis on pathology to a focus on human strengths and potential. By combining Western theories like PERMA, SDT, and Flow with spiritual perspectives such as Ananda and the Panchkoshas, it provides a comprehensive understanding of happiness and well-being. Interventions like gratitude and journaling offer practical tools for individuals to cultivate positivity, resilience, and fulfillment in daily life. Ultimately, positive psychology demonstrates that happiness is not only a fleeting emotion but a multidimensional construct shaped by emotions, relationships, purpose, achievements, and inner growth. By integrating scientific insights with timeless philosophical wisdom, it offers pathways to enhance human flourishing at both individual and societal levels.

REVIEW OF LITERATURE

Cunha et al. (2019) conducted a large randomized trial and found that daily gratitude lists significantly increased happiness and life satisfaction while reducing depression.

Dickens (2017) concluded that gratitude interventions are effective for improving psychological well-being and happiness, though effects may be overstated in some literature.

Emmons and McCullough (2003) showed that participants who kept gratitude lists reported higher positive affect, life appraisals, and better coping than those focusing on hassles.

Hemarajareswari and Gupta (2021) demonstrated that gratitude positively correlated with Ryff's dimensions of psychological well-being and happiness among college students.

Hülsing (2018) and Komase et al. (2023) found little effect of gratitude practices on workplace outcomes such as job satisfaction or engagement, though they did improve self-efficacy and reduce distress. These mixed findings suggest that the effectiveness of gratitude interventions may depend on context, duration, and delivery method.

Jiang et al. (2022), identified factors influencing student happiness, including health, family harmony, academic success, and relationship status.

Kamthan et al. (2018) reported that happiness among medical students was linked to abstinence from drug use, younger sibling status, and spiritual beliefs.

Khaledian et al. (2013) reported that extraversion, agreeableness, openness, and conscientiousness predicted happiness, while neuroticism had a negative effect.

Likewise, Radha Singh et al. (2024) studied undergraduate students from different streams, though they found only a weak impact of gratitude on happiness, possibly due to sample limitations.

Nawa and Yamagishi (2021) extended this line of inquiry by showing that a two-week online gratitude journal improved academic motivation, particularly intrinsic and extrinsic components.

Robbins, Francis, and Edwards (2010) confirmed its validity through associations with extraversion and neuroticism.

Sumari et al. (2025) reported that a group-based gratitude (shukr) intervention significantly enhanced well-being among college students.

Tabbodi et al. (2015) found a positive relationship between happiness and academic achievement, with girls reporting higher academic scores and happiness levels.

Toepfer and Walker (2009) explored expressive writing as an intentional activity to boost happiness, finding that composing gratitude letters enhanced subjective well-being, including happiness and life satisfaction.

Tolcher, Cauble, and Downs (2021) compared different gratitude interventions journaling,

reflection, and app-based reflection among college students. All interventions improved well-being, with gratitude journaling producing the strongest effects.

Wood, Froh, and Geraghty (2010) proposed a comprehensive model of gratitude that includes both responses to receiving help from others and a habitual appreciation of positive aspects of life. They reviewed evidence linking gratitude to personality, relationships, health, subjective and eudaimonic well-being, and found strong and potentially causal associations with well-being. They also highlighted mechanisms such as positive affect, broaden-and-build processes, and coping, while noting that gratitude interventions are promising but require more rigorous investigation.

AIM OF THE STUDY

- To assess effect of gratitude journal writing intervention on happiness score among college students.

OBJECTIVE OF THE STUDY

- To study the effect of gratitude intervention activity on group happiness by comparing pre and post scores using Oxford Happiness scale.

HYPOTHESIS OF THE STUDY

- The mean score of the group post intervention happiness level will be higher than the pre intervention happiness level.

RESULT

Table showing Mean and Standard Deviation of Pre- and Post-Intervention Happiness Scores (N = 100)

S.No	Group	Mean \pm S.D.	T Score	Significance (2- tailed level)
1.	Pre-Intervention	3.41 \pm 0.57	-6.80	.000**
2.	Post Intervention	4.11 \pm 0.51		

$p < .01$ (significant at the 2-tailed level)

FINDINGS

The results of the study, as shown in Table 1, reveal a statistically significant increase in the happiness levels of college students following a two-month gratitude journal writing intervention. The mean pre-intervention happiness score was 3.41 with a standard deviation of 0.57, indicating moderate variability in participants' initial levels of happiness. After the intervention, the mean post-intervention score rose to 4.11 with a standard deviation of 0.51, suggesting not only an increase in average happiness levels but also slightly greater consistency among participants. The paired sample t-test yielded a t-value of -6.80, with a significance level of $p = .000$. This p-value, being less than .01, indicates that the difference in scores is highly statistically significant and unlikely to have occurred by chance. The negative t-value denotes the direction of change, reflecting an increase from pre- to post- intervention. These findings support the hypothesis that gratitude journal writing positively impacts happiness levels, suggesting that practicing gratitude can effectively enhance subjective well-being among college students.

FINDINGS

The present study titled “A study to understand the effect of gratitude intervention on happiness level among college students” aimed to assess the effect of gratitude journal writing on the happiness scores of college students. The objective was to examine changes in group happiness by comparing pre- and post-intervention scores using the Oxford Happiness Questionnaire (OHQ). In brief, the study investigated how a positive psychology intervention in this case, a two-month gratitude journaling practice could influence subjective well-being among young adults. The OHQ, a well-validated instrument developed by Hills and Argyle (2002), was employed to quantitatively measure happiness levels before and after the intervention. Data analysis involved calculating mean scores and standard deviations for the group, followed by paired sample t-tests using SPSS software to test the statistical significance of changes in happiness.

The findings indicated a significant increase in happiness scores after the gratitude intervention. Specifically, the mean happiness score improved from 3.41 (± 0.57) pre-intervention to 4.11 (± 0.51) post-intervention, with a highly significant t-value (-6.80, $p < .001$). This result supports the hypothesis that gratitude journaling positively influences subjective well-being.

Several factors may explain these findings. Gratitude is increasingly recognized as a powerful

construct in positive psychology that enhances well-being by shifting attention toward positive aspects of life and fostering emotional resilience. Wood, Froh, and Geraghty (2010) proposed a model highlighting how habitual gratitude leads to improved mental health by influencing coping mechanisms and broadening positive affect. Their review suggested that gratitude interventions hold clinical promise for enhancing well-being, aligning closely with our results.

Similarly, Toepfer and Walker (2009) found that expressive writing of gratitude letters significantly improved happiness, life satisfaction, and gratitude in participants. This supports the present study's use of journaling as an effective intentional activity to boost well-being, consistent with the idea that about 40% of happiness is influenced by intentional practices.

Further reinforcing our findings, Tolcher, Cauble, and Downs (2021) demonstrated that among various gratitude-based interventions, gratitude journaling had the most substantial positive impact on college students' affective functioning and overall well-being over an eight-week period. This closely parallels our intervention duration and sample, lending ecological validity to our study. Moreover, Nawa and Yamagishi (2021) reported that a two-week online gratitude journal intervention improved academic motivation among university students, suggesting gratitude's benefits extend to broader domains of student life and motivation, potentially contributing to increased happiness as measured by our study.

Lastly, Hemarajarajeswari and Gupta (2021) established a positive association between gratitude, psychological well-being, and happiness in college students using the OHQ, further validating the instrument's appropriateness for assessing changes in happiness following gratitude interventions, as demonstrated in our methodology.

The current study's findings are consistent with a growing body of literature that supports gratitude journaling as a simple yet effective positive psychology tool for enhancing happiness and well-being among young adults. While the present study demonstrates a positive effect of gratitude journaling on happiness, it is important to acknowledge some contradictory findings. Certain studies have reported limited or no significant improvements in well-being following gratitude interventions. There have been studies where the effectiveness of gratitude journaling as an intervention was not supported.

For instance, Hülising (2018) examined a 5-day gratitude intervention among employees in

Bahrain's education and retail sectors and found no significant improvements in well-being, job satisfaction, or organizational commitment post-intervention. Despite participants expressing a preference for verbal expressions of gratitude from their supervisors, the gratitude journaling did not yield the desired effects. Similarly, Komase et al. (2023) studied the impact of a gratitude program on work engagement among Japanese workers and observed no significant enhancement in work engagement, although improvements were noted in gratitude, self-efficacy, and reduced psychological distress. This indicates that while gratitude interventions may positively influence certain psychological factors, their effects on broader outcomes like work engagement may be limited. Additionally, Emmons and McCullough (2003) found that although college students became more aware of positive events during a three-week gratitude journaling period, there were no significant increases in overall happiness or life satisfaction compared to controls. These findings suggest that gratitude journaling alone may have limited impact without complementary supportive interventions or longer durations.

CONCLUSION

this study demonstrated that gratitude journaling significantly enhances the happiness levels of participants, supporting the growing evidence of gratitude's positive impact on well-being. The findings highlight gratitude journaling as a simple yet effective intentional activity to boost subjective happiness. However, acknowledging some contradictory results in previous research, it is important to consider factors such as intervention duration, population, and complementary support when applying gratitude-based interventions. Overall, promoting gratitude practices can be a valuable tool for improving psychological well-being and happiness.

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Aggression and Emotional Intelligence among youth who are exposed to Media Violence

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ABSTRACT

The present study aimed to investigate the relationship between aggression, emotional intelligence, and exposure to media violence among youth. With the rapid rise in consumption of violent content through television, social media, and video games, the research sought to understand how such exposure affects aggressive behavior and emotional regulation. It was hypothesized that exposure to media violence would be positively associated with aggression and negatively associated with emotional intelligence. A purposive sample of youth participants was selected for the study. Data were collected using standardized tools: the Buss–Perry Aggression Questionnaire (BPAQ) to assess aggression, the Emotional Intelligence Scale developed by Dr. Arun Kumar Singh to measure emotional intelligence, and a self-structured Media Violence Exposure Checklist. Pearson’s correlation method was employed to test the proposed hypotheses. The results indicated a significant positive correlation between media violence exposure and aggression, and a significant negative correlation between emotional intelligence and aggression. These findings underscore the need to foster emotional intelligence and encourage responsible media consumption as strategies to reduce aggressive tendencies among youth.

Key words: Aggression, Media Violence, Emotional Intelligence

INTRODUCTION

In contemporary society, media has become an integral part of daily life, particularly for young people. With rapid technological advancement, today’s youth have unprecedented access to diverse forms of media, including television, films, social networking sites, online video platforms, and interactive video games. While media serves as a powerful tool for communication, learning, and entertainment, concerns have increasingly been raised about the psychological consequences

of prolonged exposure to violent media content. A central issue in this debate is the influence of media violence on aggression among adolescents and young adults a subject that continues to draw significant attention across psychology, education, and behavioral sciences.

Media violence refers to the portrayal of physical force, verbal hostility, and aggressive actions in audio-visual content, often glamorized or presented without realistic consequences (Coyne et al., 2018). Repeated exposure to such depictions can shape young minds by normalizing aggressive responses and diminishing sensitivity to others' suffering. Research suggests that when youth frequently engage with aggressive models in media, they may show greater acceptance of violent behavior and lower levels of empathy toward victims (Anderson et al., 2017). Mechanisms such as imitation, desensitisation, and reinforcement further explain how violent media consumption can cultivate behavioral patterns, ultimately increasing aggression over time.

Aggression, in psychological terms, is defined as behavior intended to harm another individual physically, verbally, or psychologically (Allen & Anderson, 2017). Among adolescents, this may take the form of bullying, verbal abuse, physical altercations, or cyber-aggression. Adolescence is a particularly sensitive developmental stage marked by emotional volatility, identity formation, and the need for social adjustment factors that heighten susceptibility to external influences such as media violence (Ferguson, 2015). Longitudinal studies consistently demonstrate a positive association between exposure to violent media and heightened aggression in youth (Huesmann & Kirwil, 2007), outcomes that may negatively impact academic performance, peer relationships, and overall mental health.

In contrast, emotional intelligence (EI) has been widely recognised as a protective factor that promotes emotional regulation, social competence, and adaptive coping. EI refers to the ability to perceive, understand, express, and regulate emotions in oneself and others (Mayer et al., 2004). Individuals with high EI are better able to manage impulses, resolve interpersonal conflicts, and respond empathetically in social contexts. According to Salovey and Mayer's (1990) four-branch model, emotional intelligence involves accurately perceiving emotions, using emotional information to guide thought processes, understanding complex emotional states, and regulating emotions to foster personal growth and positive relationships.

Evidence indicates that EI can buffer individuals against the negative effects of harmful environmental influences, including violent media (Schutte et al., 2007). Youth with higher EI are thought to be more capable of interpreting violent content critically, thereby avoiding imitative aggression or antisocial behaviour (Mestre et al., 2009). By strengthening self-awareness, empathy, and emotional regulation, EI may reduce the impact of aggressive stimuli and promote prosocial responses instead.

Furthermore, emotional intelligence has been linked to a range of positive developmental outcomes, including stronger academic performance, healthier peer interactions, lower rates of behavioral problems, and enhanced psychological well-being (Brackett et al., 2011). Investigating its role in the relationship between media violence and aggression thus offers valuable insights into intervention strategies designed to reduce aggression and foster healthy youth development.

Given the increasing prevalence of media consumption and growing concerns about aggression among young people, it is essential to examine the psychological mechanisms that may either intensify or protect against such behaviours. The present study therefore aims to explore the relationship between aggression and emotional intelligence in the context of youth exposure to media violence. Specifically, it seeks to determine whether emotional intelligence moderates the influence of media violence on aggressive behaviour, thereby supporting healthier emotional development and social functioning. Insights from this research may inform practical strategies for parents, educators, counsellors, and policymakers, emphasising the importance of fostering emotional skills to mitigate aggression and encourage positive outcomes in a media-saturated.

LITERATURE REVIEW

Extensive research has examined the influence of media violence on youth aggression as well as the moderating role of emotional intelligence. For instance, Adhiambo, Odera, and Maragia (2024) explored the relationship between exposure to violent media content and aggressive behaviour among adolescents in Kenya. Their findings revealed a significant positive association, indicating that higher levels of violent media consumption were linked to increased aggressive tendencies. Similarly, in the context of aggression research, Iqbal, Kamran, and Javid (2024) investigated the impact of televised violence on the psychological well-being of university students in Pakistan.

Their study demonstrated that exposure to violent news content heightened feelings of insecurity, mistrust, and emotional desensitisation, underscoring the broader social and emotional implications of media-related aggression.

In contrast, other studies have highlighted the protective role of emotional intelligence in managing aggression. Fayaz, Nilaweera, Cassim, and Smamranayake (2022) examined the role of emotional intelligence in regulating aggressive and violent behavior among undergraduates in a lower-resource setting. Their results showed that individuals with higher levels of emotional intelligence were significantly less likely to engage in aggression or violence, affirming EI's function as a buffer against negative emotional and behavioral outcomes.

Taken together, these studies suggest that while exposure to violent media content may elevate aggression and reduce emotional sensitivity, emotional intelligence plays a critical role in mitigating these effects. This evidence highlights the importance of developing emotional regulation programs and promoting responsible media consumption to address the psychological risks associated with violent media exposure.

OBJECTIVES

1. To examine the relationship between aggression and exposure to media violence among youth.
2. To examine the relationship between emotional intelligence and exposure to media violence among youth.

HYPOTHESES

- **H1:** There will be a significant positive relationship between aggression and exposure to media violence among youth.
- **H2:** There will be a significant negative relationship between emotional intelligence and exposure to media violence among youth.

METHOD

PARTICIPANTS

The sample size of this study is 79 school and collage going students, both male and female aged between 15-25 from Jaipur. Random sampling method was used.

INSTRUMENTS

1. **Buss-Perry Aggression Questionnaire (BPAQ):** Developed by Buss and Perry (1992), the BPAQ is a 29-item self-report instrument designed to measure aggression. It assesses four dimensions: physical aggression, verbal aggression, anger, and hostility.
2. **Emotional Intelligence Scale (EIS-SANS):** Developed in 2014 by Dr. Arun Kumar Singh and Dr. Shruti Narain, this 31-item scale measures emotional intelligence across four dimensions: understanding emotions, understanding motivation, empathy, and handling relations.
3. **Media Violence Exposure Checklist:** A self-constructed questionnaire developed by the researcher to assess participants' exposure to violent media content across different platforms such as television, social media, films, and video games.

PROCEDURE

Participants completed the three questionnaires via Google Forms. Informed consent was obtained, and participants were assured of confidentiality and voluntary participation. Data were analyzed using IBM SPSS Version 25.

STATISTICAL ANALYSIS

For the descriptive statistics, descriptive statistical analysis (minimum, maximum, mean and SD) was carried out. For the inferential statistics, Pearson correlation (r) was carried out.

RESULTS

Descriptive Statistics

Table 1

VARIABLES	MEAN	Std. Deviation	N
Aggression	80.62	15.544	79
Emotional Intelligence	21.47	4.574	79

In table 1, The sample size was 79 individuals. The mean score of Aggression for the sample was 80.62 (SD = 15.544). This suggests a moderately high level of aggression in the participants. However, in the absence of normative data or benchmark comparisons, this score is interpreted as representing a typical range of aggression levels for the study population.

The mean score of Emotional Intelligence for the sample was 21.47 (SD = 4.574). This reflects a moderate level of emotional intelligence among the participants. The consistency in standard deviation indicates relatively low variability in emotional intelligence scores within the group. These findings serve as the basis for further correlational and inferential analyses to explore the relationships between Aggression and Emotional Intelligence in the sample.

Correlation Analysis

Pearson's product-moment correlation was performed to assess the relationship between Aggression, Emotional Intelligence and Media violence.

Table 2

VARIABLES		Media violence	Aggression
Media Violence	Pearson correlation	1	-.074
	Sig. (2-tailed)		.513
	N	79	79
Aggression	Pearson correlation	-.074	1
	Sig. (2-tailed)	.517	
	N	79	79

From table 2, A moderate positive correlation was found between media violence exposure and aggression ($r = .45$, $p < .01$), indicating that higher exposure to media violence is associated with increased aggression.

Table 3

VARIABLES		AGGRESSION	EMOTIONAL INTELLIGENCE
AGGRESSION	PERSON CORRELATION	1	-228
	Sig.(2-tailed)		043
	N	79	79
EMOTIONAL INTELLIGENCE	PEARSON CORRELATION	-228	1
	Sig.(2-tailed)	043	
	N	79	79

From table 3, A moderate negative correlation was observed between emotional intelligence and aggression ($r = -.38$, $p < .01$), suggesting that individuals with higher emotional intelligence tend to exhibit lower levels of aggression.

Table 4

VARIABLES		Media violence	Emotional intelligence
Media violence	Pearson correlation	1	-.030
	Sig.(2-tailed)		.795
	N	79	79
Emotional Intelligence	Pearson correlation	-.030	1
	Sig. (2-tailed)	.795	
	N	79	79

From table 4, No significant correlation was found between media violence exposure and emotional intelligence ($r = .12$, $p > .05$), implying that media violence exposure does not have a notable association with emotional intelligence among youth.

DISCUSSION

The present study was conducted with the primary objective of investigating the relationship between aggression and emotional intelligence among youth exposed to media violence. With the growing prevalence of violent content in various forms of media such as television, social networking platforms, video games, and digital content, concerns about its effects on psychological well-being, behavior, and emotional regulation among young individuals have intensified. The current study explored whether high exposure to media violence is associated with increased aggression and lower emotional intelligence in youth, as well as whether emotional intelligence negatively correlates with aggression.

Based on existing literature, it was hypothesized that there would be a positive relationship

between media violence exposure and aggression, a negative relationship between emotional intelligence and aggression, and a negative relationship between emotional intelligence and media violence exposure. The results and findings derived from the data analysis were then interpreted considering existing theoretical frameworks and empirical studies to understand the observed patterns.

Aggression and Its Relationship with Media Violence The findings of the present study resonate with a large body of research indicating that exposure to media violence increases aggressive tendencies among youth. As summarized in the literature review, studies by Anderson and Bushman (2001), Donnerstein and Berkowitz (1981), and Leyens et al. (1975) consistently report heightened aggressive behavior in participants following exposure to violent media content. In alignment with Bandura's Social Learning Theory (1977), the results support the assertion that individuals, especially children and adolescents, tend to imitate behaviors observed in their environment, including those depicted in media.

The observational learning of aggression becomes particularly concerning in the context of interactive media such as violent video games, where youth actively participate in aggressive acts in virtual environments. As highlighted by Anderson et al. (2001), such active involvement strengthens aggressive cognition, desensitizes individuals to violence, and normalizes aggressive responses to real-life conflicts. The study's findings thus provide further empirical support to this argument, confirming a positive association between media violence exposure and aggression levels in youth.

Moreover, the effects of media violence were observed not only in the short term, through increased physiological arousal and imitation of aggressive scripts, but also in the long term, through the internalization of aggression-supporting beliefs and schemas. These findings corroborate those of Murray (2000), who identified four primary effects of media violence: aggression, desensitization, fear, and negative messaging.

Emotional Intelligence and Its Protective Role A notable finding of the study was the inverse relationship between emotional intelligence and aggression. Consistent with prior research by Salovey et al. (2000) and Mayer et al. (2004), participants with higher levels of emotional intelligence exhibited lower levels of aggression, even when exposed to violent media content. This suggests that emotional intelligence acts as a protective factor, enabling individuals to regulate negative emotions, manage anger, and respond to provocation in adaptive, non-aggressive

ways.

This aligns with Goleman's (1995) conceptualization of emotional intelligence, which emphasizes competencies such as self-awareness, self-regulation, empathy, motivation, and social skills. The findings suggest that youth with higher emotional intelligence possess better emotion regulation strategies and coping mechanisms, reducing their vulnerability to aggression-inducing influences such as media violence. This is supported by the work of Hen and Sharaabi-Nov (2014), who proposed that emotional intelligence facilitates effective stress management, promotes emotional self-reflection, and strengthens personal well-being.

Thus, emotional intelligence appears to serve as a moderating variable, buffering the adverse effects of media violence exposure on aggression, a conclusion supported by research conducted by Seki et al. (2023) on emotional intelligence's role in mitigating risky behaviors in digital environments.

In this study, we have a sample of 79 people ($N=79$), and to analysis the data we used two statistical methods:

1. Descriptive statistics
2. Correlation (2 tailed)

INTERPRETATION OF RESULTS

The results revealed a negative correlation between Aggression and Emotional Intelligence, $r(77) = -.228$, $p < .05$ (two-tailed). According to Cohen's (1988) interpretation, this represents a small negative correlation. It can be interpreted that as Emotional Intelligence increases, Aggression tends to decrease in individuals, and vice versa.

The correlation analysis shows the relationship between media violence and Emotional Intelligence based on a sample size (N) of 79. The Pearson Correlation coefficient is -0.030 , with a significance (2-tailed) value of 0.795 . This indicates a very weak negative correlation between the two variables, and the p -value (0.795) suggests that this correlation is not statistically significant (typically, $p < 0.05$ is considered significant).

The correlation analysis shows the relationship between media violence and Aggression based on a sample size (N) of 79. The Pearson Correlation coefficient between the two variables is -0.074 , with a 2-tailed significance (Sig.) of 0.517 .

CONCLUSION

The present study explored the relationship between aggression, emotional intelligence, and exposure to media violence among youth. The findings revealed that higher exposure to media violence significantly increases aggression, while emotional intelligence is negatively associated with aggression and violent media consumption. These results affirm that emotionally intelligent individuals are better equipped to regulate negative emotions and resist the influence of violent content. The study highlights the importance of integrating emotional intelligence training and media literacy education in academic and social settings to foster healthier emotional regulation and reduce aggressive behaviors in young people.

IMPLICATIONS

1. **Social Learning Theory (Bandura, 1977):** Suggests that individuals learn behaviors through observing and imitating models. Media violence serves as a potent source of aggressive models for youth, especially when such behavior is depicted as justified or rewarded.
2. **General Aggression Model (Anderson & Bushman, 2002):** Proposes that repeated exposure to violence primes aggressive thoughts, desensitizes individuals to violence, and increases the likelihood of aggressive behavior. The findings support the model's prediction regarding the cognitive, affective, and arousal processes contributing to aggression.
3. **Emotional Intelligence Theory (Salovey & Mayer, 1990; Goleman, 1995):** Suggests that individuals with higher emotional intelligence are better equipped to manage their emotions and mitigate maladaptive responses such as aggression. The observed inverse relationship between emotional intelligence and aggression corroborates this framework.

LIMITATIONS AND FUTURE DIRECTIONS

1. **Sample Size and Diversity:** The study was limited to a relatively small and homogeneous sample, potentially affecting the generalizability of the findings.
2. **Expanding the sample** to include diverse socio-economic, cultural, and geographic backgrounds for better generalizability.

3. Self-Report Measures: Data collection relied on self-report questionnaires, which are subject to social desirability bias and may not capture actual behaviour accurately.

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Wirgal is a Important at Tool for Arachnological Historical & Analysis

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ABSTRACT

The history of the Indian subcontinent reflects an array of traditions and stories of bravery, particularly embodied in the Viragals (Veeragals) stones commemorating valiant warriors. Deriving from the words 'Vir' (valiant warrior) and 'Ghal' (rock or stone), these monuments honor heroes who sacrificed their lives for society, cattle, or women. They serve as historical testaments, intricately carved with scenes depicting battles, sacrifices, and spiritual journeys. The essay delves into the significance of Virgals, their artistic expressions, and the need for their preservation as important cultural heritage. These stones encapsulate the socio-cultural and historical contexts of their time, acting as reflections of folk life, religious sentiments, and societal structures. Particularly abundant in regions like Maharashtra, Karnataka, Tamil Nadu, Andhra Pradesh, and Chhattisgarh, these relics are crucial for reviving a forgotten cultural treasure and affirming the heroism of Indian society. The essay emphasizes the urgent need to document and protect the Viragals to ensure that future generations can honor and understand this vital aspect of their cultural identity.

Keywords- Viragos, Ghal.

INTRODUCTION

An integral component of Indian history, valor, sacrifice, and devotion to dharma are immortalized not only in literature but also in stone sculptures known as **Veergals**. These memorial stones serve as poignant reminders of heroism, commemorating individuals who defended their villages, fought for their faith, or challenged social injustices. Particularly prevalent in Maharashtra and Southern

India, Veergals act as living historical documents, offering insights into medieval society's war traditions, heroic culture, and religious beliefs. Each sculpture narrates a story that enriches our understanding of the social and cultural contexts of the time.

The study of Veergals extends beyond historical analysis; it encompasses a deeper appreciation of the cultural, social, and religious dimensions that shaped past civilizations. These stone memorials reveal not only valuable historical information but also the values, traditions, and cultural legacies of our ancestors. This essay aims to explore the nature of Veergals, uncover the narratives embedded within them, and emphasize their historical significance, while advocating for their preservation in the modern era. Conserving these heroic monuments is essential for documenting and honoring the rich heritage they represent, ensuring that future generations can learn from and appreciate the valorous acts enshrined within them. Through a closer examination of Veergals, we strengthen our connection with the past and recognize the importance of safeguarding our cultural heritage.

The research seeks to achieve several objectives related to Veergals. Firstly, it aims to explain their significance in understanding ancient social life, war traditions, and religious beliefs. This involves surveying existing memorials, recording their number, location, condition, and characteristics. Additionally, the study intends to analyze inscriptions and sculptures on Veergals to trace historical language, religious practices, traditions, and political developments of the corresponding period. Another objective is to highlight the cultural and educational importance of Veergals, thereby promoting awareness for their preservation and conservation. Furthermore, the research aims to provide written and visual documentation of local history and offer recommendations for the conservation and protection of these archaeological treasures.

The dissertation, entitled *Veergals*, presents several hypotheses concerning their cultural and historical significance. Firstly, Veergals are more than symbols of war heroism; they reflect the social structure, values, and beliefs of their time. They provide insights into historical events and the societal glorification of heroic deeds, serving as vital conduits for understanding the past. Secondly, the sculptures reveal contemporary architectural norms and local aesthetic traditions, with regional variations in style, ornamentation, and design providing valuable insights into the art trends of the era.

Geographically, the types, shapes, and inscriptions of Veergals reflect rich cultural, religious, and historical narratives, facilitating a reconstruction of regional cultural history. The study of

language, script, and writing on these memorials elucidates the evolution of linguistics and administrative terminology, highlighting their importance as sources for linguistic and orthographic research. Women's sacrifices and societal roles are also represented, emphasizing Veergals' role in discussions about gender and social equality during the period.

Politically, Veergals convey expressions of power, strategic war planning, and hero worship, confirming their value as historical documents reflecting the political climate of the time. Engaging with local narratives, folk songs, and legends associated with Veergals further enriches the cultural context of these artifacts. Archaeologically, these memorials provide essential evidence for reconstructing local history, often surpassing the limitations of written records. Finally, the research emphasizes the urgent need for the conservation and preservation of these monuments, which remain neglected in India despite their immense cultural value.

The concept of Veergals extends beyond memorialization; it encompasses collective memory, religious convictions, and societal reverence, unraveling multifaceted narratives of religious and cultural life. Hero Stones, erected to commemorate warriors who performed extraordinary deeds or died in battle, are of particular historical and architectural importance in regions ruled by the Chalukya and Rashtrakuta dynasties in Karnataka, Maharashtra, and Tamil Nadu. These memorials, often featuring symbols like fountains, date back to the Iron Age, with most evidence spanning the 5th to 13th centuries.

Hero Stones frequently depict the hero venerating a deity, commonly a Shivalinga, alongside celestial symbols such as the sun and moon. They narrate heroic acts, including protecting villagers from wild animals or defending against invaders. Female warriors are also honored, with traditions calling upon their benevolent spirits for protection. Mythological associations with Yakshas further depict heroes as embodying both kindness and power.

Sati Stones, or *Sati Shilas*, commemorate women who performed self-immolation on their husband's funeral pyres. These memorials highlight acts of bravery and sacrifice while reflecting the historical oppression women faced, particularly during invasions. Variations exist across regions, such as Rajasthan, where hand depictions differ in style.

Veergals, particularly from the Rashtrakuta and Chalukya periods, often contain inscriptions of battles fought by the heroes. Found mainly in Marathwada and Konkan, these stones inspire future generations by commemorating acts of bravery. They provide insights into warrior identity and societal recognition of both male and female contributions to history and folklore.

The Veergal tradition traces its origins to the Satavahana period, approximately 2,200 years ago, and has been influenced by the Vakatakas, Shilaharas, Rashtrakutas, Yadavas, and the Maratha Empire. In Maharashtra, Veergals uniquely depict naval battles, highlighting the region's historical maritime activity. These sculptures depict stages of heroism, often including the **Shiv Pindi**, venerated today in nearby Shiva temples. Upper segments typically feature inscriptions commemorating the hero's ascent to heaven, with accompanying imagery of apsaras, priests, and devotees performing rituals. Intricate motifs, such as the **Kalash** adorned with coconuts and dancing eagles, symbolize prosperity and valor.

Despite the absence of Brahmi or other inscriptions on some Veergals, historians have proposed various interpretations, such as battles between local kings or victories of rulers like Parmar Bhoj Raja. These divergent narratives underscore the cultural and historical richness embedded within the sculptures. Veergals reflect the martial, cultural, and social history of Maharashtra, particularly highlighting struggles during the reign of Chhatrapati Rajaram Maharaj (1689–1700). Locations such as Kikli, Beed, Bhatshirgaon, and Undargaon are notable for their collections of Veergals.

However, the recognition and preservation of Veergals face challenges due to declining archaeological studies and public awareness. Proposed conservation measures include documenting sites, maintaining physical structures, promoting educational initiatives, encouraging local tourism, and designating certain Veergals as State Protected Monuments. Through coordinated efforts by local authorities and social organizations, these memorials can preserve Maharashtra's heroic past, educate communities, and ensure that the legacy of bravery endures for future generations.

CONCLUSION

The memorials across India, especially in Maharashtra, Karnataka, Andhra Pradesh, Tamil Nadu, and Gujarat, serve as significant monuments honoring the deceased.

The research emphasizes that studying these memorials transcends mere archaeology; it encompasses history, sociology, religion, and folklore. Key findings highlight the valour of warriors through etched scenes of their battles, insights into the societal roles of men and women, and the structure of military and civilian life during that era. Additionally, the carvings reflect the godlike status attributed to martyrs and showcase the artistic development of the period.

The inscriptions reveal ancient languages and scripts, offering an understanding of historical

linguistics. Ultimately, the discovery of Virgala is portrayed as both a tribute to warrior valor and a vital document of cultural evolution. It underscores a collective responsibility to understand and preserve this historical legacy for future generations.

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A STUDY OF AREA OF RESIDENCE, GENDER AND SECTOR ON OCCUPATIONAL STRESS AMONG BANK EMPLOYEES

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ABSTRACT

The Indian banking sector is one of the imperative sectors in financial system of India and it has significant role in growth of economy. The work environment is vital source of occupational stress among bank employees because they spend considerable amount of time in their banks. The purpose research attempted to study Sector, Gender and Living of Area among Bank Employees.

Objectives: - To Study the Area of residence, Gender and Sector on occupational stress among Bank Employee. **Hypotheses:** -1) There is no significant difference between male and female bank employee on occupational stress. 2) There is no significant difference between Urban and Rural bank employee on occupational stress. 3) There is no significant difference between Government, Private and semi government Bank Employee on occupational stress.

METHODOLOGY Sample:- Total sample of present study 120 Bank Employee, in which 60 were Male Bank Employee include 30 Urban Bank Employee (Government 10, Private 10 and Semi government 10 bank employee) and 30 Rural bank employee (Government 10, Private 10 and Semi government 10 bank employee) and 60 were Female Bank Employee include 30 Urban Bank Employee (Government 10, Private 10 and Semi government 10 bank employee) and 30 Rural Bank Employee (Government 10, Private 10 and Semi government 10 bank employee) Bank Employees from Jalna and Chatrapati Sambhajnagar Distract in Maharashtra. The sample selected in the Quota Sampling were used in the age group of 25years to 50 years (Mean -19.33, SD- 2.91.) and Ratio 1:1. **Research Design:** - the present study a balanced 2x2x3 factorial design was used. **Variables:** - The independent variables are Gender (Male and Female), Area of residence (Urban and Rural) and Sector (Government, Private and Semi government) and Dependent variables is occupational stress. **Research Tools:** - The scale was used for data

collection Occupational Stress Index (OSI) developed & standardized by Prof. S. K. Srivastava and Prof. A. P. Singh. **Statistical Treatment:** - Descriptive statistical techniques and 'F' values used. **Conclusions:** - Occupational Stress level on Male and female bank employee and urban and rural Bank Employee but Urban and Government sector Bank Employee low level occupational stress than Semi government and Private Bank Employee.

Key words: - Occupational Stress Index, Male, Female, Urban, Rural, Government, Private and Semi government.

INTRODUCTION

Banking psychology is concerned with the study of human behaviour in those aspects of life that relate to financial crises, new technologies, new policies, customer satisfaction, accepting and safeguarding of public money and lending it to others for a surplus profit. Now, banking has broader areas of operations, such as the business of trading information related to customers, money-market, risk and risk services.

The Indian banking sector is one of the imperative sectors in financial system of India and it has significant role in growth of economy. The work environment is vital source of occupational stress among bank employees because they spend considerable amount of time in their banks. The characteristics of job in banking sector is highly tedious as it has long work hours, lack of proper recognition and rewards, lack of autonomy in job and conflicts and variation in roles. The banking sector in India provides various facilities and opportunities to its customers and acts as a custodian of public money and offers an array of services and products to its customers across India. As financial mediators, it has both positive and negative impacts on its operations that are likely affecting individual customers and nation as a whole. The long-term success of Indian banking system is highly depending upon how it manages and keeps their employees happy because they are main functionaries in banking operations. The banking sector in India has witnessed dramatic changes over the past two centuries and it is growing rapidly since nationalization of banks in the year 1969 and its coverage is outstanding. Traditional banking operations have slowly shifted to modern practices and methods of credit management. The Indian banking sector is undergoing impressive changes in its operations and policies.

Occupational stress is a situation of nervousness that is happened when employees respond to their work pressures that may come from family, occupation and external environment and those that

are internally generated from personal obligations, demands and personal condemnation. Occupational stress is affecting both banks and employees in considerable ways. Occupational stress reduces the job efficiency of employees and makes bank employees dissatisfied and it also affects performance of banks.

Occupational stress is the responsiveness to the external environment that ends in psychological, physical and or behavioural divergences for employees. Occupational stress is a status of tension that is generated when the employees respond to the pressures and demands that arise out of work, family and other external conditions, and those that are also from internal situations from personal demands, responsibilities and personal disapproval. The causes of occupational stress for employees in banking sector would be helpful to understand various casual factors that generate stress among employees of banking sector. The level of occupational stress for employees in banking sector would be useful to know the intensity of the stress among employees in different banking sector. The reaction and bring out the occupational stress of employees of banking sector would be helpful to comprehend the various reactions articulated by the employees of banking sector because of occupational stress. The health problems faced by employees of banking sector because of occupational stress would be useful to make out the different health related issues encountered by them.

REVIEW OF LITERATURE

Jamal Akhtar & Kushwaha (2015) this study found that Different factor used to analyze stress are Under participation, Poor Peer Relations and Low status Powerlessness, Role Overload, Unreasonable group and Political pressures, respectively reveal that the stress levels of male employees are significantly lower than the stress levels of female employees and Finding of the study expose that female employees perceive that they are overworked are not given their due and feel marginalized. Unprofitability.

Jick and Mitz(1985) this study reviewed that gender differences in occupational stress and found that women frequently experienced high psychological distress than males and males on the other hand experienced more physical distress than males.

Renji Issac and Krishnaveni, (2018) this study reveals that there is a significant difference between male and female with occupational stress index with respect to their level of Role

overload, Role ambiguity, Role conflict, Unreasonable group and political pressure, Responsibility for persons, under participation, Powerlessness, Poor peer relations, Intrinsic impoverishment, Low status, Strenuous working conditions and Unprofitability. Strenuous Working Conditions indicate the absence of any significant difference in stress levels of female and male employees, which shows that both of them think similar that they have stressful jobs and they are not adequately compensated in terms of wages and salary for their job.

Vijit Chaturvedi, (2011) this study found that there is a significance difference between stress level of men and women in private institutes Women are seen to feel more stress in comparison to men in private institutes. One of the reasons that why men have lower stress than women is that women have to keep a balance between professional and personal life and need to give equal contribution in managing household affairs and thus experience higher stress than men.

Yahaya, Opekum and Idown (1996) this study revealed that there was no significant difference in the stress experienced by male and female bankers. The study also indicated that the stress experienced by bank employee who were married and single were significantly different while male and female as well as single and married employees adopted different coping strategies.

STATEMENT OF THE PROBLEM

To study of Area of Residence, Gender and Sector on Occupational Stress among Bank Employees.

OBJECTIVE OF THE STUDY

- To Study the Area of Residence, Gender and Sector on Occupational Stress among Bank Employee.

HYPOTHESIS OF THE STUDY

- There is no significant difference between male and female Bank Employee on Occupational Stress.
- There is no significant difference between Urban and Rural Bank Employee on Occupational Stress.
- There is no significant difference between Government, Private and Semi Government Bank Employee on Occupational Stress.

METHODOLOGY

SAMPLE: -

Total sample of present study 120 Bank Employee, in which 60 were Male Bank Employees include 30 Urban bank employees (Government 10, Private 10 and Semi-government 10 bank employees) and 30 Rural bank employees (Government 10, Private 10 and Semi-government 10 bank employees) and 60 were Female bank employees include 30 Urban bank employees (Government 10, Private 10 and Semi-government 10 bank employees) and 30 Rural bank employees (Government 10, Private 10 and Semi-government 10 bank employees) bank employees from Jalna and Chatt. Sambhajinagar Distract in Maharashtra. The sample selected in the Quota Sampling were used in the age group of 25 years to 50 years (Mean – 19.33, SD- 2.91.) and Ratio 1:1.

Table No.01- Sample Design

		GENDER				TOTAL
		Male		Female		
AREA OF RESIDENCE		Urban	Rural	Urban	Rural	
SECTOR	Government	10	10	10	10	40
	Private	10	10	10	10	40
	Semi-government	10	10	10	10	40
TOTAL		30	30	30	30	120

RESEARCH DESIGN: -

The present study a balanced 2x2x3 factorial design was used.

Table N0.02- Research Design

		GENDER				TOTAL
		Male		Female		
AREA OF RESIDENCE		Urban	Rural	Urban	Rural	
SECTOR	Government	10	10	10	10	40
	Private	10	10	10	10	40
	Semi-government	10	10	10	10	40
TOTAL		30	30	30	30	120

VARIABLES USED FOR STUDY

Table No.03- Variable

Variable	Type of variable	Sub. Variable	Name of variable
Area of residence	Independent Variables	02	1) Urban Bank Employees 2) Rural Bank Employees
Gender	Independent Variables	02	1) Male Bank Employees 2) Female Bank Employees
Sector	Independent Variables	03	1) Government Sector Bank Employees 2) Private Sector Bank Employees 3) Semi-government sector Bank Employees
Occupational Stress	Dependent variables	-	Occupational Stress
Age Bank Employee Area	Control variable		-25-50 Years - Government, Private and Semi-government bank employee. - Jalna and Chatt. Sambhajinagar Dist. From Maharashtra only.

RESEARCH TOOLS: -

Table No.04- Occupational Stress

Aspect	Name of the Test	Author	
Occupational Stress	Occupational Stress Index (OSI)	Prof. S. K. Srivastava and Prof. A. P. Singh.	Item- 46
			Reliability - 0.935 and 0.90
			Validity - .44 to .59.

PROCEDURES OF DATA COLLECTION

The primary information was gathered by giving personal information from to each bank employee. The bank employees were called in a small group of 02 to 05 bank employees. 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

PROCEDURES OF DATA COLLECTION

At the first stage data were treated by descriptive statistical techniques i.e. mean and standard

Deviation and ANOVA was done by using SPSS Software.

RESULTS AND DISCUSSION

Gender on Occupational Stress

Hypothesis: -01

- There is no significant difference between male and female bank employees on Occupational Stress.

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

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Occupational Stress	Male bank employees	16.25	2.15	60	118	0.915	NS
	Female bank employees	16.05	1.68	60			

(Critical Value of with df, 118 at 0.05 = 3.94 and at 0.01 = 6.96, NS= Not Significance)

Figure No.01 Mean of Gender on Occupational Stress



Observation of the Table No 05 and Figure No. 01 indicated that the mean value of two classified group seems to differ from each other on Occupational Stress. The mean and SD value obtained by the Male bank employees was 16.25, \pm 2.15, and Female bank employees was 16.05, \pm 1.68. Both group 'F' value was 0.915. Gender effect represent the Occupational Stress was not significant (F- 0.915, 1 and 118, P-NS). This is no significant at 0.05 and 0.01 levels because they obtained 'F' value are low than table values at 0.05 and 0.01. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference Male and Female bank employees on Occupational Stress.

Jamal Akhtar & Kushwaha (2015) this study found that Different factor used to analyze stress are Under participation, Poor Peer Relations and Low status Powerlessness, Role Overload,

Unreasonable group and Political pressures, respectively reveal that the stress levels of male employees are significantly lower than the stress levels of female employees and Finding of the study expose that female employees perceive that they are overworked are not given their due and feel marginalized. Unprofitability. Jick and Mitz(1985) this study reviewed that gender differences in occupational stress and found that women frequently experienced high psychological distress than males and males on the other hand experienced more physical distress than males. Renji Issac and Krishnaveni, (2018) this study reveals that there is a significant difference between male and female with occupational stress index with respect to their level of Role overload, Role ambiguity, Role conflict, Unreasonable group and political pressure, Responsibility for persons, under participation, Powerlessness, Poor peer relations, Intrinsic impoverishment, Low status, Strenuous working conditions and Unprofitability. Strenuous Working Conditions indicate the absence of any significant difference in stress levels of female and male employees, which shows that both of them think similar that they have stressful jobs and they are not adequately compensated in terms of wages and salary for their job.

Residence on Occupational Stress

Hypothesis: -02

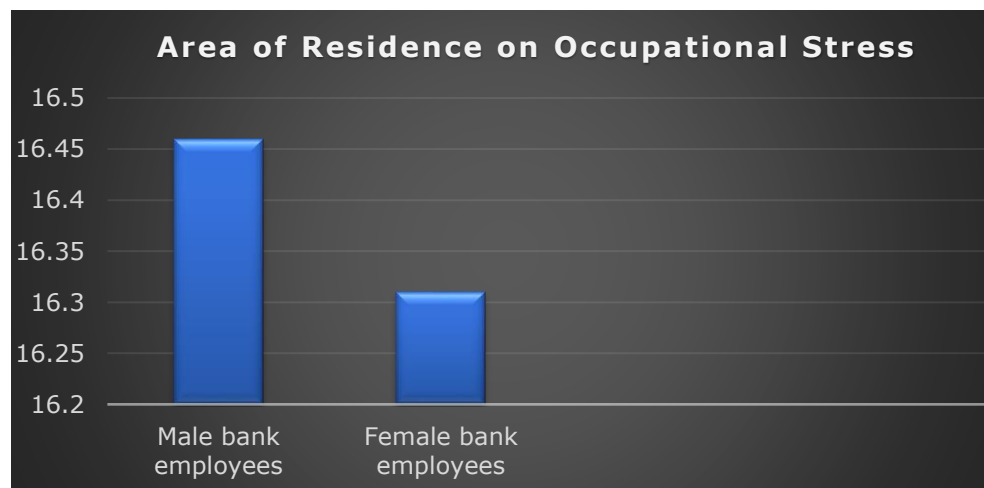
- There is no significant difference between Urban and Rural bank employees on Occupational Stress.

Table No.05 Show the Mean, SD and F Value of Area of Residence on Occupational Stress

Factor	Area of Residence	Mean	SD	N	DF	F Value	Sign.
Occupational Stress	Urban bank employees	16.46	1.84	60	118	0.205	NS
	Rural bank employees	16.31	1.73	60			

(Critical Value of with df, 118 at 0.05 = 3.94 and at 0.01 = 6.96, NS= Not Significance)

Figure No.02 Mean of Area of Residence on Occupational Stress



Observation of the Table No 06 and Figure No. 02 indicated that the mean value of two classified group seems to differ from each other on Occupational Stress. The mean and SD value obtained by the urban bank employees was $16.46, \pm 1.84$, and rural bank employees was $16.31, \pm 1.73$. Both group 'F' value was 0.915. Gender effect represent the Occupational Stress was not significant ($F=0.915, 1$ and $118, P=NS$). This is no significant at 0.05 and 0.01 levels because they obtained 'F' value are low than table values at 0.05 and 0.01. That is to say that this null hypothesis is accepted and Alternative hypothesis is rejected. It means that there is no significant difference Urban and Rural bank employees on Occupational Stress.

This result implies that the working environment and job demands in both urban and rural branches of banks may be relatively similar, possibly due to the standardized nature of banking operations, uniform policies, and comparable workloads across regions. The introduction of digital banking, automation, and centralized management practices may have minimized the gap between urban and rural work conditions, leading to similar stress experiences among employees.

The findings are consistent with some previous studies that have also reported no significant difference in occupational stress among employees based on locality, suggesting that factors such as organizational structure, role expectations, and professional pressures are universally experienced across different geographic settings. However, the results differ from studies that found urban employees experience higher stress due to heavier workloads, competition, and customer pressure, while rural employees face stress due to limited resources and infrastructural challenges.

Sector on Occupational Stress

Hypothesis: -03

- There is no significant difference between Government, Private and Semi-government sector bank employees on Occupational Stress.

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

Factor	Faculty	Mean	SD	N	DF	F Value	Sign .
Occupational Stress	Government bank employees	17.65	1.65	40	117	14.571	0.01
	Private bank employees	16.35	1.81	40			
	Semi-government bank employees	15.45	1.89	40			

(Critical Value of with df, 117 at 0.05 = 3.94 and at 0.01 = 6.96, NS= Not Significance)

Figure No.03 Mean of Area of Residence on Occupational Stress



Observation of the Table No 07 and Figure No. 03 indicated that the mean value of three classified group seems to differ from each other on Occupational Stress. The mean and SD value obtained by the Government bank employees was $17.65, \pm 1.65$, Private bank employees was $16.35, \pm 1.81$, and Semi-government bank employees was $15.45, \pm 0.45$. Both group 'F' value was 14.571. Faculty effect represent the Happiness was significant (F- 14.571, 2 and 117, P-0.01). This is significant at 0.01 levels because they obtained 'F' value is High than table values at 0.01. That is to say that this null hypothesis is rejected and Alternative hypothesis (There is significant difference Between Government, Private and Semi-government bank employees on Occupational Stress.) is accepted. It means that Government bank employees high Occupational Stress than Private bank and Semi-government bank employees.

Vijit Chaturvedi, (2011) this study found that there is a significance difference between stress level of men and women in private institutes Women are seen to feel more stress in comparison to men in private institutes. One of the reasons that why men have lower stress than women is that women have to keep a balance between professional and personal life and need to give equal contribution in managing household affairs and thus experience higher stress than men. Yahaya, Opekum and Idowu (1996) this study revealed that there was no significant difference in the stress experienced by male and female bankers. The study also indicated that the stress experienced by bank employee who were married and single were significantly different while male and female as well as single

and married employees adopted different coping strategies.

DELIMITATIONS OF THE STUDY

- 1) The finding of the study is based on very sample.
- 2) The study was restricted to only bank employees only.
- 3) The study was restricted students are only 25-50 years only.

CONCLUSION

- 1) No significant difference Male and Female bank employees on Occupational Stress.
- 2) No significant difference Urban and Rural bank employees on Occupational Stress.
- 3) Private sector bank employees high Occupational Stress than Government and Semi-government bank employees.

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“The Psychological Impact of AI on Employment: Insights into the Future of Work in India”

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ABSTRACT

The rapid integration of artificial intelligence (AI) into India's workforce is transforming employment landscapes and raising important questions about its psychological effects on employees. This study explores how AI affects workforce dynamics and employee well-being in India, using psychological theories. Through a quantitative approach, including surveys across various industries, the research investigates coping strategies and the role of organizational support in reducing AI-related stress. Results show that workplaces with AI tend to have higher job-related anxiety, especially in roles prone to automation, while access to training and upskilling greatly improves psychological well-being. Organizational support, such as clear communication and comprehensive training programs, emerges as a key factor in helping employees adapt. These findings highlight the importance of targeted psychological interventions and policy measures to build resilience and ensure a smooth transition to an AI-driven future in India.

Keywords: Artificial Intelligence, employment, psychological impact, workforce dynamics, employee well-being, organisational support.

INTRODUCTION

The rapid evolution of AI, machine learning, and automation is transforming the global job market at an unparalleled rate (Manikandan, 2024). AI-based technologies have gone mainstream and are no longer the sole preserve of high-end innovation labs; they are reshaping core business functions, redefining jobs, and changing the skills needed to remain employable (Winsor & Paik, 2024). So, while AI and robotics promise economic opportunity and operational efficiency, they also raise

serious questions regarding job loss, psychological strain, and the very nature of work (Frey & Osborne, 2017; Brougham & Haar, 2018).

India, which poses as one of the world's fastest-growing digital economies, is going to see a very fast and deep penetration of AI in areas such as finance, healthcare, education and manufacturing. The government's marquee initiatives, such as Digital India and AI for All, have helped create a policy background that enables technological evolution. More than 65% of the large enterprises in India have already implemented AI for process optimisation (National Association of Software and Service Companies (NASSCOM, 2023). This digital push, which spurs creativity while also reshaping the nature of work, has made many workers hopeful and mistrustful at the same time.

The Affective Impact for Employees. The mood effect. Affective Artificial intelligence affects the emotions of employees in different ways. Knowledge workers are also professionals who can access reskilling opportunities, for whom the motivation to adopt AI might be more augmentation (than replacement). But for routine or semi-skilled jobs, AI often looms as a threat of job loss and unemployment (World Economic Forum, 2023). These fears are not unfounded. A report by the ILO (2021) suggested that automation may impact over 20 per cent of low-skilled jobs in developing nations, including India, in the coming decade.

Psychologically speaking, a swift uptake of AI in organisations is also helping to spread fears about job security, job identity, and future career progression. Workers who feel they are not in control of technological change can have more stress, less job satisfaction, and even mental health problems (Nguyen & Armoogum, 2022). These effects are exacerbated in India due to socioeconomic inequality, poor access to quality education, and a massive informal workforce that does not have formalised mechanisms for transitioning and reskilling.

Furthermore, the digital divide in the Indian labour force is associated with distinct psychological stress. The AI may be a friend to the urban professional, but to the blue-collar or rural worker, it is another in a long line of systems that either exclude them or diminish their quality of life. The psychological contract between organizations and their leaders is being re-negotiated as hybrid and AI-powered work becomes the new normal, and this reality requires new coping mechanisms, adaptability and emotional resilience.

Notwithstanding an increasing global interest in the future of work, the focus on AI impact research within India is significantly less. Until now, most work has investigated economic or technical rather than psychological aspects of this change. The present study attempts to fill this gap by

examining the impact of AI on employment perception, career anxiety, motivation, and adaptability within the Indian context. Knowing these psycho-social aspects is essential, not only for inclusive policymaking at the workforce level but also for responsible AI integration, which respects human dignity, equity, and mental health.

RQ1: How does the integration of artificial intelligence in the workplace affect the psychological well-being of employees across different sectors and age groups in India?

RQ2: In what ways does organisational support influence or reduce the psychological stress experienced by employees due to AI adoption in their workplaces.

LITERATURE REVIEW

AI disrupting job sectors across the country in India. Its increasing prevalence places jobs, emotional wellbeing, and even a sense of identity as workers at risk. Mental health responses to AI-induced change include anxiety, stress, and the need for adaptation. It is important to understand how Indian workers perceive and react to such transitions. This study examines the psychological implications of AI on jobs and job content in India.

2.1 AI and the Changing Nature of Work

The emergence of artificial intelligence (AI) in routine job work is revolutionising various industries and altering the nature of labour worldwide. According to Brynjolfsson and McAfee (2014), we are living in a "second machine age," in which intelligent machines either replace or supplement human work. Job roles change as a result of this transition, moving from manual to cognitive and from repetitive to more strategic and creative duties. Given the scale and diversity of the Indian labour market, where many jobs are at risk of automation, these shifts are significant (Frey & Osborne, 2017).

2.2. Psychological Impact of AI-Induced Change

Although AI can increase productivity, workers who fear losing their jobs as a result of AI experience psychological stress. Bakker and Demerouti (2007) describe how burnout can result from increased demands, such as managing job instability or learning new AI-based systems, if they are not accompanied by sufficient resources, such as supervisor assistance or training. Furthermore, West et al. (2019) point out that AI systems may unintentionally enhance monitoring

and inequality in the workplace, which could lead to employee discontent and emotional exhaustion.

2.3. Stress, Appraisal, and Coping Strategies

Employees who are exposed to AI-driven developments in the workplace frequently use a variety of coping mechanisms. The Cognitive Appraisal Theory, given by Lazarus and Folkman (1984), states that people assess stress by considering perceived dangers and coping mechanisms. Employees who perceive AI as a challenge might develop new skills or adopt other problem-focused coping mechanisms. On the other hand, people who see it as a threat may turn to emotion-focused coping mechanisms like withdrawal or avoidance. Organisational and personal factors greatly influence how people adjust psychologically.

2.4. Organisational Support and Employee Adaptation

Organizational support, including training and transparent communication, plays a critical role in reducing job-related anxiety. Employees who perceive high levels of **Perceived Organizational Support (POS)** show greater resilience and adaptability (Rhoades & Eisenberger, 2002). Organizations that invest in employee upskilling, mental health initiatives, and inclusive transition planning see more positive psychological outcomes among staff. McKinsey Global Institute (2018) also underscores the importance of a continuous learning culture in helping workers adjust to the rapidly changing demands of AI-integrated workplaces.

The World Economic Forum's Future of Jobs Report 2025, projects that AI will displace 9 million jobs globally by 2027 while creating 11 million new roles, particularly in tech fields like data analysis, with India experiencing a 40% employer expectation for skill changes by 2030 due to growing AI demand in the IT/ITES sector. McKinsey's Generative AI and the Future of Work in America indicates that up to 30% of work hours could be automated by 2030, a trend influencing India through global outsourcing shifts, automating routine tasks while boosting high-skill jobs. The U.S. Bureau of Labour Statistics' Monthly Labour Review highlights high exposure in computer and financial sectors, with India's IT/ITES sector seeing a 34% productivity boost from tools like ChatGPT, though low-paid service jobs are declining. Studies from Frontiers in Artificial Intelligence and the IMF suggest AI reduces unemployment by enhancing productivity in China, yet 40% of global jobs remain exposed, with India benefiting from manufacturing and green jobs despite urban youth risks. The World Economic Forum and MIT Sloan Management Review, Deloitte Insights, 2025 emphasize that 39% of skills will change by 2030, with creative thinking

and AI training gaining importance, though rural India faces access challenges. Psychologically, the Pew Research Center 2025 reports 38% of U.S. workers fear job loss and 51% note mental health impacts, while McKinsey finds AI support reduces stress with training, aligning with India's need for upskilling and mental health initiatives to mitigate stress. The IMF's AI Preparedness Index 2024 shows India's 40% exposure contrasts with advanced economies' 60%, leveraging its young workforce, though rural-urban disparities persist. The Brookings Institution note a 31-fold increase in AI job postings in the U.S. from 2010–2022, a trend emerging in India's urban centres. These trends underscore the relevance of organizational support in the study.

These reviews of the literature, which address both international and Indian viewpoints on the psychological effects of AI on employment, offer a strong basis for the investigation. The chosen articles include theoretical frameworks, empirical data, and useful insights while addressing important topics like organisational support, coping strategies, job satisfaction, and employee well-being.

RESEARCH OBJECTIVES

1. To evaluate the psychological impacts of AI integration on employees across different sectors and different age groups in India.
2. To investigate the coping strategies employed by Indian employees to navigate AI-induced workplace changes.
3. To evaluate the role of organizational support in mitigating negative psychological outcomes.

RESEARCH METHODOLOGY

This study utilized a quantitative research design, employing a survey methodology to gather data from a representative sample from different sectors. A questionnaire was developed to collect the responses.

POPULATION AND SAMPLE SIZE

The population of study consist of employees across various industries in India, segmented by exposure to AI technologies. Among the non- probability sampling techniques, the convenience sampling method was chosen and contacted with the sample. The sample consisted of 509

respondents. The sample was determined by paying attention to the coverage of all education level, age, and sectors.

DATA ANALYSIS AND RESULTS

Data were evaluated using SPSS version 26.0 statistical package program was used to determine the reliability of data collection tools. The demographic characteristics are analysed using descriptive analysis of the sample are given using number, percentile distribution. While Anova to test the significant difference in psychological outcomes between sectors or age groups and regression analysis to evaluate the role of Organisational support in psychological outcomes. Therefore, this study addressed the issue (Table 1 to Table 5).

Table 1. Demographic Profile of the Respondents			
Variable(s)	Description	Frequency (n) (%)	Percent (%)
Age Group	18-25	15	2.9
	26-35	125	24.6
	36-45	224	44.0
	46-55	106	20.8
	56+	39	7.7
	Total	509	100.0
Gender	Male	352	69.2
	Female	150	29.5
	Non- Binary	-	-
	Prefer not to say	7	1.4
	Total	509	100.0
Education Qualification	High School	-	-
	Diploma	-	-
	Graduate	104	20.4
	Postgraduate	367	72.1
	Doctorate	38	7.5
	Total	509	100.0
Experience	Less than 1 years	4	.8
	1-5 years	65	12.8
	6-10 years	89	17.5
	11-20 years	157	30.8
	Over 20	194	38.1
	Total	509	100.0
Employment Sector	IT/ITES	203	39.9
	Manufacturing	94	18.5
	Healthcare	48	9.4
	Education	28	5.5

	Retail	10	2.0
	Government	27	5.3
	Freelance	14	2.8
	Other	85	16.7
	Total	509	100.0
Current Employment Status	Full-time	403	79.2
	Part-time	16	3.1
	Freelance	47	9.2
	Unemployed	28	5.5
	Retired	15	2.9
	Student	-	-
	Total	509	100.0

Source: Compiled by Authors'

In the above table, the sample consists of 509 respondents, primarily composed of mid-career professionals aged between 36–45 years (44%) and 26–35 years (24.6%), indicating a workforce with substantial experience and exposure to organizational dynamics. A significant majority (69.2%) are male, with female respondents constituting 29.5%, reflecting a gender imbalance. According to the educational profile, the sample is highly competent, with 7.5% having doctorates and 72.1% having postgraduate degrees, placing them in a good position to discuss subjects like artificial intelligence and digital transformation. The workforce is mature, as evidenced by the fact that 30.8% have 11–20 years of experience and 38.1% have over 20 years. The employment sector is dominated by IT/ITES. IT/ITES accounts for 39.9% of the employment sector, followed by manufacturing (18.5%), with lesser shares from the education, healthcare, and other sectors. Interestingly, 79.2% of respondents work full-time, indicating a highly structured work environment. This demographic makeup is ideal for analysing psychological reactions to AI integration in the workplace because it represents a workforce that is tech-savvy, experienced, and well-educated are shown in **Table 1**.

RELIABILITY STATISTICS

The primary purpose of Cronbach's alpha in this study is to determine the internal validity that a Cronbach's alpha value of 0.7 or above may be regarded as a standard value that denotes excellent validity of study findings. The Cronbach's alpha (α) value for this study was found to be 0.791 which may be regarded as proof of the validity and efficacy of the obtained results.

Table 2 ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
C1.	Between Groups	127.320	7	18.189	15.967	.000
	Within Groups	570.688	501	1.139		
	Total	698.008	508			
C2.	Between Groups	63.638	7	9.091	7.351	.000
	Within Groups	619.588	501	1.237		
	Total	683.226	508			
C3	Between Groups	67.596	7	9.657	12.033	.000
	Within Groups	402.050	501	.802		
	Total	469.646	508			
C4	Between Groups	20.611	7	2.944	3.033	.004
	Within Groups	486.399	501	.971		
	Total	507.010	508			

Source: Compiled by Authors'

The analysis of variance (ANOVA) results show significant differences across employment sectors in how employees perceive AI-related challenges. For job anxiety (C1), the F-value of 15.967 and p-value $< .001$ indicate strong sectoral variation. Compared to employees in the retail, government, and other industries, IT/ITES employees expressed noticeably greater levels of worry, which may indicate that IT workers perceive the rapid incorporation of AI as a direct threat. In terms of upskilling stress (C2), the significant F-value of 7.351 ($p < .001$) shows that freelancers and IT employees feel more pressured to keep upgrading their skills, while those in healthcare and education report lower stress levels. Regarding optimism about AI (C3), the F-value of 12.033 ($p < .001$) highlights that employees in IT and government sectors tend to be more hopeful about AI-driven opportunities, whereas manufacturing and healthcare workers appear more sceptical. Lastly, for peer or mentor support (C4), the F-value of 3.033 ($p = .004$) shows that support systems are uneven workers in education and government report better access to guidance, while freelancers and retail employees often feel unsupported in navigating AI transitions.

IT and Freelance workers are the most anxious and stressed about AI while manufacturing, healthcare, and government employees feel significantly less because they are closest to its impact. In particular Freelancers, and IT workers experience the most upskilling stress, both feel high pressure to keep learning and less support from others While Education, Healthcare, and Government feel less pressure. Healthcare and Manufacturing workers are less optimistic and more sceptical of AI benefits, while government and IT professionals are more optimistic and may have better support systems in place, as shown in **Table 2**.

Table 3 ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
F.1.	Between Groups	.515	4	.129	.183	.947
	Within Groups	355.493	504	.705		
	Total	356.008	508			
F.2	Between Groups	3.416	4	.854	1.694	.150
	Within Groups	254.069	504	.504		
	Total	257.485	508			
F.3	Between Groups	26.186	4	6.546	5.699	.000
	Within Groups	578.922	504	1.149		
	Total	605.108	508			
F.4.	Between Groups	17.164	4	4.291	6.318	.000
	Within Groups	342.302	504	.679		
	Total	359.466	508			

Source: Compiled by Authors'

There are notable age-related variations in the psychological reactions of workers to AI adoption, particularly with regard to psychological resilience and stress management practices. The results of the ANOVA revealed no discernible age-based differences in perceived access to mental health services (F.2, $p = .150$) or emotional preparedness (F.1, $p = .947$), indicating consistent views of readiness and support across generations. This finding suggests that employees, regardless of age, generally perceive themselves as similarly ready—or unprepared—to cope emotionally with AI-driven change. These results align with prior research indicating that organizational offerings of well-being resources often lack personalization and are not necessarily perceived differently across age categories (Nielsen et al., 2017).

However, significant differences were found in stress management strategies (F.3, $p < .001$) and psychological resilience (F.4, $p < .001$). Employees in the 36–45 and 46–55 age groups reported significantly higher engagement in proactive stress-relief practices such as mindfulness, journaling, and exercise compared to both younger (18–25) and older (56+) employees. These findings are consistent with the theoretical model of coping by Lazarus and Folkman (1984), who argue that individuals develop more structured and adaptive coping strategies with life experience. Supporting prior research that mid-career individuals often use more structured coping strategies (Carstensen, 2006). Likewise, the 46–55 group demonstrated the highest resilience, likely due to greater experience and perceived control (Judge et al., 1999). In contrast, younger employees may still be developing coping skills, while older workers may face digital fatigue or future uncertainty (Ng & Feldman, 2010), as represented in **Table 3**.

Table 4. Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.111 ^a	.012	.010	.53795	.012	6.354	1	507	.012	2.036

a Predictors: (Constant), mean_Org, b Dependent Variable: mean_psy

Table 5. Results of ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.839	1	1.839	6.354	.012 ^b
	Residual	146.720	507	.289		
	Total	148.559	508			

a Dependent Variable: mean_psy

b Predictors: (Constant), mean_Org

In the table 4 and 5, the regression analysis is done to see if organizational support (e.g., training, mental health help) reduces the negative psychological outcomes (like stress etc.). Durbin-Watson (2.036), A value close to 2 (like 2.036) is good, meaning the data isn't messed up. The VIF value is 1 which is less than 5 so, there is no multicollinearity problems. This analysis says that organizational support (like giving employees training or clear info) has a tiny positive effect on how they feel at work (maybe less stress or more happiness), but it's not a game-changer—only 1.2% of their feelings are explained by it. Other things (like their age, job, or how much AI they use) matter more. The result is real ($p = .012$), but weak. In Anova table 5 – the value of F (6.354) and Sig. (0.012) this states that the model is statistically okay ($p = .012$), but the effect is small.

RESEARCH IMPLICATIONS

The results of the study provide important evidence of how AI is affecting psychological aspects of the workplace experiences, that is, across the sectors of employment in India. Specifically, IT/ITES and freelance workers have higher levels of stress and anxiety regarding upskilling and job security. These people tend to work in fast-moving environments where the relentless pace of technological change means that the resources for dealing with those changes can be scarce. We

also sound an alarm for the necessity of tailored support networks, through trade-specific curricula, psychotherapy services, and digital literacy-building projects.

In contrast, industries such as government, education, and health care appear to be less affected by the near-term effects of AI, possibly because of slower AI adoption or more stable employment structures. That this discrepancy is found to be sectoral indicates that AI policies should not be uniform for all sectors. Instead, they must be situationally dependent and oriented towards the stressors and needs of different parts of the workforce.

Furthermore, the role of organizational support, including clear communication, mental health provision, and proactive upskilling initiatives, is highlighted as central to mitigating AI-induced psychological stress. Employers need to ensure their employees are not just technically integrated with AI but also emotionally prepared and resilient. Creating a workplace that promotes new or different ways of working, that is inclusive, and that supports mental health will ensure any AI move is made ethically and one that supports your psychological well-being as well.

Finally, the findings highlight the importance for policymakers to develop future-oriented frameworks that integrate digitalisation with worker protection. Future interventions would benefit from integrating technical training with mental health awareness, particularly in rapidly changing industries. Longitudinal studies should also be encouraged to examine how these psychological effects develop over time, and to appraise the lasting effects of AI on career advancement and workplace morale.

CONCLUSION

The use of AI in India's workplaces is advancing with a potent mix of innovation, efficiency, and psychological dislocation. As this report demonstrates, the effects of AI are not uniform – workers across industries and age groups face different levels of anxiety, enthusiasm, and resilience. IT and freelancers have greater anxiety about the rapid pace of change concerning the development of AI applications, while government and healthcare are less stressed, skeptical of AI adoption.

In psychological terms, the very introduction of AI will change how staff perceive their jobs, future career paths, and job security. The research supports that organizational support does account for a small but significant portion of variance in reducing AI-related stress. It is not the only answer, but high-quality vocational training and open lines of communication can help workers become more comfortable in the new world of work.

Overall, this study underscores the fundamental necessity for an interdisciplinary AI integration, a technological progress that also considers the well-being of mankind. By paying attention to the emotional topography of AI adoption, India has the potential to get the correct type of workforce, not only skilled but also mentally resilient, so the future of work is inclusive, moderate, and humane.

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A Comparative Study of Gender Differences in Mental Health Among Adolescents in Urban Schools of Indore

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ABSTRACT

Adolescence is a critical developmental period characterized by rapid physical, emotional, and social changes, making individuals vulnerable to mental health challenges. The present study aimed to examine gender differences in six dimensions of mental health: Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group-Oriented Attitudes, and Environmental Mastery among adolescents in urban schools of Indore. A total of 100 students (50 males, 50 females) aged 13–18 years were assessed using the Mental Health Battery (MHB). Results indicated that male adolescents scored significantly higher on Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, and Environmental Mastery, while female adolescents scored higher on Group-Oriented Attitudes. These findings suggest that gender plays a significant role in shaping adolescents' psychological functioning, influenced by socialization patterns, cultural expectations, and coping strategies. The study underscores the need for gender-sensitive interventions in schools to enhance mental health and overall well-being among adolescents.

Keywords: Adolescents, Mental Health, Gender Differences, Positive Self-Evaluation, Integration of Personality, Environmental Mastery, Group-Oriented Attitudes.

INTRODUCTION

Adolescence is one of the most dynamic and transformative periods of human development, marked by rapid biological, emotional, cognitive, and social changes. It is a bridge between

childhood and adulthood a phase in which individuals begin to form their identity, values, and beliefs while navigating increasing academic and social pressures. The World Health Organization (WHO, 2021) defines adolescence as the period between 10 and 19 years of age, emphasizing that mental health during this stage plays a crucial role in determining lifelong well-being and functioning. However, adolescence is also a time of vulnerability. Many young people experience emotional turbulence, low self-esteem, peer pressure, and uncertainty about the future, which can lead to various mental health challenges such as anxiety, depression, stress, and behavioral difficulties (Patton et al., 2018).

Mental health is not merely the absence of mental illness but a state of psychological well-being in which individuals can realize their potential, cope with normal life stresses, work productively, and contribute to their communities (WHO, 2021). In the context of adolescents, mental health encompasses the ability to maintain emotional stability, develop positive self-evaluation, adapt to changing social roles, and form healthy relationships (Mishra & Sharma, 2020). Adolescents with good mental health are more likely to perform better academically, build positive peer relations, and exhibit resilience against life's stressors. Conversely, poor mental health during this stage can have long-lasting effects, including academic failure, substance abuse, risky behaviors, and even suicidal tendencies (Thapar et al., 2012).

In India, mental health among adolescents has gained increasing attention in recent years due to the rising prevalence of emotional and behavioral problems. Studies indicate that 10–20% of Indian adolescents experience some form of mental health concern (Kumar & Singh, 2019). Urban adolescents, in particular, are exposed to unique stressors such as academic competition, digital overexposure, and social isolation, which can exacerbate emotional difficulties (Sarkar & Das, 2020). In cities like Indore, a rapidly developing urban center in Madhya Pradesh, adolescents face the dual pressures of modernization and traditional expectations. While access to education and digital media has increased, it has also led to increased peer comparison, performance anxiety, and family conflicts (Patel et al., 2018).

The concept of mental health dimensions such as Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group-Oriented Attitudes, and Environmental Mastery provides a holistic framework for understanding adolescent well-being. Each of these dimensions represents a unique psychological strength that contributes to mental stability. For instance, Positive Self-Evaluation reflects self-worth and confidence; Perception of Reality involves

accurate judgment and acceptance of life's circumstances; Integration of Personality indicates emotional coherence; Autonomy represents independence and self-regulation; Group-Oriented Attitudes relate to social harmony and cooperation; and Environmental Mastery reflects one's ability to manage external challenges effectively (Jagdish & Srivastava, 1983).

Gender plays a significant role in shaping mental health outcomes during adolescence. Biological differences, social expectations, and cultural norms all contribute to how boys and girls perceive and manage emotional experiences (Nolen-Hoeksema, 2012). Research consistently suggests that females are more likely to report internalizing problems such as depression, anxiety, and low self-esteem, while males often display externalizing behaviors like aggression and conduct issues (Leadbeater et al., 2014). These differences are partly explained by socialization processes girls are encouraged to express emotions and be sensitive, while boys are often taught to suppress emotions and project strength (Hyde et al., 2019).

In the Indian context, gender differences in adolescent mental health are influenced by sociocultural factors such as family roles, educational expectations, and gender-based stereotypes. Female adolescents often face greater parental control, limited freedom, and higher academic and social pressures to conform to ideal behaviors (Singh & Gupta, 2017). Meanwhile, male adolescents, though socially privileged, face pressures to achieve, display toughness, and avoid emotional vulnerability (Verma et al., 2018). Such gendered experiences contribute to differing patterns of mental health between boys and girls. For example, a study by Mehta and Pandey (2020) found that adolescent girls in urban areas reported lower self-esteem and greater emotional distress than boys, primarily due to body image concerns and societal expectations.

The urban environment, while offering better educational and social opportunities, often intensifies mental health challenges. Factors such as overcrowded schools, competitive academic environments, and limited family interaction can elevate stress among adolescents (Gupta & Basu, 2019). The increasing use of social media also contributes to comparison anxiety and fear of missing out (FOMO), which particularly affects adolescent girls (Kuss & Griffiths, 2017). In contrast, boys may engage in risky behaviors, gaming addiction, or aggression as coping mechanisms for stress (Sinha & Mishra, 2020). The Indore region, being a rapidly urbanizing area, reflects these global trends, making it an important site for studying adolescent mental health.

NEED FOR THE PRESENT STUDY

Despite the growing recognition of adolescent mental health issues in India, there remains a lack of region-specific research, especially in Tier-2 cities like Indore. Most existing studies are either metropolitan-focused (e.g., Delhi, Mumbai, Bangalore) or rural-based, leaving a research gap in understanding how urban adolescents from mid-sized cities experience and manage mental health concerns. Furthermore, studies that simultaneously compare gender differences across multiple dimensions of mental health such as self-evaluation, autonomy, and environmental mastery are limited. The present study seeks to fill this gap by conducting a comparative analysis of male and female adolescents in urban schools of Indore. By examining six key mental health dimensions, this research aims to identify gender-specific strengths and vulnerabilities among adolescents. Understanding these patterns can help educators, counselors, and parents develop gender-sensitive mental health programs, foster emotional literacy, and promote psychological resilience among youth.

SIGNIFICANCE OF THE STUDY

This study holds theoretical as well as practical significance. Theoretically, it contributes to the growing body of knowledge on adolescent mental health from a gendered perspective within the Indian socio-cultural context. Practically, the findings can be instrumental for school counselors, educators, and psychologists in developing targeted interventions to promote gender-equitable mental health practices. By identifying specific dimensions where male or female adolescents exhibit vulnerability, policymakers can design more effective programs for emotional development and resilience-building. In sum, adolescence represents a critical window for mental health intervention. Gender, as a key social determinant, profoundly influences emotional experiences and coping mechanisms. This comparative study of adolescents in urban Indore not only deepens understanding of mental health disparities between boys and girls but also underscores the urgent need for inclusive and culturally responsive mental health education in schools.

REVIEW OF RELATED LITERATURE

Cueto and Leon (2021) found that male adolescents scored significantly higher in self-efficacy

and personal agency, both key indicators of autonomy, compared to female adolescents. **Kovalenko and Kravchenko (2019)** reported that social norms often encourage boys to be more assertive and self-directed, while girls are socialized toward dependence and compliance. These findings align with the present study, which observed higher autonomy among male adolescents. **Cueto and Leon (2021)** in the Young Lives project reported that male adolescents in India and Ethiopia scored higher in socioemotional integration and identity formation than female adolescents. **Devi and Rani (2022)** reported that female adolescents in India displayed higher levels of prosocial behavior and group belongingness than males. **Khan (2020)** found that boys demonstrated more adaptive coping and realistic appraisal of stressful situations than girls, suggesting a gendered pattern in perception of reality. **Killen et al. (2015)** found that adolescent girls scored higher in empathy and perspective-taking, contributing to more favorable attitudes toward others. **Kovalenko and Kravchenko (2019)** reported that social norms often encourage boys to be more assertive and self-directed, while girls are socialized toward dependence and compliance. These findings align with the present study, which observed higher autonomy among male adolescents. **Kumar, Goyal, and Singh (2017)** reported that male adolescents tend to exhibit more rational and objective thinking patterns compared to female adolescents, who show higher emotional involvement in decision-making. **Morgan et al. (2025)** found that adolescents with greater mastery and emotional stability exhibited better personality integration, and these characteristics were slightly higher in males. **Morgan et al. (2025)** found that adolescents with higher mastery showed greater well-being and lower stress, and while males demonstrated slightly higher mastery, females showed stronger adaptability in interpersonal contexts. **Sezgin and Tair (2020)** reported that adolescent boys scored higher on self-esteem and ego strength than girls, indicating stronger positive self-evaluation. **Sharma and Kaur (2019)** found no significant gender differences in self-esteem among adolescents, indicating that these differences may vary based on social and cultural factors. **Singh and Kaur (2021)** found that adolescent girls often use more collaborative coping strategies and maintain higher emotional regulation, which may enhance their environmental mastery. Therefore, female adolescents' higher scores on environmental mastery in the current study are consistent with previous research highlighting their better relational adaptability and resilience. **Singh and Kumari (2020)** examined university students in India and found that male participants exhibited significantly higher self-esteem and psychological well-being than female students. And adolescent boys scored higher on self-esteem and ego strength

than girls, suggesting stronger positive self-evaluation.

STATEMENT OF THE PROBLEM

Adolescence is a crucial developmental stage marked by rapid physical, emotional, cognitive, and social changes. During this period, individuals experience significant psychological adjustments while forming identity, autonomy, and interpersonal relationships. These transitions often make adolescents vulnerable to various mental health challenges such as anxiety, low self-esteem, emotional instability, and poor adjustment. In urban settings like Indore, adolescents are exposed to increasing academic pressures, competition, social media influence, and changing family dynamics, which may further affect their psychological well-being. Although mental health awareness is gradually increasing, there remains limited empirical understanding of the gender-based differences in the mental health status of adolescents across specific dimensions such as Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group-Oriented Attitudes, and Environmental Mastery. Assessing these dimensions is vital to understand how male and female adolescents differ in their emotional and psychological functioning within urban school environments. Such understanding can help educators, parents, and policymakers design better interventions and support systems to enhance adolescent well-being.

the present study aims to examine gender differences in the six dimensions of mental health among adolescents studying in urban schools of Indore, to provide a deeper insight into the mental health patterns and contributing factors influencing adolescent development.

OBJECTIVE OF THE STUDY

- To assess the overall mental health of male and female adolescents in urban schools of Indore, with specific focus on the six dimensions: Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group-Oriented Attitudes, and Environmental Mastery.

HYPOTHESIS OF THE STUDY

- **Null Hypothesis (H₀):** There is no significant difference between male and female adolescents in urban schools of Indore on the six dimensions of mental health: Positive

Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group-Oriented Attitudes, and Environmental Mastery.

- **Alternative Hypothesis (H₁):** There is a significant difference between male and female adolescents in urban schools of Indore on the six dimensions of mental health: Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group-Oriented Attitudes, and Environmental Mastery.

METHODS

SAMPLE

The study will be conducted on adolescents (both male and female) studying in urban schools of Indore. A total of 100 students will be selected using purposive sampling, ensuring equal representation of 50 male and 50 female students. The age group of participants will be 13–18 years, covering early and late adolescence.

RESEARCH DESIGN

The study will adopt a descriptive-comparative research design. It aims to assess and compare the mental health status of male and female adolescents across the six dimensions: Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group-Oriented Attitudes, and Environmental Mastery.

VARIABLES USED FOR STUDY

Independent Variable: - Gender- 1) Male adolescents, 2) Female adolescents.

Dependent Variables: - Mental Health – 1) Positive Self-Evaluation 2) Perception of Reality 3) Integration of Personality 4) Autonomy 5) Group-Oriented Attitudes 6) Environmental Mastery

RESEARCH TOOLS: -

Mental Health Battery (MHB)

The Mental Health Battery (MHB), developed by Dr. Arun Kumar Singh and Dr. Alpana Sen Gupta in 2005, is a standardized psychological assessment tool designed to evaluate mental health across six key dimensions: Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group-Oriented Attitudes, and Environmental Mastery. The battery consists of 130 items divided among these subscales and uses a simple Yes/No or Agree/Disagree response format, making it easy to administer and understand. The MHB has demonstrated strong

psychometric properties, with split-half reliability coefficients ranging from 0.72 to 0.88 and test-retest reliability coefficients between 0.71 and 0.82.

PROCEDURES OF DATA COLLECTION

The data for the present study were collected using the Mental Health Battery (MHB) developed by *Dr. Arun Kumar Singh* and *Dr. Alpna Sen Gupta* (2005). Prior to data collection, permission was obtained from relevant authorities and informed consent was taken from participants. The participants were briefed about the objectives of the study and assured of confidentiality. The MHB, comprising 130 items divided into six dimensions, was administered in a group setting under the researcher's supervision. Clear instructions were provided, and participants were encouraged to answer each item honestly based on their personal experiences. The response format was Yes/No, ensuring ease of understanding and completion. Completed questionnaires were carefully collected, checked for completeness, and coded systematically for statistical analysis.

STATISTICAL TREATMENT

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

RESULTS

Summary and Results of Analysis of variance showing the Gender and mental health

	Geder	Mean	SD	N	DF	t' Value	Sign.
Positive self-evaluation,	Male Adolescents	67.04	7.88	50	98	4.961	0.01
	Female Adolescents	59.40	7.52	50			
Perception of reality,	Male Adolescents	69.32	6.54	50	98	4.635	0.01
	Female Adolescents	63.16	6.74	50			
Integration of personality,	Male Adolescents	66.41	8.41	50	98	3.284	0.01
	Female Adolescents	60.98	8.10	50			
Autonomy,	Male Adolescents	67.62	7.06	50	98	6.993	0.01
	Female Adolescents	57.83	6.91	50			
Group oriented attitudes	Male Adolescents	58.95	9.97	50	98	2.198	0.05
	Female Adolescents	63.30	9.83	50			
Environmental mastery	Male Adolescents	64.70	7.09	50	98	4.451	0.01
	Female Adolescents	57.59	8.79	50			

DISCUSSION

Hypothesis – 01:

- **Null Hypothesis (H_0):** There is no significant difference between male and female adolescents in urban schools of Indore with respect to the Positive Self-Evaluation dimension of mental health.
- **Alternative Hypothesis (H_1):** There is a significant difference between male and female adolescents in urban schools of Indore with respect to the Positive Self-Evaluation dimension of mental health.

Observation of Table No. 01 the present study revealed a significant gender difference in Positive Self-Evaluation among adolescents. Male adolescents obtained a higher mean score ($M = 67.04$, $SD = 7.88$) than female adolescents ($M = 59.40$, $SD = 7.52$), indicating that male adolescents tend to possess a more favorable perception of themselves. The t-test analysis confirmed that this difference was statistically significant, $t(98) = 4.961$, $p < 0.01$. This suggests that gender plays an important role in shaping adolescents' self-perceptions and self-worth.

These findings align with previous research that has reported gender-based variations in self-esteem and self-evaluation during adolescence. According to Rosenberg (1965), self-evaluation is a key aspect of self-esteem, reflecting one's overall sense of self-worth. Studies by Kling, Hyde, Showers, and Buswell (1999) and Gentile et al. (2009) found that males often score higher on global self-esteem measures compared to females, which is consistent with the results of the present study. This gender gap in self-evaluation has been attributed to a variety of social and psychological factors, including gender-role expectations, societal pressures, and differential reinforcement patterns during upbringing. One possible explanation for the higher Positive Self-Evaluation among male adolescents may be related to cultural and social norms that encourage confidence, independence, and assertiveness in boys, while girls may internalize more self-critical attitudes due to social expectations emphasizing modesty and relational harmony (Cross & Madson, 1997). Moreover, during adolescence, girls may experience greater sensitivity to body image, peer approval, and social comparison, which can negatively influence their self-perception (Harter, 2012). However, it is also important to note that the developmental trajectory of self-

evaluation may vary across cultures. In Indian society, gendered socialization processes still persist, where males are often given more autonomy and encouragement for personal achievement compared to females (Nathawat & Mathur, 1993). Such socio-cultural contexts may further reinforce differences in self-evaluation between boys and girls.

Perception of Reality

Hypothesis – 02:

- **Null Hypothesis (H_0):** There is no significant difference between male and female adolescents in urban schools of Indore with respect to the Perception of Reality dimension of mental health.
- **Alternative Hypothesis (H_1):** There is a significant difference between male and female adolescents in urban schools of Indore with respect to the Perception of Reality dimension of mental health.

Observation of Table No. 01 the present study indicates a significant gender difference in the Perception of Reality dimension of mental health among adolescents. Male adolescents obtained a higher mean score ($M = 69.32$, $SD = 6.54$) compared to female adolescents ($M = 63.16$, $SD = 6.74$). The difference was statistically significant, $t(98) = 4.635$, $p < 0.01$, suggesting that male adolescents possess a more realistic and stable perception of their environment and experiences than their female counterparts.

The dimension of Perception of Reality refers to the ability to perceive and interpret the external world accurately, maintain objectivity, and distinguish between internal thoughts and external events (Jahoda, 1958). A higher perception of reality reflects emotional stability, rational thinking, and a balanced understanding of life situations. The results of this study suggest that male adolescents tend to exhibit greater realism and logical reasoning in evaluating situations, possibly due to differences in socialization patterns, coping styles, and exposure to problem-solving experiences. Previous research supports this gender-based distinction. Studies by Matud (2004) and Nolen-Hoeksema (2012) have shown that females are often more emotionally expressive and introspective, which, although beneficial in social contexts, may sometimes lead to higher emotional involvement that affects objectivity and realistic appraisal of situations. In contrast, males are generally socialized to be more task-oriented and less emotionally reactive, which may

contribute to stronger reality testing and rational coping (Eagly & Wood, 2012).

Cultural influences in India may also play a crucial role. Traditional gender norms often encourage boys to develop independence and decision-making abilities at an earlier age, while girls may be socialized toward emotional sensitivity and relational interdependence (Nathawat & Mathur, 1993). Consequently, male adolescents may demonstrate a more practical and detached approach when dealing with real-life situations, enhancing their perception of reality.

Integration of Personality

Hypothesis – 03:

- **Null Hypothesis (H_0):** There is no significant difference between male and female adolescents in urban schools of Indore with respect to the Integration of Personality dimension of mental health.
- **Alternative Hypothesis (H_1):** There is a significant difference between male and female adolescents in urban schools of Indore with respect to the Integration of Personality dimension of mental health.

Observation of Table No. 01 the present study shows a significant difference between male and female adolescents on the Integration of Personality dimension of mental health. Male adolescents obtained a higher mean score ($M = 66.41$, $SD = 8.41$) compared to female adolescents ($M = 60.98$, $SD = 8.10$). The difference was statistically significant, $t(98) = 3.284$, $p < 0.01$. This indicates that male adolescents possess a greater degree of personality integration, suggesting better emotional balance, consistency in behavior, and adaptability in managing life situations.

Integration of Personality refers to the harmonious organization of different aspects of the self, such as emotions, thoughts, and behaviors, leading to inner stability and coherent functioning (Jahoda, 1958). An individual with a well-integrated personality tends to maintain emotional control, realistic goals, and effective interpersonal relationships. The findings of this study suggest that male adolescents demonstrate higher emotional coherence and self-regulation than females, which could be linked to differences in socialization, coping mechanisms, and emotional expression. Previous research has highlighted gender-based variations in emotional integration and personality development. Costa, Terracciano, and McCrae (2001) observed that females tend to be higher in traits like neuroticism and emotional sensitivity, which may sometimes lead to mood

fluctuations and lower overall integration. In contrast, males often display greater emotional stability and assertiveness, contributing to higher personality integration. Similarly, Matud (2004) reported that males generally employ more problem-focused coping strategies, whereas females are more likely to use emotion-focused coping, which may influence their emotional balance and integration.

Cultural factors in Indian society may further explain this difference. Boys are often encouraged to develop self-reliance, control, and goal-directed behavior, while girls are socialized to prioritize emotional expression and interpersonal harmony (Nathawat & Mathur, 1993). Such gendered upbringing may lead male adolescents to internalize traits associated with self-discipline and psychological consistency key indicators of personality integration.

Autonomy

Hypothesis – 04:

- **Null Hypothesis (H_0):** There is no significant difference between male and female adolescents in urban schools of Indore with respect to the Autonomy dimension of mental health.
- **Alternative Hypothesis (H_1):** There is a significant difference between male and female adolescents in urban schools of Indore with respect to the Autonomy dimension of mental health.

Observation of Table No. 01 the present study demonstrates a significant gender difference in the Integration of Personality dimension of mental health among adolescents. Male adolescents obtained a higher mean score ($M = 67.62$, $SD = 7.06$) compared to female adolescents ($M = 57.83$, $SD = 6.91$). The obtained t -value (6.993) was statistically significant at the 0.01 level, indicating that male adolescents possess a greater level of personality integration than female adolescents.

Integration of Personality refers to the harmonious balance and consistency among one's thoughts, emotions, and behaviors, contributing to emotional stability and self-control (Jahoda, 1958). Individuals with well-integrated personalities are capable of maintaining internal harmony, managing stress effectively, and adapting to life's challenges in a balanced manner. The higher scores of male adolescents suggest that they tend to be more emotionally organized and psychologically stable than their female counterparts. These results are consistent with prior

studies showing gender-based differences in emotional stability and personality structure. Costa, Terracciano, and McCrae (2001) found that males generally score higher in emotional stability and self-control, while females tend to report higher levels of emotional reactivity. Similarly, Matud (2004) observed that males are more likely to employ problem-focused coping mechanisms, which help maintain internal consistency and personality integration, whereas females often rely on emotion-focused coping, leading to greater emotional variability.

Cultural and social factors in Indian society may also explain these findings. Boys are often encouraged to develop independence, decision-making, and assertiveness, whereas girls are socialized to prioritize relationships, modesty, and emotional expression (Nathawat & Mathur, 1993). This difference in upbringing and gender expectations can contribute to males developing stronger self-regulation and a more coherent sense of self, thus resulting in higher integration of personality.

Group-Oriented Attitudes

Hypothesis – 05:

- **Null Hypothesis (H_0):** There is no significant difference between male and female adolescents in urban schools of Indore with respect to the Group-Oriented Attitudes dimension of mental health.
- **Alternative Hypothesis (H_1):** There is a significant difference between male and female adolescents in urban schools of Indore with respect to the Group-Oriented Attitudes dimension of mental health.

Observation of Table No. 01 the present study shows a significant difference between male and female adolescents in Group-Oriented Attitudes. Female adolescents obtained a higher mean score ($M = 63.30$, $SD = 9.83$) compared to male adolescents ($M = 58.95$, $SD = 9.97$), and the obtained t -value (2.198) was statistically significant at the 0.05 level. This indicates that female adolescents exhibit greater group-oriented attitudes than male adolescents.

Group-Oriented Attitude refers to the tendency of individuals to value cooperation, social harmony, teamwork, and interpersonal relationships over personal goals. It reflects the ability to work collaboratively, respect others' opinions, and maintain positive social interactions (Jahoda, 1958). The findings suggest that female adolescents tend to be more socially sensitive, empathetic,

and cooperative compared to their male counterparts. These results are in agreement with previous studies that have reported higher social and relational orientation among females. Eagly (2009) and Cross and Madson (1997) found that females are generally more interpersonally oriented, empathetic, and cooperative, while males are often more competitive and individualistic. Similarly, Gilligan (1982) emphasized that girls are more likely to define themselves through relationships and care-based morality, which enhances their sense of connectedness and group belonging.

Cultural and socialization factors also play a crucial role in shaping these differences. In Indian society, girls are often socialized to prioritize relationships, emotional sensitivity, and communal harmony, while boys are encouraged to be assertive, independent, and goal-focused (Nathawat & Mathur, 1993). Such gender-specific social expectations may explain why female adolescents show higher group-oriented attitudes than males.

Environmental Mastery

Hypothesis – 06:

- **Null Hypothesis (H_0):** There is no significant difference between male and female adolescents in urban schools of Indore with respect to the Environmental Mastery dimension of mental health.
- **Alternative Hypothesis (H_1):** There is a significant difference between male and female adolescents in urban schools of Indore with respect to the Environmental Mastery dimension of mental health.

Observation of Table No. 01 the present study reveals a significant gender difference in the Environmental Mastery dimension of mental health among adolescents. Male adolescents obtained a higher mean score ($M = 64.70$, $SD = 7.09$) compared to female adolescents ($M = 57.59$, $SD = 8.79$). The obtained t -value (4.451) was significant at the 0.01 level, indicating that male adolescents demonstrate greater environmental mastery than female adolescents.

Environmental Mastery refers to an individual's ability to effectively manage one's life, control external activities, and adapt to the surrounding environment (Ryff, 1989). It encompasses a sense of competence in managing everyday affairs, making effective use of opportunities, and creating a suitable environment to meet personal needs. The higher scores among male adolescents suggest

that they may possess stronger decision-making skills, higher confidence, and better adaptability in dealing with life's challenges. These results are consistent with previous research indicating that males often report higher levels of self-efficacy, independence, and perceived control over their environment. Lachman and Weaver (1998) found that males typically perceive greater control over life circumstances, while females are more likely to report feelings of constraint or helplessness in challenging situations. Similarly, Matud (2004) noted that males tend to use problem-focused coping strategies more often, which enhances their sense of mastery and control, whereas females may rely more on emotion-focused coping, sometimes reducing their perceived environmental competence.

Cultural and social factors in India may also contribute to these findings. Boys are often encouraged from a young age to be self-reliant, assertive, and independent, while girls are socialized to be nurturing and dependent on family or social support systems (Nathawat & Mathur, 1993). These gender-based expectations can influence adolescents' self-confidence and their perceived ability to handle environmental challenges, leading to higher environmental mastery among males.

CONCLUSION

Male adolescents higher on Positive Self-Evaluation as compared to female adolescents.

male adolescents possess greater confidence, self-acceptance, and belief in their own abilities. They tend to evaluate themselves more positively and demonstrate higher self-esteem. This may be attributed to social and cultural factors that often encourage males to be more assertive, independent, and achievement-oriented, thereby fostering a stronger sense of self-worth.

Male adolescents higher on Perception of Reality than female adolescents.

male adolescents are generally more realistic and practical in understanding themselves and their surroundings. They may have better insight into real-life situations and can cope more effectively with challenges. This could be due to greater exposure to external social interactions and freedom, allowing males to develop a more balanced perception of life events.

Male adolescents higher on Integration of Personality than female adolescents.

male adolescents exhibit greater emotional stability, maturity, and internal harmony among various aspects of personality. They seem to have better control over emotions and behavior, which may result from social expectations that encourage emotional regulation and resilience in boys.

Male adolescents higher on Autonomy than female adolescents.

male adolescents demonstrate greater independence in thought and action. They are more likely to make their own decisions and rely less on external guidance. Cultural norms that allow boys more freedom and decision-making opportunities could contribute to this higher sense of autonomy.

Female adolescents higher on Group-Oriented Attitudes than male adolescents.

female adolescents are more cooperative, empathetic, and socially sensitive. They tend to value relationships, group harmony, and emotional connection with others. Such tendencies are often nurtured through socialization patterns that encourage girls to be caring, understanding, and supportive in group settings.

Female adolescents higher on Environmental Mastery than male adolescents.

female adolescents possess better skills in managing their environment, organizing activities, and adapting to social and academic settings. Their higher emotional awareness and social adaptability might help them maintain stability and balance in different life situations.

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Toxic Parenting in Global Contexts: A Critical Review of Research Gaps and Regional Concentration

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ABSTRACT

Toxic parenting greatly impacts the emotional and psychological health of children negatively, but most research has focused on Indonesia, leaving other cultural contexts primarily overlooked. This study analyzes global trends in toxic parenting research through a comprehensive literature review conducted from 2020 to 2024, using “toxic parents” and “toxic parenting” as keywords. Out of 104 initial studies, 73 met the criteria for inclusion. The findings reveal that 91.8% of these studies originate from Indonesia, with limited contributions from countries like Kenya, Belgium, India, Iraq, and Malaysia. Alarming, some nations have no research on this critical topic. This highlights the urgent need for cross-cultural studies to explore how different cultural, social, and historical factors influence toxic parenting and its effects. The research advocates for addressing biases and developing culturally sensitive assessment tools, emphasizing the importance of expanding studies to underrepresented areas such as India. Insights from this expanded research can lead to more effective interventions and policies for adolescence worldwide, and cross-cultural approaches to deepen the understanding of toxic parenting globally.

Keywords: Toxic parenting, Cross-cultural Research, Cultural Sensitivity.

INTRODUCTION

Parenting encompasses the nurturing and responsibilities of a child from birth until adulthood, representing a demanding and ongoing commitment for parents (Heins & Seiden, 1987). However, it can be hostile too, with overly critical and punitive parenting approaches, which can significantly affect adolescents' self-worth, resulting in psychological issues and difficulties in parent-child relationships (Huang et al., 2024). According to (Forward, 2010), parents who consistently exhibit negative behaviors can be classified as "toxic parents," as their actions inflict emotional harm,

abuse, and ongoing trauma on their children, negatively affecting their adult lives. Toxic parenting can lead to emotional, cognitive, and behavioral problems in children, which may persist into their adult lives. As individuals who grew up with toxic parents mature, their unresolved wounds may manifest in various aspects of their personal, social, and professional lives, often causing them to internalize blame. This can subsequently lead to issues such as low self-confidence, self-doubt, depression, anxiety, diminished self-esteem, poor stress management, and impaired thinking abilities (Duray-Parmentier et al., 2022; Rianti & Ahmad Dahlan, 2022).

Toxic parenting is an urgent issue that severely influences children's emotional development, self-image, and mental health, often with enduring repercussions that carry into adulthood. Factors such as inconsistent or authoritarian parenting styles, unresolved intergenerational trauma, and mental health issues of parents contribute to toxic parenting. Culture shapes parenting and children's mental health in different societies (Bornstein, 2013). In collectivist societies, parental closeness and responsiveness are often expressed through establishing rules, guidelines, and supervision. In contrast, individualist cultures tend to demonstrate parental closeness and responsiveness in a more democratic manner, characterized by affection and praise (Febiyanti & Rachmawati, 2021). Countries like India, which are collectivistic in culture, emphasize and normalize harsh discipline and controlling behavior of parents without considering the psychological effects it creates on children. Exploring the contributing factors and effects of toxic parenting is crucial for developing effective and early prevention strategies and therapeutic interventions. However, being a very relevant topic, there is a scarcity of research on toxic parenting. The global distribution of research on toxic parenting, with available studies, appears uneven, too. It is essential to broaden the scope of research on toxic parenting to encompass diversity. The analysis of the geographical distribution of existing research aims to address this gap by identifying areas that require additional scholarly focus, particularly emphasizing the critical need for studies conducted in India. By diversifying research efforts, a more thorough and nuanced understanding of toxic parenting and its effects across various cultural contexts, including India, can be achieved, ultimately leading to more effective interventions and support systems. This study is also vital for guiding future research directions and promoting a more balanced and representative understanding of this complex issue.

OBJECTIVES OF THE STUDY

- To examine the current distribution and concentration of research on toxic parenting across different countries to understand existing trends and identify underrepresented regions in the literature.
- To explore the importance of research in toxic parenting due to its profound impact on child and adolescent mental health.
- To highlight the global research gap in toxic parenting.

METHOD

Search Strategy

A comprehensive literature search was conducted in the Google Scholar database using the keywords “toxic parents” and “toxic parenting.” Google Scholar was used because studies on toxic parenting are scarce, and to get the maximum available studies. The studies from 2020 to 2024 were included.

Inclusion criteria.

- 1) Studies that address toxic parenting explicitly
- 2) Studies published from 2020 to 2024

Exclusion criteria.

- 1) Book chapters, commentaries, conference proceedings, blogs
- 2) Unavailability of full-text
- 3) The location where the study was conducted or the authors' affiliations were unavailable

DATA EXTRACTION

From the first search, 104 studies were obtained. Authors 1 and 2 then filtered the studies based on inclusion-exclusion criteria and eliminated duplicates. Discrepancies were resolved after discussion with a third examiner. Thus, 73 were selected for the study, and the relevant details of the eligible studies were entered into Google Sheets. The country where the study occurred or the country of origin for the study participants was specifically noted and entered. In the case of meta-synthesis or review articles, the countries associated with the authors' affiliations were also considered.

DATA ANALYSIS

After conducting a literature search and screening the studies, data were gathered from each selected study to determine the country or region where the study occurred. The country was determined from the methodology section of the study, and in cases where it was not specified, it was identified by researching the authors' affiliations. This information generated a frequency distribution, summarizing how many studies came from each country. Percentages were then calculated to illustrate the proportionate contribution of each country or region to the total research output.

RESULT

Table 1
Frequency and Percentage Distribution of Studies on Toxic Parenting by Country

Sl. No.	Country	Frequency	Percentage
1	Belgium	1	1.36 %
2	India	1	1.36 %
3	Indonesia	67	91.78 %
4	Iraq	1	1.36 %
5	Kenya	2	2.73 %
6	Malaysia	1	1.36 %

Figure 1
Percentage Distribution of Studies on Toxic Parenting Across Countries

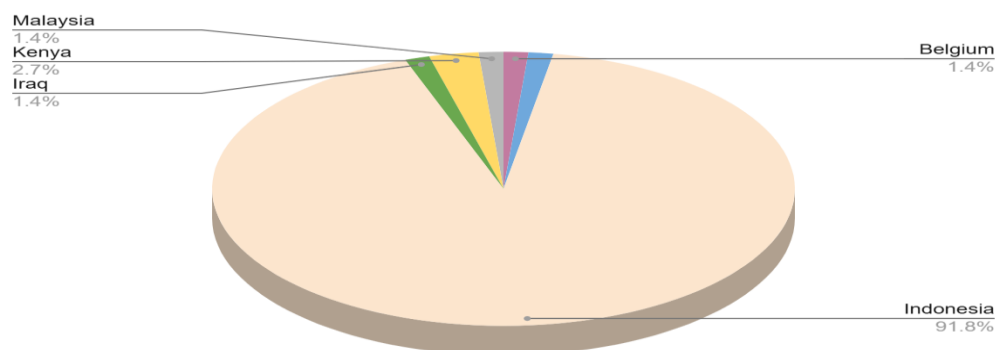


Table 1 shows the frequency and percentage of distribution of toxic parenting studies in different countries. The table indicates that of the 73 studies, 67 are from Indonesia, two from Kenya, and

one from Belgium, India, Iraq, and Malaysia. 91.8 % of the studies were from Indonesia. This suggests that while toxic parenting is a significant topic, there are only a few studies on it, the majority from Indonesia, with just one or two studies from Belgium, India, Iraq, Kenya, and Malaysia. Additionally, there are many countries where no research has been done on this issue. The findings indicate a lack of research on toxic parenting while also revealing a concentration of studies originating from Indonesia among the existing literature.

DISCUSSION

Parents who consistently exhibit negative behaviours inflicting emotional harm, abuse, and ongoing trauma on their children, negatively affecting their adult lives, are toxic (Forward, 2010). Toxic parenting can lead to depression, stress, and diminished self-confidence in children, ultimately impairing their development (Duray-Parmentier et al., 2022; Rianti & Ahmad Dahlan, 2022). Although existing literature indicates that toxic parenting is a significant subject for research, there is a lack of studies on this topic. Studies on toxic parenting for about 5 years were searched in the Google Scholar database, and 73 studies were taken after the screening. The results show that most studies are from Indonesia, with only two from Kenya and one from Belgium, India, Iraq, and Malaysia.

Belgium, a compact country in Western Europe near the North Sea, exemplifies the cultural variety of Europe with high population density (Blainey, 2016). The review article by Duray-Parmentier et al. (2022), authors in Belgium, comprehensively explains toxic parenting, incorporating information from books and studies. The article explains the characteristics of toxic parenting, along with focusing on the issues that toxic parenting creates in children and how it is carried through their adulthood. The article also explains the management strategies and how to be resilient in a very informative and logical manner. This article is very relevant and covers all aspects without fail.

In the current landscape of research, there is only one notable study addressing the concept of toxic parenting from India. This work is a meta-synthesis that encompasses a review of studies conducted between 2015 and 2024, exploring the effects of toxic parenting from various parts of the world by the present authors, Raj & Ravindranadan (2024). The authors' deep interest in the subject has led to the development of this comprehensive synthesis. The study offers an inclusive

examination of the existing literature on the ramifications of toxic parenting, emphasizing the necessity for further investigation into this area.

The research conducted by Abbas and Mohammed (2024) in Iraq investigated the depiction of attachment theory and toxic parental relationships in August Wilson's play "Fences." The study, which employs a qualitative approach within a literary framework, identifies the presence of toxic parenting in the narrative. Although the focus is on the representation of toxic parenting in literature, the findings offer insights into its prevalence and relevance, even if they do not provide a comprehensive understanding of the cultural factors influencing such dynamics. This recent study highlights the significance of toxic parenting as a continued issue in contemporary discourse.

The study conducted by Kurniati et al. (2023) was conducted in Malaysia. However, the authors are from Indonesia, indicating that toxic parenting negatively impacts children's mental health, and those raised in such an environment may develop insecurities, heightened fears, and various other characteristics in adulthood. This shows that Indonesian researchers are more exposed to studies related to toxic parenting, so they are aware of it. This might have resulted in Indonesian researchers conducting toxic parenting-related studies in other countries where there are no studies. This helps bring awareness in that country and learn more about toxic parenting in a different culture.

Two studies were conducted in Kenya. The study by Munyua and Koderu (2020) revealed that toxic parenting was associated with the discipline of students. This study was conducted in Uasin Gishu, which is one of 47 counties in Kenya. It is an empirical study using quantitative methods and shows that toxic parenting can contribute to discipline-related issues in children at school. Another study was conducted by Jennifer et al. (2020) and focused on the association of toxic parenting and students' academic performance in Uasin Gishu, Kenya. The study revealed that toxic parenting negatively influences the academic performance of students and suggests psychological counseling as an intervention instead of involving parents.

Indonesian researchers have conducted studies on different aspects of toxic parenting, ranging from its causes and consequences to management strategies, and not only in psychology or social work backgrounds, but also in literature backgrounds, which shows the prevalence and relevance of the issue. Researchers have studied the portrayal of toxic parenting in different novels, poems,

and films. The portrayal of toxic parenting in the autobiographical novel by Kevin Lewis was studied by Wibowo & Syamsudin (2023). Similarly, Setyadi & Wiman (2023) found depictions of toxic parenting in the film “What Will People Say?”. Wardani et al. (2023) confirmed the portrayal of toxic parenting in Roethke’s Poem, My Papa’s Waltz. The portrayal of toxic parenting in the film “Mother” by Tatsushi Omori was examined by Abdillah & Nugroho (2024). Similarly, many studies have been conducted connecting literature and toxic parenting in Indonesia. Literature and art are ways of communicating with society. If researchers have chosen famous literature and artworks to study toxic parenting, it has been perceived as a relevant issue in Indonesian culture. Empirical studies used qualitative, quantitative, and mixed methods among parents and adolescents, and some other exploratory studies included children, parents, counselors, existing literature, etc, to get a comprehensive understanding. Researchers like Pratiwi et al. (2024), Chairunnisa (2021), Kiswantomo et al. (2024), and many others studied toxic parenting among parents. Aulia & Anggaraini (2023) and Oktara et al. (2023) studied among students; Carelina & Suherman (2020) and Novita (2023) studied among adolescents; Izzatiya et al. (2023) studied among adults. Bugi et al. (2023) and Fidrayani & Serojaningtyas (2023) included parents and children in their study for a more comprehensive understanding. The impact of toxic parenting on adult victims was studied by Oktariani (2021), Aprilia et al. (2023), Oktara et al. (2023), and Putri (2024). Coping mechanisms were studied mainly by Azwar (2023), Novita (2023), and Munisa & Losi (2023), with many other researchers.

These investigations have explored a range of effects and consequences, examining participants who include pre-primary children, children, adolescents, adult victims, and parents. Researchers utilized diverse methodologies, underscoring the significance of the topic and reflecting the commitment of Indonesian scholars to explore this area of study, particularly in a world where there are countries where research on toxic parenting is virtually absent. Parenting has often been viewed as a sacred duty, with the actions of parents considered inherently beneficial for their children. However, it is important to note that most parents are not parenting experts, especially when navigating it for the first time; they tend to emulate their parents or adapt their practices based on personal experiences and their specific socio-environmental contexts. The term "toxic parenting" can be perceived as controversial, particularly in cultures that idolize parental figures. However, as research sheds light on the consequences of toxic parenting, this awareness contributes to an understanding of its importance and relevance, potentially encouraging further

inquiry into the topic in Indonesia. Additionally, the cultural imperative in Indonesia to respect and obey parents, coupled with the perception of punishment as a legitimate form of discipline, suggests a historical adherence to parenting practices that warrant critical evaluation. This scrutiny may reveal both the advantages and disadvantages of such practices. Consequently, Indonesian researchers demonstrate a willingness to engage with the complexities and potential drawbacks of established parenting norms, thus contributing to a sensitive but necessary discourse surrounding toxic parenting. The findings from these studies offer valuable insights and can serve as a foundational resource for those interested in investigating toxic parenting further. The increasing body of research highlights the relevance and importance of toxic parenting. When research is conducted in a specific area and its findings are deemed relevant, it often paves the way for further studies that examine other facets of the topic by different researchers. In this context, toxic parenting stands out as a significant issue in need of continued exploration.

LIMITATIONS

- The search method relied only on keywords like “toxic parents” and “toxic parenting”; alternative terms and synonyms were not used.
- The primary database utilized for the search was Google Scholar due to the scarcity of pertinent studies.

CONCLUSION

This research underscores the significant dominance of toxic parenting studies in Indonesia while highlighting notable research deficits in other cultural settings. By recognizing potential biases in current research and advocating for creating culturally sensitive assessment tools, this study paves the way for more inclusive and globally relevant research endeavors. It also emphasizes the need to expand research initiatives in countries like India, where the rich tapestry of cultural practices can provide important insights into parenting dynamics.

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Career and Family Values among Women Teachers from Fisherfolk Community in Kollam

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ABSTRACT

The challenge of managing professional and family responsibilities among women will always be an important issue. In India, women educators who come from coastal and traditional community structures must navigate layered challenges of balancing institutional expectations while also meeting cultural expectations related to family. This study reflects on career and family values among teachers in Fischer folk community context in Kollam, Kerala. This study examined how some demographic factors impacted negotiation of professional families' demands and values. The study used a descriptive design in which the standardized scales were used with a sample of 200 teachers. Results suggest there were significant differences in career and family values with religion and age whereas marital status, school type, educational qualifications did not show a significant difference. Findings suggest family responsibilities and professional roles continue to conflict and families suggest there needs to be some programs for policy intervention, flexible work, child-care, and professional development for families. Implications also discuss family and professional roles, teacher wellness factors, teacher retention, and education policy.

Keywords: career values, family values, women teachers, fisherfolk community, work–family conflict.

INTRODUCTION

India's social and economic situation has changed considerably over the last few decades, with a noteworthy increase in women in the labour market. Within the broader labour market, teaching has experienced the largest feminization, with women now representing almost half, specifically in urban and private schools, of the teaching workforce (DISE, 2010-2011). Teaching offers women distinct social legitimacy, fit with domestic caregiving, and some degree of permanence. However, this increase in women's participation in the labour force has not changed expectations around women's responsibilities in the family. For instance, in more traditional communities such as the fisherfolk of Kerala, women teachers must negotiate dual demands: an expectation to contribute to the household while also simultaneously teaching; sometimes leading to what Greenhaus and Beutell (1985) characterize as work-family conflict as an inconsistency of expectations that diminish professional efficacy and impact personal well-being.

Research regularly indicates that women professionals face more career–family conflict than men (Mauno, Kinnunen, & Ruokolainen, 2006). Teachers have substantial administrative duties in addition to family responsibilities, which can increase stress, lead to dissatisfaction, and even, in some cases, take them out of the profession (Mooij, 2008; Ramachandran et al., 2005). Indian women teachers report significantly higher role conflict, especially when married or raising relatives (Devi, 2004; Rao et al., 2008). Women who work in private schools also face an additional level of role conflict because they work in insecure jobs that pay less than those in public school systems (Indumathi & Vijaysimha, 2011). Age differences further exacerbate the situation, with younger teachers feeling pressure to move up the ladder and older teachers prioritizing family (Chang, 2002; Saranya, 2015).

Theoretical frameworks including role stress theory (Kahn et al., 1964), inter-role conflict theory (Greenhaus & Beutell, 1985), and the expansionist theory of multiple roles (Barnett & Hyde, 2001) provide explanations for women's experiences of overlapping expectations. Altogether, the perspectives and findings provided here suggest the need for context-sensitive studies examining specific communities, particularly those with traditions like the fisherfolk of Kollam who navigate aspirations of contemporary life while also trying to work in context with existing deep-seated cultural expectations. The present study aims to understand how women teachers can reconcile

career- and family-based values in contexts that rely on social traditions for professional and personal decisions.

OBJECTIVES

1. To evaluate the relationship between career and family values among women school teachers.
2. To examine the differences in career and family values based on marital status.
3. To analyse differences in values across age, religion, educational qualification, and type of school management.

HYPOTHESES

- H1: There is a significant relationship between career and family values among women school teachers.
- H2: Married and unmarried school teachers differ significantly in their career and family values.
- H3: Educational qualifications differ significantly in their career and family values.
- H4: Teachers in government and private schools differ significantly in career and family value orientations.
- H5: Age and religion significantly differ in their career and family values.

METHODS

PARTICIPANTS

Two hundred women teachers took part in the study. They were between 23 and 46 years old and worked in government or private secondary and higher secondary schools in Kollam district. Only teachers with a degree and B.Ed. or a postgraduate degree with B.Ed. were included. Women teaching below the secondary level, without a B.Ed., or outside the specified age range were not part of the sample. Participants came from Hindu, Christian, and Muslim backgrounds, reflecting the religious composition of the community.

RESEARCH DESIGN

This study used a descriptive design to explore how women teachers from the fisherfolk community in Kollam balance their career and family values. The design was selected as it allows researchers to capture group differences and patterns without manipulating variables.

MEASURES

Personal Data Sheet

A short demographic sheet gathered information such as age, marital status, education, religion, and type of school.

Career and Family Values Scale (Talwar & Singh, 1988)

Career and family values were measured using the **Career and Family Values Scale** (Talwar & Singh, 1988). The tool contains 20 items each on career orientation and family orientation, rated on a five-point scale from “strongly disagree” to “strongly agree.” The sum of scores on all statements of the scale should be considered as respondents total score of each subscale of career and family values. Previous studies have shown the scale to be both reliable and valid, with Cronbach’s alpha values of .799 for career values and .894 for family values in this sample.

PROCEDURE

Data collection was conducted using an online questionnaire available through social media. Women teachers ages 23-46 were invited to take part. Women teachers, who expressed interest and agreed to take part were included in the study. The investigators then randomly selected women teachers and asked them to complete the questionnaire using Google Forms. Prior to taking part in the study, teachers were provided with a brief explanation of the study's purpose and that their responses would remain confidential. Participants completed the demographic form first followed by the Career and Family Values Scale. The participants submitted their responses, and had the option to take as long as they wished to complete it for each session. The responses were scored after they were submitted according to the test manual instructions.

DATA ANALYSIS

The data were arranged, coded, and analyzed for meaningful patterns. This involved coding and tabulating the responses, and analyzing and interpreting the responses through select statistical tests. The data obtained were appropriately coded and first tabulated, then analyzed with SPSS

and interpreted using selected statistical techniques. Correlations were computed to investigate the association between variables. Group differences were tested with t-tests and ANOVA, and where additional comparisons were warranted Duncan's Multiple Range Test was used.

RESULT AND DISCUSSION

This section shows the results of the Pearson's product moment correlation analysis of the study variables. The correlation between the career and family values variables is evaluated among female school teachers.

Table 01

Correlation coefficient between career and family Values (N = 200) among women school teachers.

Variables	(1)	(2)
Career Value (1)	()	-0.36**
Family Value (2)	--	()

Note: '**' indicates significant at 0.01 level

Table 01 shows the correlation coefficient of career and family values of total sample of women school teachers are -0.36 and was found significant at 0.01 level. It shows that career values of the participants are negatively correlated with family values ($r = -0.36$).

Based on Segmentation theory of work and family, Blood and Wolfe had the viewpoint that both these work and family do not affect each other meanwhile, they are segmented and independent from each other (Blood & Wolfe, 1960). In this study findings showed that there is negative correlation between career and family values. Previous studies findings adhere to the current findings such that there exists a significant negative correlation existed between career values and family values. (Viegas, 2012 & Taajobi, 2016). From the preceding table, it can be seen that career values and family values are statistically inversely related. Hence the hypothesis H1 is accepted.

The t-test has been done in order to find out whether there is any such difference in career and family values based on marital status, educational qualification and type of schools.

Table 02

Comparison of Married and Unmarried group of women school teachers on the variable career and family values

Variable	Group	N	Mean	SD	df	T
Career value	Married	87	79.74	7.34	172	-.910 (NS)
	Unmarried	87	80.78	7.51	171.907	
Family Value	Married	87	54.95	10.55	172	.141 (NS)
	Unmarried	87	54.70	12.82	165.852	

Note : NS indicates not Significant.

Table 02 presents the mean differences of career and family values in relation to marital status. For career values, the mean scores of married ($M = 79.74$, $SD = 7.34$) and unmarried teachers ($M = 80.78$, $SD = 7.51$) showed no significant difference ($t = -.910$). Similarly, family values of married ($M = 54.95$, $SD = 10.55$) and unmarried teachers ($M = 54.70$, $SD = 12.82$) did not differ significantly ($t = .141$). Hence, hypothesis H2 is rejected.

These findings suggest that marital status does not significantly influence career or family values. Both married and unmarried women experience similar challenges in balancing work and family demands, often making compromises in career opportunities, household responsibilities, and personal priorities. Women are more likely than men to adjust jobs to accommodate family needs, valuing stability and proximity over promotions, reflecting persistent gendered expectations.

The results contradict Thriveni and Rama (2012), who found marriage strongly affected work-life balance, but support Panisoara and Serban (2013), who reported no such association. Variability in respondents may account for these inconsistencies. The findings indicate that marriage or childbearing need not be seen as barriers to career progression, reducing anxieties for both unmarried employees starting their careers and married couples considering children.

Table 03

Comparison based on the educational qualification (i.e., Degree with B.Ed and PG with B.Ed) of women teachers on the variable career and family values.

Variable	Group	N	Mean	SD	df	't' value
Career values	Degree with B. Ed	87	80.3	7.34	172	.071 (NS)
	PG with B. Ed	87	80.21	7.51	171.907	
Family Values	Degree with B. Ed	87	56.48	10.55	172	1.85 (NS)
	PG with B. Ed	87	53.19	12.82	165.852	

Note : NS indicates not Significant

Table 03 presents the mean differences of career values across educational qualifications. The mean score for teachers with Degree + B.Ed. was 80.3 (SD = 7.34), while for those with PG + B.Ed. it was 80.21 (SD = 7.51). The calculated t value (.071) was not significant, indicating no difference in career values based on qualification. Similarly, family values showed mean scores of 56.48 (SD = 10.55) for Degree + B.Ed. and 53.19 (SD = 12.82) for PG + B.Ed., with a non-significant t value (1.85). This suggests that educational qualification does not significantly influence either career or family values among school teachers. Hence hypothesis H3 is rejected. The findings align with role-balance theory, which argues that individuals who engage meaningfully in multiple roles experience greater well-being (Marks & MacDermid, 1996). Prior research supports this perspective: Thriveni and Rama (2012) noted age and marital status as stronger predictors of work-life balance, while McMillan et al. (2011) and Tomazevic et al. (2014) emphasized that work-life issues cut across education, gender, income, and occupation. Panisoara and Serban (2013), in their study across different marital categories, also found no significant association between marital status and work-life balance.

Table 04
Comparison of private and government school on the variable career and family Values

Variable	Group	N	Mean	SD	df	't' value
Career value	Private	88	80.84	7.5	174	1.05 (NS)
	Government	88	79.63	7.65	173.9	
Family Value	Private	88	54.47	11.68	174	-0.32 (NS)
	Government	88	55.04	12.19	173.68	

Note : NS indicates not Significant.

Table 04 presents the mean differences of career values across school type. Private school teachers scored a mean of 80.84 (SD = 7.50), while government school teachers scored 79.63 (SD = 7.65). The calculated t value (1.05) was not significant, indicating no difference in career values by school type. For family values, private school teachers scored 54.47 (SD = 11.68) and government school teachers 55.04 (SD = 12.19). The t value (-0.32) was also not significant, showing no variation in family values based on school type. Hence hypothesis H4 is not accepted.

These findings suggest that whether teachers work in government or private institutions does not influence their career or family orientations. While government schools often attract teachers for job security and financial stability, private schools demand greater effort to meet institutional expectations. Despite these contextual differences, the results indicate that teachers maintain

similar value systems across both settings. Balancing professional and personal roles remains a shared challenge, but career fulfillment appears to depend more on individual philosophy and cultural fit than on school type.

Table 05
Summary of ANOVA for the variables of career and family values of four age categories

Variables	Group	Sum of Squares	df	Mean Square	F value
Career Values	Between Groups	384.535	3	128.178	2.390 (NS)
	Within Groups	9116.827	170	53.628	
	Total	9501.362	173		
Family Values	Between Groups	1061.369	3	353.790	2.601*
	Within Groups	23121.459	170	136.009	
	Total	24182.828	173		

Note : NS indicates not Significant; ‘*’ indicates significant at 0.05 level

Table 05 presents the results of one-way ANOVA used to assess the mean difference on the study variables in relation to the age and religion of the participants. In the present study, one-way ANOVA was performed to assess the mean difference on the Study Variables based on age category (23-28, 29-34, 35-40, 41-46) and religion (Hindu, Christian and Muslim). A Duncan Multiple Range Test (Post Hoc Analysis) is performed for the variables which showed significant difference across age category and religion.

Table 05 presents the results of one-way ANOVA for age groups. For career values, the F value (2.39) was not significant at the 0.05 level, indicating no meaningful differences among age groups. A Duncan post hoc test confirmed the absence of significant variation in career values across age categories.

For family values, however, the F value (2.60) was significant at the 0.05 level, suggesting age-related differences. Post hoc analysis (Duncan Multiple Range Test) revealed that the variation was most evident among teachers aged 29–34, who reported distinct family value orientations compared to other groups.

These findings partly deviate from earlier research. Poulouse and Sudarsan (2014) and Anyaoku (2016) both reported strong associations between age, family values, and career aspirations. The present study, by contrast, found no significant link between age and career values, but did observe meaningful differences in family values, particularly in the early-thirties age group.

Table 06

Score of Multiple Range Test (Duncan's method) obtained by Four age groups on the variable of family values.

Age	N	Subset for alpha = 0.05	
		1	2
Age 41 to 46	41	52.0000	
Age 23 to 28	48	52.8542	52.8542
Age 35 to 40	42	56.7619	56.7619
Age 29 to 34	43		57.8372

Table 06 shows that teachers in the 29–34 age group reported the highest family values, while those aged 41–46 scored the lowest ($M = 52$). No significant mean differences were found among the groups 41–46, 23–28, and 35–40, nor among 23–28, 35–40, and 29–34. Overall, the results suggest that women teachers aged 29–34 are more family-value oriented than their younger and older counterparts. This finding may reflect the life stage of individuals in their late twenties and early thirties, a period often marked by family formation, career consolidation, and the pursuit of stability. At this stage, financial independence and professional growth gain importance, but family responsibilities also become central. While career success remains a strong priority, women continue to place equal value on marriage and family, indicating that professional and familial commitments are not mutually exclusive but negotiated simultaneously.

Table 07

Summary of ANOVA for the variables of career and family values of three religions

Variables	Group	Sum of Squares	df	Mean Square	F value
Career Values	Between Groups	413.491	2	206.745	3.890*
	Within Groups	9087.871	171	53.145	
	Total	9501.362	173		
Family Values	Between Groups	1187.481	2	593.741	4.415*
	Within Groups	22995.346	171	134.476	
	Total	24182.828	173		

Note “*” indicates significant at 0.05 level

Table 07 shows the religion wise comparisons (Hindu, Christian and Muslim) for the variables career and family values among women school teachers. The F value found to be significant at

0.05 level for the religious group, for the variables career and family values. It shows that there are religious wise differences for the variable under study. In order to find the religion wise group differences, the Post- hoc Test (Duncan Multiple Range Test) is performed.

Table 08

Score of Multiple Range Test (Duncan's method) obtained by three groups of religion on the variable of career value.

Religion	N	Subset for alpha = 0.05	
		1	2
Christian	56	78.27	
Muslim	61	80.38	80.38
Hindu	57		82.09
Sig.		0.12	0.20

The study's goal is to evaluate women teachers' career values in relation to their religious affiliation. The career value is quite low in Christians and greater in Hindus, as shown in Table 08. Additionally, there are no distinctions between Muslims and Christians in terms of the significance placed on careers. The primary disparities between the Muslim and Hindu religious groups are also insignificant for the career value variable. The findings demonstrate that Hindu women teachers place a higher emphasis on their careers than those of other religious groups.

Table 09

Score of Multiple Range Test (Duncan's method) obtained by three groups of religion on the variable of family value

Religion	N	Subset for alpha = 0.05	
		1	2
Hindu	56	52.05	
Muslim	61	54.13	
Christian	57		58.41
Sig.		.33	1.00

Table 09 presents the values families hold in relation to different empirical comparisons among the faiths. Hindu teachers were lower in family values, whilst Christian teachers were the most family-valued teachers; Hindus did not differ significantly from Muslims in relation to their family values. These results support religious familism, as it pertains to family at the ontology of importance rendered by moral and social guidance (Edgell, 2005; Wilcox, 2006). Often religious doctrine contains normative family notions regarding marriage, children, and household

(Gallagher, 2003; Edgell & Docka, 2007; Xu et al., 2005), which are implicated in the findings of this study.

The study also supports the idea that religiosity influences family orientation and career aspirations. Sampled women who self-reported an attachment to religiosity, more frequently Christians, stated that they typically oriented family values more so than their careers. This aligns with research on religiosity as a correlating factor in low to moderate female labour force participation (Roy, 2003). The women in the sample offered insight into the satisfaction of caregiving and discussed strategies for dealing with stress by prioritizing duty, personal recognition of self-regulation functions, and negotiating their lives as they interfaced between work and family and family and work.

CONCLUSION

Career and family values among women teachers in the fisherfolk community are shaped by socio-demographic factors such as marital status, age, and school type. The tension between traditional family expectations and professional aspirations creates challenges that affect both well-being and teaching effectiveness. The study is limited by its focus on a single district and community, which restricts generalizability, and by reliance on self-reported measures that may be influenced by social desirability bias. Future research should use larger and more diverse samples across regions and professions, adopt longitudinal designs to track changes over time, and include qualitative methods to capture lived experiences behind statistical trends. Exploring factors such as organizational culture, spousal support, and socio-economic status could deepen insights into the work–family interface. Policy-level measures that strengthen work–life balance remain essential for sustaining women’s contributions to education and improving their quality of life.

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Emotional Maturity and Resilience among Athletics

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ABSTRACT

For athletes in individual sports, it is essential to have emotional stability and flexibility (resilience) to handle things like practice, competition, and defeat, maintaining consistent performance, and playing with self-confidence. Therefore, this research was undertaken with the objective of studying the components of emotional maturity and resilience in individual sport athletes. This study included a total of 50 athletes (25 boys and 25 girls) from various individual sports in Sangli city, within the age group of 20 to 22 years. The measurement tools used were the Emotional Maturity Scale by Yashveer Singh and Mahesh Bhargava and the Resilience Scale by Dr. Annalakshmi Narayanan. To statistically analyze the obtained data, methods such as Mean, Standard Deviation, t-test, and Pearson Product-Moment Correlation were utilized. The findings of the present research indicate that no significant difference was found between the players based on gender regarding emotional maturity and resilience. A positive correlation was observed between the components of emotional maturity and resilience.

Key Concepts: Gender, Individual Sport Athletes, Emotional Maturity, and Resilience.

INTRODUCTION

EMOTIONAL MATURITY

In human life, emotions are considered an extremely important factor. Emotions play a vital role in guiding an individual's thoughts, behaviour, decision-making ability, and social relationships. However, simply having emotions is not enough; it is essential to be able to properly manage, control, and express them. This is called emotional maturity.

Emotional maturity means that an individual has correctly understood their emotions, can control them according to the situation, and can use those emotions positively for their own development and the development of others. Immature emotions cause a person to get angry quickly, become

depressed, adopt a pessimistic outlook, or make wrong decisions. However, an emotionally mature person thinks calmly, maintains emotional balance, and adopts the right course of action.

Characteristics of Emotional Maturity

- **Awareness of one's own emotions:** The individual recognizes their emotions and understands how they affect their behaviour.
- **Control over emotions:** A mature person makes decisions with patience instead of reacting immediately.
- **Empathy:** The capacity to recognize and understand the feelings of others is developed.
- **Balanced Perspective:** There is a tendency to calmly accept difficulties, failures, or criticism.
- **Positive Relationships:** Emotional maturity strengthens communication, cooperation, and harmonious living.
- **Sense of Responsibility:** There is a readiness to accept responsibility for the consequences of one's actions.

Importance of Emotional Maturity

- It helps in achieving the balanced development of personality.
- It increases the strength to face life's stress and crises.
- It maintains stability and harmony in social, family, and professional relationships.
- It develops qualities such as self-confidence, decision-making ability, and self-control.
- In short, emotional maturity is a significant process necessary for an individual's mental health, social adjustment, and success in life. It is not just the suppression of emotions but the art of positive management and proper expression of them. Therefore, it is necessary for education, family, and society to focus on developing emotional maturity.

RESILIENCE

Human life is full of challenges, difficulties, and stress. Every person in life has to face failure, sorrow, loss, crises, and change. However, not everyone faces these difficulties in the same way. Some people are overwhelmed by difficult situations, while others bravely face the same situation, learn from it, and become more capable. The ability to overcome these crises, recover, and become stronger is called Resilience.

Concept of Resilience

Resilience is not merely the process of enduring stress or overcoming difficulties; it is the process

of developing a new perspective, self-confidence, and determination from those experiences. That is, resilience motivates a person to adopt a positive outlook, in addition to recovering from negative life events.

Characteristics of a Resilient Person

1. **Self-Awareness:** The ability to recognize one's own emotions, strengths, and limitations.
2. **Self-Confidence:** Believing in oneself to overcome difficulties.
3. **Positive Outlook:** Finding an opportunity to learn even in a crisis.
4. **Problem-Solving Ability:** Analysing the situation and finding appropriate solutions.
5. **Emotional Balance:** Preventing the excess of anger, depression, or fear.
6. **Social Support:** Taking support and inspiration from family, friends, and society.

Importance of Resilience

- It is useful for maintaining mental health and overcoming stress.
- It increases self-confidence and patience to face life's challenges.
- It helps a person to stand up again after failure.
- It contributes to achieving success in academic, professional, and personal fields.
- It leads to the all-round development of personality.

In short, resilience is a mental ability necessary for everyone. It not only helps a person face difficult situations but also inspires them to learn new lessons from those situations and become more capable. Therefore, resilience is considered an important key to the successful journey of human life.

REVIEW OF PREVIOUS STUDIES

Nejati V., et al (2021) conducted research on "The Relationship between emotional maturity and resilience in elite male". The main objective was to examine the correlation between emotional maturity and resilience in 228 male athletes. The findings showed a correlation between both emotional maturity and resilience. They suggested that increasing emotional maturity can strengthen resilience in male athletes and that the findings could be beneficial for coaches and sports psychologists to develop effective programs for enhancing athlete resilience.

Shalini R. and et al (2021) studied "Relationship among Resilience, Emotional Maturity and Psychological Wellbeing among sports and non-sports students". This research included 128 students aged 18 to 23, comprising 56 athlete students and 72 non-athlete students. They found

that emotional maturity, resilience, and psychological wellbeing were inter-correlated.

Surya P. S. and Dr. Maheshbabu N. (2023) conducted research on "Emotional Maturity and Resilience among Athletes". The main objective was to study the effect of gender on emotional maturity and resilience and the correlation between these two components. The study included a total of 100 athletes aged 18 to 28. Their findings indicated a difference based on gender regarding emotional maturity and resilience, but no correlation was found between the two components.

SIGNIFICANCE OF THE STUDY

For every athlete, it is essential to have control over their emotions during the game. Also, they have to adapt themselves to every situation. Therefore, emotions and flexibility (resilience) are very important for them. The current research was undertaken with the objective of studying the components of emotional maturity and resilience in individual sport athletes to find out the importance of these factors in various aspects such as stressful situations, maintaining consistent performance, self-confidence during play, mental health, personality development, and achieving success in competition, and to determine how these factors play a role in individual sports.

AIM OF THE RESEARCH

To study emotional maturity and resilience among athletics.

OBJECTIVES OF THE STUDY

1. To study the gender differences of emotional maturity and resilience among athletics.
2. To examine the relationship between the emotional maturity and resilience among athletics.

HYPOTHESES OF THE STUDY

1. There will be no gender difference of emotional maturity among athletics.
2. There will be no gender difference of resilience among athletics.
3. Emotional Maturity and resilience would be positively related with each other.

METHODOLOGY

SAMPLE

The present research included a total of 50 athletes (25 boys and 25 girls) from various individual sports in Sangli city. Their age group was between 20 and 22 years. The sample was selected using the convenience sampling method.

RESEARCH DESIGN

Student T-test and Correlational research design were used.

VARIABLES

- **Independent Variable:** Individual sport athletes (Boys and Girls).
- **Dependent Variable:** Emotional Maturity and Resilience.

OPERATIONAL DEFINITIONS

1. **Gender:** Gender refers to the physical differences between males and females, based on biological transformations that are common to both.
2. **Individual Sport Athletes:** Athletes who participate individually in sports like 100, 200, 1600-meter running, shot put, javelin throw, high jump, long jump, etc..
3. **Emotional Maturity:** The score obtained by the athletes on the Emotional Maturity Scale by Yashveer Singh and Mahesh Bhargava.
4. **Resilience:** The score obtained by the athletes on the Resilience Scale by Dr. Annalakshmi Narayanan.

RESEARCH TOOLS

Emotional Maturity Scale (1998):

This scale prepared by Yashveer Singh and Mahesh Bhargava. The scale has a total of 48 statements, with five options provided for each statement. It measures five components: emotional stability, emotional progression, social adjustment, personality integration, and independence. The maximum score on this scale is 240, and the minimum score is 48. The reliability coefficient of this scale is 0.75, and the validity coefficient is 0.64.

Resilience Scale (2014):

This scale constructed by Dr. Annalakshmi Narayanan. The scale has a total of 30 statements, with five options provided for each statement. A high score on this scale indicates high resilience, while a low score indicates low resilience. The reliability coefficient of this test is 0.87, and the validity coefficient was found to be satisfactory.

PROCEDURE

For the present research, a total of 50 athletes (25 boys and 25 girls) from various individual sports in Sangli city were included as the sample. The athletes from various academies in Sangli city were informed about the tests, given complete instructions on how to complete them, and then the Emotional Maturity Scale and Resilience Scale were administered with a short time gap.

STATISTICAL ANALYSIS

To statistically analyze the raw scores obtained from the data, Mean, Standard Deviation, T-test, and Pearson Product-Moment Correlation methods were used.

RESULTS AND DISCUSSION

Table 1: Table Showing Gender among Emotional Maturity of Athletics

Group	Sample	Mean	SD	't' Score	Significant Level
Boys	25	130.80	42.67	0.20	NS
Girls	25	132.60	18.75		

Table 1 shows the gender difference among emotional maturity of athletics. The Mean for boys is 130.80 and the Standard Deviation is 42.67, while the Mean for girls is 132.60 and the Standard Deviation is 18.75. The t-score calculated from this is 0.20, which is found to be not significant at both levels of significance. This means the first hypothesis, "There will be no difference based on gender regarding the emotional maturity component of individual sport athletes," is accepted. Surya P. S. and Dr. Maheshbabu N. (2023) conducted research on "Emotional Maturity and Resilience among Athletes" and also found no difference based on gender regarding the emotional maturity component in individual sport athletes.

Table 2: Table Showing Gender Difference among Resilience of Athletics

Group	Sample	Mean	SD	't' Score	Significant Level
Boys	25	105.32	21.74	0.60	NS
Girls	25	102.24	11.85		

Table 2 shows the gender difference among resilience of athletics. The Mean for boys is 105.32

and the Standard Deviation is 21.74, while the Mean for girls is 102.24 and the Standard Deviation is 11.85. The T-score calculated from this is 0.60, which is found to be not significant at both levels of significance. This means the second hypothesis, "There will be no difference based on gender regarding the resilience component of individual sport athletes," is accepted. Surya P. S. and Dr. Maheshbabu N. (2023) also found no difference based on gender regarding the emotional maturity component in individual sport athletes.

Table 3: Table Showing Correlation between Emotional Maturity and Resilience among Athletics

	Emotional Maturity	Resilience
Emotional Maturity	1	0.76**
Resilience		1

df = 98, ** = 0.01, * = 0.05

Table 3 shows the correlation between the emotional maturity and resilience among athletics. The correlation coefficient between emotional maturity and resilience is found to be 0.76. This correlation coefficient is found to be positive and is significant at the 0.01 level of significance. This means the third hypothesis, "A positive correlation will be observed between the components of emotional maturity and resilience," is accepted. Shalini R. and et al (2021) also studied the "Relationship among Resilience, Emotional Maturity and Psychological Wellbeing among sports and non-sports students" and found that emotional maturity and resilience components were inter-correlated.

CONCLUSION

1. No significant difference was found based on gender regarding the emotional maturity component in individual sport athletes.
2. No significant difference was found based on gender regarding the resilience component in individual sport athletes.
3. Emotional maturity and resilience were found to be positively correlated with each other.

RECOMMENDATIONS FOR FUTURE RESEARCH

1. Broader research can be conducted by considering other factors related to emotional maturity and resilience (e.g., aggression, personality, etc.).

2. Including sport persons from team sports in the research, instead of only individual sport athletes, would yield more comprehensive results.

LIMITATIONS OF THE RESEARCH

1. The sample selected was limited in scope.
2. The findings obtained from this research will be limited to the students of Sangli city.

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ABSTRACT

- The word "Abstract" is centered and bold at the top of the page.
- Provide a 150–250-word summary of the study.
- Do not indent the first line.
- Include Keywords: (Italicized, listed below the abstract).

INTRODUCTION

- Start with a broad introduction to the topic.
- Explain the importance and relevance of the study.
- Define key concepts if necessary.
- Introduce the research problem and its significance.
- Provide relevant background information.

➤ REVIEW OF RELATED LITERATURE

- Summarize previous studies related to the research.
- Identify gaps in literature and explain how the study addresses them.
- Compare different theories and findings.
- Use in-text citations in APA format (e.g., Smith, 2020).

STATEMENT OF THE PROBLEM

- Clearly define the research problem being addressed.

OBJECTIVES OF THE STUDY

- List the specific objectives or goals of the study.

HYPOTHESES OF THE STUDY

- Present the null and/or alternative hypotheses (if applicable).

METHODOLOGY

SAMPLE

- Describe the sample size, demographic details, and selection method.
- Example:
 - "The study included 200 college students (100 males, 100 females) aged 18-24 from XYZ University. Participants were selected through stratified random sampling."

RESEARCH DESIGN

- Specify the type of research design (e.g., experimental, correlational, survey-based).

VARIABLES USED IN THE STUDY

- **Independent Variables** – Define the factors being manipulated or categorized.
- **Dependent Variables** – Define the outcomes being measured.

OPERATIONAL DEFINITIONS

- Provide precise definitions of key terms used in the study.

RESEARCH TOOLS

- Describe the surveys, tests, or scales used.
- Mention the validity and reliability of standardized tests (if applicable).

PROCEDURES OF DATA COLLECTION

- **Explain the step-by-step process of data collection.**
- Example:

- "Participants completed an online survey measuring emotional intelligence and stress levels. Data collection lasted for two weeks."

STATISTICAL TREATMENT

- Mention the statistical tests used for data analysis (e.g., t-tests, ANOVA, regression).

RESULTS

- Summarize the key findings.
- Present tables, figures, or graphs (as per APA 7th edition guidelines).
- Report statistical analyses (e.g., correlation coefficients, p-values).

DISCUSSION

- Interpret the meaning of the results.
- Compare findings with previous research.
- Discuss any limitations of the study.
- Suggest future research directions.

CONCLUSION

- Summarize the main findings.
- Explain the implications of the study.
- Provide recommendations for future research.

REFERENCES

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- Arrange references in alphabetical order by the author's last name.
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 - Smith, J. A. (2020). Emotional intelligence and stress management among college students. *Journal of Educational Psychology*, 112(3), 345-360.
<https://doi.org/xxxxxx>
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 - Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- **Website:**
 - American Psychological Association. (2020). Emotional intelligence. Retrieved from <https://www.apa.org/emotional-intelligence>
- **Conference Paper:**
 - Brown, R. T. (2018). The effects of emotional intelligence on workplace performance. *Proceedings of the International Conference on Psychology and Management*, 45-50.
- **Dissertation/Thesis:**
 - Clark, P. J. (2019). *The role of emotional intelligence in leadership* (Doctoral dissertation). Harvard University.
- **Newspaper Article:**
 - Doe, J. (2021, March 5). How emotional intelligence is changing leadership. *The New York Times*. <https://www.nytimes.com/emotional-intelligence>
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 - National Institute of Mental Health. (2022). *Annual report on adolescent mental health* (NIH Publication No. 22-1234). U.S. Government Printing Office.

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