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A Psychological Evaluation of Student Perceptions of Unpaid Internships as Meaningful Learning or Exploitative Labour

Joshua Banerjee

ABSTRACT:

Internships are now widely promoted as a valuable means of enhancing graduate employability. However, little is known about student perceptions of internships. Drawing on data from a pre-1992 university, two types of graduates are identified: engagers and dis-engagers. The engagers valued internship opportunities while the dis-engagers perceived these roles as exploitative and worthless. Few were able to distinguish paid, structured internship opportunities from unpaid, exploitative roles. This study investigates whether unpaid internships serve as meaningful learning opportunities or function primarily as unpaid labour. Focusing on undergraduate and post-graduate early-career individuals from arts, commerce, and law disciplines, the research examines their lived experiences to understand the value and challenges associated with unpaid internship roles. The data was collected through a structured survey administered to 311 participants and interviews were been conducted to understand the student perspective. Findings reveal a dual perception: while some respondents reported positive skill development and career exposure, others experienced dissatisfaction stemming from inadequate guidance and limited learning outcomes. Moreover, the absence of monetary compensation emerged as a significant barrier, negatively influencing participants' motivation, engagement, and overall satisfaction. The study highlights the need to reassess the structure and fairness of unpaid internships to ensure they contribute meaningfully to professional growth without exploiting emerging professionals.

Keywords: Unpaid Internship, Valuable Learning, Labor, Intern, Exploitation, Educational Institutes, Motivation.

INTRODUCTION

This study focuses on individuals especially undergraduate and postgraduate student's internship experiences, to determine if these internships help students in acquiring valuable learning or skills or if they being exploited in the name of internship by making them perform menial tasks unrelated to the supposed internship role. An internship can be defined as definite period of work which people, mainly undergraduate or freshers do to learn new skills, abilities and explore opportunities. Internships can range from a few weeks to a couple of months. Internships have become a crucial part of education especially after Covid-19, as it provides individuals with exposure, chances to learn new skills, and provide a platform to connect with professionals in that field. Internships also benefit employers, as they often hire interns as full-time employees based on their abilities and capabilities, contributing to the organization in long run. For undergraduate and postgraduate students, internships help in smoothening the transition from university to the corporate environment. Internships are mainly in two main forms

1. Paid Internship: In a paid internship, interns get a certain amount of monetary remuneration, also known as a stipend. The amount can vary based on the sectors and the role.
2. Unpaid Internship: In an unpaid internship, there is no monetary compensation given. Instead, these internships are seen as opportunities to obtain valuable learning experiences and to gain new skills.

Internships occupy a central place in twenty-first-century career pathways. As universities emphasise experiential learning and employers demand job-ready graduates, internships have become a near-universal stepping stone for students and fresh graduates. Ideally, internships should offer structured training, mentorship, and skill development, functioning as “learning laboratories” that support professional growth. In reality, however, the internship landscape is increasingly characterised by unpaid roles, exploitative workloads, and minimal learning opportunities. This tension has given rise to what scholars describe as the “internship paradox” while internships promise valuable exposure, they often operate as mechanisms for low-cost labour. A psychological lens is essential for understanding this paradox. The concept of psychological contract defined as the set of unwritten mutual expectations between an individual

and an organization offers a powerful framework. When interns enter an organization, they expect mentorship, learning, fair treatment, and opportunities to develop core competencies. When these expectations are violated, a psychological contract breach occurs, leading to emotional, cognitive, and behavioural consequences, such as stress, demotivation, disengagement, and negative career outcomes.

Internships help students to learn essential and in demand skills and become job-ready. Internships also provide opportunities to understand how things function in the corporate world. Internships also serve as testing grounds for students to determine which career path suit with their interests and capabilities. On other hand, some internships especially unpaid ones, may not offer much in terms of monetary compensation. There are also cases where interns are assigned menial tasks that are unrelated to their field or job, not contributing to any valuable learning. This situation leads to interns feeling like they are doing unpaid work than gaining valuable. There are cases where internships provide little to no monetary compensation and involve menial tasks, Individuals may feel their time is wasted since they are not learning anything valuable which might help them in their future careers. This raises concerns about the fairness and value of unpaid internship experiences, especially when they are more about getting work done without pay rather than providing valuable learning opportunities. To address these issues, it is important to study how internships are structured, the tasks given to interns, and the overall impact on their learning. By understanding the challenges and benefits of internships, employers, and policymakers can work together to ensure internships genuinely provide valuable learning experiences for students? While internships play a pivotal role in shaping student's careers, there also a need to analyse their effectiveness in providing valuable learning experiences. It is essential to strike a balance between gaining skills & valuable experience and being compensated fairly, especially in unpaid internships. This study aims to study these aspects, promoting discussions on how unpaid internships can be optimized to benefit both students and the organizations they contribute to it.

LITERATURE REVIEW

Internships have long been viewed as a bridge between academic learning and real-world professional experience. Kolb's Experiential Learning Theory argues that individuals learn most

effectively through "concrete experience, reflective observation, abstract conceptualization, and active experimentation" (Kolb, 1984). Internships ideally provide this cycle, allowing students to translate theoretical knowledge into practical skills. Many studies show that when internships offer mentorship and structured tasks, students report increased confidence, better career clarity, and a stronger sense of preparedness (Feldman & Weitz, 1990). In this sense, internships function as "developmental laboratories," shaping both competence and identity during early career stages. The reality of modern internships is not always aligned with this ideal. While some students benefit from rich learning opportunities, others experience unstructured environments, repetitive tasks, or roles that resemble unpaid labour. This divergence has led researchers to explore why internship experiences differ so widely, and how these differences psychologically shape young professionals.

The rise of unpaid internships has sparked global debate about fairness and ethical labour practices. Perlin (2011) notes that unpaid internships often operate in a grey zone, where organizations justify unpaid work by labelling it "learning experience," even when the tasks provide little educational value. The expansion of such roles particularly affects students from lower-income backgrounds, who may not be able to afford unpaid employment, thereby reinforcing class-based inequalities (Curiale, 2010). The most relevant theoretical lens for studying the internship conundrum is Psychological Contract Theory. Denise Rousseau (1989) defined the psychological contract as the set of unwritten mutual expectations between an employer and an employee. Unlike formal contracts, psychological contracts are implicit and emotionally rooted shaped by assumptions, past experiences, and organizational cues. When an intern enters a workplace, they expect mentorship, learning opportunities, respectful treatment, and a supportive environment. When these expectations are not met, a psychological contract breach occurs. According to Robinson and Morrison (2000), psychological contract breach elicits strong emotional reactions such as disappointment, betrayal, and frustration, because it violates an individual's sense of trust. These negative responses also lead to behavioural consequences such as withdrawal, reduced effort, and diminished enthusiasm. For interns who are often young, inexperienced, and eager to prove themselves the psychological impact can be especially profound.

Sociologists emphasize that the internship system is not merely an individual experience but also a structural issue. Bourdieu's concept of cultural capital (1986) explains why students from privileged backgrounds are more likely to access prestigious unpaid internships, which later translate into career advantages. Conversely, students without financial support face barriers, often accepting exploitative roles out of necessity. This reproduces generational inequality. Similarly, Standing's (2011) work on the "precariat" a social class characterized by insecure and unstable labour positions unpaid internships as part of the growing trend of precarious youth employment. Interns often work without contracts, benefits, pay, or legal protection, reflecting broader shifts toward flexible but insecure labour markets. In India, there has not been much research done on unpaid internships. This study focuses on figuring out the different things that affect how people experience unpaid internships. This study also looks at why companies offer unpaid internships, what kind of work interns are given, and how it affects their skills and future careers and to see if the existing rules and regulations in India are enough to protect interns.

The existing literature makes it clear that internships hold immense potential for learning and career development, but they also carry significant risks when poorly structured or unfairly compensated. Through the lens of psychological contract theory, we see how unmet expectations, broken trust, and lack of support can harm interns emotionally, cognitively, and professionally. The review reveals a critical gap: while much research examines economic or educational aspects, fewer studies explore the psychological dimensions of internships, especially the emotional consequences of contract breach. This theoretical and empirical foundation demonstrates the urgent need for internship reforms that respect dignity, promote fairness, and safeguard the psychological health of emerging professionals.

SIGNIFICANCE:

The significance of this study lies in its attempt to give voice to a generation of young people whose early professional lives are shaped by internships that often promise more than they deliver. For many students, an internship is not just a line on a resume it is their first encounter with workplace culture, expectations, and identity. When this experience becomes unfair, unstructured, or exploitative, the impact is not merely professional it is deeply psychological. This study highlights that reality by examining how unmet expectations, broken trust, and lack of

support can quietly harm an intern's confidence, motivation, and long-term relationship with work.

The focus on psychological contract breach, this research adds a fresh and meaningful perspective to discussions that usually revolve only around economics or employment policies. It helps us understand that internships are not just about gaining skills they are about how individuals feel valued, respected, and supported during the most formative stage of their careers. When these emotional and psychological needs are ignored, the consequences ripple into mental well-being, career choices, and even how young people perceive fairness in the wider world of work. On a broader level, this study is socially relevant because internships affect millions of young people navigating a highly competitive job market. By exposing the hidden psychological costs of unpaid or poorly managed internships, the study encourages organizations, educational institutions, and policymakers to rethink how interns are treated. It calls for stronger ethical standards, supportive learning environments, and opportunities that honour both the efforts and the aspirations of young professionals.

SCOPE

In this research, data were collected from people who had a prior experience in internship between paid vs unpaid, and even interviews were conducted to obtain a sample size population between undergraduate and postgraduate students on how they tackled the psychological pressure and challenges during their work as an intern. The data was collected from major parts of India, which consisted of five states: Maharashtra, West Bengal, Gujarat, Kerala and Hyderabad.

The collection of data from different people in India was conducted through questionnaires, which were divided into two sets of questionnaires between paid interns and unpaid interns and some through interview methods. Secondary data was examined with the help of various resources and books present. The different aspects of work issues that young students face as interns were addressed, and the need for modifications in the labour law and psychological stress that students in their intern experience.

OBJECTIVES

1. To examine whether internships function as valuable learning experiences or primarily constitute unpaid labour.
2. To identify and analyse the drawbacks and consequences associated with unpaid internships.
3. To investigate whether unpaid internships create cognitive dissonance between the expected value of professional experience and the reality of labour exploitation.
4. To identify innovative models of paid or hybrid internship structures that ensure both learning and worker protection.
5. To propose a psychological framework that organizations can use to design ethical, learner-centric internship programs.

HYPOTHESIS

- H1: Psychological Impact & Motivation
- H1: Unpaid internships will be associated with lower intrinsic motivation compared to paid internships.
- Rationale: Lack of financial reward may reduce internal drive and self-determination.
- H2: Cognitive Dissonance
- H2: Interns experiencing unpaid labour will show higher levels of cognitive dissonance, reflected in attempts to justify the experience as "valuable learning."
- Innovative applies psychological theory to modern labour.
- H3: Perceived Exploitation
- H3: There is a positive relationship between the extent of unpaid work and perceived exploitation among interns.
- The more unpaid work → the more exploitation they feel.
- H4: Ethical Framework
- H4: Implementation of an ethical, learner-centric internship model will significantly improve psychological satisfaction and perceived fairness.

RESEARCH METHODOLOGY

Research Design:

This research uses a scientific method to understand how individuals, especially undergraduates and postgraduate students, feel about unpaid and paid internships. The information was gathered from both primary and secondary sources, mainly focusing on individuals who have done or are currently doing unpaid and paid internships. For primary data collection, 311 people with experience in both internships were invited to participate in a survey. These people were chosen using a method called convenience sampling, which means students who have done unpaid and paid internships were asked to participate in the survey. This helped in getting reliable and specific experiences from those who experience it firsthand.

The collected primary data was then analysed using a method called Thematic Analysis. This method helped in finding common themes and patterns in what and how people answered, resulting in conclusions based on these patterns. By using this method of analysis, the aim is to understand the different aspects of unpaid internships from the viewpoint of the individuals who have experienced it. The method, thematic analysis, helped in organizing the data by identifying recurring answers about ideas and experience. In simple terms, this study aims to learn more about how unpaid internships impact Individuals by talking directly to those who have experienced them. Doing this will help provide valuable insights into the various aspects of both internships, adding to the understanding of this common but sometimes controversial part of the job market. The sample size that was obtained was n= 330 participants, which was segregated into paid and unpaid interns: paid= 200, unpaid=130 participants. The interview method was one of the other media that was used to collect the data, which was collected specifically in the city of Mumbai through proper analysis with confidentiality and anonymity maintained throughout the documentation of the data n=26 of unpaid interns. The research design consisted an approach of qualitative method that was used to analyse data. The significant use of case studies was used to understand real life problems of the students and using theoretical methods n= 3 studies were taken into consideration.

DATA ANALYSIS

This research uses a scientific method to understand how individuals especially undergraduates and postgraduates feel about unpaid vs paid internships. Information was gathered from both primary and secondary sources, mainly focusing on individuals who have done or are currently doing unpaid and paid internships. This study aims to learn more about how unpaid and paid internships impact individuals by talking directly to those who have the experience of it. It will help to provide valuable insights into the various aspects of unpaid internships, adding to the understanding of this common but sometimes controversial part of the job market. The present study adopts a qualitative data analysis approach, integrating thematic analysis and case study analysis to examine the nature of paid and unpaid internship experiences. This approach enables an in-depth exploration of participants' perceptions, lived experiences, and meaning-making processes that may not be fully captured through quantitative measures alone.

Thematic analysis was employed to systematically identify, analyse, and interpret recurring patterns and themes emerging from the data. Participants' responses were carefully reviewed and coded to uncover dominant themes related to learning outcomes, psychological well-being, motivation, perceived fairness, and experiences of exploitation. In addition to thematic analysis, case study analysis was used to provide contextualized, real-world insights into internship structures across different sectors. The selected case studies illustrate contrasting models of paid, unpaid, and hybrid internships, highlighting variations in organizational practices, mentoring structures, compensation mechanisms, and intern outcomes. By examining these cases in detail, the study captures the complexity and diversity of internship experiences and facilitates meaningful comparison across internship types.

ANALYSIS & FINDINGS

Table1.1: Unpaid Internship Experiences

Themes	Codes
Positive Learning	**Valuable Experience**
	Learning Opportunities

	Skill Development
Negative Experience	**Diversity Challenges**
	Limited Tasks
	Awareness Gaps

In Table 1.1 we see two main themes that emerged regarding people's experiences with unpaid internships: “Positive Learning” and “Negative Experiences.” Let us examine these themes further to understand what individuals reported about their time as unpaid interns. The “Positive Learning” theme, many interns had good experiences during their unpaid internships. They mentioned that they gained valuable insights and experienced growth from their unpaid internship. It seems that they got opportunities to learn and explore different things as interns. interns have faced challenges during their unpaid internships. These challenges included issues related to lack of workforce diversity, being assigned limited or menial tasks, and not having clarity about their roles. This resulted in an overall negative internship experience for them. While some interns had positive experiences where they learned and developed, others faced difficulties like not getting diverse or meaningful work, which led to a less valuable internship experience. These findings demonstrate the varied nature of unpaid internships, with some finding them beneficial for learning, while others faced problems that negatively impacted their overall experience.

Table1.2: Improving Unpaid Internship Experience

Improving Unpaid Internship Experience
Structured Learning & skill development
Relevance of Tasks
Motivation
Guidance & Mentorship

In Table 1.2 The unpaid internship experience largely depends on five interrelated themes: structured learning and skill development, relevance of tasks, motivation, and guidance and mentorship. Structured learning ensures that interns are not left to perform repetitive or

observational roles but are provided with clear learning objectives, planned activities, and opportunities to acquire practical and transferable skills. The relevance of tasks plays a crucial role in sustaining engagement, as interns derive greater value when assigned responsibilities that align with their academic background and career aspirations rather than administrative or menial work. Motivation among unpaid interns is influenced by recognition, meaningful participation, and a sense of contribution, which can partially compensate for the absence of financial remuneration. Lastly, guidance and mentorship serve as a foundational pillar in shaping the internship experience, as regular feedback, supervision, and supportive interactions with mentors help interns navigate challenges, build confidence, and translate theoretical knowledge into practice. Together, these themes highlight that a well-designed unpaid internship can still be a mutually beneficial learning experience when learning, relevance, motivation, and mentorship are consciously prioritized.

Table 1.3: Challenges Faced in Paid vs Unpaid Internship

Challenges Faced in Paid vs Unpaid Internship
Work Load & Time
Communication Challenges
Negative Work Environment
Financial Constraints

In Table 1.3 The analysis of paid and unpaid internship experiences reveals several recurring challenges that significantly influence interns' learning and well-being. Workload and time-related issues emerged as a prominent theme, with unpaid interns often reporting excessive responsibilities without structured working hours, while paid interns experienced better task allocation but higher performance pressure. Communication challenges were commonly identified across both categories, including unclear instructions, limited feedback, and hierarchical barriers that restricted open interaction with supervisors. Another critical theme was the negative work environment, where unpaid interns particularly highlighted feelings of undervaluation, lack of recognition, and exclusion from team activities, whereas paid interns

occasionally faced competitive and stressful settings. Finally, financial constraints strongly affected unpaid interns, as the absence of remuneration led to stress related to travel, food, and basic living expenses, ultimately impacting motivation and productivity, while paid interns reported relatively greater financial stability that allowed them to focus more on skill development.

Table 1.4: Internship Value vs Labour

Internship Value vs Labour
High Stress & Burnout
Moderate Learning Value
Ethical & Legal Compliance
Financial Barriers

In Table 1.4 The thematic analysis of internship value versus labour highlights critical concerns related to the balance between learning opportunities and workforce exploitation. High stress and burnout emerged as a dominant theme, particularly in internships where interns were expected to perform labour-intensive tasks with tight deadlines and minimal support, leading to emotional and physical exhaustion. Despite these pressures, the learning value was often moderate, as many interns reported repetitive or clerical work that contributed limited skill development and did not align fully with their academic or career goals. The theme of ethical and legal compliance revealed inconsistencies across organizations, with some failing to adhere to fair labour practices, clear role definitions, or formal agreements, thereby blurring the line between training and unpaid labour. Additionally, financial barriers significantly affected interns, especially those from economically disadvantaged backgrounds, as unpaid or underpaid internships restricted access to opportunities and reinforced inequality. Collectively, these themes underscore the need for structured, ethical, and learner-centred internship models that prioritize education over labour exploitation.

CASE STUDIES

There were three case studies that were critically analysed throughout the paper focusing on integral parts of the cases. Two case studies have been obtained from an interview and a theoretical case.

Case Study 1: Paid Internship Experience

Background: Riya, a 22-year-old postgraduate student in Mass Communication, secured a paid internship at a mid-sized digital marketing firm in an Indian metropolitan city. She received a monthly stipend, worked full-time (9–10 hours a day), and was formally assigned to the content and analytics team.

Problems Faced: Although the internship was paid, Riya experienced high stress and early burnout due to excessive workload and unrealistic deadlines. She was expected to deliver performance comparable to permanent employees, often handling multiple campaigns simultaneously. The pressure to justify the stipend led to constant monitoring of productivity, making the environment competitive rather than supportive. Communication challenges were evident, as supervisors focused more on outcomes than mentoring, offering limited feedback on mistakes or learning gaps. While the internship promised skill development, much of her work became repetitive, reducing the learning value to a moderate level. Over time, Riya reported anxiety, lack of work–life balance, and emotional exhaustion, despite financial compensation. This case illustrates that paid internships, while economically supportive, can still prioritize labour output over structured learning, leading to stress and burnout.

Case Study 2: Unpaid Internship Experience

Background: Aman, a 21-year-old undergraduate student in Social Work, joined an unpaid internship at a non-governmental organization working in urban slum communities. The internship required field visits, documentation, report writing, and participation in awareness programs, with a minimum commitment of 30 hours per week.

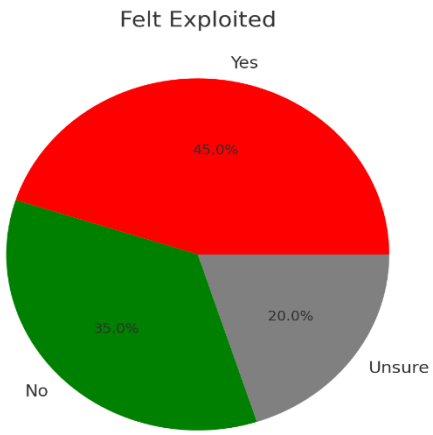
Problem Faced: Aman faced severe financial barriers, as the organization did not provide any stipend or reimbursements for travel and meals. He had to fund daily commuting and fieldwork expenses from his personal savings, which created continuous financial stress. Despite being labelled an “intern,” he was frequently assigned responsibilities similar to full-time staff,

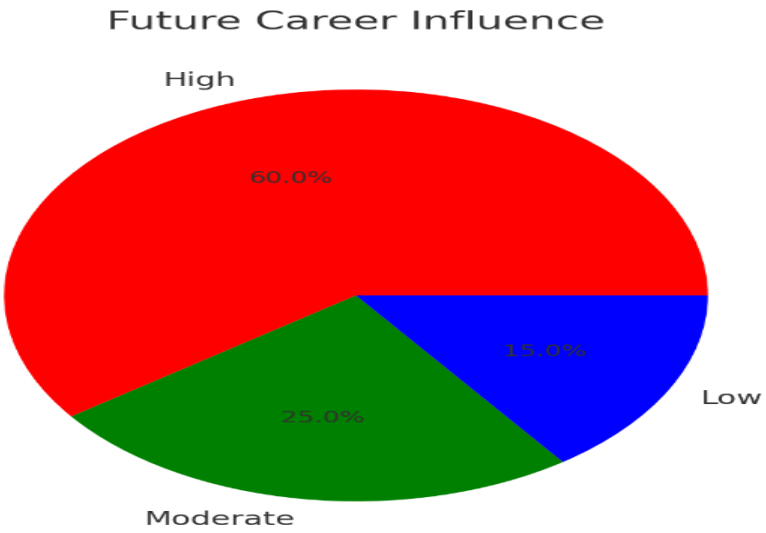
including independent field coordination, without adequate supervision. The workload was high, yet there was minimal recognition or academic guidance. The absence of formal contracts or defined work hours raised concerns regarding ethical and legal compliance, as expectations were unclear and accountability was one-sided. Additionally, Aman reported feeling undervalued and excluded from decision-making processes, contributing to emotional demotivation. Eventually, financial strain and lack of support forced him to shorten the internship, despite his interest in the field.

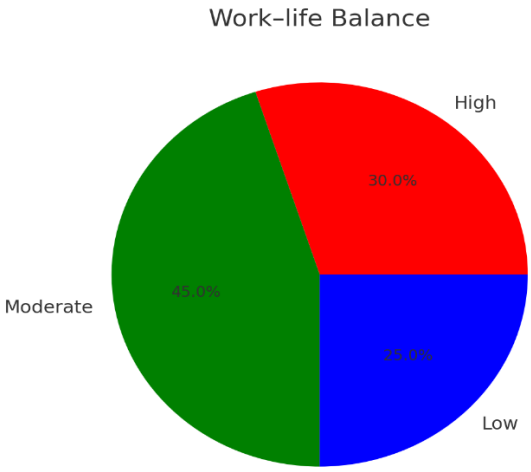
Case Study 3: Ross Perlin (2011) Intern Nation

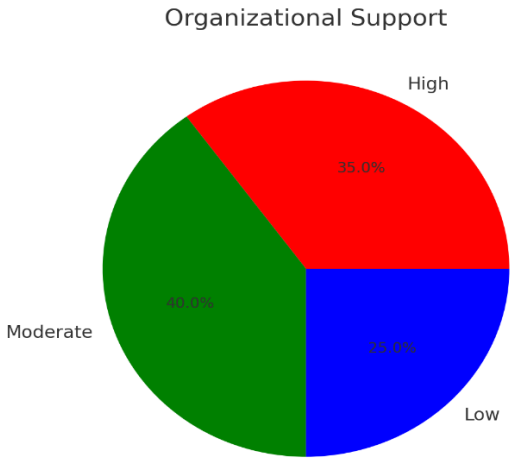
Ross Perlin's (2011) theoretical framework on internships, presented in his work Intern Nation, conceptualizes internships, particularly unpaid ones, as a modern form of precarious labour disguised as professional training. According to Perlin, internships have shifted from short-term educational experiences to structurally embedded systems where young people perform productive labour without adequate compensation, legal protection, or bargaining power. In this theoretical case, interns are positioned as "hope labourers," investing time, skills, and emotional energy in anticipation of future employment rather than immediate returns. Perlin argues that this system disproportionately disadvantages students from lower socio-economic backgrounds, as unpaid internships create financial barriers that limit access to elite professions. The absence of clear labour regulations allows organizations to assign interns substantial workloads comparable to paid employees, leading to stress, burnout, and role ambiguity. Furthermore, the theory highlights ethical and legal violations, noting that many internships fail to meet minimum labour standards while normalizing exploitation under the narrative of experience and exposure. As a theoretical case study, Perlin's model illustrates how internships often reproduce inequality, blur the boundary between learning and labour, and prioritize organizational benefit over intern development, calling for stronger regulation and redefinition of internships as genuinely educational experiences rather than unpaid work arrangements.

Pie Charts of Internship (Paid vs Unpaid)




Future Career Influence
High
60.0%
15.0%
Low
25.0%
Moderate


Work–life Balance
High
30.0%
Moderate
45.0%
25.0%
Low



These findings show the significance of a structured learning, task relevance, guidance, and motivation in enhancing the overall internship journey for individuals

FUTURE SCOPE

Unpaid internships have become increasingly common in India, and is likely to gain more importance under the New Education Policy 2020. For students pursuing undergraduate degrees, these internships are inevitable as it offers a valuable industry exposure, a chance to apply their theoretical knowledge, and opportunities for new learning. This study focuses specifically on individuals who are involved in unpaid internships across various fields like Humanities, Commerce, Management, Law, and Engineering. By examining these distinct disciplines, the study aims to discover the unique experiences and challenges faced by students from various academic background. there is potential for further research to identify ways to improve unpaid internship experiences. This could involve exploring methods to redesign the structure and support systems within unpaid internships. Additionally, there is also a scope to investigate whether policy implementation is required here to ensure if interns have enriching and fair experiences.

LIMITATIONS

1. The case studies selected for analysis are limited to specific sectors and organizational contexts. As a result, findings may not be equally applicable to all industries, particularly highly regulated or informal sectors.

2. The study captures internship experiences at a single point in time. Long-term effects of paid and unpaid internships on career progression, employability, and psychological well-being could not be examined in depth.

3. The findings are influenced by the socio-economic and cultural context within which the study was conducted. Internship norms, labour laws, and organizational practices differ across countries, limiting international comparability.

SOCIAL RELEVANCE

The study also holds relevance for educational institutions, which increasingly mandate internships as part of academic curricula. The findings suggest that universities and colleges must play a proactive role in monitoring internship quality, setting ethical standards, and partnering with organizations that offer meaningful and fair learning experiences. Such institutional oversight can bridge the gap between academic learning and workplace realities. The urgent need for enhanced structural clarity in internship programs with clearly defined objectives, standardized working hours, mentorship mechanisms, and learning outcomes can help ensure that internships function as educational experiences rather than informal labour arrangements. Improved structure benefits not only interns but also organizations, as it promotes accountability and consistency in training practices.

The findings of this study underscore the importance of ethical practices in internship design and implementation. Unpaid internships often operate in regulatory grey areas, leading to blurred boundaries between learning and exploitation. By documenting the psychological, financial, and professional consequences of such arrangements, the study contributes to broader discussions on labour ethics and fair work practices. Ethical internship models that include fair compensation, reasonable workloads, and respect for interns' rights are essential to fostering dignity, equity, and trust within the workplace. Role clarity also empowers interns to make informed decisions about internship opportunities, thereby improving their professional agency. the research offers practical insights for organizational and policy-level reform. By proposing ethical and learner-centric internship frameworks, the study encourages employers, regulators, and policymakers to re-evaluate existing internship practices. These insights align with broader goals of sustainable employment, decent work conditions, and responsible organizational behaviour, making the study socially relevant not only at the individual level but also at systemic and policy levels.

CONCLUSION

This study demonstrates that internship outcomes are deeply influenced by structural design, ethical practices, and compensation frameworks, with paid and well-regulated internships consistently yielding better learning, psychological well-being, and employability outcomes than unpaid arrangements.

The findings highlight an urgent need for policy-level reforms that formally recognize interns as learners with rights rather than informal labour contributors. Introducing tier-based internship models, wherein internship roles are classified according to skill level, learning intensity, duration, and responsibility, can ensure fairness and transparency while aligning compensation and mentorship accordingly. Such models allow organizations to balance operational constraints with ethical responsibility by offering progressively structured pathways from observation-based internships to skill-intensive, compensated roles.

From a policy perspective, the study advocates for standardized internship guidelines, mandatory role descriptions, minimum stipends, and institutional oversight to safeguard intern welfare and learning outcomes. By reimagining internships as regulated, outcome-driven developmental experiences, stakeholders can transform internships into equitable gateways for workforce readiness rather than mechanisms of exclusion. As the future of work evolves, the ethical calibration of internships will determine whether they function as instruments of empowerment or perpetuate inequality, affirming that “the true value of work lies not in its cost to the employer, but in its dignity to the worker.”

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The Role of Social Support in Post-Divorce Psychological Well-Being

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ABSTRACT

Divorce is a major life transition that can have substantial emotional, social, financial, and psychological consequences. Individuals experiencing divorce may face depression, anxiety, loneliness, financial instability, changes in family relationships, and reduced life satisfaction. Social support is therefore an important factor in helping individuals manage the challenges associated with post-divorce adjustment. This paper examines the role of social support in promoting psychological well-being following divorce. It focuses on four major forms of support: emotional, instrumental, informational, and companionship or social integration. Emotional support provides empathy, reassurance, trust, and understanding, whereas instrumental support provides tangible assistance such as financial help, childcare, transportation, and household assistance. Informational support provides advice, guidance, and resources that assist individuals in making decisions and adapting to new circumstances. Companionship and social integration help reduce isolation and promote belonging and purpose. The paper also examines theoretical perspectives, including Stress and Coping Theory, Attachment Theory, the Social Convoy Model, the Buffering Hypothesis, and Resilience Theory. Individual factors such as age, gender, personality, and self-esteem, together with contextual factors such as culture and socioeconomic status, influence how effectively individuals use social support. Coping strategies and self-esteem also help explain the relationship between support and psychological well-being. Overall, social support is presented as an important protective resource that can facilitate resilience, reduce psychological distress, and improve post-divorce adjustment. The findings have implications for mental health professionals, support groups, community organizations, and policymakers.

Keywords: social support, post-divorce adjustment, psychological well-being, emotional support, instrumental support, informational support.

INTRODUCTION

Divorce represents a significant life event that can affect nearly every aspect of an individual's life. The end of a marriage may involve emotional loss, financial changes, alterations in social relationships, changes in parenting responsibilities, and the development of new social roles. Although people differ in how they respond to divorce, the transition can create considerable psychological stress. Research reviewed in the source material indicates that divorce is associated with increased risks of depression, anxiety, psychological distress, and reduced life satisfaction (Amato & Sobolewski, 2001; Gähler, 2006). The American Psychological Association also recognizes divorce and separation as important experiences that can affect individuals and families (American Psychological Association, 2019).

The consequences of divorce are not necessarily limited to the period immediately following the dissolution of a marriage. Changes in social networks, financial resources, emotional relationships, and family responsibilities may continue to affect individuals as they establish new patterns of living. The source material particularly emphasizes that the loss of emotional and financial support and increased childcare responsibilities can contribute to psychological difficulties. Women may experience substantial distress because of reduced income, increased responsibility for children, and changes in relationships with extended family members (Lorenz et al., 2006; Williams & Dunne-Bryant, 2006).

Social support is consequently an important protective resource. Support can come from family members, friends, peers, community organizations, professional services, and support groups. It may take several forms, including emotional support, instrumental support, informational support, appraisal support, and companionship. These different forms of support address different needs and can work together to help individuals cope with the demands of post-divorce life. The availability and quality of support can influence how successfully a person adjusts to the end of a marriage.

The purpose of this paper is to examine how social support contributes to post-divorce psychological well-being. It considers the major forms of support, the theoretical perspectives explaining their importance, individual and contextual factors that influence their effectiveness, and the mediating role of self-esteem and coping strategies. It also considers practical implications for professionals, support groups, communities, and policymakers.

THEORETICAL FRAMEWORK

Social Support

Social support is a multifaceted concept involving assistance and resources provided through an individual's social network. It includes emotional support, instrumental support, informational support, and appraisal support (Schroevers et al., 2010). Emotional support involves empathy, love, trust, and caring. Instrumental support consists of tangible assistance and services. Informational support includes advice, suggestions, and useful information, while appraisal support involves affirmation and constructive feedback.

Social support is particularly valuable during stressful life events because it can provide individuals with resources for coping and help them feel valued and connected. Following divorce, social networks may become disrupted, making deliberate efforts to maintain or establish supportive relationships particularly important.

Psychological Well-Being

Psychological well-being refers to an individual's overall emotional, psychological, and social functioning. It includes life satisfaction, positive emotional experiences, and reduced negative emotions such as depression and anxiety (Ryff, 1989). Psychological well-being is also related to effective coping, resilience, and quality of life. In the context of divorce, well-being can be understood in terms of an individual's ability to manage emotional distress, establish new routines, maintain meaningful relationships, and develop a sense of normalcy following the end of the marriage.

Post-Divorce Adjustment

Post-divorce adjustment refers to the process of adapting to the emotional, social, and practical changes associated with marital dissolution. This process can involve restructuring social roles, establishing new routines, managing financial and parenting responsibilities, and developing a new sense of identity (Kołodziej-Zaleska & Przybyła-Basista, 2016). Successful adjustment is associated with reduced psychological distress, greater emotional stability, and the establishment of a new sense of normalcy (Krumrei et al., 2007).

Theories Explaining the Role of Social Support

Several theoretical perspectives help explain why social support can be beneficial after divorce.

Stress and Coping Theory

Stress and Coping Theory, associated with Lazarus and Folkman, emphasizes the importance of how individuals appraise and manage stressful situations. Social support can function as an important coping resource by helping individuals evaluate stressful circumstances and identify ways of responding to them (Folkman & Lazarus, 1986). Following divorce, family members, friends, and professionals may help individuals identify practical solutions, regulate emotions, and interpret difficult experiences in less threatening ways.

Attachment Theory

Attachment Theory proposes that early relationships with caregivers influence later interpersonal relationships and coping mechanisms (Bowlby, 1969). Individuals with secure attachment patterns may be more comfortable developing relationships and seeking assistance when facing stressful circumstances. Consequently, the ability to seek and receive social support may influence adjustment following divorce. The source material connects secure attachment with more effective support networks and better adjustment during challenging life events.

Social Convoy Model

The Social Convoy Model emphasizes that people maintain networks of relationships throughout their lives and that these networks can provide different forms of support at different stages (Antonucci, 1985). Divorce may change the structure and composition of an individual's social convoy. Some relationships may weaken, while others may become more important. The model therefore highlights both the size and stability of a person's network and the functions provided by relationships, including emotional and practical assistance.

Buffering Hypothesis

The Buffering Hypothesis proposes that social support can protect individuals from the harmful effects of stressful experiences (Cohen & Wills, 1985). Divorce is an especially relevant situation for this hypothesis because it can involve multiple simultaneous stressors. Emotional

comfort, practical assistance, and reassurance may reduce the impact of these stressors and increase an individual's perceived sense of control.

Resilience Theory

Resilience Theory focuses on the capacity of individuals to recover from adversity and maintain or regain psychological well-being (Rutter, 1987). Social support contributes to resilience by providing emotional, informational, and instrumental resources. In post-divorce adjustment, supportive relationships can help individuals develop adaptive coping strategies and view the transition as something that can be managed rather than as an experience that permanently determines their future.

TYPES OF SOCIAL SUPPORT AND THEIR IMPACT

Emotional Support

Emotional support is one of the most important forms of assistance following divorce. It involves empathy, reassurance, understanding, affection, trust, and caring. Divorce can generate loneliness, sadness, uncertainty, and anxiety, and supportive relationships can provide a safe environment in which individuals can express these emotions.

Friends and family members may provide emotional support simply by listening, offering encouragement, or communicating acceptance. Such support can help individuals recognize that their experiences are understandable and that they are not alone. Krumrei et al. (2007) emphasized the significance of social relationships in post-divorce adjustment, with supportive relationships being associated with more positive adjustment and lower maladjustment.

Divorce support groups can also provide emotional support because participants can interact with others who have experienced similar circumstances. These groups may reduce the feeling that one's experience is unique or incomprehensible. Øygard and Hardeng (2002) found that characteristics of divorce support groups, including leadership and emotional support, influenced participants' adjustment.

Sibling relationships can also contribute to adjustment. Jacobs and Sillars (2012) examined sibling support during post-divorce adjustment and highlighted the buffering function of sibling relationships. The presence of a supportive sibling can provide reassurance and companionship and may strengthen resilience.

Professional psychological interventions can complement emotional support. Paslan and Othman (2021), for example, examined Cognitive Behavioral Therapy in relation to post-divorce adjustment among women. Their findings, as presented in the source material, demonstrate the value of therapeutic approaches that combine emotional support with cognitive restructuring.

Instrumental Support

Instrumental support refers to tangible assistance. Examples include financial assistance, childcare, transportation, household help, and assistance with everyday responsibilities. This type of support is particularly relevant after divorce because individuals may suddenly become responsible for tasks that were previously shared within the marriage.

Financial instability can create substantial stress. Assistance from family members or other social network members may reduce immediate financial pressures and allow individuals to concentrate on other aspects of adjustment. Abbas et al. (2019) reported an association between practical support and reduced stress and depression among Pakistani working and nonworking women. Childcare represents another important form of instrumental support. Single parents may experience difficulty balancing employment, household responsibilities, and children's needs. Help with childcare can reduce daily pressure and create opportunities for rest, employment, education, or participation in social activities. Yılmaz and Fisiloglu (2005) emphasized the relationship between perceived financial control, child-related concerns, and post-divorce adjustment. Greater financial control and support were associated with better adjustment. Wilder (2016) similarly examined social support in multiple relationships and found that effective practical support from family and friends was predictive of better adjustment outcomes. Community resources can also provide instrumental assistance. Support groups and community organizations may connect individuals with practical resources, while healthcare professionals may help families identify services that address children's and parents' needs. Thus, instrumental support directly addresses the practical pressures that can contribute to psychological distress.

Informational Support

Informational support involves advice, suggestions, guidance, and access to useful resources. Divorce often creates unfamiliar situations involving finances, parenting, legal processes, employment, housing, and emotional adjustment. Individuals may therefore benefit from reliable information that helps them understand and manage these changes.

Informational support can increase a person's sense of control. When individuals understand their options and know where to find resources, uncertainty may decrease. Kołodziej-Zaleska and Przybyła-Basista (2016) emphasized the importance of social support in helping individuals overcome the crisis associated with divorce. Support groups can provide informational support through facilitators and peer members. People who have already experienced divorce may share practical knowledge about coping, parenting, financial issues, or rebuilding social relationships. Professional counseling and legal guidance can provide additional assistance when individuals face complex decisions. Healthcare professionals can also contribute by providing parents with information about the effects of divorce on children and by directing families toward appropriate services (Cohen & Weitzman, 2014). Educational workshops and structured programs can similarly provide information about coping strategies and available community resources. Informational support is therefore not simply about receiving facts. It can empower individuals to make decisions, solve problems, and develop a greater sense of competence during a period of considerable uncertainty.

Appraisal Support

Appraisal support involves affirmation, constructive feedback, and assistance in evaluating one's situation. Divorce may negatively affect self-confidence and identity, particularly when individuals interpret the end of the marriage as a personal failure. Supportive feedback can challenge negative self-evaluations and encourage individuals to recognize their strengths.

Peers, mentors, family members, and professionals can help individuals identify realistic goals and acknowledge progress. Kołodziej-Zaleska and Przybyła-Basista (2016) identified the importance of social support in psychological adjustment after divorce. Appraisal support can complement emotional and instrumental support by strengthening an individual's confidence in their ability to manage change.

Companionship and Social Integration

Divorce may lead to social isolation. Some individuals lose connections with mutual friends, experience changes in relationships with extended family, or reduce participation in social activities. Companionship and social integration can counteract this isolation by helping individuals establish new connections and maintain meaningful relationships. Krumrei et al. (2007) emphasized the value of network relationships in post-divorce adjustment. Support

groups and community organizations can provide opportunities to interact with others, share experiences, and develop a sense of belonging. Jacobs and Sillars (2012) also highlighted the importance of sibling companionship. Community participation can additionally contribute to a sense of purpose and identity. Aspalan (2018) proposed community involvement as part of a program designed to facilitate post-divorce adjustment and described participation as an opportunity for individuals to reframe divorce in terms of growth and development.

Moderators of Social Support

The effectiveness of social support is not identical for every individual. Age, gender, personality, culture, and socioeconomic status can influence how support is perceived and utilized.

Age

Age may influence the sources and types of support individuals use. Older adults may have more stable and established social networks, while younger adults may rely more heavily on peers or develop new social connections. Stable relationships can provide consistent emotional and practical resources during the post-divorce transition.

Gender

Gender differences may also influence social support. Reevy and Maslach (2001) found differences in patterns of seeking and receiving social support associated with gender-related characteristics. Women generally report greater use of emotional support, while tangible forms of support may be experienced differently across individuals.

The source material also refers to Agrawal et al. (2002), whose twin study examined sex differences in social support. These findings illustrate the complex interaction between environmental and individual factors in shaping support networks.

Personality

Personality traits such as extraversion, agreeableness, and neuroticism can affect support-seeking behavior. Individuals who are more extraverted may have larger networks and may be more willing to seek assistance. Individuals high in neuroticism may perceive interactions more negatively, potentially reducing the perceived effectiveness of support.

Self-esteem and expectations can also influence how individuals interpret support. Those with positive expectations may be more likely to recognize support as helpful, whereas individuals with low self-esteem may question whether support is sincere or useful.

CONTEXTUAL FACTORS

Culture

Culture shapes beliefs about relationships, independence, disclosure, and help-seeking. Kim et al. (2008) found that Asians and Asian Americans may be more reluctant than European Americans to explicitly seek social support because of concerns about negative relational consequences. Instead, implicit forms of support may be preferred.

This distinction is important for post-divorce interventions. In collectivist settings, shared activities, presence, and indirect assistance may be particularly meaningful. In more individualistic settings, direct communication and explicit emotional or instrumental support may be more commonly valued.

Socioeconomic Status

Socioeconomic status also influences access to social support. Individuals with greater financial resources may have access to broader networks and professional services. Those with fewer resources may experience financial barriers and may depend more heavily on family and friends. Helgeson (2004) emphasized the relationship between social support and quality of life, while Matud et al. (2003) examined structural gender differences in perceived support. These findings support the importance of considering socioeconomic circumstances when evaluating the availability and effectiveness of social support.

MEDIATING VARIABLES

Self-esteem and coping strategies help explain how social support influences psychological well-being.

Self-Esteem

Self-esteem influences how individuals perceive themselves and interpret their relationships. Higher self-esteem may make people more comfortable seeking support and more likely to interpret supportive behavior positively. Burkert et al. (2015) found that perceived social support

was negatively associated with depressive symptoms, with the relationship being stronger among individuals with higher self-esteem.

Heintzelman and Bacon (2015) similarly examined how relational self-construal can influence the relationship between social support and life satisfaction. Therefore, improving self-esteem may increase an individual's ability to benefit from existing support networks.

Coping Strategies

Coping strategies determine how individuals respond to stressful experiences. Problem-focused coping involves identifying problems and taking action to address them. Emotion-focused coping involves managing emotional reactions, seeking comfort, and expressing feelings.

Instrumental and informational support may be particularly useful for problem-focused coping because they provide resources and guidance for addressing practical challenges. Emotional support may complement emotion-focused coping by providing opportunities for emotional expression and reassurance. Effective coping can therefore strengthen the positive effects of social support.

DISCUSSION

The literature reviewed in the source material indicates that social support is strongly associated with improved post-divorce psychological adjustment. Different forms of support address different aspects of the transition. Emotional support reduces loneliness and provides reassurance, instrumental support addresses practical and financial burdens, informational support improves knowledge and problem-solving, appraisal support reinforces self-worth, and companionship promotes social integration.

The benefits of support can also be understood through the Buffering Hypothesis and Resilience Theory. Divorce can produce multiple stressors simultaneously, but individuals with reliable support may be better equipped to manage these demands. Support does not eliminate the difficulties associated with divorce; rather, it can provide resources that make the transition more manageable.

Importantly, social support should not be viewed as a single uniform experience. The effectiveness of support depends on the type of assistance offered, the relationship between the recipient and provider, cultural expectations, financial circumstances, personality, and the

individual's psychological resources. A person may have a large social network but still experience inadequate support if the relationships do not provide the kind of assistance needed.

The source material therefore emphasizes the importance of targeted approaches. Mental health professionals can help individuals strengthen social networks, develop communication skills, improve coping strategies, and enhance self-esteem. Support groups can combine emotional, informational, and practical resources, while community organizations can provide opportunities for companionship and social integration. Policymakers can contribute by improving access to counseling, support groups, community programs, child-support systems, financial assistance, and employment resources.

IMPLICATIONS FOR PRACTICE

Mental health professionals should consider social support as an important component of post-divorce interventions. Assessment should identify the individual's existing support network, the types of support available, and areas in which additional assistance is required. Counseling can help individuals communicate their needs, develop effective coping strategies, and strengthen self-esteem.

Support groups can provide a particularly useful combination of emotional, informational, and companionship support. Group facilitators should provide appropriate leadership and guidance and create an environment where participants feel safe discussing their experiences.

Community organizations can also play a major role. Community activities provide opportunities to establish new relationships and rebuild social identities after divorce. Accessible programs may be particularly important for individuals who have limited family networks or financial resources.

Policymakers should address the practical conditions that influence post-divorce well-being. Accessible counseling services, child-support enforcement, job training, and community programs may reduce some of the financial and social pressures associated with divorce.

FUTURE RESEARCH

The source material identifies several areas requiring further research. First, longitudinal studies are needed to examine how social support and psychological well-being change over time.

Divorce adjustment is a process rather than a single event, and support networks may change as individuals establish new routines and relationships.

Second, more research should examine cultural differences. Different cultures may vary considerably in their expectations regarding family support, emotional disclosure, independence, and help-seeking. Cross-cultural research could therefore assist in developing culturally appropriate interventions.

Third, intervention research should evaluate the effectiveness of specific support programs and therapeutic approaches. Online and virtual support groups deserve particular attention because digital communication can provide additional opportunities for connection.

Finally, subgroup analyses should examine how age, gender, socioeconomic status, personality, and other characteristics interact with social support. Such research could contribute to more individualized support interventions.

CONCLUSION

Divorce is a significant life transition that can challenge emotional, psychological, social, and financial well-being. However, the difficulties associated with divorce do not affect everyone in the same way. The availability and quality of social support can play an important role in determining how individuals cope with the transition and rebuild their lives.

Emotional support provides empathy, reassurance, and understanding. Instrumental support reduces practical pressures by providing financial assistance, childcare, transportation, and other tangible resources. Informational support helps individuals make informed decisions and locate appropriate resources, while appraisal support can strengthen confidence and self-worth. Companionship and social integration reduce isolation and create opportunities for meaningful relationships and renewed purpose.

The effectiveness of social support is influenced by individual characteristics such as age, gender, personality, and self-esteem, as well as contextual factors such as culture and socioeconomic status. Coping strategies also help explain how available support is translated into improved psychological outcomes. Theoretical perspectives including Stress and Coping Theory, Attachment Theory, the Social Convoy Model, the Buffering Hypothesis, and Resilience Theory provide complementary explanations for these relationships.

Overall, strong and appropriate social support systems can contribute to resilience and psychological well-being after divorce. Mental health professionals, support groups, community organizations, and policymakers each have a role in ensuring that divorced individuals have access to emotional, practical, informational, and social resources. As the source material concludes, coordinated support can help individuals navigate this challenging transition and develop greater resilience and well-being.

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ACHIEVEMENT MOTIVATION SCALE ON CLASS 11 STUDENTS IN ASSAM

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ABSTRACT

The present study examines achievement motivation among students from different academic streams and explores the influence of gender and educational background on motivation. Achievement motivation refers to the drive to succeed, overcome challenges, achieve goals, and develop one's potential. The study focuses on students from Arts and Science streams and uses the Costello Achievement Motivation Scale, adapted by O. P. Misra and S. K. Srivastava, to assess motivation levels. A sample of 180 students was considered, with representation from Arts, Science, and Commerce streams. The findings indicate differences in achievement motivation across gender and academic streams. Science students demonstrated a slightly higher mean achievement motivation score than Arts students. The study highlights the importance of supportive academic environments, self-confidence, goal orientation, persistence, and constructive motivation in improving students' academic development. The findings may assist educators, counselors, and parents in understanding and promoting achievement-oriented behavior among adolescents.

Keywords: Achievement Motivation, Adolescents, Academic Motivation, Gender Differences, Academic Streams, *Arts, Science.*

INTRODUCTION

Achievement motivation is an important psychological construct that explains an individual's desire to accomplish goals, overcome difficulties, demonstrate competence, and attain a desired standard of excellence. Human behavior is often influenced not only by external circumstances

but also by internal goals, expectations, interests, and beliefs about personal ability. In educational settings, achievement motivation is particularly important because students are continuously required to set goals, complete academic tasks, face examinations, respond to competition, and persist despite difficulties. A student with strong achievement motivation is generally more willing to make sustained efforts, accept challenging tasks, learn from mistakes, and work toward successful outcomes. Thus, achievement motivation can be understood as a psychological force that directs behavior toward accomplishment and goal attainment.

Achievement motivation has been studied from several theoretical perspectives. McClelland emphasized the need for achievement (nAch) as an important learned motive that influences individuals' efforts to attain standards of excellence. His work distinguished achievement motivation from other important motives, including affiliation and power, and contributed substantially to the systematic study of achievement-oriented behavior (McClelland, 1961). Achievement motivation is therefore not simply a desire to obtain rewards; it can involve the personal satisfaction associated with mastering a task, demonstrating competence, and accomplishing meaningful goals.

One important distinction in understanding motivation is between intrinsic and extrinsic motivation. Intrinsic motivation occurs when an individual engages in an activity because the activity itself is interesting, enjoyable, or personally meaningful. For example, a student may study a subject because of curiosity and a genuine desire to understand it. Extrinsic motivation, in contrast, involves behaviour influenced by external outcomes such as grades, praise, recognition, rewards, or avoidance of punishment. Ryan and Deci's self-determination theory provides an influential framework for understanding these different forms of motivation and emphasizes the importance of social conditions in supporting intrinsic motivation, self-regulation, development, and well-being (Ryan & Deci, 2000).

The relationship between achievement motivation and success and failure has also been explained through Atkinson's theory of achievement motivation. Atkinson (1957) proposed that achievement-related behaviour is influenced by the motive to achieve success and the motive to avoid failure. His model explains motivation in relation to motive strength, expectancy, and incentive value. Individuals may therefore differ in the kinds of tasks they choose and in their

willingness to take risks depending on how they perceive the possibility of success or failure. This perspective is especially relevant to students because academic situations frequently involve uncertainty, evaluation, competition, and the possibility of both success and failure.

Another important factor associated with achievement motivation is self-efficacy, or an individual's belief in their capability to perform successfully. Bandura (1977) proposed that perceived self-efficacy influences whether behaviour is initiated, the amount of effort invested, and the persistence demonstrated when obstacles are encountered. Students who believe that they are capable of completing difficult academic tasks may be more likely to approach challenges confidently and persist when difficulties arise. Conversely, low perceived efficacy may contribute to avoidance and reduced effort. Thus, confidence in one's abilities can play an important role in sustaining achievement-oriented behaviour.

Achievement motivation can also be viewed through perspectives that emphasize the influence of the environment and conditions surrounding an individual. Herzberg, Mausner, and Snyderman (1959) distinguished between factors associated with dissatisfaction and factors associated with satisfaction and motivation. Their work identified achievement, recognition, responsibility, and opportunities for growth among factors connected with positive motivational experiences. Although the theory was developed primarily in the context of work, its emphasis on achievement and recognition provides a useful perspective for understanding how environments may influence motivation.

The measurement of achievement motivation is another important aspect of its study. Psychological researchers have used standardized scales and projective techniques to assess achievement-related tendencies. An Achievement Motivation Scale (AMS) can be used to assess characteristics such as desire for success, attitudes toward failure, and achievement-oriented behaviour. The Thematic Apperception Test (TAT) is another psychological method in which individuals create stories in response to ambiguous pictures. The American Psychological Association notes that systematic coding of TAT narratives can be used to assess motivational themes, including achievement, power, and affiliation. These methods help researchers examine motivational patterns that may not always be directly observable through behaviour alone.

Achievement motivation is particularly significant during adolescence, when students experience important academic, social, and personal changes. During this developmental period, students begin to make decisions concerning educational streams, career aspirations, future goals, and personal identity. Academic performance may be influenced by several motivational factors, including goal orientation, self-confidence, interest in learning, perceived competence, parental expectations, peer influence, and experiences of success and failure. A supportive educational environment can encourage students to develop persistence, confidence, and a positive attitude toward challenges.

The present study is concerned with understanding achievement motivation among students and examining differences associated with academic streams and gender. The study uses the Achievement Motivation Scale as a structured method of assessing students' achievement-oriented tendencies. The source material describes achievement motivation as a force that encourages individuals to set and achieve goals, overcome challenges, develop purpose, build confidence, demonstrate perseverance, and work toward personal and professional success. It further identifies desire for success, fear of failure, and competitiveness as important characteristics associated with achievement motivation.

In conclusion, achievement motivation is a multidimensional psychological construct that influences how individuals approach goals, challenges, success, and failure. Theories proposed by McClelland, Atkinson, Bandura, Ryan and Deci, and Herzberg provide different but complementary perspectives for understanding motivational behaviour. Studying achievement motivation among students is therefore valuable for identifying motivational differences and developing educational environments that encourage persistence, confidence, goal-setting, and academic development. A better understanding of these factors may help teachers, parents, and counsellors support students in realizing their academic potential and developing positive achievement-oriented behaviours.

REVIEW OF LITERATURE

Bar-On (2006) developed and discussed the Bar-On model of emotional-social intelligence. The model considers emotional and social competencies and includes aspects related to adaptation,

interpersonal functioning, stress management, and general mood. Emotional-social intelligence may be relevant to achievement motivation because students who can manage emotions, adapt to challenges, and maintain effective interpersonal relationships may be better able to persist when facing academic difficulties.

Das (2023) examined the relationship between creativity, self-concept, and achievement motivation among adolescents. According to the information supplied, higher self-concept was positively associated with higher achievement motivation, whereas creativity showed an inverse relationship with achievement motivation. The findings highlight the importance of students' perceptions of themselves in understanding their willingness to pursue goals and demonstrate achievement-oriented behaviour.

Deo and Mohan (2011) examined the relationship between academic stress and achievement motivation among college students in Chittoor district, Andhra Pradesh, India. According to the study information provided, the relationship was nonlinear. Students experiencing moderate levels of academic stress demonstrated higher achievement motivation than students experiencing either high or low levels of stress. The findings suggest that a moderate level of academic pressure may sometimes encourage students to work harder and improve their academic performance, whereas excessive or insufficient stress may be less beneficial.

Dweck (2006) introduced the distinction between fixed and growth mindsets. A fixed mindset involves viewing abilities as relatively unchangeable, whereas a growth mindset involves believing that abilities can be developed through effort, learning, and appropriate strategies. The growth-mindset perspective is relevant to achievement motivation because students who view ability as developable may be more willing to persist when they encounter academic difficulties. Dweck's work therefore highlights the importance of students' beliefs about ability and improvement in understanding achievement-oriented behaviour.

Green and Brown (2021), according to the material provided, examined achievement motivation among small-business owners and reported a positive relationship between achievement motivation and business revenue growth. The study suggested that individuals with stronger achievement motivation were more likely to demonstrate behaviours associated with

entrepreneurial success. This indicates that achievement motivation may influence performance not only in educational settings but also in occupational and entrepreneurial contexts.

Hallam (2010) examined the relationship between music and academic motivation. The literature presented in the current study suggests that listening to appropriate and relaxing music during study sessions may support concentration and intrinsic motivation. Music may therefore influence the study environment and students' psychological readiness for learning. However, the effects of music can vary according to the type of music, individual preferences, task demands, and the learning context.

Hattie and Timperley (2007) reviewed research on the influence of feedback on learning and achievement. Their review demonstrated that feedback can have a substantial influence on learning, although its effectiveness depends on the type and manner in which feedback is provided. Effective feedback can help learners understand their current performance, identify areas for improvement, and determine appropriate next steps. Consequently, constructive feedback can support students' engagement and achievement-oriented behaviour.

Hill and Tyson (2009) examined parental involvement in relation to middle-school achievement. Their work highlighted the importance of parents' involvement in their children's educational development. Parental involvement can include communication about school, encouragement, academic expectations, and support for learning. Such involvement may contribute to positive academic behaviours and achievement by creating a supportive environment in which students are encouraged to take their educational responsibilities seriously.

Johnson and Wilson (2022) examined the relationship between achievement motivation and team performance among employees in IT companies, according to the material provided. The study reported a positive relationship between achievement motivation and team performance, with highly motivated teams achieving their targets more consistently. This finding extends the concept of achievement motivation from individual academic performance to group and workplace performance.

Kumar and Sharma (2020) examined the influence of achievement motivation on career aspirations among university students. According to the supplied study description, students with

higher achievement motivation demonstrated more ambitious career goals and were more proactive in seeking internships and opportunities for skill development. This suggests that achievement motivation may influence students' future-oriented behaviour and willingness to invest effort in career preparation.

Kumar, Mehta, and Maheshwari (2014) investigated achievement motivation, adjustment, and emotional intelligence among school students in Jaipur, India, according to the study information supplied. Their findings, as presented in the source material, indicate that socioeconomic factors were associated with students' achievement motivation and psychological adjustment. This suggests that achievement motivation should not be considered solely as an individual characteristic; students' social and economic environments may also influence their educational experiences and motivational development.

McCarthy (2005), as described in the material provided, examined gender and motivation among high school students. The study suggested differences in motivational patterns between male and female students, with females showing relatively greater intrinsic motivation and males showing stronger orientation toward extrinsic goals. These findings indicate that gender may be associated with differences in the sources and forms of academic motivation. However, gender differences should be interpreted carefully because motivational patterns can also be influenced by social, cultural, educational, and individual factors.

Ryan and Deci (2000) proposed Self-Determination Theory, which explains motivation in terms of psychological needs for autonomy, competence, and relatedness. Their work distinguishes intrinsic motivation from forms of extrinsic motivation and emphasizes that supportive social environments can facilitate self-motivation and psychological development. In educational contexts, students who experience supportive relationships and opportunities for autonomy and competence may be more likely to demonstrate intrinsic motivation and sustained engagement in learning.

Steinmayr et al. (2019) investigated the importance of different motivational factors for academic achievement among school students. Their research demonstrated that achievement motivation is not a single, unitary construct but includes several components such as ability self-

concepts, task values, goals, and achievement motives. The researchers found that domain-specific ability self-concepts were particularly strong predictors of academic achievement, followed by task values. Their findings emphasize that students' beliefs about their own academic abilities and the value they attach to particular subjects are important for academic success.

Wahlstrom (2014) examined the relationship between school start times, sleep, and academic outcomes among adolescents. The study reported that later school start times were associated with increased sleep duration and improvements in students' functioning. This literature is relevant to achievement motivation because adequate sleep can support concentration, alertness, engagement, and readiness to participate in academic activities. Thus, physical and environmental conditions may indirectly contribute to students' motivation and academic performance.

AIM OF THE STUDY

To assess the level of achievement motivation among 12th grade students studying in Bengaluru.

OBJECTIVE OF THE STUDY

1. To study the gender differences in achievement motivation among students from 12th grade.
2. To study the differences in achievement motivation among commerce, arts and science stream.

HYPOTHESIS OF THE STUDY

- There is no difference between Achievement Motivation among students belonging to Arts and Science stream.

METHODOLOGY

SAMPLE

The sample consists of 180 12th-grade students studying in Bengaluru**, with** 60 students each from Arts, Science, and Commerce streams**.** Students from urban areas are excluded from the study. Therefore, the sample specifically focuses on 12th-grade students meeting the study's

geographical and academic criteria, ensuring equal representation from the three educational streams.

RESEARCH DESIGN

The study uses a **quasi-ex post facto research design**. This design is appropriate because the researcher does not manipulate or control the independent variable. Instead, the researcher studies existing differences or conditions among students and examines their possible relationship with the dependent variable. This allows the researcher to investigate naturally occurring situations without experimental manipulation.

VARIABLES

- **Independent variables** - gender and stream of study among 12th-grade students (Arts, Science, and Commerce).
- **Dependent variable**- achievement motivation

RESEARCH TOOLS

Achievement Motivation Scale

The Costello Achievement Motivation Scale (CAMS) was adapted by O. P. Misra and S. K. Srivastava (1990) to assess achievement motivation. The scale consists of 24 Yes/No items and can be administered individually or in groups, taking approximately 15–20 minutes. The maximum score is 24, with higher scores indicating higher achievement motivation. For scoring, items 2, 3, 5, 7, 9, 11, 13, 17, 19, 20, 22, and 24 are scored 1 for "Yes," while the remaining items are scored 1 for "No." The scale has a reported test–retest reliability of .77, indicating satisfactory reliability. It also has evidence of criterion and factorial/construct validity, supporting its use for measuring achievement motivation.

PROCEDURE

The subject is seated comfortably and provided with the Achievement Motivation Scale. The subject is informed that the scale consists of 24 questions, each having Yes/No response options. The subject is instructed to select the option that is most appropriate to them. Although there is

no strict time limit, the subject is encouraged to complete the questionnaire as soon as possible. After completion, the researcher collects the answered questionnaire, scores the responses according to the prescribed scoring procedure, and analyses the results to determine the subject's level of achievement motivation.

DATA ANALYSIS

The data are analysed according to the scoring key provided with the Achievement Motivation Scale. First, one mark is awarded for each response that matches the scoring key. The scores are then added together to obtain the raw score of the subject. The raw score is subsequently converted into a percentile score by referring to the appropriate gender-wise norms. Finally, the percentile score is interpreted according to the test manual to determine the subject's level of achievement motivation, such as low, average, or high achievement motivation

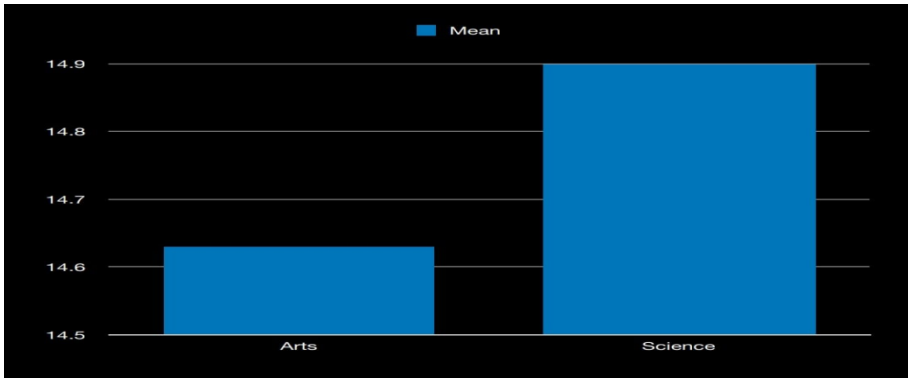
RESULT ANALYSIS

Table1showstheresultsofboysandgirlsontheAchievementMotivationScale(AMS).The students from the Arts stream on the whole has a mean of 14.63, and students from the Science stream on the whole has a mean of 14.9, which is interpreted as being on the borderline between low and medium achievement motivation. But compared to both the streams the Science stream students have scored more than the Arts stream students in the Achievement Motivation Scale.

Table No-01

	Arts	Science
Total	439	447
Mean	14.63	14.9

Graph No-01-



DISCUSSION AND CONCLUSION

The primary aim of the present study was to assess and compare the level of achievement motivation among boys and girls studying in Class XI from the Arts and Science streams. Achievement motivation plays a significant role in influencing students' academicaspirations, goal orientation, persistence, and overall performance. In order to examine this construct, a standardized questionnaire was administered to pre-university college students belonging to the Arts and Science streams.

The participants were selected from different stream categories to ensure adequate representation and facilitate meaningful comparison between groups. The study specifically focused on students enrolled in these two academic streams, while students pursuing other courses or programmes were excluded from participation in accordance with the predetermined exclusion criteria.

The collected responses were analysed to identify variations in achievement motivationacross gender and stream categories. The findings contribute to a better understanding of the factors influencing students' motivation and provide valuable insights into the relationship between academic stream, gender, and achievement-oriented behaviour among adolescents.

The findings of the present study indicate that there exists a significant difference in achievement motivation among boys and girls belonging to the Arts and Science streams of

pre-universitycolleges.Therefore,the null hypothesis, which stated that there is no difference in achievement motivation among boys and girls from the Arts and Science streams, was rejected. The results suggest that gender and academic stream may influence students' levels of motivation towards achievement, academic success, and goal attainment.

These findings highlight the importance of understanding individual differences in motivational patterns among adolescents and emphasise the need for educators, counsellors, and parents to create supportive academic environments that foster achievement motivation.

Furthermore, the study adds to the existing body of knowledge in educational and developmental psychology and may serve as a foundation for future research exploring the determinants of achievement motivation among students from diverse educational backgrounds.

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Muleramaskanza Kristang: Creolisation as a Neurodiverse Psychological Process

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ABSTRACT

Creolisation has traditionally been understood as a linguistic and cultural process through which creole languages, cultures, identities, and peoples emerge from sustained contact among heterogeneous populations. The Kristang people of Melaka, Singapore, Perth, and Kuala Lumpur represent one such Creole-Indigenous community, having developed through historical processes associated with Portuguese colonisation, migration, intermarriage, and contact with local and regional populations. This paper proposes that creolisation may also be understood as a psychological process of self-authorship and ontological reconstruction. Drawing primarily upon autoethnography and the Kristang Osura Pesuasang, or Individuation Theory, the paper examines six neurodiverse configurations experienced by the author: Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Sensory Processing Sensitivity (SPS), Stacked-Sequence Synesthesia (SSS), Time-Space Synesthesia (TSS), and muscular dysmorphia. Rather than treating these configurations exclusively through deficit-oriented categories, the author describes a process through which inherited categories are recognised, deconstructed, contextualised, recombined with Kristang language and epistemology, and transformed into emergent conceptual configurations. This five-stage process is termed psychological creolisation. The paper argues that psychological creolisation differs from simple positive reframing because it does not require impairment to become exclusively positive. Instead, impairment and affordance may coexist within a new conceptual configuration. The argument further suggests that Creole peoples may warrant recognition as generators of distinctive epistemologies, methodologies, psychologies, and ontologies. The paper concludes with implications for decolonial psychology, Indigenous and Creole studies, and neurodiversity research, while acknowledging the limitations of an autoethnographic approach based primarily on one individual and one community.

Keywords: Creole, creolisation, Kristang, Individuation Theory, neurodiversity

INTRODUCTION

Creolisation is most commonly discussed as a linguistic, cultural, and social phenomenon. It is associated with the emergence of creole languages, hybrid cultures, and identities through sustained contact between different populations. Such processes have frequently occurred within unequal historical circumstances involving colonialism, slavery, migration, displacement, and forced cultural transformation. The Kristang people, also known as Serani or Portuguese-Eurasians, represent one such population. Their historical emergence is associated with Portuguese colonisation of Melaka beginning in 1511 and subsequent forms of intermarriage and interaction involving Portuguese and local and regional populations.

The conventional description of creolisation, however, risks limiting its significance to observable cultural and linguistic outcomes. A language may be described as creole, and a population may be classified as Creole, without equivalent attention being given to the distinctive psychological, epistemological, and ontological processes through which such identities and systems of meaning are produced. This paper proposes that creolisation can itself be understood as a psychological method. Under this formulation, linguistic and cultural creolisation are not merely the products of population mixing. They can also be understood as surface manifestations of deeper processes through which inherited categories of experience, identity, and reality are reconstructed.

The argument developed here emerged from the author's experience as the first openly neurodiverse Kabesa, or Indigenous Chief, of the Kristang people. The author has been clinically recognised as possessing several neurodiverse configurations, including ASD, ADHD, SPS, SSS, TSS, and muscular dysmorphia. Within Kristang revitalisation work, these experiences became occasions for developing alternative conceptualisations and terminology. Kristang terms were generated through a process described as “dreamfishing,” in which linguistic and conceptual possibilities are derived through felicitous synchronicity and interpreted within Kristang epistemological frameworks.

These terms were not intended merely as more positive synonyms for established English diagnostic or psychological terminology. Instead, they emerged from a process of identifying contradictions between inherited categories and lived experience, separating observable

phenomena from evaluative assumptions, examining how characteristics functioned in different environments, relating these observations to Kristang epistemology, and generating new concepts capable of holding apparently contradictory meanings simultaneously.

This process provides the basis for conceptualising psychological creolisation. The central proposition is that an inherited category can remain recognisable while losing its exclusive authority over the meaning of the phenomenon it describes. A person may therefore acknowledge impairment without defining the entirety of their identity through impairment. Likewise, characteristics conventionally understood as problematic may also possess functions, affordances, or strengths under particular environmental conditions. Psychological creolisation consequently involves the reconstruction of meaning rather than simple positive thinking.

LITERATURE REVIEW AND THEORETICAL GROUNDING

The literature on creole studies has extensively documented the linguistic and cultural outcomes of creolisation. DeGraff (2003), however, identifies a significant problem in the field through what he calls “Creole exceptionalism.” Historically, assumptions concerning the supposed inferiority or reduced complexity of Creole languages were embedded within broader imperialist constructions of cultural and racial hierarchy. Such assumptions made it difficult to analyse Creole languages as structurally and intellectually comparable with European languages.

These assumptions can extend beyond linguistics. If a language is presumed to possess reduced conceptual complexity, it becomes easier to assume that the culture associated with that language likewise lacks philosophical or epistemological depth. Kosecki (2024), in examining cognitive semantics and Nigerian Pidgin, demonstrates the importance of challenging such assumptions. The existence of complex conceptual structures within Creole languages undermines the proposition that creolisation inherently produces superficial or diminished systems of meaning.

The Kristang case provides a particularly relevant example. Within recent revitalisation efforts, Kristang has been used not only for lexical and grammatical innovation but also for the development of conceptual frameworks concerning identity, leadership, relationality, embodiment, trauma, and psychological organisation. The author's previous work proposes the Osura Pesuasang, or Individuation Theory, as an emic framework for understanding the human psyche (Wong, 2023). Other work has explored Kristang approaches to decolonial knowledge

production, psychoemotional wellbeing, relational ethics, and leadership (Wong, 2024a, 2025d, 2026c).

The psychological dimension of creolisation can also be considered alongside existing Western psychological concepts. Cognitive reframing involves changing the interpretation or meaning assigned to an experience, while narrative reconstruction may enable individuals to reorganise their understanding of traumatic or disruptive experiences. Research has examined the contribution of cognitive reframing to psychological wellbeing and post-traumatic growth (Goodfriend & Arriaga, 2018; Robson Jr. & Troutman-Jordan, 2014; Matuz et al., 2026). Narrative approaches similarly emphasise how individuals reconstruct meaning through the stories they tell about themselves and their experiences (Kellas, 2026).

Psychological creolisation shares structural similarities with these processes but proposes an additional dimension. The endpoint is not necessarily a movement from negative to positive. Instead, it is a movement from finite conceptual boundaries toward generative multiplicity. An experience can remain difficult or impairing while simultaneously being understood through additional functional meanings. The original category is therefore neither simply accepted nor rejected. It is deconstructed and recombined into a larger conceptual configuration.

This distinction is central to the present argument. Positive reframing may change an interpretation while leaving the original category intact. Psychological creolisation instead changes the relationships among categories themselves. Something previously understood as either A or B may become understandable as both A and B, neither A nor B, or an emergent C that cannot be reduced to either original category. The new configuration remains genealogically connected to its constituent sources while acquiring properties that exceed them.

METHODOLOGY

This paper employs auto ethnography as its principal methodological approach. Auto ethnography is particularly appropriate because the argument concerns the relationship between personal lived experience, cultural identity, language, and psychological self-authorship. Rather than treating the author's neurodiverse configurations solely as clinical objects, the analysis examines how these configurations have been experienced and interpreted within a Kristang cultural and epistemological framework.

The principal conceptual scaffold is the Osura Pesuasang, or Individuation Theory (Wong, 2023). Within this framework, the human psyche is theorised as consisting of sixteen postu, which may be understood as stages, functional positions, archetypal positions, or dimensions. These postu form an ascending sequence, beginning with the component of the psyche with which an individual is most comfortable and extending toward the component experienced as most alien or least comfortable.

The sixteen postu are organised into five broad groupings: Ego, Superego, Self, and Superself, with the Id represented through a reversed relationship to the Ego grouping. Each postu contains a tempra, understood as a cognitive orientation, attitude, process, ingredient, or axis. Together, these structures provide an emic map through which the author interprets the relationship between different aspects of cognition and psychological experience.

The author's own ego-pattern is identified as Sombor, corresponding approximately to INTJ within the Myers-Briggs framework and to an introverted intuitive orientation with extraverted thinking in Jungian analytical theory. Within the Osura, different postu relate to different understandings of self, others, the synchronic environment, the diachronic environment, and the relationships among these domains.

Previous work within this framework theorises that neurodiverse configurations can affect or transform particular postu. Autism is associated primarily with the fifteenth postu, Klanzang, and therefore with understanding how the exertions of other entities affect one another. ADHD is associated with the fifth postu, Kaminyeru, concerning the psyche's impact on the diachronic environment. SPS is associated with the third postu, Nusenti, concerning the relationship between the Ego and the synchronic environment. SSS and TSS are associated with the fourth postu, Animu, concerning the relationship between the Ego and the diachronic environment. Muscular dysmorphia is associated with the sixth postu, concerning the Superego's relationship with the synchronic environment.

The methodology therefore combines autobiographical experience with this Kristang conceptual framework to examine how inherited deficit categories may be reconstructed.

Creolising Neurodiverse Configurations

The six neurodiverse configurations provide case studies through which psychological creolisation can be observed. In each case, the author began with an inherited English-language

category that carried particular clinical, social, or cultural assumptions. Through dreamfishing and subsequent reflection, Kristang terminology was developed to provide alternative starting points for conceptualisation.

For autism, the Kristang term kalkali was developed from kalih, meaning "to multiply" or "to calculate," with deliberate associations with Kali, the Hindu goddess associated with life, death, and transcendence (McDaniel, 2010; Wong, 2024c). This terminology challenges stereotypes that autistic people are cold, machine-like, threatening, terrifying, or incomprehensible. Instead, characteristics associated with autism, including difficulties in interpreting social signals, can coexist with capacities for detecting contradictions and pursuing epistemic integrity.

ADHD was conceptualised through the term xamatrang, derived from samatra, meaning "storm," and xameza, meaning "vigour" (Wong, 2024d). This formulation engages with stereotypes surrounding impulsivity, emotional intensity, disorganisation, and difficulties with executive functioning while providing another interpretation of the same phenomena. In the author's experience, ADHD-related cognition has facilitated distributed pattern-scanning and rapid synthesis across large quantities of disparate material.

SPS was conceptualised through wasperu, derived partly from the English word "waspish" (Wong, 2025a). The terminology moves away from stereotypes of extreme sensitivity as weakness, softness, fussiness, or delicacy. Instead, sensitivity may be understood as heightened alertness or attunement to the surrounding environment.

The terms associated with SSS and TSS incorporate the core morpheme stelyetres, derived through dreamfishing from stelyaju, referring to a "superstructural layer" (Wong, 2025b, 2025c). This conceptualisation moves synesthesia away from being interpreted simply as mysterious, mystical, or aesthetic. It instead emphasises the possibility of using unusual perceptual associations to gain insight into aspects of reality that may otherwise remain difficult to perceive.

Muscular dysmorphia provides a particularly important example because it demonstrates that psychological creolisation does not require an impairment to be declared positive. The Kristang term gilgamanggantrang was derived from the legendary figure Gilgamesh and the Kristang term ingkantra, referring to magic or enchantment (Wong, 2026d). The conceptualisation recognises that muscular dysmorphia can produce distorted perceptions of

one's own body while simultaneously enabling a more conscious investigation of beauty, proportion, embodiment, and functionality.

Across all six cases, the purpose is therefore not to deny impairment. Instead, the process separates the phenomenon itself from the evaluative assumptions attached to it. This distinction allows the author to acknowledge difficulties while also recognising contexts in which particular cognitive characteristics may become useful or generative.

The Five Stages of Psychological Creolisation

The six cases suggest that psychological creolisation can be provisionally described through five stages: contradiction, deconstruction, contextualisation, recombination, and emergence.

The first stage, **contradiction**, occurs when lived experience conflicts with the assumptions attached to an inherited category. A diagnostic or cultural category may describe something real, yet fail to capture the whole of the individual's experience. This creates a tension between the formal category and lived reality.

The second stage, **deconstruction**, involves separating the observable phenomenon from assumptions of deficiency, normality, pathology, or deviance. The category itself is not necessarily discarded. Rather, its different components are separated so that the person can examine which aspects describe observable experience and which represent culturally inherited evaluations.

The third stage, **contextualisation**, involves examining how the phenomenon functions across different environments and relationships. A characteristic that is disabling in one context may be useful in another. Conversely, a perceived strength may create significant difficulty under particular circumstances. This stage therefore resists simplistic classifications of traits as either positive or negative.

The fourth stage, **recombination**, involves bringing the observations into relation with alternative sources of knowledge. In the present study, these include Kristang language, epistemology, and the Osura Pesuasang. Recombination allows elements from different conceptual systems to remain present simultaneously rather than forcing one system to eliminate the others.

The fifth stage, **emergence**, produces a new conceptual configuration. This configuration contains elements of the original categories but cannot be reduced to any one of them. The

outcome is consequently not merely a renamed version of the original category. It represents a new way of organising the relationship between experience, identity, impairment, function, and meaning.

At the collective level, the same five stages can describe cultural and ontological reconstruction. Contradiction occurs when inherited or externally imposed categories cannot adequately contain a community's lived reality. Deconstruction makes those categories separable from assumptions that they are inevitable. Contextualisation examines their actual historical and contemporary functions. Recombination brings retained elements into contact with other cultural, linguistic, epistemological, and relational resources. Emergence produces a new collective configuration that remains connected to its sources without being reducible to any single one.

Under this model, a Creole language or culture is therefore not simply a mixture of two populations. It represents an emergent configuration generated through the reorganisation of relationships among inherited materials.

DISCUSSION

Psychological creolisation offers a useful distinction between adaptation and self-authorship. An individual does not necessarily become psychologically healthier by replacing a negative interpretation with a positive one. Instead, greater psychological agency may arise when the individual becomes capable of determining how inherited categories relate to their own lived experience.

This has particular significance for neurodiversity. Deficit-based frameworks can be valuable for identifying genuine impairments and securing appropriate support, but they may become restrictive when a diagnostic category becomes the exclusive framework through which a person understands themselves. Psychological creolisation provides a way to retain the descriptive and functional usefulness of such categories while challenging their exclusive interpretive authority.

The model also offers a decolonial implication. The production of psychological knowledge has historically been dominated by institutions and conceptual systems associated with Western academic traditions. Creole and Indigenous communities have often been treated primarily as objects of research rather than as generators of theory. Recognising psychological

creolisation challenges this hierarchy by treating Kristang language and epistemology as legitimate sources of psychological conceptualisation.

The argument also extends beyond the individual. Creole peoples have frequently occupied liminal or "in-between" positions within larger social structures. Their identities may not fit neatly within categories inherited from colonial, racial, linguistic, or national systems. Such conditions can generate psychological pressure, but they can also create circumstances in which multiple systems of meaning must be negotiated simultaneously.

From this perspective, the apparent contradiction inherent in Creole identity becomes theoretically significant. A person or community can inherit multiple worlds without becoming reducible to any of them. The capacity to maintain relationships among apparently incompatible systems may itself constitute a distinctive epistemological resource.

LIMITATIONS AND IMPLICATIONS

This study is deliberately autoethnographic and is primarily based on one individual situated within one Creole-Indigenous community. Consequently, it cannot establish that the five-stage process of psychological creolisation operates identically among other Kristang people, other Creole communities, or neurodivergent individuals more generally. The author's unusually high level of emic access is also inseparable from the possibility of interpretive circularity because the same individual developed many of the Kristang frameworks through which the experience is analysed.

Future research should therefore examine whether comparable processes occur among other members of the Kristang community and among other Creole peoples. Comparative work could investigate whether contradiction, deconstruction, contextualisation, recombination, and emergence provide a useful general framework or whether their meaning changes according to particular cultural and historical contexts.

There are also implications for psychology. Cognitive reframing and narrative reconstruction already provide established approaches for helping individuals reinterpret difficult experiences. Psychological creolisation could complement these approaches by drawing attention to the ontological level of meaning-making. Rather than simply changing how an individual interprets an established category, the process may change the conceptual relationships through which that category is understood.

For Creole studies, the implications are equally significant. If creolisation represents not only a linguistic or cultural outcome but also a distinctive method of psychological and ontological reconstruction, then Creole communities may warrant investigation as potential generators of distinctive methodologies, epistemologies, psychologies, and ontologies.

CONCLUSION

This paper has proposed that creolisation can be understood as a psychological process of cognitive self-authorship and ontological reconstruction. Through an autoethnographic examination of six neurodiverse configurations, the analysis demonstrates how inherited categories may be deconstructed, contextualised, recombined with Kristang language and epistemology, and transformed into emergent configurations.

The central process consists of five stages: contradiction, deconstruction, contextualisation, recombination, and emergence. The process begins when inherited categories fail to contain lived experience and proceeds by separating observable phenomena from evaluative assumptions. Contextual examination then reveals both impairments and affordances, after which alternative knowledge systems provide additional resources for recombination. The resulting configuration remains connected to its sources but exceeds them.

Psychological creolisation therefore differs from simple positive reframing. Its objective is not to transform every deficit into a strength or every negative experience into a positive one. Instead, it enables multiple meanings to coexist. An impairment can remain an impairment while also possessing contextual affordances. A historically inherited category can remain recognisable while becoming part of a new conceptual system. Apparently incompatible perspectives can be retained where lived reality supports their simultaneous presence.

The broader significance of this proposition is that linguistic and cultural creolisation may be understood as manifestations of a deeper human capacity to reconstruct categories, relationships, and realities. Recognising this possibility may contribute to a more pluralistic psychology in which Creole and Indigenous communities are not merely studied as populations but recognised as sources of theoretical knowledge.

The Kristang experience consequently suggests that being “in-between” need not be understood exclusively as a condition of deficiency, marginality, or incompleteness. It may also describe a generative position from which inherited worlds can be held together, transformed,

and reorganised. Psychological creolisation names this capacity: the ability to inherit multiple worlds without remaining reducible to any of them, while creating new configurations from the contradictions between them.

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The Relationship Between Parenting Styles and Psychological Well-Being Among Parents of Children with Autism Spectrum Disorder (ASD)

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ABSTRACT

Autism Spectrum Disorder (ASD) is a neurodevelopment condition characterized by difficulties in social communication, interaction, and behavior. Caring for a child with ASD often presents emotional, psychological, and practical challenges for caregivers. The present qualitative phenomenological study explored the relationship between parenting styles and psychological well-being among parents of children with ASD. Data were collected through semi-structured interviews with six caregivers, including parents and grandparents actively involved in raising children diagnosed with ASD. Thematic analysis was used to identify common experiences and patterns. Findings revealed that caregivers experienced emotional distress, anxiety, confusion, and uncertainty following the diagnosis. However, over time, many adapted by becoming more patient, attentive, and supportive in their parenting approaches. Family support, increased awareness of ASD, and acceptance of the child's condition emerged as important factors contributing to improved psychological well-being. The study highlights the need for emotional, social, and psychological support for caregivers and emphasizes the importance of family-centered interventions to improve the quality of life of both caregivers and children with ASD.

Keywords: Autism Spectrum Disorder, Parenting Styles, Psychological Well-Being, Parenting Stress, Caregivers, Qualitative Research.

INTRODUCTION

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder characterized by persistent difficulties in social communication and interaction, along with restricted and repetitive patterns of behavior (American Psychiatric Association, 2022). Children with ASD may experience challenges in language development, emotional expression, social relationships,

and adaptive functioning. These difficulties often require ongoing parental involvement and support.

Parents are generally the primary caregivers and play a vital role in the child's development and daily functioning. However, caring for a child with ASD can be demanding because parents must manage behavioral difficulties, communication challenges, educational needs, and concerns regarding the child's future. These responsibilities often affect caregivers' emotional and psychological well-being.

Psychological well-being refers to an individual's ability to function effectively, maintain positive relationships, cope with stress, and experience purpose and satisfaction in life. Parenting style is another important factor influencing family functioning and caregiver well-being. **Baumrind (1967**) identified authoritative, authoritarian, and permissive parenting styles, which differ in terms of warmth, responsiveness, and control.

Parents of children with ASD frequently modify their parenting approaches to meet their child's unique developmental needs. These changes may influence their psychological well-being positively through resilience and adaptation or negatively through stress and emotional burden.

The present study aims to explore the relationship between parenting styles and psychological well-being among parents of children with ASD and to understand how caregivers adapt to the challenges associated with raising a child with ASD.

LITERATURE REVIEW

Parenting Stress Among Parents of Children with ASD

Hayes and Watson (2013) this study conducted a meta-analysis comparing parenting stress among parents of children with Autism Spectrum Disorder (ASD) and parents of typically developing children. The findings showed that parents of children with ASD experienced significantly higher levels of parenting stress. The authors suggested that the additional caregiving demands and challenges associated with ASD contribute substantially to parental stress.

Muhammad, Zaman, and Rahim (2019) this study examined psychological well-being and life satisfaction among 200 parents, including 100 parents of children with autism and 100 parents of children without autism, in Dhaka. The findings revealed that parents of children with autism

reported lower psychological well-being and life satisfaction than parents of children without autism. Mothers also reported lower psychological well-being and life satisfaction than fathers.

Fallahchai and Fallahi (2022) this study investigated parental stress and dyadic adjustment among parents of children with ASD. Their findings indicated that child behavior problems were associated with parental stress, while parental stress was associated with difficulties in parents' dyadic adjustment. The study also found that dyadic coping and perceived social support could help reduce the negative effects of stress on parents' adjustment.

Parenting Styles in Families of Children with ASD

Clauser et al. (2021) this study examined the relationship between parenting styles, parenting stress, and behavioral outcomes among children with autism. The study found that parenting stress and parenting style were related to one another and that parenting style was relevant to the relationship between autism severity and children's internalizing and externalizing behaviors. The findings highlight the importance of understanding parenting approaches when considering both caregiver stress and child behavioral outcomes.

Marston et al. (2022) this studied parenting styles among 496 parents of children with developmental disabilities, including 180 parents of children with ASD. The findings showed that parents reported relatively high use of authoritative parenting, moderate-to-low use of permissive parenting, and low use of authoritarian parenting. The study also found that differences in parenting styles were associated primarily with the child's diagnosis and family income.

Satheendranath, Joseph, and Bhuvaneswari (2022) this study examined parenting styles and parent-child interactions among families of children with ASD in India. The findings indicated that parents used a combination of parenting styles. Mothers reported greater use of authoritative parenting along with other approaches, whereas fathers showed greater use of authoritarian and permissive approaches. The study also found a relationship between authoritative parenting and certain parent-child interaction behaviors.

Psychological Well-Being Among Parents of Children with ASD

Ryff (1989) this study conceptualized psychological well-being as a multidimensional construct involving areas such as self-acceptance, positive relationships with others, environmental mastery, and purpose in life. This framework provides a useful basis for understanding

psychological well-being among parents who experience the long-term demands associated with raising a child with ASD.

Muhammad et al. (2019) this study found that parents of children with autism had lower psychological well-being and life satisfaction compared with parents of children without autism. The study further reported that mothers experienced lower psychological well-being and life satisfaction than fathers. These findings suggest that the demands associated with caring for a child with autism may have important implications for parental psychological functioning.

Protective Factors: Social Support, Coping, and Resilience

Khusaifan and El Keshky (2021) this study examined social support as a protective factor for the well-being of parents of children with autism in Saudi Arabia. The findings showed that social support moderated the relationship between family stress and life satisfaction, particularly at low and average levels of stress. The authors concluded that social support plays an important protective role in promoting parental well-being.

Wang et al. (2022) this study conducted a meta-analytic structural equation modeling study using 28 empirical studies and 13,270 participants. The findings showed that parenting stress partially mediated the relationship between social support and quality of life. Greater social support was associated with lower parenting stress, which in turn was associated with better quality of life.

Higgins et al. (2023) this study explored how parents adapt to raising a child with ASD, focusing on positive perceptions, coping, self-efficacy, and social support. The study highlighted these factors as important contributors to parental adaptation. The findings suggest that parents' ability to develop positive perceptions, use effective coping strategies, and obtain adequate social support can assist them in managing the challenges associated with raising a child with ASD.

A qualitative study by **Fu et al. (2022**) this study explored resilience among parents of children with ASD in China. The findings showed that resilience developed through processes such as acceptance of ASD, self-reflection, taking different roles in supporting their children, and expanding social networks. The study emphasized that social relationships and acceptance can contribute to parents' ability to adapt to the challenges of raising a child with ASD.

RESEARCH OBJECTIVES

1. To explore the emotional experiences of parents raising children with Autism Spectrum Disorder (ASD).
2. To understand the changes in parenting styles following the diagnosis of ASD.
3. To explore the psychological well-being of caregivers of children with ASD.
4. To identify the coping strategies and support systems used by caregivers to manage the challenges of raising a child with ASD.

RESEARCH HYPOTHESES

1. **H1:** Parents of children with ASD experience significant emotional and psychological challenges associated with the demands of caregiving.
2. **H2:** Parents modify their parenting styles following their child's diagnosis of ASD to better respond to the child's developmental and behavioral needs.
3. **H3:** Higher levels of parenting stress are associated with lower psychological well-being among caregivers of children with ASD.
4. **H4:** Family support, social support, adaptive coping strategies, and acceptance of the child's condition contribute positively to caregivers' psychological well-being.

RESEARCH METHODOLOGY

Participants

The study included six caregivers consisting of parents and grandparents directly involved in the upbringing of children diagnosed with ASD. Purposive sampling was used to select participants with direct caregiving experience relevant to the study objectives.

Research Design

The study adopted a qualitative phenomenological design to understand the lived experiences of caregivers raising children with ASD.

Variables of the Study

- **Independent Variable:** Parenting Style
- **Dependent Variable:** Psychological Well-Being among Parents of Children with Autism Spectrum Disorder (ASD)

DATA COLLECTION

Data were collected through semi-structured interviews. Open-ended questions focused on experiences following diagnosis, parenting changes, emotional challenges, support systems, and coping strategies.

DATA ANALYSIS

Interview responses were analyzed using thematic analysis to identify recurring themes and patterns.

FINDINGS AND RESULTS

The present qualitative phenomenological study explored the experiences of caregivers raising children with Autism Spectrum Disorder (ASD), with particular focus on their emotional experiences, changes in parenting styles, psychological well-being, coping strategies, and support systems. Thematic analysis of the semi-structured interviews with six caregivers resulted in the identification of five major themes. These themes reflect the common experiences and challenges reported by the participants, as well as the ways in which caregivers gradually adapted to their caregiving responsibilities.

Theme 1: Emotional Impact of Diagnosis

The diagnosis of ASD was described by most caregivers as an emotionally difficult and unexpected experience. Participants reported experiencing feelings of confusion, fear, sadness, anxiety, and uncertainty after learning about their child's condition. For several caregivers, the initial diagnosis created a sense of shock because they were unfamiliar with ASD and did not fully understand what the diagnosis meant for their child's future.

Caregivers described concerns about their child's development, education, social relationships, independence, and future well-being. Some participants expressed difficulty accepting the diagnosis initially and reported spending considerable time trying to understand why their child was developing differently from other children. The uncertainty surrounding the child's future contributed to emotional distress and worry.

The findings also showed that emotional responses were not limited to the period immediately following diagnosis. Some caregivers continued to experience stress when their child encountered difficulties in communication, behavior, or social interaction. However, as

caregivers gained more information and experience, they gradually developed a better understanding of ASD and became more confident in responding to their child's needs.

Theme 2: Changes in Parenting Style

A major finding of the study was that caregivers reported changes in their parenting approaches following the diagnosis of ASD. Participants explained that they became more patient, attentive, supportive, and responsive toward their children. These changes were largely influenced by their growing understanding of their child's developmental and behavioral needs.

Before the diagnosis, some caregivers reported using more conventional parenting approaches. However, after learning about ASD, they recognized that their child required individualized attention and different methods of communication and discipline. Caregivers described learning to observe their child carefully and understand the reasons behind certain behaviors rather than immediately reacting to them.

Many participants reported becoming more structured and consistent in their daily routines. They attempted to create predictable environments and provide additional guidance during activities such as eating, communication, learning, personal care, and social interaction. Patience was particularly emphasized as an important change in parenting style.

The findings suggest that parenting children with ASD may require caregivers to continuously adapt their approaches. Rather than following a single parenting style, participants described combining different strategies according to their child's specific needs and circumstances.

Theme 3: Psychological Stress and Adjustment

The participants reported several psychological challenges associated with long-term caregiving responsibilities. Emotional strain, worry about the future, self-doubt, and feelings of helplessness were commonly described experiences. Caregivers reported that managing behavioral difficulties, communication challenges, educational needs, and daily activities could be demanding and exhausting.

Some participants experienced periods of frustration when their efforts did not produce immediate improvements in their child's behavior or development. Concerns regarding the child's future independence and ability to function within society were also sources of psychological stress.

Despite these difficulties, the findings showed that caregivers gradually developed mechanisms to adjust to their circumstances. Experience played an important role in this adjustment process. As caregivers became more familiar with their child's behaviors and needs, they reported feeling more capable of managing difficult situations.

The findings therefore indicate that psychological well-being among caregivers was not static. It changed over time according to the caregiver's experiences, knowledge, coping abilities, and available support. Although stress remained a part of caregiving, many participants described developing greater emotional strength and confidence.

Theme 4: Role of Family Support

Family support emerged as an important protective factor in the experiences of caregivers. Participants reported that emotional encouragement and practical assistance from spouses, grandparents, siblings, and other relatives helped them manage the challenges associated with raising a child with ASD.

Emotional support provided caregivers with reassurance and reduced feelings of isolation. Participants described feeling more comfortable when family members listened to their concerns, encouraged them, and accepted the child's condition. Practical support was also valuable, particularly when relatives assisted with childcare, household responsibilities, appointments, or other daily activities.

The findings suggest that supportive family relationships can reduce the caregiving burden and provide caregivers with opportunities to rest and manage their own emotional needs. In contrast, a lack of understanding from relatives or the wider community could increase feelings of loneliness and stress.

Overall, family support appeared to contribute positively to caregivers' coping abilities and psychological well-being. Participants emphasized that having people who understood their situation made them feel less alone in managing the challenges associated with ASD.

Theme 5: Acceptance and Coping Over Time

Acceptance was identified as a gradual process among most participants. Initially, caregivers experienced difficulty understanding and accepting the diagnosis. Over time, however, increased

awareness about ASD, experience in caregiving, and support from family helped participants develop greater acceptance of their child's condition.

Caregivers described learning to focus more on their child's individual abilities and progress rather than comparing their child with typically developing children. This shift in perspective appeared to contribute to greater emotional stability and resilience.

Participants also reported using several coping strategies to manage stress. These included seeking emotional support from family members, learning more about ASD, focusing on the child's needs, maintaining patience, and developing practical solutions to everyday challenges. Some caregivers indicated that gaining knowledge about ASD helped reduce fear and confusion because they became better able to understand their child's behavior.

Over time, caregivers appeared to develop greater confidence in their parenting abilities. The caregiving experience was described not only as challenging but also as an opportunity for personal growth. Participants reported becoming more patient, understanding, and emotionally resilient.

The findings demonstrate that raising a child with ASD can have a significant emotional and psychological impact on caregivers. The initial diagnosis was commonly associated with confusion, anxiety, sadness, fear, and uncertainty. However, caregivers gradually adapted by modifying their parenting approaches and developing greater patience, attentiveness, and responsiveness.

Psychological stress remained an important part of the caregiving experience, particularly in relation to behavioral difficulties and concerns about the child's future. At the same time, family support, increased awareness, acceptance, and effective coping strategies helped caregivers manage these challenges more effectively.

The findings indicate that parenting style and psychological well-being are closely connected to the caregiver's ongoing experiences and adaptation. Caregivers who developed greater understanding of ASD and received adequate support appeared better able to cope with their responsibilities. Thus, the study highlights the importance of providing emotional, psychological, educational, and social support to parents and other caregivers of children with ASD.

DISCUSSION

The findings of the present study indicate that raising a child with Autism Spectrum Disorder (ASD) significantly influences caregivers' emotional experiences, parenting styles, and

psychological well-being. The caregivers reported experiencing stress, anxiety, confusion, sadness, and uncertainty, particularly following the child's diagnosis. These findings are consistent with previous research indicating that parents of children with ASD often experience higher levels of parenting stress and psychological burden due to the demands associated with caregiving.

The study also revealed that caregivers gradually adapted their parenting approaches after receiving the diagnosis. Participants reported becoming more patient, attentive, supportive, and responsive to their child's individual developmental and behavioral needs. This suggests that parenting styles may change over time as caregivers gain knowledge and experience in understanding ASD. Rather than relying on a fixed parenting approach, caregivers appeared to modify their strategies according to their child's needs and abilities.

Family support emerged as an important factor in helping caregivers manage the challenges associated with raising a child with ASD. Participants who received emotional encouragement and practical assistance from spouses, grandparents, and other family members appeared better able to manage caregiving responsibilities. Family support helped reduce feelings of isolation and emotional burden and contributed to improved coping and psychological adjustment.

Acceptance of the child's diagnosis was another important aspect of caregivers' experiences. Although acceptance was initially difficult for many participants, increased awareness about ASD and greater caregiving experience helped them gradually accept their child's condition. This acceptance appeared to contribute to greater emotional stability, resilience, and confidence in parenting.

The findings support existing literature emphasizing the importance of adaptive parenting practices, social support, coping strategies, and acceptance in promoting caregiver well-being. The results further suggest that caregivers' psychological well-being may improve when they are provided with appropriate emotional and social resources. Therefore, interventions should address not only the developmental needs of children with ASD but also the emotional and psychological needs of their caregivers.

CONCLUSION

The present study explored the relationship between parenting styles and psychological well-being among caregivers of children with Autism Spectrum Disorder (ASD). The findings

revealed that caregivers commonly experience emotional distress, anxiety, uncertainty, and psychological stress following the diagnosis of their child. These experiences may arise from the demands of caregiving, concerns about the child's development and future, and the challenges associated with managing behavioral and communication difficulties.

The study further found that caregivers frequently modify their parenting approaches over time. Many participants reported becoming more patient, attentive, supportive, and responsive as they developed a better understanding of their child's unique needs. This adaptation reflects the caregivers' efforts to provide appropriate support and create a positive environment for their children.

Family support, increased awareness about ASD, and acceptance of the diagnosis were identified as important factors contributing to positive psychological adjustment. Emotional and practical support from family members helped caregivers manage stress, while increased knowledge and acceptance contributed to greater resilience and confidence.

The psychological well-being of caregivers is an important aspect of caring for children with ASD. Supporting caregivers can have positive effects on both caregivers and children. The study highlights the importance of family-centered interventions, caregiver support services, psychoeducation, and accessible psychological support. Such interventions may help caregivers develop effective coping strategies, strengthen adaptive parenting practices, and improve their overall quality of life.

LIMITATIONS OF THE STUDY

- The study included only six participants.
- Participants were drawn from a limited geographical area.
- Findings relied on self-reported experiences.
- Fathers were underrepresented in the sample.

RECOMMENDATIONS FOR FUTURE RESEARCH

1. Include larger and more diverse samples.
2. Conduct longitudinal studies examining caregiver experiences over time.
3. Explore additional variables such as resilience, coping, and self-efficacy.
4. Include greater representation of fathers.
5. Examine the effectiveness of interventions designed to improve caregiver well-being

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Sports Anxiety and Motivation among Young Athletes in India

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ABSTRACT

The current study focused on the correlation between sports anxiety and motivation in young athletes from India through a quantitative research design. The data were gathered from 304 athletes between 18 and 25 years of age by means of psychological scales for sports anxiety and motivation. In the sample, 65.1% of the participants were male and 34.9% were female. Moreover, 82.6% of the sample lived in urban regions, and 68.1% came from nuclear families. In addition, 57.6% participated in team sports, while 42.4% engaged in individual sports. The results of the study suggest that young athletes were highly intrinsically motivated, which indicated sports involvement due to enjoyment, achievement, and self-development purposes. There was a weak but significant positive correlation between motivation and anxiety ($r = .127$, $p = .027$), which might be explained by high motivation in athletes resulting in increased sports pressure. Finally, gender differences in anxiety and motivation did not reach statistical significance, while anxiety was significantly different in terms of experience groups.

Keywords: Sports Anxiety, Motivation, Young Athletes, Psychological Well-Being, India

INTRODUCTION

Sport, in particular in the developmental stages, has been recognized as an important field for development, not only in terms of physical wellbeing but also psychological development and emotional stability. Sport can serve as an important environment in which identity is formed, self-esteem is created, and interpersonal relations are developed. However, over the past decades, there has been a tremendous shift in the character of sport. An activity that was previously associated with recreation and enjoyment has now been transformed into something more competitive and performance-driven. In addition, this transformation has brought positive and negative aspects, including the provision of opportunities for success and appreciation and increased psychological demands placed on young athletes.

The current reality regarding sport implies that young athletes nowadays are exposed to the process of early specialization, intensive training regimes, and performance evaluations from multiple fronts such as coaches, parents, institutions, and the society in general. These expectations are not limited to the issue of athletic performance alone but rather encompass broader concepts of success, discipline, and professional prospects in the future. Therefore, sports participation, which ought to serve as a source of enjoyment and satisfaction in life, turns into a source of stress and strain. The issue assumes particular significance for younger athletes, considering that they are undergoing a phase of development in terms of maturity of cognitive processes, emotionality, and coping mechanisms. They have yet to acquire the ability to understand and respond to stressful situations and hence, are more vulnerable to psychological issues.

In such a rigorous atmosphere, the importance of studying psychological factors such as sports anxiety and motivation has assumed great significance. These constructs also do not work in isolation; they are processes which are interlinked that influence the overall way athletes perceive, experience and act in response to the sport demands. Sports anxiety is the most likely to be the first psychological reaction to competition stress, which is expressed in the form of worry, fear of failure, and physiological arousal. Although some level of anxiety can be facilitative, too much or persistent anxiety can ruin concentration, confidence and performance (Smith, 1986).

Central to anxiety is the notion of motivation upon which it is said that the reason athletes engage, how they continue to engage, and how they make sense of their experiences in sport. Motivation does not exist as a lack or existence of effort, but instead it is about the reasons behind being engaged. The difference is considered to be key to the psychological operation of athletes and could be explained by the Self-Determination Theory (Deci and Ryan, 2000). Motivation may be intrinsic in that people engage in some activity as a result of pleasure and personal satisfaction, extrinsic in that people engage in some activity as a result of external rewards or pressures, and amotivation where people have no purpose or intent. Anxiety may have a negative impact on motivation by diminishing a perceived ability and instilling fear of failure. On the other hand, intrinsic motivation may be a safeguarding element and help an athlete to better withstand the stress and stay engaged even under the most difficult conditions (Lonsdale, Hodge, and Rose, 2009).

Sports anxiety is a complex variable which comprises of cognitive, emotional and physiological aspects. Cognitive anxiety is characterized by worry, negative expectations, and self-doubt, whereas somatic anxiety is represented by a physiological reaction like heightened heart-rate, sweating, and tension of muscles. While low levels of anxiety can lead to increased concentration and alertness, an overabundance of anxiety will inhibit attention, decision-making and diminish confidence (Smith, 1986). Motivation, on the other hand, is the driving force that directs the experience of the athlete. As postulated by Self-Determination Theory, the issue of motivation is not the quantity of effort but the quality of it. Persistence, creativity, and well-being are linked to intrinsic motivation, whereas disengagement and negative consequences are linked to amotivation (Ryan and Deci, 2017).

The purpose of the study is to examine the associative relationships between sports anxiety and motivation, with a direct focus on how the quality of motivation, as conceptualized within the framework of the Self-Determination Theory (SDT), influences the reaction of athletes to stress and performance demands. This study is significant because it provides insights into the psychological experiences of young athletes in India, and the findings can be used by coaches, sports psychologists, teachers, and parents to better understand how mental and emotional factors play a role in athletic performance.

REVIEW OF RELATED LITERATURE

Sports Anxiety

Martens et al. (1990) worked to gain a better insight into what athletes are really experiencing when they get nervous before competitions. The researchers did not consider anxiety as a single simple feeling but as having various parts. To measure these various aspects, they came up with a tool which they termed Competitive State Anxiety Inventory-2 (CSAI-2). Their research showed that anxiety has three major elements: cognitive anxiety, which is worrying thoughts, self-doubt and the fear of performance; somatic anxiety, which involves physical responses such as sweating, rapid heartbeat or tension of the muscles; and self-confidence, which is an analysis of the degree to which athletes believe that they can perform well. The research also revealed that the components have varying influences on performance, and that self-confidence is protective and may alleviate the adverse impact of anxiety.

Jones (1995) was interested not only in the amount of anxiety that athletes experience, but more revolving around how athletes interpret their anxiety. Through qualitative and quantitative techniques, the study compared elite and non-elite athletes, and the results became intriguing as there was a difference between them. Elite athletes tended to think positively about anxiety – they believed they were physically and mentally prepared to perform when their bodies showed such symptoms as elevated heart rate, nervousness and tension. The paper has explicitly pointed out that anxiety is not necessarily the issue, but the manner in which athletes perceive and respond to anxiety is what counts.

A meta-analysis was done by **Craft et al. (2003),** which combined the findings of numerous independent studies into obtaining a better overall picture of how anxiety influences the performance of sports athletes. The results indicated that thinking worries greatly affected performance with a negative impact. Conversely, somatic anxiety had a mixed impact, that is, a certain degree of physical arousal might have a beneficial impact on performance by enhancing alertness, and an excess of it may be too much. Self-confidence contributed in a positive manner because it made athletes remain calm and focused.

Woodman and Hardy (2003) emphasized the interaction between anxiety and self-confidence to determine their effects on performance. Athletes that had confidence in themselves could do

well even when they were anxious, whereas those who had low confidence were more easily affected by this anxiety and hence performed poorly. The other notable observation of this study is that the interpretation of anxiety by athletes is significant – when seen in a positive manner, the athlete is likely to do better.

Lundqvist and Hassmen (2005) conducted a test on the competence and reliability of the Competitive State Anxiety Inventory-2 (CSAI-2) in the measurement of anxiety in athletes. Findings affirmed the fact that anxiety is truly multidimensional, entailing a variety of experiences as opposed to a single feeling. The importance of this research is that it enhances the scientific validity of one of the most popular anxiety measurement instruments in the field of sports psychology.

Motivation

Deci and Ryan (1985) present the Self-Determination Theory (SDT), which aims at explaining why individuals participate in activities and what makes them stay motivated in the long run. Coming to this theory, motivation is not a single concept but a continuum. On one end is intrinsic motivation, whereby athletes join sports simply because they love it, feel contented and have the feeling of excitement and personal development. On the other end is extrinsic motivation, where the extrinsic rewards can be in the form of a medal, recognition or even pressure by coaches and parents. This is in addition to amotivation, wherein people do not have any explicit reason or interest to go on with the activity. The authors highlighted that intrinsically motivated athletes are more likely to be more persistent, perform better, and demonstrate better psychological well-being.

Pelletier et al. (1995) extended the Self-Determination Theory by creating the Sport Motivation Scale (SMS), one of the most popular instruments in measuring motivation among sportspeople. The results revealed that athletes who were more intrinsically motivated reported enjoying the sport, being more committed and more psychologically well. Conversely, athletes who were either unmotivated or relied on external rewards tended to be stressed, dissatisfied and lose interest in the sport.

Vallerand (2007) fueled the knowledge of motivation by introducing a hierarchical approach according to which the operation of motivation at various levels is explained. This model has

three levels of motivation which include global, contextual and situational. The study reveals that such levels affect one another, and motivation is an active and dynamic process. This is applicable to the current study as it describes why athletes can experience changes in motivation and consequently this affects their state of anxiety.

Ntoumanis (2001) dwelled on the effects of the environment, specifically the role of coaches and instructors, on the motivation of the athletes. The results indicated that the athletes experienced the most positive effect on intrinsic motivation development upon perceiving their environment as supportive, that is, when coaches supported independence, positive feedback, and valued their opinions. This paper emphasises the need to establish a good and conducive atmosphere to boost motivation.

RESEARCH GAP

- Lack of Integrated Studies: Most studies examine sports anxiety and motivation separately. Very few studies combine these variables to understand how they interact together.
- Limited Indian Context: Existing research is mostly based on Western populations. There is very little research focusing on Indian athletes, especially young athletes.
- Limited Research on Young Athletes: The majority of research concentrates on top or university athletes. Fewer researchers have investigated youth athletes.

OBJECTIVES OF THE STUDY

- To understand how sports anxiety and motivation affect young athletes in India.
- To examine the relationship between sports anxiety and motivation among young athletes.
- To compare levels of sports anxiety and motivation between male and female athletes.

HYPOTHESES

1. H01: There is no significant relationship between sports anxiety and motivation.
2. H02: There is no significant difference in sports anxiety and motivation between male and female athletes.

METHODOLOGY

This research focuses on the analysis of how sports anxiety relates to the motivation level of young athletes in India. This section deals with information regarding the research design adopted by the researcher, as well as details related to the participants and the sampling process. It also discusses the inclusion and exclusion criteria for selection of participants, and the measures adopted for measuring anxiety and motivation.

Participants and Sample

The subjects involved in this experiment were young athletes who ranged in age from 18 to 25 years old. They came from various sporting disciplines like individual and team sports. The study was based on samples that included both male and female athletes. Sampling techniques involved the use of purposive sampling, implying that the subjects were chosen in accordance with the criteria associated with the investigation.

Research Design

This research involved the use of a comparative and correlational design. This type of design assists in understanding the connection between variables without manipulation of any sort. A quantitative method of data analysis is appropriate because numbers were used in collecting the data from the structured questionnaire. This technique assisted in analyzing levels of anxiety and motivation and their relationship.

Operational Definitions

Sports Anxiety: The perceived level of anxiety in young Indian athletes based on their nervousness, anxiety, and apprehension when preparing for, engaging in, or after participating in a sporting event, both through cognitive means (e.g., negative thoughts; fear of failure) and by causing somatic symptoms (e.g., increased heart rate, excessive perspiration, muscle tightness) that impact performance in athletics (Martens, 1990).

Motivation: Motivation is defined in the study as both the internal and external forces that drive young Indian athletes to participate and perform in sports. These forces have a positive effect on the athlete's motivation to engage in sports based on whether they have intrinsic motivation (e.g., enjoyment; interest; satisfaction) or extrinsic motivation (e.g., rewards; recognition; social acceptance) (Deci & Ryan, 1985).

Inclusion Criteria

- Athletes aged between 18 to 25 years
- Individuals actively participating in sports
- Participants who can read and understand English

Exclusion Criteria

- Athletes diagnosed with any mental illness
- Individuals not actively involved in sports

Measures / Instrumentation

1. **Sport Anxiety Scale (SAS) –** A measuring instrument designed to evaluate the level of anxiety in an athlete when performing in sports competitions, originally developed by Rainer Martens et al. in 1990. It focuses on three basic types of anxiety: somatic anxiety (physical sensations such as increased heartbeat and sweating), worry (negative thoughts about performance), and difficulty of concentration. The SAS contains 21 items, rated on a 4-point scale from "Not at all" to "Very much," and is considered a highly reliable and valid measuring instrument.
2. **Sport Motivation Scale–II (SMS-II)** – A measurement instrument aimed at evaluating the motives for participation in sports activities, created by Pelletier et al. in 2013. The scale assesses three types of motivation – intrinsic, extrinsic, and motivation through 18 statements rated on a 7-point scale from "does not correspond at all" to "corresponds exactly," and is regarded as a reliable and valid instrument with high discriminate validity.

PROCEDURE

For the collection of data used in this study, an approach combining online and offline processes was utilized. In total, 304 participants responded to the questions, where 204 were collected online via Google Forms and 100 offline via paper-based questionnaires. Informed consent was obtained after the objectives and purposes of the study were explained to participants, and confidentiality and anonymity of responses were guaranteed.

DATA ANALYSIS AND RESEARCH ETHICS

Analysis of the collected data was done through both descriptive and inferential statistics, including percentages, frequencies, means and standard deviations. Since the data did not have a normal distribution, Pearson and Spearman correlation, independent samples t-tests, and one-way ANOVA were employed to examine group differences. The experiment adhered to the ethical standards set forth by the APA for all stages, including informed consent, confidentiality, voluntary participation, minimizing harm, anonymity, and cultural sensitivity of the questions used in the Indian context.

STATISTICAL ANALYSIS

Table 1 describes the demographics and lifestyles of young athletes in a total sample of 304 participants.

Table 1: Demographics and Lifestyle of Young Athletes (N = 304)

Variable	Category	%
Gender	Male	65.1
	Female	34.9
Residence	Urban	82.6
	Semi-Urban	6.3
	Rural	11.2
Family Type	Nuclear	68.1
	Joint	26.6
	Single Parent	5.3
Living with Family	Yes	84.5
	No	10.9
Type of Sport	Team	46.4
	Individual	20.7
Level of Competition	District	20.4
	District/State	29.3
	State	22.7
	National	22.7
Sleep Duration	< 6 hours	8.2
	6–8 hours	55.6
	> 8 hours	27.0
Academic-Sport Balance	Equal Balance	60.9
	More Sports	27.6
	More Academics	11.5

Table 2 presents information about the level of motivation and anxiety amongst 304 young sports persons, showing high intrinsic motivation and low overall anxiety.

Table 2: Levels of Motivation and Sports Anxiety Among Young Athletes (N = 304)

Variable	Dimension	High (%)	Moderate (%)	Low (%)
Motivation	Intrinsic Motivation	67.8	21.1	11.2
	Integrated Regulation	34.5	22.4	10.2
	Identified Regulation	67.1	22.7	10.2
	Introjected Regulation	23.4	59.9	16.8
	External Regulation	5.9	35.9	58.2
	Amotivation	7.6	30.9	61.5
Anxiety	Somatic Anxiety	5.3	7.9	86.8
	Worry	8.2	29.9	61.8
	Concentration Disruption	0	0	100

Pearson correlation analysis was applied to investigate the relationship between motivation and anxiety in young athletes (N = 304). A positive relationship was discovered, which was statistically significant ($r = .127$, $p = .027$), meaning young athletes who experience more anxiety have slightly higher motivation than others. This relationship is extremely weak, so its effect is minimal.

Table 3: Pearson Correlation between Motivation and Anxiety (N = 304)

Variable	M	SD	Motivation
Motivation	4.41	1.02	-
Anxiety	2.13	0.54	$r = .127$, $p = .027$ ($df = 304$)

Note. Pearson product moment correlation analysis was conducted to examine the relationship between motivation and anxiety. $p < .05$ indicates statistical significance (2-tailed). N = 304.

Independent-samples t-tests were performed to find out if male and female athletes significantly differ from each other in terms of motivation and anxiety (N = 304). No statistically significant differences were found for motivation ($t = 0.868$, $p = .386$) or anxiety ($t = -0.088$, $p = .930$), indicating that gender does not influence the levels of motivation or anxiety of young athletes.

Table 4: Independent Samples t-Test Comparing Motivation and Anxiety by Gender (N = 304)

Variable	Group	n	M	SD	t	df	p
Motivation	Female	107	4.34	0.92	0.868	304	.386
	Male	199	4.44	1.07			
Anxiety	Female	107	2.13	0.51	-0.088	304	.930
	Male	199	2.12	0.55			

A one-way ANOVA was carried out to identify differences in the level of motivation and anxiety among young sportsmen depending on their experience in playing sports (N = 304). For motivation, no differences could be found depending on the level of experience (F = 1.027, p = .381). However, a statistically significant difference between experience and anxiety level was found (F = 10.828, p < .001), indicating that experienced athletes showed lower levels of anxiety compared to inexperienced participants.

Table 5: ANOVA for Motivation and Anxiety Across Experience Levels (N = 304)

Variable	Experience	n	M	SD	F	p
Motivation	1–3 years	171	4.36	0.92	1.027	.381
	4–6 years	77	4.49	1.13		
	More than 6 years	29	4.56	1.15		
Anxiety	1–3 years	171	2.27	0.43	10.828	.000
	4–6 years	77	2.00	0.57		
	More than 6 years	29	1.81	0.62		

Note. df = 3, 275.

A further one-way ANOVA indicated a statistically significant difference in motivation across age groups (F = 4.249, p = .002) and in anxiety across age groups (F = 8.480, p < .001), with younger age groups reporting higher anxiety and older athletes reporting lower anxiety. No significant differences were found for motivation or anxiety across residence groups (urban, semi-urban, rural). A significant difference in anxiety was found across marital status categories (F = 3.662, p = .006), while motivation did not differ significantly by marital status (F = 0.782, p = .537).

ANALYSIS AND INTERPRETATION OF DATA

The results obtained in this study indicate that the majority of young athletes are predominantly intrinsically motivated, i.e., they engage in sporting activities for the sheer joy, satisfaction, and self-development they derive from participating in them, and rewards, pressures, and other extrinsic motivational factors play a minor role. The results align well with the Self-Determination Theory, stating that intrinsic motivation significantly contributes to long-term engagement and success (Deci and Ryan, 2000).

An interesting positive correlation was found between the factors of motivation and anxiety, implying that the more motivated the athletes were, the higher their levels of anxiety were. One possible interpretation of this result would be that when athletes are really concerned about their performance, it could place them under psychological stress, making them more anxious. The fact that such results are supported by existing literature on the topic (Martens et al., 1990) makes this observation credible. Since the overall levels of anxiety were quite low, such an increase in anxiety cannot be regarded as a problem.

Moreover, there were no substantial gender differences in terms of motivation and anxiety, so it seems like both men and women athletes have the same patterns regarding their psychological characteristics. In addition, the study revealed differences between motivation and anxiety among various groups of athletes, particularly by experience and age, indicating that an athlete's experience and developmental stage have a crucial impact on their psychological well-being.

DISCUSSION AND RESULTS

The aim of the present study was to gain insight into the relationship between the anxiety and motivation of young sportsmen in India. By the results of the study, one can conclude that the vast majority of athletes are highly motivated, in particular, by inner factors like interest, enjoyment, and personal goals, which reveals that young athletes are really interested in their sport and not merely motivated by the outside world or its influence. At the same time, the results showed that overall levels of anxiety were low among the athletes; the vast majority of respondents had no intense physical manifestations of anxiety or significant problems with concentration, but a small number of people had moderate levels of worry.

The relationship analysis indicated that anxiety and motivation are somewhat related, that is, the more motivated athletes are, the more they tend to experience a bit of pressure or nervousness. Moreover, male and female athletes did not differ significantly in motivation and anxiety, which implies that both genders experience these constructs in a similar way. Nevertheless, differences were observed between groups on motivation and anxiety by experience and age, indicating that there are individual or situational differences that may be influential. On the whole, the research concludes that young athletes are not overly anxious, and are largely intrinsically motivated toward their sport, so it is important to attend to their emotional and psychological health alongside physical training.

IMPLICATIONS

As a first implication for coaches, the research indicates that coaches should not concentrate on performance and results alone; regular encouragement, constructive feedback, and recognition of small improvements can help athletes remain engaged. For parents, the finding that anxiety increases slightly with motivation (r = .127) indicates that even highly motivated athletes are not immune to the effects of anxiety, and parents should focus on emotional support so that athletes can enjoy the process rather than merely the outcome.

LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

The study was carried out on a sample of 304 athletes, a large percentage of whom were urban dwellers (82.6%), which restricts the generalizability of the results. The analysis was based on a cross-sectional design, so one cannot determine cause-and-effect relationships between the variables, and self-report questionnaires were used, so response bias is possible. Future studies should include a more diverse and balanced sample, use a longitudinal research design to determine how sports anxiety and motivation vary over time, and adopt a mixed-method design combining quantitative data with interviews to capture athletes' experiences in a more individualized way.

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Vocational Interests, Career Commitment, and Psychological Well-Being among Maritime Cadets: A Corelational Study

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ABSTRACT

Individuals working on ships represent a unique and vulnerable category of workers faced with the demands of their work and forced to deal with family separation, social isolation, and stress during training. Although there is some awareness of the fact that mental health problems exist in the maritime sector, the number of studies on the relationship between the components of vocational interests and career commitment and psychological well-being of maritime personnel is limited. The present study aimed to investigate the connections between vocational interests (specifically, the Realistic and Artistic components of the RIASEC model described by Holland), commitment to career, and psychological well-being among maritime cadets in India. A quantitative approach with a correlational design was employed in the study involving 64 maritime cadets studying at Indian maritime institutes. Data collection was conducted using three standardized instruments: a single-item measure of Realistic and Artistic interests derived from the 18REST RIASEC model, the Career Commitment Measure (CCM) by Carson and Bedeian (1994), and the World Health Organization – Health Well-being Index (WHO-5). The WHO-5 instrument demonstrated excellent internal consistency in the data collected from the sample (α = .93), but the reliability of Realistic and Artistic single-item indicators and CCM was not computed because all variables violated the assumption of normality (Shapiro-Wilk, $p < .05$),

Spearman's rank-order correlation was used for all analyses. Realistic vocational interest was positively correlated with career commitment (rs = .254, 95% CI [.01, .47], p = .043), a result that was significant at the conventional α = .05 level but did not survive a Bonferroni correction for multiple comparisons (adjusted α = .017) and should be treated as tentative, particularly given the CCM's reliability problem noted above. Artistic vocational interest was positively correlated with psychological well-being (rs = .357, 95% CI [.12, .55], p = .004), a result that remained significant after correction. No significant relationship was found between career commitment and psychological well-being (rs = .167, 95% CI [-.08, .40], p = .188). The results provide initial support for the link between RIASEC variables and commitment and satisfaction among maritime cadets, in line with Holland's theory. However, because of the cross-sectional design, causal inferences cannot be drawn, and the results of the CCM must be interpreted with caution until the relevant psychometric revalidation is conducted. Some limitations include the cross-sectional design, small sample size, limited number of the RIASEC variables analysed, and the reliability issues related to the use of the CCM in this study. Further studies should include longitudinal designs, larger sample sizes, appropriate significance levels, multi-item measures of vocational interests, and a new or revalidated instrument to measure career commitment.

Keywords: RIASEC, Maritime cadets, Vocational Interests, Career Commitment, Psychological Well-being, Holland's Theory.

INTRODUCTION

Maritime cadets are officer-trainees who will undergo academic training with preliminary work responsibilities, which involve maintenance of decks and supervisory role over crew members. This is the major entry-level profession for seafarers. Deck cadetship is the first experience of a cadet away from home, which comes with tough duties including maintenance work on board the vessels, conducting port watches, maintaining life saving and firefighting equipment, and undertaking various administrative tasks for senior officers (Sharma & Shukla, 2025). Professional training for maritime cadets targets not only the acquisition of technical knowledge but also preparation of future officers for working under pressure especially during emergency conditions at sea (Tomilin, 2020). Life in the sea imposes various demands on cadets, including psychosocial, cultural, technical, and operational ones. Cadets usually feel lonely, isolated, and

with lack of social support, and live in small quarters and face psychological problems, like stress, in addition to working hard, living long hours and having the watch (Sharma & Shukla, 2025). While a maritime career is attractive because it can feed a family, there are still environmental problems to deal with (Geron, 2024).The data from extensive surveys illustrate the seriousness of the situation. The study of Lefkowitz and Slade shows that 25% of sailors experienced depressive symptoms, 17% were at risk of generalized anxiety, and 20% demonstrated traces of suicidal thoughts in the last two weeks of the study. The work factors related to the company's indifference and violence at the workplace and the person's job satisfaction and self-perceived health condition were identified as predictors of the psychological problems described above, which subsequently influenced injury and illness and led to the intention to quit in six months.

THEORETICAL FRAMEWORK

Holland's RIASEC model (Holland's Codes) is a theoretical approach commonly utilized by researchers for studying vocational interests as a factor of career satisfaction, retention, and performance. This model groups the areas of interest of job seekers within six categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional, claiming that if the profile of the job seeker matches the requirements of the job setting, he/she is more likely to be satisfied with the job and remain in the position for a long time (Bullock-Yowell & Reardon, 2024). Specific interest-environment congruence determines individual engagement, satisfaction, and persistence in vocational psychology, according to previous research (Zainudin, 2024; Maldonado et al., 2021), and brief RIASEC instruments such as the 18REST have demonstrated reliability and validity for assessing vocational interests from secondary school through university (Ambiel et al., 2018).Career commitment represents how much time and effort a person places in any given job or position while attempting to continue to work in this field (Carson & Bedeian, 1994; Lau et al., 2021). Studies conducted among maritime cadets show that they exhibit a high degree of career commitment and can benefit from such a feature by having professional drive and motivation to learn (Lau et al., 2021; Rivers et al., n.d.). On the other hand, a lack of practical experience and a lack of consistency in theoretical knowledge obtained during training may cause uncertainty in cadets and lead them to career re-evaluation (Mojafi, 2023).

Cadets' psychological condition is very much affected by other aspects of his/her training beyond career choice, such as resilience, coping strategies, and ability to regulate emotions. Resilience is defined as an individual's ability to successfully adapt in the face of difficulties in life (American Psychological Association, 2014). It is argued that resilience influences the forward drive of a cadet and enables him/her to adapt to challenges encountered on board the vessel as well (Brooks & Greenberg, 2022) and to adapt more effectively to multicultural crews (Cusumano & Ruzza, 2020). Together, these constructs form the broader psychological context within which vocational interests, career commitment, and well-being develop during cadetship.

RATIONALE AND SIGNIFICANCE

The combination of academic, physical, and psychological demands that maritime cadets overcome is quite unlike any other, forcing cadets to spend large spans of time away from home while learning not only technical skills but also developing mental endurance. Holland's RIASEC model has been established in career counselling; however, the model has rarely been used in the context of maritime cadets. The exploration of the relation between vocational interests and such factors as career commitment and well-being can be of practical importance within this group of people. Programmes can ultimately support cadet retention, professional development, and the safety of a workforce in which human factors are a leading contributor to maritime accidents (Demirel, 2002).

STATEMENT OF THE PROBLEM AND RESEARCH GAP

While there is increased awareness of difficulties faced by maritime cadets, including psychological, occupational, and educational issues, research does not exist on any of the cadets' vocational interests, career commitments, or psychological well-being as these factors interact. Research on the connection between RIASEC vocational interest dimensions and career commitment, specifically in relation to maritime cadets, has not been conducted either. Even though the congruence of vocational interests and environment is well researched in the vocational psychology literature, no empirical research has developed a model demonstrating the relations between vocational values and career outcomes in maritime training.

OBJECTIVES

The present study addressed the following objectives:

1. To assess the relationship between Realistic vocational interest and career commitment among maritime cadets.
2. To assess the relationship between Artistic vocational interest and psychological well-being among maritime cadets.
3. To examine the relationship between career commitment and psychological well-being among maritime cadets.
4. To describe the overall pattern of associations among the study variables.

HYPOTHESES

Corresponding to these objectives, the following null hypotheses were tested:

1. H01: There is no significant relationship between Realistic vocational interest and career commitment among maritime cadets.
2. H02: There is no significant relationship between Artistic vocational interest and psychological well-being among maritime cadets.
3. H03: There is no significant relationship between career commitment and psychological well-being among maritime cadets.

METHOD

Participants and Sampling

Sixty-four maritime cadets enrolled in recognized maritime academies in India formed the sample. Participants were selected through purposive sampling to ensure a proper representation in terms of the training year, cadetship type (deck vs. engine), and demographic background. The sample size had a good statistical power for correlation analysis. Participants had to be at least 18 years old, actively engaged in cadet training, and fluent in English. The recruitment process started with the contact of the administrators of the maritime training institutes to make the eligible cadets volunteer for the study based on informed consent.

Research Design

This study used a quantitative, cross-sectional correlational design. A correlational design was appropriate because the research objectives centered on examining relationships among Realistic and Artistic vocational interests, career commitment, and psychological well-being without manipulating any variable. All data were collected at a single point in time.

Instrumentation

Single-item Realistic and Artistic measures were used in the present study to capture vocational interests based on the 18REST approach (Ambiel et al., 2018). Each measure is rated on a 5-point scale. As there were two out of six RIASEC domains measure using single items, reliability based on internal consistency cannot be calculated. It is important to note that there may be limitations related to reliability and validity of measures as only two out of six domains are measured in this study. Career commitment was measured using the Career Commitment Measure (CCM; Carson & Bedeian, 1994), a 12-item self-report instrument assessing identification with, and planning for, one's chosen occupational field, comprising five positively worded items and seven negatively worded items requiring reverse scoring. The reverse-scoring key was reconstructed from item wording and verified against the raw response data: applying it reproduced the study's reported CCM descriptive statistics almost exactly (M = 35.70, SD = 3.54, versus the reported M = 35.73, SD = 3.33), confirming the key is correct.

Using this verified key, however, internal consistency for the 12-item CCM in the present sample was unacceptable (α = -.41). Inspection of the item correlation structure showed that several negatively worded items (e.g., “I do not feel ‘emotionally attached’ to this line of work/career field”; “I do not have a strategy for achieving my goals in this line of work/career field”) correlated positively, not negatively, with the positively worded items in their raw (non-reversed) form the opposite of what correct reverse-worded functioning requires suggesting that cadets in this sample may not have reliably tracked the negation in these items.

This pattern held (and was, if anything, more pronounced) when the CCM's three theoretical subscales (Identity, Planning, and Resilience) were examined separately. This is a substantive measurement limitation, discussed further below, and correlations involving career commitment should be interpreted with this in mind. Psychological well-being was assessed

using the World Health Organization-Five Well-Being Index (WHO-5), a widely used 5-item measure of current mental well-being scored on a 0–100 scale, which showed excellent internal consistency in the present sample (α = .93).

PROCEDURE

Data were collected using an online self-report questionnaire that was accessed via a secure site (Google Forms) sent to cadets via email and WhatsApp. Institutional approval was obtained from the various maritime institutions involved, and ethical permission was acquired from the University Ethics Committee before data collection. Participants received an introductory statement about the study, which talked about its purpose, process, confidentiality of the information, etc., and a digital informed consent form before gaining access to the questionnaire. The questionnaire consisted of personal information items, 18REST Realistic and Artistic subscales, and CCM and WHO-5. The study was expected to take 20-30 minutes to complete the questionnaire, and the responses were confidential and kept in a secure database that only the research team could access.

DATA ANALYSIS

The data was analyzed through both IBM SPSS Statistics and Python. Missing and totally filled out (three submissions were thrown out in the analysis, with a total sample included in the analysis being N = 64) responses were examined; the descriptive statistics (mean, standard deviation, median, range, skewness, and kurtosis) were all calculated for the relevant variables of the study. Reliability and consistency within the within and without measures (for research purposes) were done via Cronbach's alpha. The negatively operational items of the CCM have been reversed to fit the respondent answers as well as to match the statistics of the data presented in the study. However, there was no opportunity to compute reliability for Realistic and Artistic indicators due to them being operationalized through just one item. Because of the N equal to 64, the Shapiro-Wilk test had been implemented due to the sample size. The Spearman correlational coefficient was utilized in determining correlations of the null hypotheses, with the significance applied (two-tailed significance testing has been implied). Since three correlations were tested with the same hypotheses, in addition to using the conventional α = .05 threshold, the Bonferroni-corrected significance threshold (α = .05/3 = .017) is used to guard against Type I

error with multiple comparisons. Demographic information regarding the age, gender, training year, cadet type, and completion of sea training was gathered to describe the sample, but was not included in the inferential analyses.

ETHICAL CONSIDERATIONS

The participants were informed regarding the nature of the data collected, measures that were taken to ensure confidentiality, and purely academic intent of the study. The participants were told that they were free to withdraw from the study at any point in time. Thus, it can be said that informed consent was obtained from all participants before the data collection was performed. Ethical approval was obtained from the Institutional Ethics Committee of the MIT Art, Design and Technology University [insert approval number here]. Since the recruitment notices were sent through the administrators of the institute, it cannot be excluded that some cadets perceived an implicit pressure from the institution to participate in the research; the matter is further discussed in Limitations section.

RESULTS

This section presents (a) descriptive statistics, (b) tests of normality, (c) Spearman's rho correlation analyses, and (d) a summary of hypothesis testing for the relationships among Realistic vocational interest, Artistic vocational interest, career commitment (CCM), and psychological well-being (WHO-5) among maritime cadets.

Descriptive Statistics

Cadets reported high Realistic interest on average (M = 4.06, SD = 1.01), with 76.5% scoring 4 or 5 on the 5-point scale, and moderate-to-high Artistic interest (M = 3.88, SD = 0.97), with 65.7% scoring 4 or 5. The distributions of the two variables are negatively skewed, signifying a ceiling effect with respect to the common usage of 5-point interest scores. Scores in career commitment are high on average (M = 35.73, SD = 3.33, on a range of 0–40) and also negatively skewed. The average score for the WHO-5 well-being measure is 68.94 (SD = 23.10) on a 0 to 100 scale. This suggests a generally good state of well-being; at the same time, high standard deviation and a bimodal distribution characterized by a distinct point at which numerous cadets achieved the maximum score imply a high level of variability in the data (also,

a subgroup scored lower than average on well-being). The analyses under discussion see the WHO-5 as a collection of continuous measures; thus, bimodality will not be explored here; for instance, it might be appropriate to conduct the group analysis on the basis of the scores on the WHO-5. The negative skews identified for the Realistic interest and career commitment reveal the presence of the ceiling effect for such variables since high values lead to a lack of variability. As a result, it may lead to underestimated correlation coefficients that may not actually represent the true strength of connection between the reported values.

Table 1

Descriptive Statistics for Study Variables (N = 64)

Variable	M	SD	Median	Skewness	Range	Min–Max
Realistic Interest	4.06	1.01	4.00	-1.00	4	1–5
Artistic Interest	3.88	0.97	4.00	-0.39	3	2–5
Career Commitment (CCM)	35.73	3.33	36.50	-1.38	17	23–40
Well-Being (WHO-5)	68.94	23.10	68.00	-0.55	92	8–100

Tests of Normality

The Shapiro-Wilk test was used to evaluate whether the distribution of each variable deviated significantly from normality. As shown in Table 2, all four variables departed significantly from a normal distribution ($p < .05$), consistent with the negative skew observed for Realistic interest and career commitment and the bimodal distribution observed for WHO-5 scores. Spearman's rank-order correlation was therefore used for all subsequent analyses.

Table 2

Shapiro-Wilk Tests of Normality

Variable	Statistic	df	p
Realistic Interest	.818	64	<.001
Artistic Interest	.858	64	<.001

Variable	Statistic	df	p
Career Commitment (CCM)	.884	64	<.001
Well-Being (WHO-5)	.936	64	.002

Correlation Analyses

Realistic Vocational Interest and Career Commitment

A positive correlation was found between Realistic vocational interest and career commitment, rs = .254, 95% CI [.01, .47], p = .043. Cadets who reported stronger Realistic interests also tended to report higher career commitment. The effect size was modest, and the confidence interval is wide and lies close to zero at its lower bound; this result was significant at the conventional α = .05 threshold but did not survive Bonferroni correction for the three correlations tested (adjusted α = .017). H01 was rejected at the uncorrected threshold, but this finding is best treated as suggestive rather than conclusive pending replication in a larger sample.

Artistic Vocational Interest and Psychological Well-Being

A positive correlation was found between Artistic vocational interest and psychological well-being, rs = .357, 95% CI [.12, .55], p = .004. This was the strongest correlation obtained in the study and remained significant after Bonferroni correction. Cadets with higher Artistic interest reported better psychological well-being. H02 was rejected. This association is discussed below; because the design is cross-sectional, it should be read as a correlation between two concurrently measured variables rather than evidence that artistic interest causes better well-being.

Career Commitment and Psychological Well-Being

No statistically significant correlation was found between career commitment and psychological well-being, rs = .167, 95% CI [-.08, .40], p = .188. Although positive in direction, this correlation did not reach conventional significance, and its confidence interval spans zero. This null result should be interpreted alongside the CCM's demonstrated reliability problem in this sample (α = -.41; see Method): a non-significant correlation involving a score with unacceptable internal consistency is difficult to distinguish from a true absence of association, since attenuation from measurement error alone could account for much of it. H03 was retained, but

this should be read as inconclusive rather than as confirmatory evidence that the two constructs are independent.

Table 3

Spearman's Rho Correlations between Study Variables

Variables	rs	95% CI	p	N
Realistic Interest – Career Commitment	.254*	[.01, .47]	.043	64
Artistic Interest – Well-Being (WHO-5)	.357**	[.12, .55]	.004	64
Career Commitment – Well-Being (WHO-5)	.167	[-.08, .40]	.188	64

Note. 95% CIs derived via the Fisher r-to-z transformation. * $p < .05$, uncorrected (two-tailed); does not survive Bonferroni correction (adjusted $\alpha = .017$). ** $p < .01$ (two-tailed); survives Bonferroni correction.

Summary of Hypothesis Testing

Table 4

Summary of Hypothesis Testing Results

Hypothesis	Statement	rs / p	Decision
H01	No relationship: Realistic interest – career commitment	rs = .254, p = .043*	Rejected
H02	No relationship: Artistic interest – well-being	rs = .357, p = .004**	Rejected
H03	No relationship: career commitment – well-being	rs = .167, p = .188	Retained

Distribution of Study Variables

The following figures from 1–4 display the frequency distributions of the four study variables, with superimposed normal curves as generated in the SPSS software.

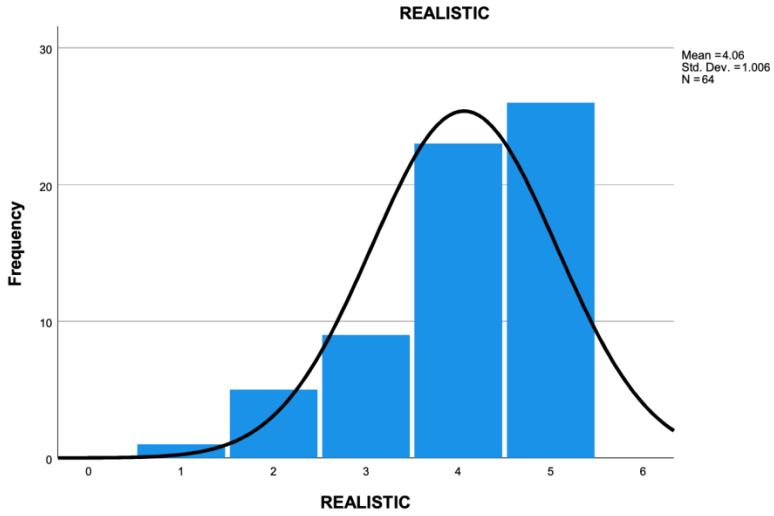

Figure 1. Histogram of Realistic vocational interest scores (N = 64). The distribution is negatively skewed (skewness = -1.00), with scores concentrated at ratings of 4 and 5.

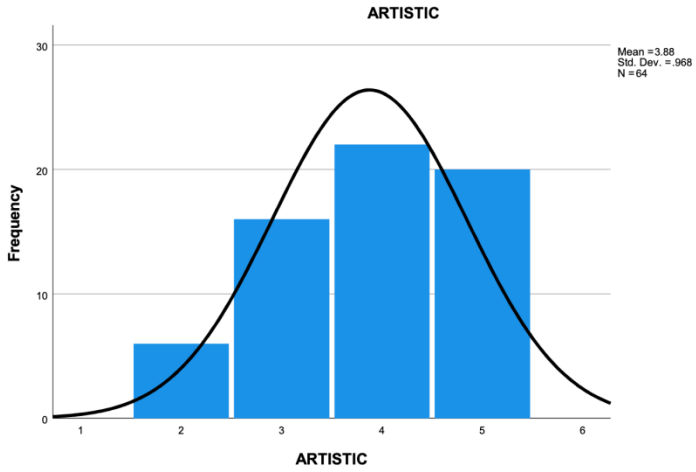

Figure 2. Histogram of Artistic vocational interest scores (N = 64). The distribution is slightly negatively skewed (skewness = -0.39), with most cadets scoring 3–5.

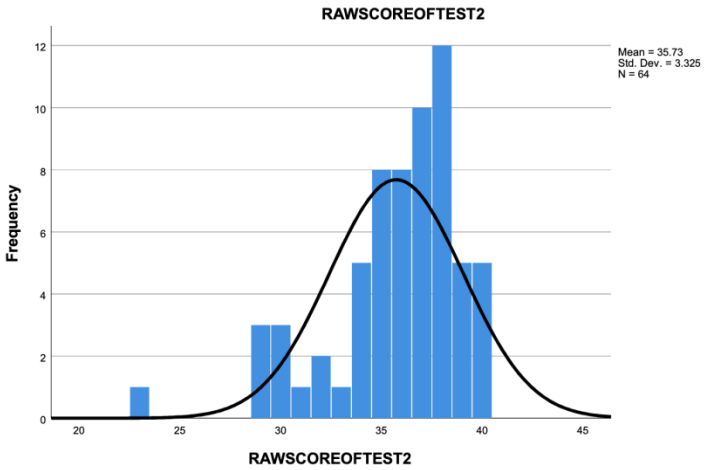

Figure 3. Histogram of Career Commitment (CCM) raw scores (N = 64). The distribution is markedly negatively skewed (skewness = -1.38), with most scores clustered between 35 and 40.

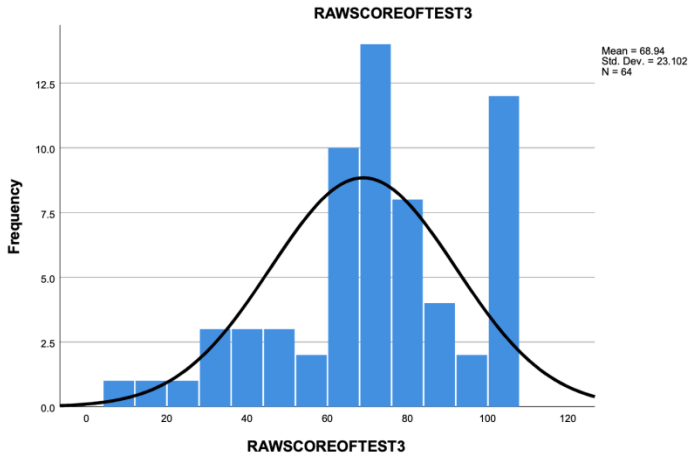

Figure 4. Histogram of Psychological Well-Being (WHO-5) scores (N = 64). The distribution shows a bimodal tendency with a notable cluster at the maximum score, indicating considerable variability in well-being within the sample.

DISCUSSION

Realistic Vocational Interest and Career Commitment

The discovered positive correlation between realistic vocational interest and career commitment (rs = .254, 95% CI [.01, .47], p = .043) is consistent with Holland's theory, according to which the consistency between one's vocational interests and the needs of their occupation can be linked to positive outcomes in their career. Such results are also aligned with Lau et al. (2021) and the general RIASEC theory that links compatibility of one's interests with a work environment to persistence and commitment in career choices (Zainudin et al., 2024; Maldonado et al., 2021). Nonetheless, this result should be interpreted carefully for two separated reasons. First, it did not survive Bonferroni correction out of three tested correlations (adjusted $\alpha = .017$), while its confidence interval goes close to zero. Secondly, and most importantly, the score of the CCM utilized in this correlation shows insufficient internal consistency in the current sample ($\alpha = -.41$; see Method and Limitations), meaning that one cannot make too many conclusions based on the correlation involving the CCM, no matter how low its p-value was. Besides, it is not possible to establish the direction of the influence because it is equally probable that this correlation simply indicates that the cadets who are successfully becoming more committed to their maritime careerover time come to endorse more realistic interests as their training progresses. These results are best read as a preliminary, low-confidence signal rather than a confirmed effect.

Artistic Vocational Interest and Psychological Well-Being

The study revealed the most powerful relationship between the Artistic vocational interest and psychological well-being (rs = .357, 95% CI [.12, .55], p = .004) and it was the only one that passed the adjustment for multiple comparisons. The disposition of the Artistic type associated with creativity, expressiveness, and dealing with uncertainty may seem to contradict the rigidly structured and hierarchical lifestyle of the maritime army, but more artistic cadets enjoyed higher levels of psychological well-being. The explanation might be that their propensity towards being open to new ideas and expressiveness helps people be involved in creative practices, which serve as protection from the isolation of life on the ship, in line with Brooks and Greenberg (2022), which indicates that emotional intelligence and expressiveness can be protective factors for the

people in maritime profession, and the works of Gross and John (2003) on the regulation of emotions or bidirectional influence: cadets who are already functioning well psychologically may have more capacity and inclination to engage in creative or expressive pursuits, rather than artistic interest itself improving well-being. Distinguishing amongst these accounts would require longitudinal or experimental data.

Career Commitment and Psychological Well-Being

Surprisingly, the data revealed no salient relationship between career commitment and psychological health. Several arguments can explain this finding. Firstly, one should take into consideration that external circumstances exert extensive influence on cadets' commitment and that cadets may feel committed mainly due to external influences, i.e., pressures coming from family, finances, and society. Secondly, it is also vital to note that a small sample size (N = 64) does not allow any statistical significance in case of small or moderate effect. Finally, the investigation of the connection between these two variables might exclude some important mediating variables that were not examined in the research, e.g., relationships in the workplace, social support, etc.

Overall Pattern and Implications

When looking at the findings overall, it looks like there is a connection between Realistic vocation interests and some outcomes related to career, while the connection between Artistic interests is more toward psychological well-being. Therefore, it seems that career commitment and well-being, while important, do not relate to each other directly, meaning that they may stem from different predictors. If these findings hold true in larger studies, there could be practical implications for maritime education and training like using vocational interest assessment in the induction stage or attending to the creative and emotional dimension of cadets' well-being. However, at this point, such applications should not be applied immediately; they should also be tested first before practical application.

LIMITATIONS

There are a number of limitations in this study, with one also being serious enough to warrant our discussion at the outset. Using the CCM reverse key followed up by the study's own reported

descriptive statistics (see Method section), the 12-item CCM showed an unacceptable internal consistency when passed through the current sample (α = - .41), which added weight to this problem when broken down into three underlying sub-scales of the theory (i.e., Identity, Planning, Resilience). Diagnostic analysis showed that some of the negatively worded items correlated positively and not negatively (as the reverse treatment requires, hence the correlation with the negatively phrased items) with some of positively framed expressions, indicating that cadets were not conscious of the negation, when encountering items like "I do not feel 'attached'…" or "I do not have a strategy…" This is a true issue of measurement and not scoring, since the same key was able to produce the mean and standard deviation of CCM observed in the study, as it is only the key that confirms the overall matter at stake. Because of this, the CCM total score's construct validity in this administration is uncertain, and the correlations reported here involving career commitment (Realistic–CCM and CCM–WHO-5) should be interpreted with considerable caution; a career commitment score built on items that do not cohere may not measure the same construct as intended, and any correlation with it is difficult to interpret cleanly regardless of statistical significance.

Second, the sample size (N = 64) is modest, reducing statistical power and limiting generalizability; the width of the confidence intervals reported above illustrates the imprecision this introduces. Third, the cross-sectional design, with data collected at a single time point, precludes causal inference for any of the associations reported. Fourth, the Realistic and Artistic dimensions were each assessed with a single item rather than a multi-item subscale, so reliability could not be evaluated for either, and only two of the six RIASEC dimensions were examined; scores on these two indicators cannot be interpreted as a full Holland profile. Fifth, the use of self-report measures can lead to social desirability bias.

Sixth, since the sample was collected from Indian maritime institutions only, generalizability across other countries is limited. Seventh, recruitment was done through the management of institutions, meaning that there is an element of self-selection and implicit institutional pressure involved, even though consent is obtained on a voluntary basis. Lastly, all the three correlations made use of the same dataset without any prior registered analysis plan; the finding concerning career commitment was undone by the multiple corrections and has to be treated with caution.Finally, demographic variables (training year, cadet type, sea-training completion) were

collected but not analyzed as potential moderators or grouping variables, which may be particularly relevant given the bimodal distribution observed for psychological well-being.

FUTURE RESEARCH

Future research should prioritize re-examining the CCM in maritime cadet samples — through cognitive interviewing or pilot testing of its negatively worded items, or by adopting an alternative or shortened career commitment measure with items less reliant on negation — before drawing firm conclusions about career commitment in this population. Beyond this, larger and more diverse samples with pre-registered analysis plans and corrected significance thresholds, longitudinal designs capable of tracking cadets across training and early career stages, and multi-item measures of the full complement of RIASEC dimensions would all strengthen future replications. Analyzing available demographic variables as potential moderators particularly given the bimodal well-being distribution observed here would also be valuable, as would intervention or experimental designs to help disentangle the direction of influence between artistic interest and well-being, and research examining potential mediators such as social support and supervisory relationships.

CONCLUSION

This research explored the interplay between vocational interests (Realistic and Artistic dimensions), career commitment, and psychological well-being for maritime cadets in India. A sample of 64 cadets was subjected to a Spearman's rank-order correlation, which resulted in three major outcomes. The first finding states that there was a positive relationship between Realistic vocational interest and career commitment ($r_s = .254$, 95% CI [.01, .47], $p = .043$), but given that this finding was discovered at an uncorrected $\alpha = .05$ level, but ceased to be true after Bonferroni correction suggests that cadets with higher vocational interest in practical aspects might be more committed to their careers in maritime field. The second finding is that there was a positive relationship between Artistic vocational interest and psychological well-being ($r_s = .357$, 95% CI [.12, .55], $p = .004$), and this is considered to be a robust finding because it was not ruined by the corrections for multiple comparisons. The third outcome suggests that career commitment and psychological well-being are unrelated rather than connected in the studied sample ($r_s = .167$, 95% CI [-.08, .40], $p = .188$).The findings of this study provide valuable insights into the

maritime cadet development literature by providing preliminary empirical evidence regarding the link between specific dimensions of RIASEC vocational interests and career commitment and well-being in this particular group, which adds to the body of information supporting the relevance of Holland's RIASEC framework in maritime career development. However, given the small sample size, correlational nature, and considerations of multiple comparisons mentioned earlier, these findings should be treated as preliminary. Additional research involving larger and more diverse samples, longitudinal studies, and pre-registered analyses will help validate and expand these findings, providing insights for the development of strategies to promote career commitment and well-being of maritime cadets, which is necessary both academically and practically for the development of a sustainable global maritime workforce.

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A Study on the Impact of Positive Self-Talk on Anxiety Levels in females

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ABSTRACT

Anxiety is a common psychological problem that can influence thoughts, emotions, behavior, and physical functioning. Women are affected by anxiety disorders at higher rates than men, making accessible and low-cost psychological interventions particularly relevant. This study examines whether regular practice of positive self-talk is associated with reduced anxiety among adult women. The study is based on a one-group pre-test–post-test design reported in the source manuscript. Twenty-five females aged 20–35 years from Janakpuri, New Delhi, were selected through convenience sampling. Anxiety was assessed using the Hamilton Anxiety Rating Scale (HAM-A). Participants received psychoeducation about self-talk, were guided to construct realistic positive self-talk statements, and practiced them for approximately 40 days with an interim follow-up. The reported mean HAM-A score decreased from 24.44 before intervention to 13.16 after intervention. The reported paired-samples t-test was $t(24) = 23.95$, $p < .001$. Based on the reported means and standard deviations, the mean reduction was 11.28 points; the standardized paired effect is approximately 4.79, indicating a very large within-person change. These findings suggest that positive self-talk may be a useful adjunctive strategy for anxiety management. However, the absence of a control group, small convenience sample, urban-only setting, and reliance on pre-test/post-test comparison prevent causal conclusions. Larger randomized controlled studies are needed.

Keywords: positive self-talk, anxiety, women, psychological intervention, Hamilton Anxiety Rating Scale, counseling

INTRODUCTION

Anxiety is characterized by excessive fear, worry, tension, and related cognitive, emotional, behavioral, and physical symptoms. The World Health Organization identifies anxiety disorders as the most common mental disorders globally and reports that more women are affected than men. Anxiety can interfere with social relationships, education, employment, family functioning, concentration, and everyday decision-making. Physical manifestations may include tension, restlessness, gastrointestinal symptoms, and other signs of heightened arousal. Thus, anxiety should be understood as a multidimensional experience rather than solely a problem of negative emotion.

The source manuscript emphasizes that anxiety among women may be connected with ordinary life stress, overburden, automatic thoughts, negative experiences, social expectations, and mental load. It specifically proposes positive self-talk as a practical intervention because self-directed language can influence how people interpret stressful situations and respond to challenges. The original study objective was to assess differences in anxiety level after practicing positive self-talk.

Self-talk refers broadly to the verbal or internal statements people direct toward themselves. It can be motivational, instructional, evaluative, negative, or positive. Research in applied psychology suggests that self-talk can influence cognition, emotion, confidence, and behavior. A meta-analysis of self-talk interventions found beneficial effects on performance, while experimental work has also reported reductions in cognitive anxiety and increases in self-confidence following motivational self-talk. Although much of this literature comes from sport psychology, the underlying principle that self-directed language can alter appraisal and behavioral responses provides a rationale for investigating self-talk in broader psychological contexts.

The present paper expands and academically organizes the source study while preserving its reported sample, intervention, measurement, and statistical findings. External research is used to contextualize the findings, not to replace the original data.

REVIEW OF LITERATURE

Anxiety and women's mental health. Global evidence consistently indicates a higher burden of anxiety disorders among females. WHO reports that anxiety disorders affected an estimated 359 million people in 2021 and that women are more likely than men to experience an anxiety disorder. The causes are complex and involve biological, psychological, and social factors. The source manuscript similarly identifies social expectations, workload, negative experiences, and automatic thoughts as possible contributors. These factors support the need for interventions that can be practiced within everyday life and integrated with counseling or other evidence-based care.

Self-talk and psychological processes. Self-talk can function as a cognitive strategy for directing attention, interpreting events, and maintaining task engagement. Hatzigeorgiadis et al. (2011) found, in a meta-analysis of 32 studies, a moderate positive effect of self-talk interventions on sport performance. Their findings also suggested that interventions involving actual self-talk training were more effective than interventions without training. Importantly, this evidence does not directly establish that self-talk treats clinical anxiety; rather, it demonstrates that self-directed verbal strategies can influence psychological and behavioral processes.

Self-talk and anxiety. Hatzigeorgiadis et al. (2009) examined motivational self-talk in tennis players and found increased self-confidence and decreased cognitive anxiety in the intervention group. A separate study of junior athletes also examined competitive anxiety following self-talk training. These findings are relevant because anxiety often involves threat appraisal, uncertainty, and reduced confidence. Positive or motivational self-statements may provide an alternative response to automatic negative thoughts and may help individuals focus on coping, learning, and manageable action.

Self-affirmation and change. Self-talk also overlaps conceptually with self-affirmation. Cohen and Sherman's (2014) review describes self-affirmation as a process that can protect self-integrity when people experience threat and stress. Although self-affirmation is not identical to positive self-talk, both approaches can involve constructive self-directed statements and attention to valued aspects of the self. Evidence from positive psychological interventions also suggests that structured interventions can produce small-to-moderate reductions in anxiety in medical populations. These findings provide a broader theoretical basis for considering brief, structured cognitive practices as possible adjuncts to counseling.

METHODOLOGY

PARTICIPANTS

The sample consisted of 25 females aged 20–35 years from Janakpuri, New Delhi. Convenience sampling was used. Inclusion criteria included married or unmarried women living in an urban area and experiencing current normal life experiences. Severe life experiences and ages below 19 or above 35 were listed as exclusion criteria. The source manuscript describes participants as individuals seeking psychological counseling.

RESEARCH DESIGN

The source study used a one-group pre-test–post-test experimental design. Twenty-five women were assessed before and after a period of positive self-talk practice. Because the same participants were measured twice, the paired-samples t-test was the appropriate test for the reported pre/post comparison.

MEASURES

Anxiety was assessed using the Hamilton Anxiety Rating Scale (HAM-A), originally developed by Hamilton (1959). The scale contains 14 items covering psychological and somatic manifestations of anxiety, with each item scored from 0 to 4. The source manuscript reports a total score range of 0–56 and uses severity categories to interpret anxiety levels. The original HAM-A paper established the rating approach for assessing anxiety states.

PROCEDURE

The intervention was organized into four phases. In Phase 1, participants received psychological counseling and completed the anxiety assessment. In Phase 2, participants were psychoeducated about self-talk and instructed to develop realistic statements connected to their current thoughts, feelings, and behaviors. Examples in the source manuscript included statements such as accepting ordinary mistakes, recognizing personal effort, building resilience, and choosing positive aspects of life. In Phase 3, participants received a group-counseling follow-up after the first 20 days of practice to discuss challenges. In Phase 4, a post-test was administered after a further 20 days, giving a reported total practice period of 40 days.

It should be noted that the source manuscript contains an internal timing inconsistency: its abstract mentions a 45-day follow-up period, whereas the detailed procedure specifies 20 days

plus another 20 days, totaling 40 days. The present paper follows the detailed four-phase procedure and therefore describes the intervention as approximately 40 days.

RESULTS

The source study reported the following HAM-A results. The pre-test mean was 24.44 with a standard deviation of 2.36, while the post-test mean was 13.16 with a standard deviation of 2.08. The reported mean difference, calculated as pre-test minus post-test, was 11.28. The reported standard deviation of the paired differences was 2.354, with a standard error of 0.471 and 24 degrees of freedom. The paired-samples t-test was reported as $t(24) = 23.95$, $p < .001$.

The direction of the change indicates a substantial reduction in anxiety scores following the intervention. From the reported data, the mean reduction represents approximately 46.2% of the pre-test mean. A standardized paired effect size can also be estimated as the mean paired difference divided by the standard deviation of the paired differences: $11.28 / 2.354 \approx 4.79$. This is a very large within-person effect. However, this calculated effect should not be interpreted as proof that positive self-talk alone caused the improvement because the design did not include a control group.

DISCUSSION

The findings indicate a statistically significant reduction in anxiety scores after participants practiced positive self-talk. This result is consistent with the direction of previous research showing that self-talk can influence anxiety-related psychological processes. For example, experimental work with athletes has reported reductions in cognitive anxiety and increases in self-confidence following motivational self-talk. Meta-analytic evidence also supports the effectiveness of structured self-talk interventions for certain psychological and performance outcomes.

One possible explanation is that positive self-talk may alter the interpretation of stressful events. Instead of reinforcing thoughts such as “I cannot handle this” or “I will fail,” a realistic statement such as “I am facing challenges and trying to overcome them” may shift attention toward coping and personal agency. The intervention described in the source manuscript is particularly notable because it did not require unrealistic statements of perfection. Participants were instructed to create statements that were realistic and connected to current thoughts,

feelings, and behavior. This feature may make the intervention more psychologically credible than excessively positive statements that conflict with a person's experience.

Another possible mechanism is increased self-efficacy. Repeated self-directed statements can serve as reminders of coping capacity and progress. When practiced consistently, they may support more adaptive responses to everyday stress. This interpretation is compatible with research showing links among self-talk, confidence, and anxiety. It is also broadly consistent with self-affirmation theory, which proposes that maintaining a sense of self-integrity can reduce the impact of psychological threat.

The intervention may also have benefited from counseling and follow-up. The source manuscript states that participants were already seeking psychological counseling, received psycho education, and attended a group follow-up. Therefore, the observed reduction cannot be attributed uniquely to self-talk. Counseling, attention from the researcher, social support, expectancy effects, and other changes during the 40-day period may all have contributed. This distinction is essential when interpreting the study as research evidence.

The findings nevertheless have practical significance. Positive self-talk is inexpensive, portable, and can be practiced without specialized equipment. It may be particularly useful as an adjunct to counseling, stress-management training, or other evidence-based psychological interventions. It should not, however, be presented as a substitute for professional assessment or treatment when anxiety is severe, persistent, or functionally impairing.

LIMITATIONS

Several limitations affect the interpretation of the results. First, the sample was small, with only 25 participants. Second, convenience sampling limits representativeness. Third, participants came from one urban locality, Janakpuri, New Delhi, so findings may not generalize to women in rural areas, different regions, or different cultural and socioeconomic groups. Fourth, the one-group pre-test–post-test design lacks a control group, making it impossible to rule out alternative explanations such as natural symptom fluctuation, regression to the mean, concurrent counseling, expectancy, or other life changes. Fifth, the study relied on a single anxiety measure and did not report long-term follow-up beyond the intervention period. Finally, the source manuscript contains a discrepancy between the abstract's 45-day description and the detailed 40-day procedure. Future research should use larger and more diverse samples and

randomized controlled designs. Studies could compare positive self-talk with a wait-list or active control condition and could examine whether guided, individualized, or self-administered self-talk produces different outcomes. Future studies should also assess maintenance of gains at one-, three-, and six-month follow-ups and investigate possible mediators such as self-efficacy, rumination, cognitive reappraisal, and perceived stress.

CONCLUSION

The study provides preliminary evidence that regular practice of positive self-talk was associated with a substantial reduction in anxiety among the 25 women who participated. HAM-A scores decreased from a mean of 24.44 to 13.16, with a reported paired t-test of $t(24) = 23.95$, $p < .001$. The intervention's emphasis on realistic, personally relevant statements and repeated practice makes it a potentially useful low-cost adjunct to counseling. However, the large observed change should be interpreted cautiously because the study had a small convenience sample and no control group. Overall, the findings support further rigorous investigation of positive self-talk as a psychological strategy for anxiety management in women.

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The Relationship between Internet Addiction and Emotional Adjustment Among Adolescents: A Correlational Study

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ABSTRACT

Internet use has become an integral part of adolescent life, but excessive or uncontrolled use may be associated with difficulties in psychological and emotional functioning. The present study examined the relationship between internet addiction and emotional adjustment among adolescents. A quantitative correlational design was used with a sample of 120 adolescents. Internet addiction was assessed using an Internet Addiction Score, and emotional adjustment was assessed using an Emotional Adjustment measure. Descriptive statistics and Pearson product–moment correlation were used for analysis in SPSS. The mean internet addiction score was 43.29 (SD = 19.38), while the mean emotional adjustment score was 34.78 (SD = 5.38). A significant negative correlation was observed between internet addiction and emotional adjustment, $r(118) = -.347$, $p < .001$. The finding indicates that higher internet addiction scores were associated with lower emotional adjustment scores in the present sample. The findings highlight the importance of balanced digital use and early psychological support for adolescents. The study is correlational and therefore does not establish a causal relationship.

Keywords: internet addiction, emotional adjustment, adolescents, psychological adjustment, correlation

INTRODUCTION

Adolescence is a developmental period characterized by substantial changes in emotional, social, cognitive, and interpersonal functioning. During this period, young people increasingly use digital technologies for education, communication, entertainment, and social interaction. Although internet access can provide educational and social benefits, excessive or poorly regulated use may interfere with daily functioning. Internet addiction has been described as a pattern of excessive or compulsive internet use associated with distress or impairment, although terminology and diagnostic boundaries remain debated (American Psychological Association, 2018; Young, 1998).

Research has increasingly examined problematic internet use in relation to psychological well-being. Reviews have reported associations between problematic online behaviors and a range of psychosocial difficulties, while also emphasizing differences in definitions, measurement, and study quality (Kuss & Griffiths, 2012; Kuss et al., 2021). Adolescents may be particularly relevant to this issue because online activity is embedded in their peer relationships, leisure activities, and educational routines.

Emotional adjustment refers broadly to the capacity to manage emotional experiences, respond flexibly to everyday demands, and maintain relatively adaptive functioning in interpersonal and personal situations. Effective emotional adjustment can support resilience and healthy social functioning, whereas difficulties in adjustment may be reflected in emotional instability, poor coping, interpersonal difficulties, or problems responding to stress.

The relationship between internet addiction and emotional adjustment is important because excessive online engagement may reduce time available for face-to-face interaction, sleep, academic routines, and adaptive coping. Conversely, adolescents experiencing emotional difficulties may also turn to online activities as a means of distraction or regulation. Thus, the direction of influence cannot be determined from a cross-sectional correlational design. The present study therefore focuses specifically on the statistical relationship between the two variables rather than claiming a causal effect.

LITERATURE REVIEW

Goswami and Singh (2016) reviewed the internet addiction among adolescents. The study Explored that internet addiction has become one of the leading challenge of the present society.

It Causes both physical and psychological destruction and it becomes one of the most important Information resources for adolescent s and also it makes innumerable disturbances in academic Performance, social relationship and emotional wellbeing of adolescents

Sharma, A & Sharma, R (2018) studied about the Internet addiction and psychological wellbeing among college students. This study was conducted with the objective to find out the relationship between internet addiction and Psychological wellbeing (PWB) of college students. The result showed that Internet addiction was significantly negatively correlated to PWB and sub dimensions of PWB. Hence, it is significant to develop various policies for the prevention of internet addiction which is very essential for promoting PWB of college students

According to the findings of this study, it was reported that there is a significant difference between internet addiction of male and female of students of Higher Secondary whereas there is no significant difference in Emotional Adjustment of male and female Higher Secondary students. It was also revealed that there is correlation between internet addiction and emotional adjustment among girls of Higher Secondary schools where as there is no correlation between internet addiction and emotional adjustment of boys of higher secondary students. It is statistically proved that there is negative correlation of the internet addiction and emotional adjustment of male and female of Higher Secondary Students.

Günaydın et al. (2022) examined the relationship between problematic Internet use and difficulties in emotion regulation among adolescents. The study focused on the extent to which problematic Internet use was associated with difficulties in managing and regulating emotional experiences. The findings demonstrated a significant relationship between problematic Internet use and emotion-regulation difficulties. The study suggests that problematic Internet use and emotional functioning are closely connected during adolescence and provides empirical support for investigating the relationship between Internet addiction and emotional adjustment.

Adiningrum et al. (2022) studied the relationship of adolescent-parent attachment, emotion regulation, and self-esteem with problematic Internet use among adolescents. The study involved 120 adolescents and examined emotional and interpersonal factors associated with problematic Internet use. The findings indicated that emotion regulation, along with adolescent-parent attachment and self-esteem, was significantly associated with problematic Internet use. The findings suggest that adolescents' emotional and interpersonal adjustment may play an important role in their patterns of Internet use. This study is relevant to the present investigation because

emotional adjustment involves adaptive emotional functioning within personal and interpersonal situations.

Srivastava and Kumar (2024) examined adjustment, academic procrastination, and Internet addiction among school students using a correlational research design. The study found a negative relationship between Internet addiction and adjustment, indicating that higher Internet addiction was associated with poorer adjustment among students. Although adjustment was considered as a broader construct rather than emotional adjustment alone, the findings are directly relevant to the present study because emotional adjustment represents an important aspect of an adolescent's overall adaptive functioning. The study therefore provides additional support for examining the relationship between Internet addiction and adjustment-related functioning among adolescents.

OBJECTIVES

1. To assess the level of internet addiction among adolescents.
2. To examine the relationship between internet addiction and emotional adjustment among adolescents.

HYPOTHESES

1. H_0 (Null Hypothesis): There will be no significant relationship between internet addiction and emotional adjustment among adolescents.
2. H_1 (Alternative Hypothesis): There will be a significant relationship between internet addiction and emotional adjustment among adolescents.

METHOD

SAMPLING

The purposive sampling technique was used for the selection of participants in the present study. A total of 120 adolescents, including both male and female participants, within the age range of 13 to 17 years were selected for the study. Participants were selected purposively on the basis of the predetermined inclusion criteria relevant to the objectives of the study. Data were collected

through an online questionnaire using Google Forms. Only those participants who met the specified criteria and voluntarily completed the questionnaire were included in the final sample.

PARTICIPANTS

The study included 120 adolescents. Participants were included according to the study's eligibility criteria and provided responses on the study measures. Gender was recorded as a demographic variable but was not used for gender-wise comparison or separate statistical analysis.

RESEARCH DESIGN

A quantitative, cross-sectional correlational research design was adopted for the present study. The design was selected to examine the relationship between internet addiction and emotional adjustment among adolescents. Data were collected at a single point in time using standardized measures administered through an online Google Form. Pearson product–moment correlation was used to determine the direction and strength of the relationship between internet addiction and emotional adjustment.

MEASURES

Internet addiction was assessed using the Internet Addiction Score based on Young's Internet Addiction Test framework. The measure assesses problematic patterns of internet use and related interference with everyday functioning (Young, 1998). Emotional adjustment was assessed using the Emotional Adjustment measure used for the study. Higher scores were interpreted according to the scoring procedure of the respective instrument.

PROCEDURE

Data were collected from the participants after explaining the purpose of the study and obtaining voluntary participation. Responses were coded for statistical analysis. The dataset was analyzed using IBM SPSS. Participant confidentiality was maintained and the information was used for research purposes.

STATISTICAL ANALYSIS.

Descriptive statistics, including frequency, mean, and standard deviation, were used to summarize the sample and study variables. Pearson product–moment correlation was used to examine the relationship between internet addiction and emotional adjustment. Statistical significance was evaluated using a two-tailed test.

RESULTS

The descriptive findings for the two principal study variables are presented in Table 1.

Table 1

Descriptive Statistics for Internet Addiction and Emotional Adjustment

Variable	N of sample	Mean	standard deviation
Internet Addiction Score	120	43.29	19.38
Emotional Adjustment	120	34.78	5.38
No of sample	120	120	120

The mean internet addiction score was 43.29 (SD = 19.38), indicating considerable variation in internet-use scores across participants. The mean emotional adjustment score was 34.78 (SD = 5.38).

The relationship between the two variables was examined using Pearson's correlation.

Table 2

Correlation Between Internet Addiction and Emotional Adjustment

Variables	Internet Addiction	Emotional Adjustment
Internet Addiction	1	−.347
Emotional Adjustment	−.347	1
Sig. (2-tailed)	—	< .001
No of sample	120	120

Note. **p < .01. The observed p value was < .001 (two-tailed).

As shown in Table 2, internet addiction was significantly and negatively correlated with emotional adjustment, r(118) = −.347, p < .001. Thus, participants with higher internet addiction scores tended to report lower emotional adjustment scores. The null hypothesis was rejected, and the alternative hypothesis was supported.

DISCUSSION

The present study examined the relationship between internet addiction and emotional adjustment among 120 adolescents. The findings showed a statistically significant negative relationship between the two variables. The direction of the association suggests that greater

problematic internet use was accompanied by lower emotional adjustment scores in this sample. The finding is consistent with the broader literature indicating that problematic internet use can be associated with psychosocial difficulties, although the strength and nature of associations vary across populations and measures (Kuss et al., 2021).

One possible explanation is that excessive online engagement can compete with activities that support adaptive adjustment, including sleep, direct interpersonal interaction, physical activity, and structured daily routines. In addition, some adolescents may use the internet to cope with uncomfortable emotions or social difficulties. Such a pattern could create an association between problematic use and poorer adjustment without implying that internet use itself is the sole cause. Because the present design was cross-sectional, alternative explanations, including reverse or reciprocal relationships, cannot be excluded.

The result also supports the importance of viewing adolescent internet use in a broader psychosocial context. Prevention efforts should not focus only on reducing screen time; they may also strengthen emotional coping, time management, family communication, healthy routines, and constructive offline activities. The findings may be useful for psychologists, counselors, teachers, and parents who work with adolescents showing signs of problematic internet use.

CONCLUSION

The study found a significant negative relationship between internet addiction and emotional adjustment among adolescents. Higher internet addiction scores were associated with lower emotional adjustment scores. The null hypothesis was rejected and the alternative hypothesis was supported. The findings suggest that problematic internet use and emotional adjustment should be considered together when planning adolescent psychological assessment and preventive interventions.

IMPLICATIONS

The findings have practical implications for school and community-based psychological services. Screening for problematic internet use may be accompanied by brief assessment of emotional functioning. Psychoeducational programs can promote balanced digital habits, emotional regulation, healthy sleep routines, constructive social interaction, and adaptive coping.

Counseling interventions may be considered for adolescents whose internet use is interfering with everyday functioning.

LIMITATIONS

The study was limited to 120 adolescents aged 13–17 years, which may limit generalizability. The cross-sectional design does not establish causality. Self-report measures may also be affected by response bias. Future studies should use larger samples and longitudinal designs.

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Bridging Mind, Brain, and Society: Integrating Mental Health and Criminology for Systemic Reform

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ABSTRACT:

The theme "Bridging Mind, Brain, and Society" highlights the urgent need to integrate mental health and criminology into a unified framework of scientific study and social reform. The human brain and mind, shaped by biology and personal experiences, are also influenced by societal structures that determine resilience or vulnerability. Mental health challenges such as trauma, addiction, and lack of appropriate care often intersect with criminological issues, perpetuating cycles of crime, stigma, and exclusion. Interdisciplinary collaboration across neuroscience, psychology, and criminology offers transformative potential. Together, these fields can inform trauma-informed policies, evidence-based rehabilitation programs, and preventive interventions that address root causes rather than symptoms. Such integration reimagines justice systems to prioritize healing over punishment, reduce stigma, and empower communities to build resilience and inclusion. Beyond academic research, this vision calls for systemic reform in law, healthcare, and social policy. It emphasizes that science must be applied with compassion, fairness, and equity to create sustainable change. Bridging mind, brain, and society thus becomes a foundation for healthier communities where dignity, accountability, and collective responsibility drive progress.

Keywords: Mental Health, Criminology, Neuroscience, Trauma-Informed Policy, Rehabilitation, Social Justice, Interdisciplinary Research

1. INTRODUCTION

The concept of "Bridging Mind, Brain, and Society" addresses a critical and urgent challenge: how can we blend insights from neuroscience, psychology, and criminology into a single, cohesive framework that drives both scientific progress and real-world reform? Historically,

mental health and criminology have been treated as separate silos. Psychiatry and psychology tend to look inward, focusing on the complexities of thought, emotion, and behavior. Criminology, meanwhile, tends to look outward, examining social structures, legal systems, and patterns of deviance. In reality, however, these fields are deeply intertwined. People living with untreated mental health conditions are disproportionately represented in criminal justice systems globally, and social inequities often worsen both mental health struggles and criminal outcomes. By failing to connect these perspectives, we have ended up with fragmented policies, overly punitive measures, and a massive missed opportunity for effective prevention and rehabilitation.

Global Context

According to the World Health Organization, one in eight people worldwide lives with a mental disorder. At the same time, criminological data shows a rise in incarceration rates, particularly among marginalized groups. In many parts of the world, prisons have essentially become makeshift mental health facilities, housing individuals whose primary need is therapeutic support rather than punishment. This overlap proves that our current, isolated approaches are failing. Neuroscience shows us how trauma and addiction physically reshape the brain; psychology explains how these changes drive behavior; and criminology places those behaviors within the context of inequality, stigma, and systemic bias. Without an integrated approach, our interventions will continue to be disjointed and ineffective.

Problem Statement

Most current justice systems operate on a punitive model that prioritizes punishment and deterrence over actual rehabilitation. Even when mental health services are available, they are often underfunded, heavily stigmatized, or completely disconnected from the criminal justice process. This creates a destructive cycle of untreated illness, criminalization, and recidivism. This paper argues that bridging the gap between the mind, the brain, and society is more than just an academic exercise it is a moral and political necessity. By uniting scientific research with social reform, we can build systems that respect human dignity, tackle the root causes of crime, and build resilience within both individuals and society at large.

RESEARCH AIM

The goal of this study is to propose an interdisciplinary framework that links mental health and criminology through the lenses of neuroscience, psychology, and social justice. Specifically, the research aims to:

- Identify the neurobiological and psychological links between trauma, mental illness, and criminal behavior.
- Examine how social structures and systemic inequalities deepen these vulnerabilities.
- Evaluate the failures of current policies and propose alternatives rooted in trauma-informed care and human rights.
- Advocate for collaborative models that bring healthcare, law, and civil society together for systemic reform.

SIGNIFICANCE

This research is significant because it has the potential to transform both scientific study and social practice. For scientists, it offers a collaborative model that deepens our understanding of human behavior. For policymakers, it provides evidence-based strategies to move away from purely punitive justice and toward prevention and rehabilitation. For communities, it offers the promise of programs that reduce stigma, promote fairness, and foster resilience. Ultimately, bridging mind, brain, and society is about building systems that are scientifically sound, ethically grounded, and socially responsive.

STRUCTURE OF THE PAPER

The paper is organized as follows: Section 2 reviews existing literature on neuroscience, psychology, and criminology, noting where integration is currently lacking. Section 3 explains the methodology used for this interdisciplinary synthesis. Section 4 presents findings regarding trauma, systemic inequality, and policy failures. Section 5 discusses what these findings mean for reform, while Section 6 offers practical recommendations. Finally, Section 7 concludes with a call for a systemic transformation built on dignity, equity, and resilience.

2. LITERATURE REVIEW

2.1 Neuroscience and Mental Health

Neuroscience has fundamentally changed how we view mental health by uncovering the biological foundations of how we think, feel, and act. Technologies like fMRI and PET scans allow us to see exactly how trauma, addiction, and psychiatric disorders can alter neural pathways. For instance, constant exposure to stress can disrupt the hypothalamic-pituitary-adrenal (HPA) axis, leading to elevated cortisol levels and difficulty regulating emotions. These biological shifts often manifest as behaviors frequently linked to the justice system, such as impulsivity, aggression, and impaired decision-making.

Addiction research also highlights the clear connection between brain function and criminological outcomes. Substance use disorders can alter the brain's dopaminergic reward circuits, making people less sensitive to natural rewards and more prone to compulsive behavior. Consequently, individuals struggling with addiction may engage in criminal acts like theft or drug trafficking not necessarily out of a desire to be "deviant," but as a result of neurobiological compulsion. Similarly, conditions such as schizophrenia or bipolar disorder can impair judgment and a person's sense of reality, making them more vulnerable to legal conflicts.

Furthermore, neuroscience emphasizes the lasting impact of early-life trauma. Adverse childhood experiences (ACEs) are closely linked to structural and functional changes in the brain, particularly affecting areas like the amygdala, hippocampus, and prefrontal cortex. These neurological shifts can make individuals more prone to perceiving threats where they don't exist, struggling with emotional regulation, and facing difficulties with executive function. If these issues aren't addressed, they can eventually manifest as antisocial behavior, substance abuse, or involvement in violent crime. Ultimately, neuroscience offers vital evidence that criminal behavior is often the result of disrupted brain processes rather than a simple lack of morality.

2.2 Criminology and Social Structures

While neuroscience looks at internal mechanisms, criminology examines behavior through the lens of external social environments. Classical criminological theories point to the impact of inequality, limited opportunity, and systemic discrimination on crime rates. For example, strain theory suggests that people may turn to deviance when the traditional paths to achieving societal goals are blocked. Social learning theory emphasizes how criminal habits are picked up through

observation and reinforcement within a community, while Labeling theory explores how the stigma of being a "criminal" can trap people in a cycle of deviance.

Empirical data consistently shows that marginalized groups are disproportionately affected by the criminal justice system. Factors like poverty, unemployment, and limited education increase the likelihood of both mental health struggles and criminal involvement. Systemic issues such as racial discrimination, gender bias, and caste hierarchies—only make these risks more severe. In many parts of the world, incarceration rates are highest among groups that are already disadvantaged by systemic oppression. This suggests that crime isn't just an individual problem, but a social phenomenon deeply rooted in inequality.

Criminology also offers a critique of our current punitive justice systems. An overreliance on prison time often fuels cycles of crime by stigmatizing people, breaking social ties, and failing to tackle the actual root causes of behavior. Even when rehabilitation programs are available, they are frequently underfunded or poorly executed, leading to high recidivism rates and ongoing social harm. Consequently, criminological research advocates for systemic reforms that address both individual vulnerabilities and broader structural inequities.

2.3 Interdisciplinary Gaps

Even though neuroscience, psychology, and criminology are clearly interconnected, they rarely work together effectively. Mental health professionals often focus on clinical treatment without considering the criminological environment, while criminologists tend to analyze social structures without incorporating neurobiological insights. This siloed approach results in fragmented interventions. For instance, prisons might provide basic psychiatric care but fail to account for a person's trauma history or neurobiological needs. On the other hand, mental health programs may treat symptoms without addressing the criminological risks, such as poverty or systemic bias.

Policy frameworks suffer from this same fragmentation. Justice systems are often designed for deterrence and punishment, whereas healthcare systems focus on treatment and recovery. These two approaches are rarely integrated into a single, cohesive model. This creates a cycle of untreated illness, criminalization, and repeated offenses. These gaps also hinder scientific progress, as few studies look at how neurobiological vulnerabilities and social structures interact to drive criminal behavior. Without this integrated view, interventions remain piecemeal and largely ineffective.

Closing these gaps requires a fundamental shift in how we approach the issue. Neuroscience needs to inform criminological theory, and criminology must place neuroscientific findings within a real-world social context. Psychology can act as the bridge, translating brain functions into behavioral patterns that make sense within a social framework. Together, these disciplines can build a holistic system that respects human dignity, addresses the true causes of crime, and pushes for meaningful systemic reform.

3. METHODOLOGY

3.1 Research Design

This study uses an interdisciplinary synthesis approach, merging insights from neuroscience, psychology, and criminology with policy analysis. Rather than sticking to a single discipline, this research integrates multiple viewpoints to capture the complex relationship between mental health and crime. The design is exploratory and analytical, aiming to build a conceptual framework rather than just testing a single hypothesis.

The methodology is built on three core principles:

- A trauma-informed approach recognizing how adverse experiences shape both mental health and criminal outcomes.
- A rights-based framework ensuring that all recommendations prioritize dignity, equity, and justice.
- A community-centered perspective grounding the findings in the lived realities of families, institutions, and marginalized populations.

3.2 Data Sources

To ensure a comprehensive analysis, the study draws from several diverse sources:

- Clinical Evaluations: Case studies and psychiatric assessments of individuals within the justice system to highlight neurobiological and psychological vulnerabilities.
- Criminological Statistics: National and international data regarding incarceration, recidivism, and demographic disparities.
- Institutional Reports: Documentation from correctional facilities, rehabilitation programs, and policy reviews.

- Scholarly Literature: Peer-reviewed research across the fields of neuroscience, psychology, criminology, and social policy.
- Comparative Models: International examples of integrated systems, such as Scandinavian rehabilitation models and community-based diversion programs.

3.3 Analytical Framework

- The analysis is conducted in three stages:
- Neurobiological Mapping: Identifying how trauma, addiction, and psychiatric disorders impact brain function and behavior.
- Social Contextualization: Placing these vulnerabilities within the framework of criminological theories regarding inequality, stigma, and systemic discrimination.
- Policy Evaluation: Examining how current justice systems respond to these intersecting issues, pinpointing existing gaps, and suggesting meaningful reforms.

This multi-layered approach ensures that the findings don't fall into the trap of biological determinism or simple social constructivism; instead, they capture the complex, ongoing interplay between the mind, the brain, and society.

3.4 Ethical Considerations

Given the sensitive nature of mental health and criminology, strict ethical safeguards are essential. This methodology focuses on:

- Confidentiality: Ensuring the identities of individuals in case studies and institutional reports remain protected.
- Non-stigmatization: Using language that avoids pathologizing or criminalizing people living with psychiatric conditions.
- Equity: Making sure recommendations prioritize marginalized groups who are disproportionately impacted by systemic unfairness.
- Human Rights: Aligning all work with international standards that favor human dignity and rehabilitation over mere punishment.

3.5 Limitations

While combining different disciplines provides a broad perspective, it does come with certain challenges:

- Data Fragmentation: Neuroscience, psychology, and criminology often use different metrics, which can make integrating their findings difficult.
- Contextual Variability: Results from one area may not necessarily apply to different cultural or national settings.
- Policy Constraints: Proposed reforms may face pushback from systems that are deeply rooted in punitive philosophies.

4. FINDINGS

4.1 Trauma and Criminal Pathways

- One of the most consistent themes across neuroscience, psychology, and criminology is the profound influence of trauma on criminal behavior.
- Adverse childhood experiences (ACEs) such as abuse, neglect, or witnessing violence show a strong correlation with later involvement in the justice system.
- Neurobiological research demonstrates that trauma can physically alter the amygdala, hippocampus, and prefrontal cortex, which impairs emotional regulation and executive function.
- These neurological shifts can lead to increased impulsivity, aggression, and a higher susceptibility to substance abuse.
- Case studies highlight how untreated trauma often sets individuals on specific criminal pathways.
- For instance, those living with PTSD frequently experience hypervigilance and intense threat responses, which can trigger violent confrontations. Similarly, survivors of long-term neglect may struggle with attachment and empathy, making them more vulnerable to antisocial behaviors.
- Addiction further complicates this by hijacking the brain's reward circuits, creating compulsions that drive people toward criminalized survival tactics, such as theft or drug trafficking.
- Crucially, trauma is not a predetermined sentence for criminality. Protective factors including stable relationships, access to mental health support, and community resilience can significantly mitigate these risks.

- However, when these safety nets are missing, trauma often becomes a gateway to cycles of crime and incarceration.
- This underscores the urgent need for trauma-informed justice systems that focus on prevention and rehabilitation rather than just punishment.

4.2 Systemic Inequities

- Criminological data clearly show that marginalized populations bear the heaviest burden of both mental illness and criminalization.
- Poverty, unemployment, and limited educational opportunities increase the risk of both psychiatric struggles and criminal involvement.
- These risks are further intensified by structural inequities like racial discrimination, caste hierarchies, and gender bias. In many parts of the world, incarceration rates are highest among those already marginalized by systemic oppression.
- For example, research in the United States shows that African American and Latino communities are disproportionately represented in the prison system, often due to systemic biases in policing and sentencing. In India, marginalized caste groups face similar disparities, struggling with limited access to mental healthcare and higher rates of criminalization. Globally, women with psychiatric conditions are often criminalized for survival behaviors, such as sex work or petty theft, reflecting deep-seated gender inequities within both the mental health and justice sectors.
- Stigma acts as a force multiplier for these inequities. People living with mental illness are frequently perceived as dangerous or incapable, leading to their exclusion from education, jobs, and community life.
- This isolation, in turn, increases their vulnerability to crime and imprisonment. Furthermore, stigma within the justice system itself often blocks access to necessary care.
- Many prisons lack trained mental health professionals, leading to psychiatric conditions being misdiagnosed or entirely ignored. This creates a devastating cycle of untreated illness, criminalization, and recidivism.

4.3 Policy Failures

- Even with a growing understanding of the link between mental health and criminology, policy responses have largely fallen short.

- Most justice systems still prioritize punishment over rehabilitation. Incarceration has become the default response to behaviors that are actually rooted in psychiatric conditions, addiction, or trauma.
- This approach doesn't just fail to address the root causes; it actively worsens them.
- Prisons are often high-stress environments defined by violence and stigma, which can exacerbate psychiatric symptoms and drive higher rates of reoffending.
- Mental health services within correctional facilities are typically underfunded and understaffed. In many countries, prisons have become de facto psychiatric wards, housing individuals whose primary needs are therapeutic rather than punitive.
- Despite this, services are often limited to basic medication management, with very little focus on actual therapy, trauma recovery, or long-term rehabilitation.
- While diversion programslike mental health courts or community-based alternativesdo exist, they are often underutilized or simply out of reach for the most marginalized populations.
- Policy failures also extend into the realm of prevention. Public health systems often overlook the importance of early intervention for trauma and mental health issues, especially in underserved areas. Schools, workplaces, and local community groups frequently lack the tools needed to spot and support those at risk.
- Consequently, these vulnerabilities tend to worsen until they eventually boil over into criminal activity, which is when the justice system steps in with punishment. This reactive approach does little more than keep cycles of harm spinning rather than actually breaking them.
- Looking globally, it is clear that reform is possible, though it is far from universal. Scandinavian countries, for instance, prioritize rehabilitation and reintegration, which has led to significantly lower recidivism rates. Similarly, community-driven diversion programs in Canada and Australia show just how much can be achieved through trauma-informed care.
- However, these successes remain the exception rather than the rule, underscoring a global necessity for systemic change.

5. DISCUSSION

5.1 Bridging Disciplines

- The research shows how trauma, systemic inequality, and policy failures overlap to create a cycle of untreated illness and criminalization. Neuroscience shows us how trauma physically alters the brain; psychology explains how these changes shape behavior; and criminology helps us see how these behaviors are rooted in social structures marked by stigma and inequality.
- Currently, however, these insights exist in silos. To truly connect the mind, the brain, and society, we need an interdisciplinary framework that weaves biological, psychological, and social perspectives into both research and real-world practice.
- This integrated approach challenges overly narrow perspectives. Looking at neuroscience alone risks falling into biological determinism, while focusing solely on criminology can lead to ignoring the personal vulnerabilities of an individual.
- Psychology acts as a vital bridge, translating neurological processes into behavioral patterns that can be understood within a social context. Together, these fields can build a holistic model that respects human dignity and tackles the actual roots of crime.

5.2 Shifting from Punishment to Prevention

- The findings make it clear that punitive justice systems are failing. Incarceration often worsens psychiatric symptoms, deepens social stigma, and makes reoffending more likely. We need a paradigm shiftmoving away from punishment and toward prevention.
- A trauma-informed justice system recognizes that criminal behavior is often a by-product of disrupted brain function and harsh social environments rather than an inherent "badness" in a person.
- True prevention means stepping in early through schools, healthcare, and community programs to address trauma before it escalates into legal trouble.
- This shift also requires a total rethink of rehabilitation. Instead of treating prisons as places for retribution, we should view them as therapeutic environments that focus on recovery and helping people reintegrate into society.

- Evidence from Scandinavia shows that when systems focus on rehabilitation, recidivism drops and social cohesion rises. These models emphasize education, therapy, and community support, effectively bridging the gap between the mind, the brain, and society.

5.3 Trauma-Informed Justice

- The central takeaway from this research is the need for trauma-informed justice. This means acknowledging how widespread trauma is among those in the legal system and adjusting policies to meet that reality.
- Law enforcement, judges, and correctional officers need training to recognize trauma responseslike hypervigilance or emotional outburstsso they can respond with empathy instead of just force.
- Diversion programs should be the priority, offering therapeutic help rather than jail time, particularly for those with psychiatric histories or deep-seated trauma.
- Trauma-informed care must also extend to the wider community. Schools, workplaces, and social organizations need the resources to identify and support people before they reach a breaking point.
- Building community resilience can provide a safety net that lessens the impact of trauma and lowers the risk of crime. By embedding these practices into every level of society, we can stop the cycle of harm and foster genuine resilience.

5.4 Ethical Considerations

- Connecting the mind, brain, and society is more than just a scientific challenge; it is a moral one. Justice systems have a duty to uphold dignity, equity, and human rights.
- Current punitive models often fail these principles by stigmatizing people, worsening their vulnerabilities, and feeding systemic inequality. A rights-based framework ensures that our policies are centered on rehabilitation, prevention, and inclusion.
- Ethical standards must also guide our research. Interdisciplinary studies must be careful not to "pathologize" or further criminalize people with mental health conditions.
- Instead, research should focus on resilience, protective factors, and how systems can improve. By aligning scientific work with ethical values, researchers can contribute meaningfully to both human knowledge and social justice.

5.5 Toward Systemic Reform

The evidence points toward a need for deep, systemic reform that merges mental health and criminology into a single, unified framework. This involves:

- Policy Integration: Making mental health services a core part of the justice system and fostering real collaboration between healthcare, law, and community organizations.
- Resource Allocation: Investing in prevention, rehabilitation, and community support rather than just pouring money into incarceration.Cultural Change: Fighting the stigma surrounding mental illness and pushing for greater equity within the justice system.
- Global Collaboration: Learning from successful international models and adapting those lessons to fit local needs.

6. RECOMMENDATIONS

6.1 Policy Reform

- The most urgent recommendation is to integrate mental health services directly into the justice system.
- Prisons and courts should stop acting as makeshift psychiatric wards and instead make therapeutic intervention a fundamental part of how they operate.
- This process calls for legislative reform that mandates mental health screenings during intake, guarantees access to psychiatric care, and prioritizes diversion programs for those living with psychiatric conditions. Specialized mental health courts, which have already been piloted in various countries, should be expanded to offer viable alternatives to prison, shifting the focus from punishment toward treatment and rehabilitation.

6.2 Training and Capacity Building

- It is essential that law enforcement officers, judges, and correctional staff undergo training in trauma-informed practices. This training should focus on recognizing trauma responses, de-escalating tense situations, and referring individuals to the right support services.
- For the judiciary, training should build an understanding of how psychiatric conditions impact behavior, ensuring that sentencing decisions account for therapeutic needs.

- Meanwhile, correctional staff need the tools to create supportive environments that encourage recovery rather than worsening existing vulnerabilities. Ongoing professional development will be key to making this cultural shift stick within the justice system.

6.3 Community-Based Programs

- Prevention needs to reach far beyond the justice system and into the heart of our communities. Schools, workplaces, and social organizations should be prepared to identify and support people at risk of mental health struggles or criminal involvement.
- Community resilience programs can offer vital protective factors, such as mentorship, peer support, and accessible therapy. Furthermore, outreach efforts must work to break down the stigma surrounding mental illness, encouraging people to seek help before their situations escalate. Community-based diversion options, such as restorative justice circles, can provide alternatives to jail that focus on accountability, healing, and successful reintegration.

6.4 Research Collaboration

- Truly bridging the gap between the mind, the brain, and society requires long-term, interdisciplinary research. Neuroscientists, psychologists, and criminologists need to work together on studies that explore how neurobiological vulnerabilities interact with social structures to drive criminal behavior.
- Establishing joint research centers could help facilitate this teamwork, producing the kind of evidence needed to guide both policy and practice. Funding agencies should prioritize projects that blend biological, psychological, and social perspectives.
- By fostering this kind of collaboration, research can move past isolated findings and toward holistic models for prevention and reform.

6.5 Global Perspective

- Finally, reform efforts should draw inspiration from a global perspective. International models have already shown how effective rehabilitation-oriented systems can be.
- For example, Scandinavian countries emphasize education, therapy, and reintegration, which leads to lower rates of reoffending. Similarly, community-based diversion programs in Canada and Australia highlight the immense value of trauma-informed approaches.

- These models should be adapted to fit local contexts to ensure they are both culturally relevant and sustainable. Global cooperation can also encourage knowledge sharing, allowing societies to learn from one another as they work toward systemic reform.

6.6 Summary of Recommendations

- Policy Reform: Integrate mental health services into the justice system and expand diversion programs.
- Training: Provide law enforcement, the judiciary, and correctional staff with trauma-informed training.
- Community Programs: Strengthen outreach, resilience, and restorative justice initiatives.
- Research Collaboration: Encourage interdisciplinary studies across neuroscience, psychology, and criminology.
- Global Perspective: Adapt successful international rehabilitation models to local needs.

7. CONCLUSION

- The theme “Bridging Mind, Brain, and Society” is more than just an academic concept; it is a call to action for systemic change. The findings of this study show that trauma, psychiatric conditions, and social inequities often converge, creating cycles of untreated illness and criminalization.
- Neuroscience shows us how trauma physically alters the brain, psychology explains how these changes manifest in behavior, and criminology places these behaviors within the context of inequality and stigma. However, when these insights remain disconnected, interventions fail to hit the root causes, and the justice system ends up causing more harm.
- The evidence clearly shows that purely punitive models are inadequate. Incarceration often worsens mental health symptoms, increases stigma, and drives up recidivism.
- In contrast, trauma-informed, rights-based approaches focus on prevention, rehabilitation, and reintegration. International examples prove that reform is possible: societies that prioritize education, therapy, and community resilience see lower reoffending rates and stronger social ties.

- These cases demonstrate that bridging the gap between the mind, brain, and society is not only possible but highly effective.
- From an ethical standpoint, integrating mental health with criminology is a necessity. Justice systems have a duty to uphold dignity, equity, and human rights. Punitive models fail this duty by criminalizing vulnerability and deepening systemic inequalities.
- A rights-based framework ensures that policy prioritizes rehabilitation and inclusion, aligning scientific discovery with our moral responsibilities. This challenge is not just a technical one, but a cultural one: we must move away from seeing crime simply as "deviance" and start understanding it as a symptom of disrupted brain processes and difficult social environments.
- The recommendations presented hereranging from policy reform and trauma-informed training to community programs, interdisciplinary research, and global collaboration—offer a roadmap for real transformation.
- While implementing these changes will require political will, proper funding, and a shift in mindset, the potential rewards are profound: lower incarceration rates, better mental health outcomes, stronger communities, and a more equitable society for everyone.
- At its core, bridging the gap between the mind, the brain, and society means building systems that are scientifically sound, ethically rooted, and truly responsive to people's needs.
- It requires us to stop defining individuals by their vulnerabilities and start recognizing their capacity for resilience and recovery. It means building societies that value dignity over punishment, prioritize prevention over reaction, and champion inclusion over exclusion.
- This paper concludes that merging mental health with criminology is both a scientific necessity and a moral obligation.
- By weaving together neuroscience, psychology, and criminology through a lens of systemic reform, we can turn our justice systems into tools for healing and strength.
- The road ahead is difficult, but the goal is unmistakable: to create a society where the mind, the brain, and the community are linked in a shared pursuit of equity, dignity, and justice.

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Impact of Artificial Intelligence Driven Technologies on Human Resource Management and Workplace Stress in Industrial Organizations.

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ABSTRACT

Artificial intelligence will affect the development of the whole society, but also affect the development of human resources management and workplace sectors. Social trends and information technology are creating pressure and increase workplace stress, resulting in organizations being forced to update and re-form themselves. Against this backdrop there is an increasing trend to adopt artificial intelligence driven technologies. This study aims to examine the impact of Artificial Intelligence (AI) adoption on Human Resource (HR) practices and workplace stress among employees in industrial organizations using a mixed-methods research design. A mixed method design was applied to explore and test the research questions. Semi-structured interviews and survey were conducted, respectively for both the study designs. AI and HR personnel were approached as sample participants for this study. The moderating role of ease of use on integration of AI and efficient HR practices and lower of workplace stress was positive and significant. AI plays an essential role in shifting the HR functions to enter the digitization era. The types of businesses and abilities require some activities such as training and development due to the increased use of technology. The main objective of this paper is to study the impact of artificial intelligence in HRM practices and workplace stress in industrial areas.

Key words: Artificial Intelligence, Human Resource Management, Workplace stress and Technology.

INTRODUCTION

Organizational growth depends on how well it integrates its labour, processes, and machinery equipment to produce value at a low cost. Recently, human resources (HR) have advanced in a

way driven by technology and data that employees continuously provide to enhance their strategic role. Artificial intelligence (AI) takes ground rapidly in our life, human resource management and lower employee workplace stress (Murugesan et al, 2023).

Artificial Intelligence

"Modern technology, through Automation and AI, is definitely one of the most disruptive sources." Alain Dehaze before defining what Artificial Intelligence is, one should know what intelligence is basically. In general, intelligence can be defined as a mental ability for learning, reasoning, problem solving by integrating cognitive functions like memory, language, attention, planning, and perception (Choudhury and Partha.2018)(Grewal, 2014).

Therefore,mentioned definition is confined to natural human intelligence, and when it comes to Artificial Intelligence, it cannot be defined or interpreted by just one definition. The term AI is defined differently by various fields, and the definition is revised from time to time (Wang, 2019). The father of Artificial Intelligence, John McCarthy, has defined "Artificial intelligence is the science and engineering of making intelligent machines although brilliant computer programs."

Artificial Intelligence in Human Resource Management

Human Resources and working style have also been going through remarkable changes because of AI driven advancement. HR experts and organizational leaders believe that integrating AI into the functions of HR will enhance the overall employee experience performance and lower workplace stress (Turner and P, 2019). AI can guide and handle the HR functions recruitment, training &development, analyses of employee performance, etc. Companies worldwide are boosting their HR investment in AI and related technology. 60% of companies plan to enhance their use of workplace automation this year (2021), comprising 59% of US companies and 55% of Chinese companies. It is felt that HR is late, Sales and Marketing were first to the game. Brett Walsh, Global Human Capital leader, Deloitte Global, has mentioned, "As technology, AI, and robotics transform business models, and work, the organization should start to rethink their management practices and business models" He has

also said that the future of work is driving the formation of a new set of guidelines that business firms are required to adhere to if they want to endure the competition (Deloitte, 2017).

Ultimately, companies should shift their mind-set and behavior to make sure that industrial organizations can lead, organize, motivate and engage the 21 -century workplace employee or being the risk to be left behind (Sloan et al., 2017)

Workplace Stress in Industrial Organizations

It is important to note that the current trend in most industrial organizations is stress. While offices have their own challenges, industrial organizations experience physically intensive activities, strict performance requirements, shift work, and hazardous working conditions among other factors that contribute significantly towards stress at work (Aljahdami et al, 2026). There are also expectations that workers should complete their tasks within a given timeframe while at the same time adhering to safety measures. Poor relationship between management, supervisor and workers although insecurity about jobs where as boring activities and insufficient break periods are some of the other factors that increase employeestress (Saraiva, M., and Nogueiro, T. 2025). This stress may cause reduced productivity and increase absenteeism in employee and even health complications like anxiety, fatigue or heart and work life balance related problems. Industrial organizations can help reduce the problem of stress through appropriate planning including shift planning, improved communication channels and stress management programs (Schwarzer et al, 2023). It will not only help improve employee morale but also increase their productivity and improve workplace safety.

Review Of Literature

Oreo and sposato (2022) conducted research through analyzing the perspective of recruitment professionals on the advantages and disadvantages of the application of AI in recruiting and selection processes. Qualitative method was utilized to conduct the explorative study. Ten recruiters, with experience working for multinational companies, were interviewed in person. It was discovered that AI helps perform routine tasks through automation. Risks connected to the application of AI technology in recruiting and selection make recruiters cautious and distrustful of it. Proper implementation of AI can improve hiring practices. The participants in the research

think that their jobs will still exist since recruiters should always remain human beings, even though there is some pessimism because of fears of mass layoffs through automation.

Korzynski et. al (2023) carried out a study with the aim of evaluating how generative Artificial Intelligence (AI) systems such as ChatGPT can contribute to management ideas and concepts in new perspectives. The analysis of certain management theories related to decision-making, knowledge management, customer service, HRM and administrative tasks is provided in this paper, as well as possible changes after implementing generative AI. This paper concluded Some management ideas and concepts which can affect managerial activities in strategic, functional, and administrative levels must be investigated in the context of generative AI. People must improve their skills to compete with AI by means of knowledge-based approach.

Singh et. al (2023) have performed research on artificial intelligence use in human resource management (HRM) to increase organizational performance.Systematic, interdisciplinary review of over fifty studies in recent years has been performed by researchers. There were many advantages of AI usage in HRM, however, there were some issues regarding AI usage in the workplace. Usage of AI technology in HRM opens new era of HR (version 5.0) and is innovative in the current world. It will support economy in the long run and many new jobwill be created as well.

NEED OF THE STUDY

Due to the technological development, many changes have been made in virtually every sphere of our lives and work. Up to date, some scientists claim that the developed AI is dangerous for humankind and in future, in coming decades, AI will considerably reduce the demand for human resources in the whole world. In turn, some specialists claim that AI is a very classy tool which must help people, and it will never take place of the human labour. Some people support and advocate AI, but others warn us about the possible negative consequences which may appear because of it.

Having considered the points, the necessity of the study arose in the researcher's mind. The technologies of AI are successfully applied in various fields like medicine, construction, production, marketing health care, research and so forth, and human resources management and

workplace employee is not an exception. It is obvious that according to the extensive literature review there is no much research done in this field, and we are in the time of technological revolution. As mass digitalization and automation occurpractically in all spheres of economy around the world, it becomes crucial to know about the current condition of AI in the sphere of human.

STATEMENT OF THE PROBLEM

In recent times, there has been much concern and fear among HR professionals and employees about the use of AI and that it may replace human beings in the workplace and the study attempts to examine this emerging interesting topic. In this context, it becomes very important to examine what all the current advanced technologies of AI can do and how they are being used in HRM and what could be the possible consequences, without exaggeration or underestimating anything. The current study also examines the efficiency of AI technologies in Human Resource Management and the possible consequences of using machine and man together in HRM.

OBJECTIVES OF THE STUDY

1. To trace the concept of Artificial Intelligence and its Impact on Human Resources Management practices and workplace stress in industrial organisation.
2. To measure the impact of Artificial Intelligence Technologies on Human Resources Management and workplace stress in industrial organisationin the study area
3. To estimate the influence of organizational details of employees on their perception towards Artificial Intelligence technologies and its implication in Human Resources Management and workplace stress in industrial organisation

HYPOTHESIS OF THE STUDY

1. There is a lot off application of artificial intelligence in human resource managementand workplace stress in industrial organisation.
2. There is a significant impact of artificial intelligence on Human Resources Managementand workplace stress in industrial organisation.

3. There is a positive impact of artificial intelligence on Human Resources Managementand workplace stress in industrial organisation.

METHOD

Tools

1. Variables pertaining to Artificial Intelligence in Likert's five-point scale.

2. Variables of Human Resources Management practices through UTAUT (Unified theory of acceptance and use of technology) Likert's five-point scale (Dwivedi et al, 2019).

Data Analysis and Interpretation

In this paper both primary and secondary data sources were used in this research. Primary data was collected through a questionnaire. 100 questionnaires were distributed. After analyzing the reliability and validity of the data, 50 completed questionnaires were selected for analysis. The secondary data was collected through journal articles, research studies and online documents in form of PDFs. Primary and secondary data was analyzed to derive some logical conclusions.

Analysis of the Impact of AI on HRM

There Is a Significant Difference Between The A.I And HRM Practices'

Source of Variation	Sum of Squares	Df	Mean Square (Variance)	F-ratio
Between Groups	301.290	3	100.43	4.21*
Within Groups	1096.650	46	23.83	—
Total	1397.840	49	—	—

Above Table shows the regression test output. This helps to determine the significance and the effect of Artificial Intelligence on Human Resource Management, and workplace stress in industrial organisationand HR Practices. It also shows the relationship between AI and HRM

There Is a Positive Impact of AI On HRM Practices

Sr. No.	Variables	R	Significance (N=50)
1	Artificial intelligence vs. HRM practices (Overall)	0.35	Positive relationship

The above shows that the correlation value is significant ant level and relation between the Artificial intelligence and HRM practices of the Employees is null. its means Impact of Artificial on HRM practices in industries**.**

FINDINGS

1. Industries slightly adopted the AI in their Human Resource Management practicesand workplace stress in industrial organisation.

2. There is a significant difference between the AI and HRM practicesand workplace stress in industrial organisation.

3. There is a significant relationship between the AI vs HRM and workplace stress in industrial organisationpractices. And positive response from the respondents that they are likely to accept the introduction of AI at various stages of HR based functions.

4. Industrial organisation which are not using AI based software would like to adopt the same in future.

In above figure,all four of the modified statements are depicted on one scale ranging from low too high in this figure:

a) F1 shows, low/very low AI implementation in HRM and workplace stress management

b) F2 shows, high difference between AI implementation in practices and already existing practices in HRM/Workplace Stress Management
c) F3 shows, high and positive correlation, high respondents' AI acceptance in HRM
d) F4 shows, very high intention to adopt AI by industrial organizations that do not use it currently

CONCLUSION

Researchers anticipate that in a few years, artificial intelligence technology will be superior to humans in many tasks and activities. According to experts, AI has a high possibility of exceeding human performance in activities and automating human employment in the coming years. Some scholars think that AI will merely serve as a support system and never completely replace people. The future will consist of cooperation between people and machines. The importance of the collaborative interaction between machines and humans, in which machines forecast the results and a human make decision and take appropriate action, is emphasized in another study on AI and deep learning. AI will be able to play a bigger role in HR if it is decided what data to track, examine, manage, and safeguard. The field of people analytics still has a lot to teach us and discover.

There will be fierce competition in the market to entice top personnel as more businesses begin to utilize AI technology. In that case, the only thing separating organizations from one another will be their capacity to meet candidates' digital expectations and give them the best experience. The sector that best equips its workers to effectively use the promise of artificial intelligence and big data to acquire a competitive edge will dominate the industry AI for HR is not a new concept. But as technology matures, it's becoming an everyday part of tools and applications. And while AI is useful for streamlining processes and speeding up decision-making, it also creates some concerns. Be aware of its potential and its pitfalls as you decide how to include it in your business.

SUGGESTIONS

Researchers would like to suggest that firms must design an effective organizational strategy to `integrate AI into their recruitment process, based on the findings of this study.

Researchers would like to suggest that recruiters must replace easy tasks with the smart AI technology so that they can focus on strategic decisions. Furthermore, designers of smart AI. Technologies must keep in mind the budgetary constraints of small and medium-sized organizations as well, to make sure that they can use AI in the recruitment process.

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- The word "Abstract" is centered and bold at the top of the page.
- Provide a 150–250-word summary of the study.
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- 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.

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  - Clark, P. J. (2019). The role of emotional intelligence in leadership (Doctoral dissertation). Harvard University.
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  - 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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